



# Dialectical Instruction and Teacher Development

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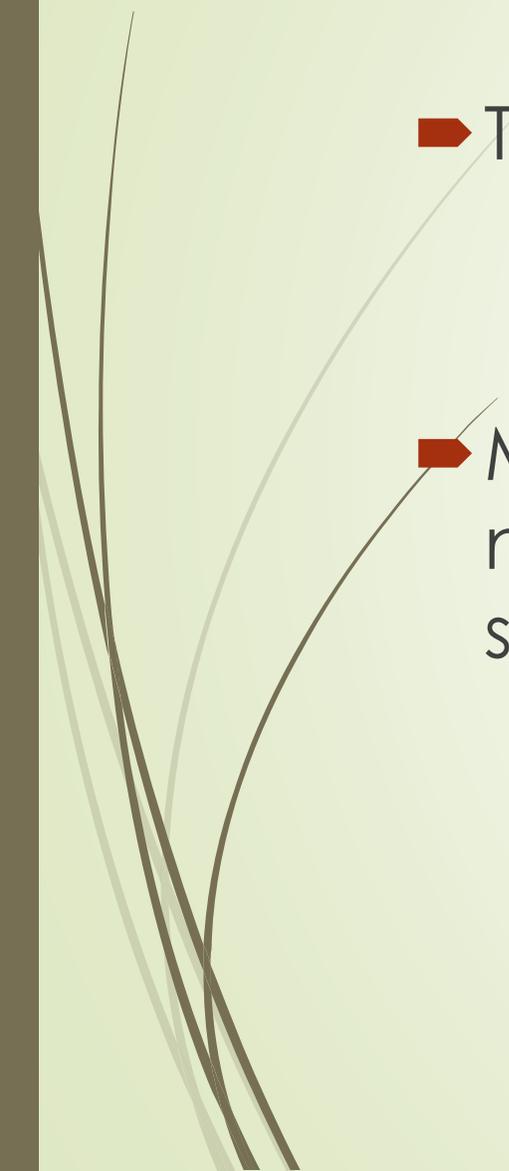
# Introduction

- Wisconsin Educator for 27 years
  - Public, Parochial, K-12, Higher Education
  - Early Childhood, Elementary, Gifted and Talented
  - Challenges, Questions, Work for Change
  - Make a difference
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- Teaching is not an act of passivity; it is a relationship developed collaboratively with teacher and student exploring the point where consciousness and our world intersect. (Shor & Freire, 1987).
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# Background to the Problem

- Teacher preparation programs
    - Skills (Goodlad, 1990; McLaren & Farahmandpur, 2002)
  - Most adults do not reach the level of consciousness needed to meet the demands placed on them by society. (Kegan, 1994)
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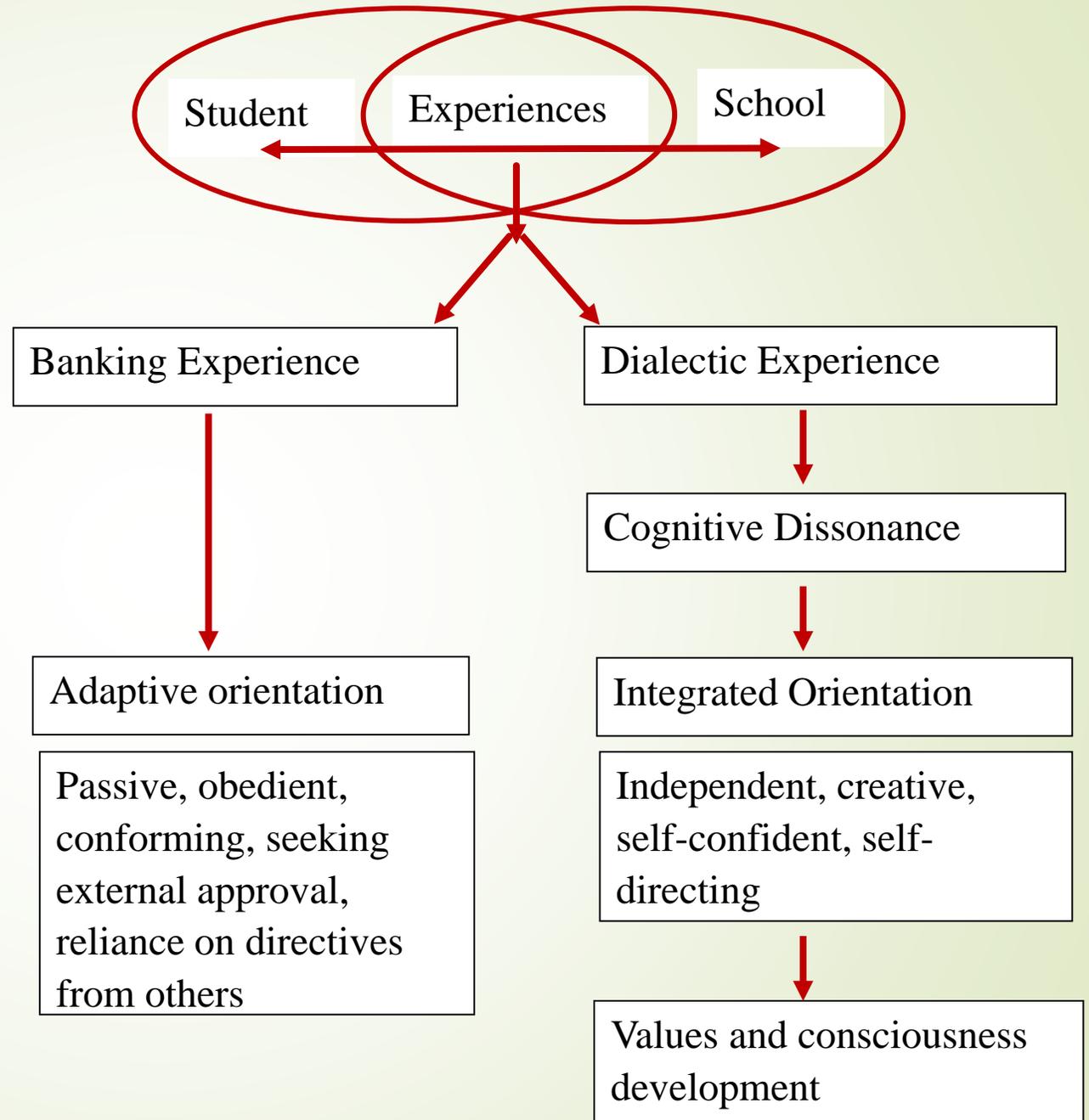
# Theoretical Framework

- Erikson Eight Stages of Man (1950)
  - Hall (1976, 1990, 2006)
  - Kegan (1982, 1994)
  - Freire (1970, 1974) Shor & Freire (1987)
  - Knowles (1984, 2005)
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# Theory Matrix

Hall	Kegan	Erikson
<p>Phase I</p> <ul style="list-style-type: none"> <li>• Self-interest</li> <li>• Self-preservation</li> <li>• Security</li> <li>• Food/warmth/shelter</li> <li>• Power center outside of the self</li> <li>• (P. 10-11)</li> </ul>	<p>First Order of Consciousness</p> <ul style="list-style-type: none"> <li>• Independent elements</li> <li>• Attachment to the moment</li> <li>• Impulsive</li> <li>• Egocentric</li> </ul>	<p>Stage 1 Basic trust vs Mistrust</p> <p>Stage 2 Autonomy vs. Shame</p>
	<p>Second Order of Consciousness</p> <ul style="list-style-type: none"> <li>• Durable categories</li> <li>• Concreteness</li> <li>• Point of View</li> <li>• Categorical self</li> <li>• Egocentric</li> </ul>	<p>Stage 3 Initiative vs. Guilt</p> <p>Stage 4 Industry vs. Inferiority</p>
<p>Phase II</p> <ul style="list-style-type: none"> <li>• Social Affirmation</li> <li>• Self-worth</li> <li>• Competency and adequacy</li> <li>• Choices based on social needs not self-perseveration</li> </ul> <p>** There is a danger of never reaching phase III if self-worth only comes from work.</p>	<p>Third Order of Consciousness</p> <ul style="list-style-type: none"> <li>• Cross Categorical Meaning Making</li> <li>• Abstractness</li> <li>• Ideals/values</li> <li>• Mutual relationships</li> <li>• Inner states</li> <li>• Reflective emotions</li> <li>• Ethnocentric</li> </ul>	<p>Stage 5 Identity vs. Role Confusion</p> <p>Stage 6 Intimacy vs. Isolation</p>

# Conceptual Framework





# Purpose Statement

- ▶ The purpose of this study was to examine the role of dialectical teaching methodologies in whole teacher development. Understanding the role dialogic education plays in teacher development, may support the creation of programs for whole teacher development which will promote critical thinking, questioning, wonder and strong communities in addition to the skills required of teachers.
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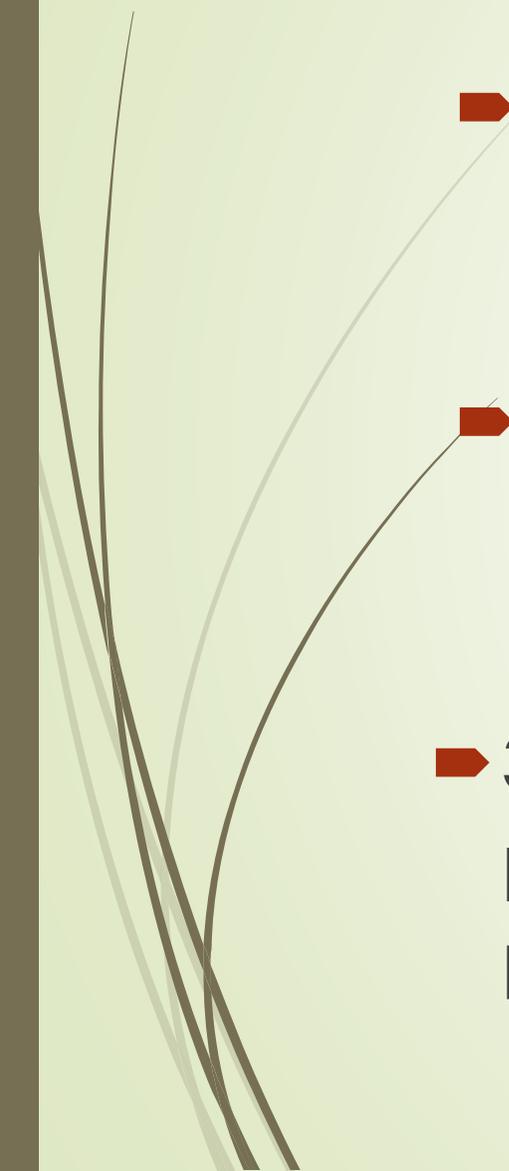


# Research Questions

- Does the method of instruction in a graduate level teacher preparation class in a Christian university in Wisconsin influence the participants development, specifically their level of consciousness (Kegan 1994) and values (Hall et al., 1991)?



# Additional Research Questions

- 1. Is dialectical teaching an instructional method that creates an environment, which fosters participant growth?
  - 2. Do dialectical learning experiences foster participant growth in the areas of consciousness and values?
  - 3. Do participants perceive the cognitive challenges present in dialectical instruction as beneficial and promoting personal growth and development?
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# Additional question added

- Is perceived resilience influenced by values development and level of consciousness?
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# Review of Literature

- ▶ Learning Theory – behaviorist, cognitivist, andragogy, feminist perspective
- ▶ Values - Kant – absolute; Marx and Dewey – growth; Hall – action and skills; Kohlberg – stages
- ▶ Teaching as a moral act – engage with issues; teach moral values; diversity within the concept of morality
- ▶ Consciousness - social evolution; levels of development; multiple understandings; global issues
- ▶ Dialectical instruction – values clarification; problem posing; suspension of judgement; develops potential



# Methodology

- ▶ **This constructivist informed critical inquiry seeks to inform grounded theory in best practices for teacher preparation.**
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# Instrumentation

- Subject-Object Interview – level of consciousness
- Values Inventory – values development
- Observation
  - Dialectical instruction
  - Participant behavior
- Questionnaire –
  - Clarifying questions
  - Member checking



# Multi-phase Qualitative Design

- Phase one - convergent parallel design
  - Simultaneous data collection and analysis
  - Subject-Object interviews and Values Inventory
- Phase Two – Qualitative observation
  - Observation protocol and field notes
- Phase Three – Post Course Questionnaire
  - Developed following analysis of data from phase one and two



# Population and Sample

- Population

- All students enrolled in a graduate teacher licensure program

- Sample

- All students enrolled in one class in the graduate teacher certification program



# Data and Findings

# Demographics

Age	23-27	28-32	38-43
	1	6	1

Gender	Female	Male
	11	0

Ethnicity	Latina	Caucasian
	1	10

# Subject-Object Interview Data

Group Data



# Characteristics for levels two and three

Level 2	Level 3
<b>Individuals are defined by their own point of view, needs and wants</b>	Individuals make decisions based on their relationships with others.
<b>View others in terms of what they mean to themselves</b>	Understand various points of view but considers personal point of view to be correct
<b>Cannot take another's point of view as any part of own thought</b>	Bound by rules or societal expectations



# Significance of these findings

Individuals in transition need support

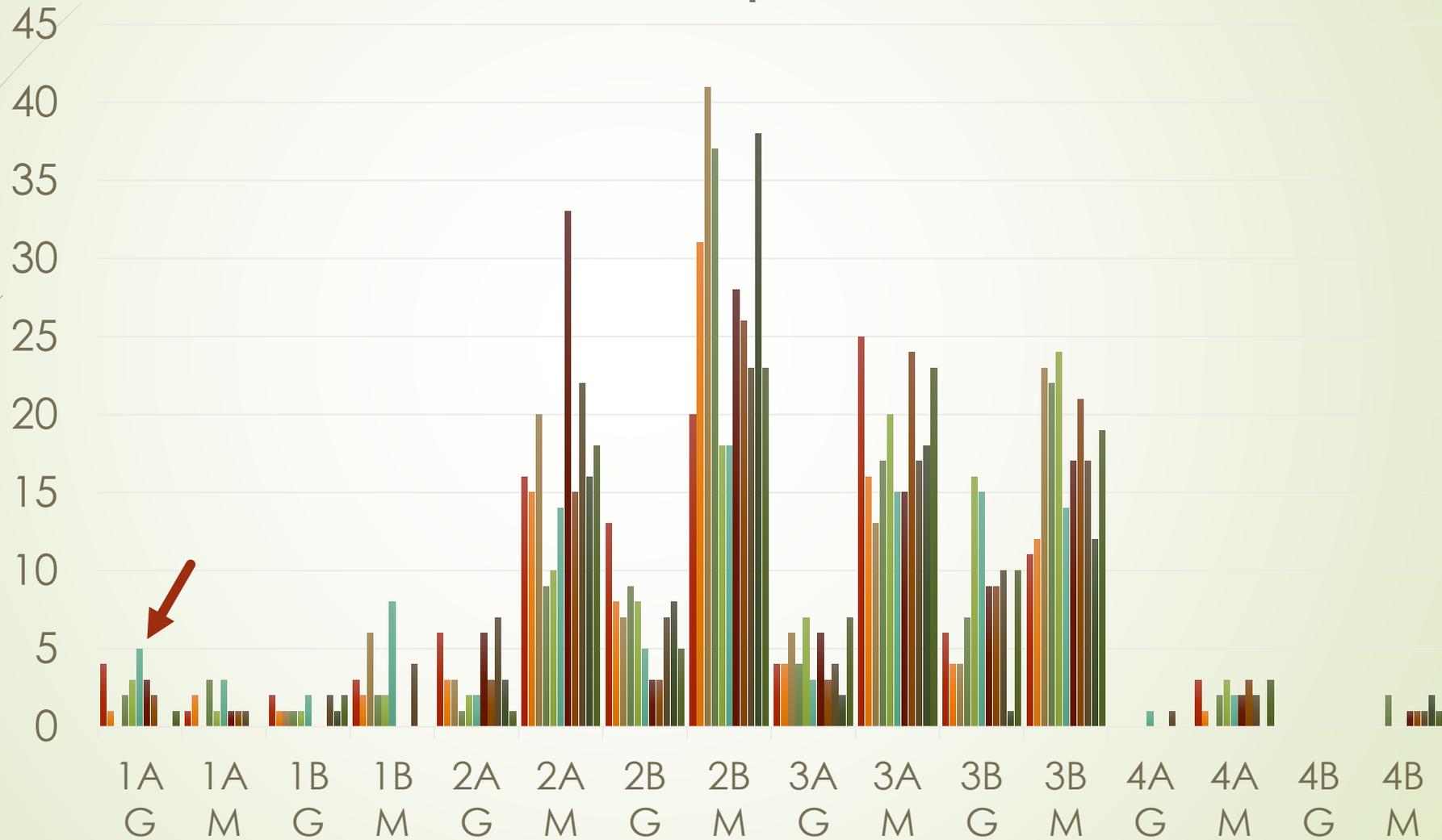
The majority of participants in the study are experiencing the most difficult transition

- Encountering ideas and perspectives that challenge their held beliefs
- Developing a sensitivity to the rights of others
- Developing a sense of justice

Teacher preparation programs can provide needed support

# Hall-Tonna Values Inventory

Group data



# Characteristics for phase two and three

## • Phase 2

- **The world is a problem to be solved**
- **Approval**
- **Belonging**
- **Self-worth**
- **Self-competence**
- **Success**
- **Social interaction**

## • Phase 3

- The world is a project
- Personal authority
- Freedom
- Dignity
- Independence
- Equity
- Service



# Significance of these findings

- Individuals are expanding their world
- Need to be self-directed
- Justice and equity are ideas to be explored
- Valuing others
- Meaning comes from self (inner voice)
- Finding their calling (inner voice) – teaching
- Teacher preparation programs can provide support for pre-service teachers during this challenging transition

# Questionnaire Data

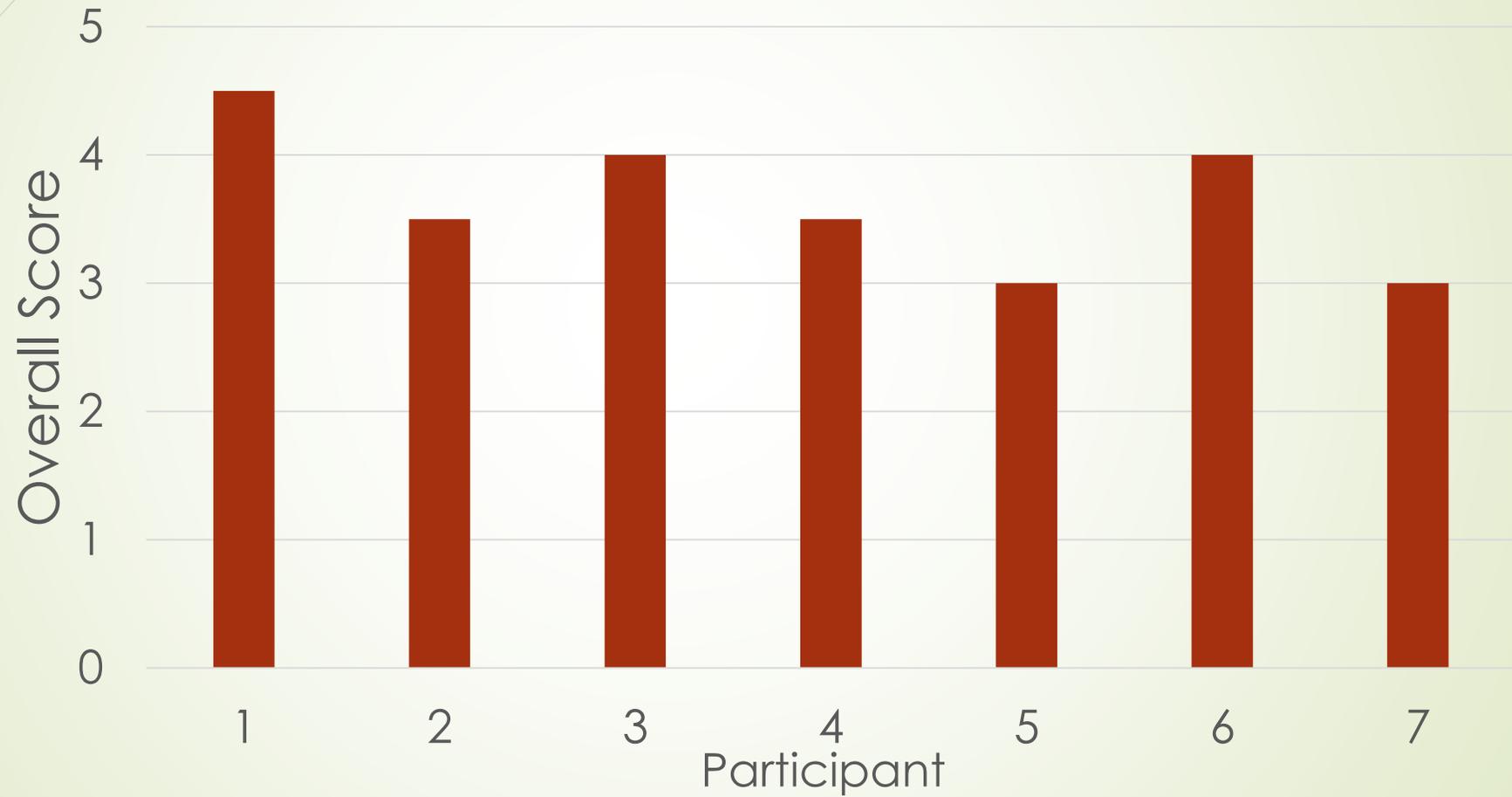
## BRIEF RESILIENCE SCALES DATA

- I tend to bounce back quickly after hard times
- I have a hard time making it through stressful events
- It does not take me long to recover from a stressful event
- It is hard for me to snap back when something bad happens
- I usually come through difficult times with little trouble
- I tend to take a long time to get over set-backs in my life



# Questionnaire Data

Brief Resilience Scales Data





# Significance of these findings

Resilient individuals are

Better able to adapt in times of cognitive disequilibrium

Better able to cope with the challenges they face during transitional periods of development.



# Questionnaire Data Discussion

## Emerging Themes

Discussions are valuable

Discussions are opportunities for growth

- consideration of new perspectives
- reflection

Virtual discussions are perceived as challenging



# Significance of these findings



Teacher preparation courses rich with discussion may allow for a more connected model of education, which Carol Gilligan (1982) and Lyons (1983) suggest, is more natural for women.



# Observations

All students perceived the online discussions to be more challenging

The discussion that did occur was superficial

- a couple students quickly supplied their ideas
- the other participants fell silent, after the initial comments and waited
- Prompting by the instructor did not extend the discussion



# Overall Significance of results

Focusing on whole teacher development prepares teachers to address the complexities of society

Understanding the development of consciousness and values in adults guides pedagogical decisions

A predominately female workforce suggests the importance of valuing the needs of women through discussion and connected knowing in teacher preparation programs



# Surprises

- COVID-19
  - All female participants
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# Future Research

- Replicative Study
  - Follow-up longitudinal study tracking this group of participants through their next set of classes and into their classrooms
  - The role of resilience in teacher development
  - The influences of gender on development
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# Conclusion

- Larger Research Agenda
    - Experiences for stronger teacher preparation
    - Development of existing teachers
    - Creative and imaginative school environment
    - Meaningful classroom experiences
    - Shift in student values and attitudes
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