

Epistemic Framework Assignment for Units 1-6: Knowledge Café and Harvest - What did we learn?

A Guided Thinking Exercise on the Religion and Science Units

Time Length: Varies based on application method chosen.

INSTRUCTIONAL OUTCOMES:

Next Generation Science Standards

Science and Engineering Practices: The activity of evaluating evidence (Empirical, Rational, Revelatory) and constructing explanations (e.g., resolving conflicts between claims) aligns with NGSS practices like "*Engaging in Argument from Evidence*" and "*Constructing Explanations and Designing Solutions*".

Common Core Standards

CCSS.ELA-Literacy.RI.9-10.1 & RI.11-12.1: These standards involve citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, which is relevant to analyzing and discussing the Islamic and scientific narratives.

CCSS.ELA-Literacy.SL.9-10.1 & SL.11-12.1: Focusing on comprehension and collaboration, these standards are about initiating and participating effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.

CCSS.ELA-Literacy.W.9-10.1 & W.11-12.1: These writing standards focus on writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Content Learning Outcomes:

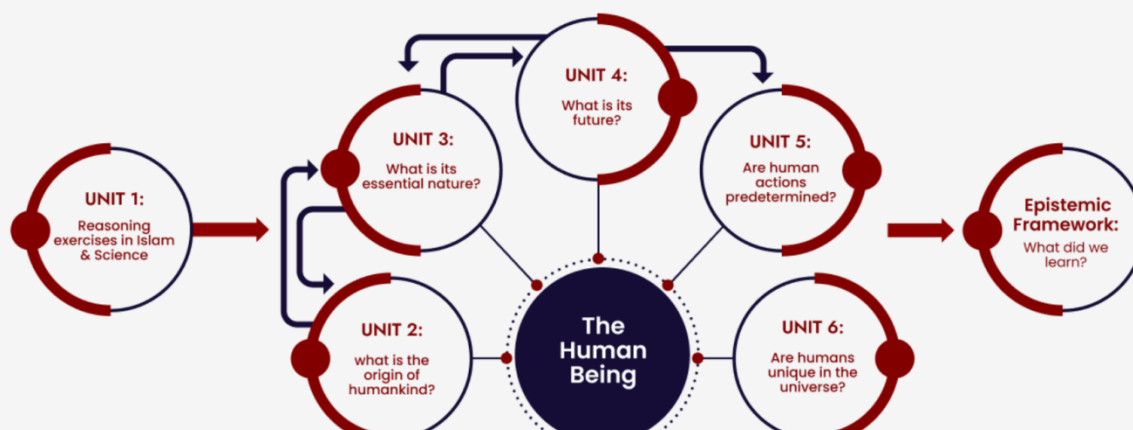
- Apply epistemic concepts to revisit key ideas presented in all previous units/lessons.
- Focus on the reasoning/thinking process with a guided line of questioning.

Materials:

- **Presentation Slides**
- **Epistemic Framework Worksheet - Student Version**
- **Epistemic Framework Worksheet - Instructor Version**

Instruction/Teacher Facilitation:

- ❖ Begin by reviewing the 5 Big Questions that were the driving inquiry behind the course study. For each one, ask students to recall what was covered in the lessons to answer these questions.
 - 5 Big Questions about the Human Being
 - What is the origin of humankind? - We covered the Islamic narrative of creation vs Evolution.
 - What is the human's essential nature? - Islamic view of the soul and consciousness vs. Neuroscience reductionism, Physicalism, and AI.
 - What is the human's future? - Islamic view of the purpose of human beings and treatment vs transhumanism and human enhancement.
 - Are human actions predetermined? - Islamic view of Qada/Qadar and genetic determinism.
 - Are humans unique in the universe? - Islamic view of **human exceptionalism**, particularly with the Prophet ﷺ and extra-terrestrial life; examining a case study to get a glimpse of hadith study via the topic of ET.
- ❖ Go over the interrelatedness of each unit to all other units, allowing students to see the correlation between the units visibly. [Use the graphic organizer below, which is present in the slides as well.]
 - **A knowledge cafe is where students will be discussing the knowledge shared in this course.**
 - **Then we will harvest the knowledge that was disseminated, guided by the epistemological framework of this course, via this summarizing worksheet. This will then be discussed as a whole group so that learning points can be made clear to all students.**
 - **This setup allows students to understand take-home points clearly, communicate that learning, and express their newfound insights with others. It also gives another opportunity to address any remaining questions or confusion regarding the unit lessons.**



❖ **Epistemic Framework Worksheet Activity:** *A knowledge cafe and harvest*

Epistemic Framework Worksheet - Student Version

[Print out a copy for each student and pass it out to them before giving instructions.]

Instructions - Each Unit has 3 claims/propositions that are made.

- Determine the source or the evidence of each claim. [Empirical, Rational, or Revelatory]
- Specify what level of certainty that evidence is. [Qatti or Dhanni]
- State if there is any conflict between the 3 claims:
 - If there is a conflict between the Islamic claim vs the scientific claim, state what that conflict is and explain what would resolve this conflict (if it can be resolved). OR
 - Do they overlap (i.e. there is no conflict)

Epistemic Framework Worksheet - Teacher Version - completed worksheet

❖ **Varied Applications Methods:**

Use of this worksheet can be done in multiple ways. Based on students' needs and class structure, the teacher can decide what application works best and will be most effective.

- The Worksheet can be used as a summary at the end of *each* unit, as a review for that unit. Therefore, each corresponding section is filled out at the end of each unit. [10-15 min.] (*Ideal for classroom instruction.*)
 - Students are divided into groups and work on filling out the Worksheet by consensus of the group (discussing and working out any disagreements).
 - Groups then share with the whole class what their consensus was.
 - The teacher will correct or reconcile any discrepancies in answers and answer any remaining questions.
 - This process would be repeated at the end of each consecutive unit.
 - Students would need to keep this worksheet until the end of the course, add to it after each unit is covered, and turn it in after being fully completed.
- The Worksheet can be used as a summary activity at the end of the course after *all* units are completed. This would help students recall what they learned in all units and serve as an overall summary, reviewing each unit's material and significant learning points. [40-50 min.]
 - Students are divided into groups and work on filling out the Worksheet by consensus of the group (discussing and working out any disagreements).
 - Groups then share with the whole class what their consensus was.



- The teacher will correct or reconcile any discrepancies in answers and answer any remaining questions.
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- The Worksheet can be used as an assessment, either in class or take-home, or a homework assignment. [45 min - 1 hr. (divided)]
 - Students individually complete the worksheet and turn it in.
 - During the following class session, divide students into groups and discuss their answers. (Try to group students who have different answers so that those differences can be discussed and worked through until a consensus is reached.)
 - As a class, go over the Worksheet. The teacher will correct or reconcile any discrepancies in answers and answer any remaining questions.