

Abstract

Educational research about teachers who include critical teaching practices has been sparse and infrequent. A recent case study of three social studies teachers focused on their inadequacies and deficiencies in using critical teaching practices (Marr, 2005). However, the absence of a discussion about hegemonic pressures from their schools and teacher education programs provided an underlying assumption was that these teachers acted as purely autonomous beings capable of employing whatever teaching practices they chose.

Brent Davis and Dennis Sumara (1997) performed a study of themselves and another professor who took a sabbatical to work in an elementary school for a year. Their intentions, as professors focused on cognition, was to create a change in teaching practices throughout the school that aligned more closely with social cognitive research. However, their experiences did not go as planned. Each found that he could not just simply bring their philosophies into their classrooms independent of the sociocultural context of the school. They found very quickly that none of them could act as fully autonomous agents. They described their experiences as being part of the sociocultural fabric of the school because each of their teaching practices changed in ways that they did not anticipate and in ways that were not philosophically aligned. However, they also found that this was a two-way relationship. They were not describing completely deterministic experiences. Davis and Sumara described observing colleagues changing their practices in ways that did incorporate some of the philosophies that they espoused during their tenure at the elementary school. They

Case Studies Of First-year Critical Science Teachers

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Summary : Free case studies of first-year critical science teachers pdf download - the philosophical foundations of their sociocultural contexts were 1 knowledge as static and objectified 2 curricular knowledge as the preferred knowledge 3 standardized testing as a preferred method of gaining data about students understandings of content 4 uniform decontextualized information as neutral facts and preferred knowledge and 5 the summative view of 1-4 as a schooling process that produces learning that is preferred

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