

2015 Midwest Regional Noyce Connections Conference

“On Fire” or “Lacking the Spark”: Four Types of Self-Directed Critical Thinking of Pre-service Teachers

October 30th, 2015

ERIK SHAVER

MONICA A. MEDINA, PH.D.

INDIANA UNIVERSITY SCHOOL OF EDUCATION--IUPUI

IN PARTNERSHIP WITH THE CENTER FOR URBAN AND MULTICULTURAL
EDUCATION

Workshop Overview

- Interactive urban school discussion
- Presentation of our teacher education program
- Presentation of Research
- Four Types of Self-Directed Critical Thinking
- Discussion
- Questions and Answers

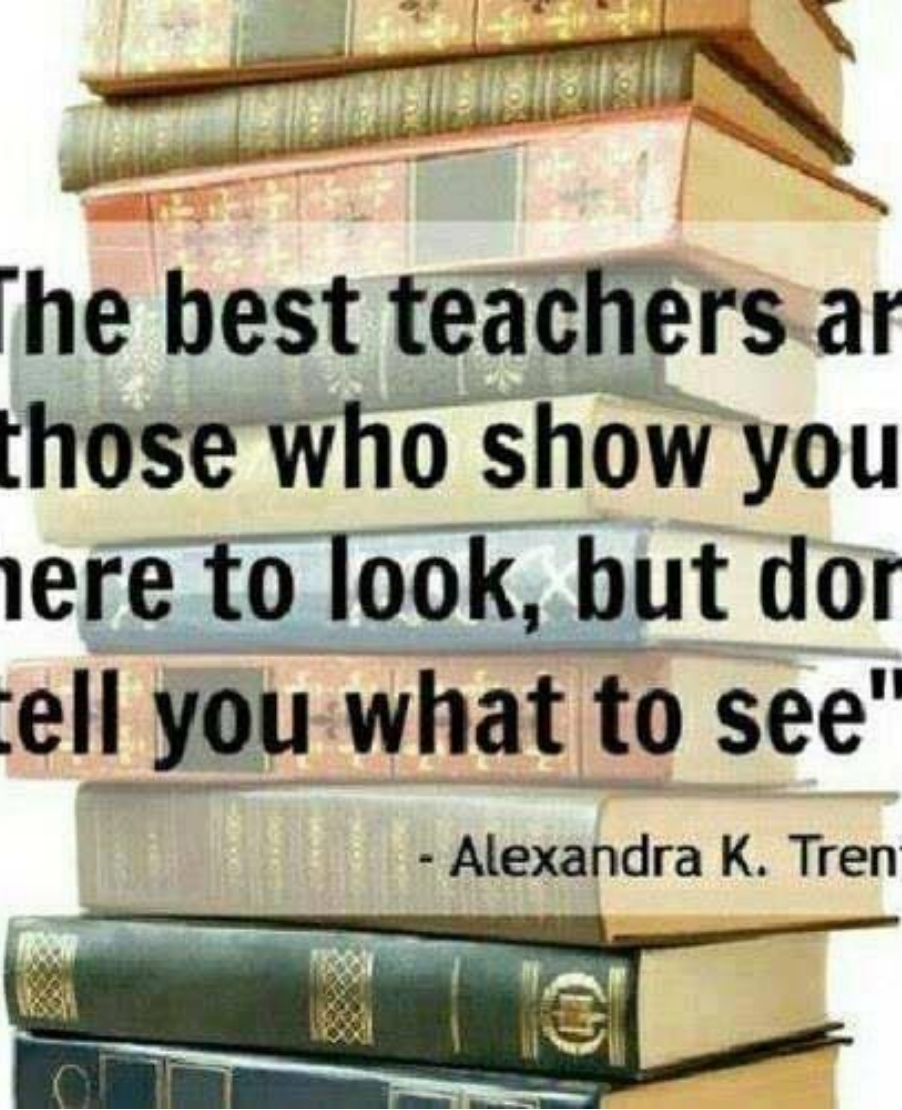
Define what is an urban school?

❖ SMALL GROUP DISCUSSION

❖ LIST THE CHARACTERISTICS OF AN URBAN SCHOOL

IUPUI
Secondary
Education
Program

Brief
Overview



"The best teachers are those who show you where to look, but don't tell you what to see"

- Alexandra K. Trenfor

Diversity and Learning Course

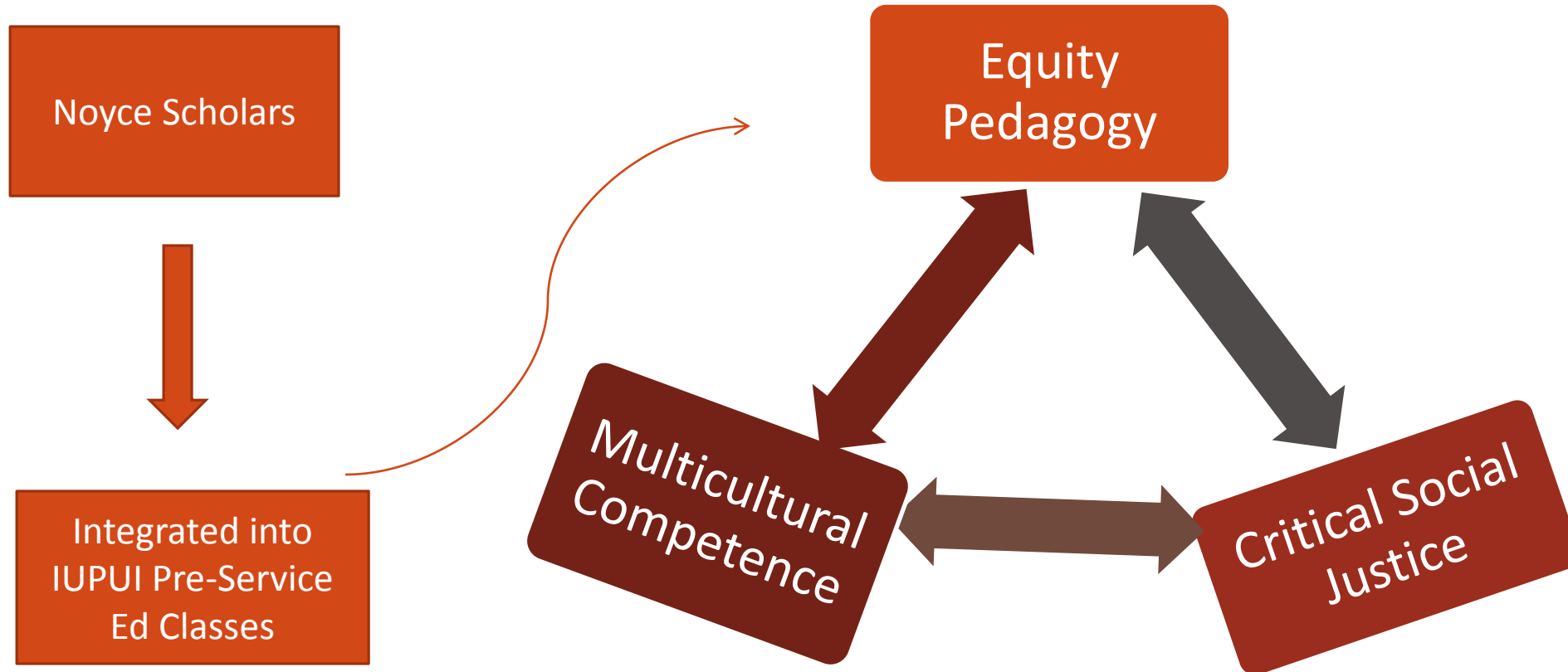
16 WEEK COURSE



12 WEEK EARLY FIELD EXPERIENCE



Course Philosophical Foundations



**Multicultural
Competence**

How does culture
impact student
learning?

Autobiographical
Reflection Paper

**Multicultural
Competence**

What cultures do
my students
bring to the
classroom?

Student Cultural
Interview

**Equity
Pedagogy**

How do I teach
students who are
culturally
different?

Critical Reflective
Paper

**Critical
Social Justice**

How do I critically
examine urban
schools and
communities?

Asset-based
Community
Assessment

Qualitative Research Study: Pre-service Teacher Critical Thinking

- Discussion of traditionally taboo social topics to debunk stereotypical views of non-dominant American “Others”
- Critical Journaling (Miller, 2005) to examine pre-conceptions and construction of “selves” and education (Schön, 1987)
- Development of critical thinking CRITICAL for teacher education programs (Adler, 2008; Posner, 1989; Zeichner, 1999).
- Critical thinking is the “ability to engage with multiple layers of complexity” (Sensory & DiAngelo, 2012, p. 12).

Methods

- Interpretation of a phenomenon in which participants make meaning of the world (Merriam, 2009).
- Utilization of multiple data points to triangulate findings (Creswell, 2013; Lincoln & Guba, 1985).
- Searched critical journals and writings for statements & language regarding how pre-service teachers interpreted their own transformation as they experienced their field work.
- Creation of coding tree after all researchers reviewed data to establish pre-set categories (Charmaz, 2006; Powell & Renner, 2003).
- Students were not given a prompt; were asked to reflect on field experiences (Bain et al., 1999).
- Journals coded as “deep,” “shallow,” or “absent” of critical thought/reflection.

Four Types of Critical Thinking

- **Critically Oriented and Engaged: “On Fire”**
 - Showed pre-conceived notion of how society functions, privileging some/oppressing others (Apple, 2004; Feagin, 2010).
- **Growing Critically Throughout the Semester: “Heating Up”**
 - Shift over time, initial resistance gave way to reflection.
- **Starting Critical but Not Staying Critical: “Smoke”**
 - Early interaction/critical thinking that disappears over time. Class structure issue?
- **No Critical Thought: “Lacking the Spark”**
 - No critical thought at any time

Potential Impact

- Address matters regarding teacher education programs that promote deficit thinking & cultural mismatches
 - (Howard, 2010; Marx, 2006; Nieto 2000, 2004; Polack, 2012)
- Holds pre-service teachers and teacher educators accountable for their reflective practices (Gay & Kirkland, 2003).
- Forces pre-service teachers to deconstruct societal norms, albeit sometimes uncomfortably (hooks, 1994).



Discussion & Q&A