

IMPACT OF MULTI LEVEL REFLECTIVE LEARNING DESIGN ON INSTILLING VALUES OF SOCIAL JUSTICE

Ms. Kalpana Chavan
Assistant Professor
St. Xavier's Institute of Education
University of Mumbai

In 21st century, learning is not just about 3 R's - reading, writing and arithmetic but also a very important 'R' has to be added as an essential element to make these 3 R's meaningful, ie Reflective thinking. At the same time, reflective thinking is not a maturation or automated activity, it has to be developed and scaffolded by the mentor- the teacher. A research study was conducted to study the impact of reflective thinking learning design on imbibing values of social justice amongst student teachers. Reflective thinking skills are deliberated, consciously taken initiatives to connect the learning course material to one's life and to the society around us. The researcher developed a learning design with components like introspection, inspection and intersperse aspects which can be applied to the entire class, for small group activities and also to individual reflection, adapted from mirror, microscope and binoculars from Whitton *et al.*, (2010). For the purpose of this study, units from the B.Ed. Program were taught with the help of reflective thinking learning design.

Reflective journal writing, focused group discussions and interviews were used for data collection and coding axil used for data analysis. The result of the study showed that the guided questions, scaffolding provided by the mentor in the learning design helped the students to move beyond the four walls of the classroom to internalizing social justice values of welfare, socialism, protective discrimination etc. and apply it to social action. The student teachers felt that reflective thinking lead to proactive planning, initiatives to endorse values of social justice and they could even promote these in their internship schools.

Keywords: Reflective Thinking Learning Design, social justice, student teachers, B.Ed. Program.

The National Curriculum Framework for Teacher Education, 2009 has focused on reflective practice as its central aim, to fulfil it opportunities for self-directed learning, reflection, ability to assimilate and articulate new ideas are to be provided to the student teachers. The recommendations of Justice Verma Commission, 2012 which led to revamping of teacher education with reference to approaches and actualization of integrated teacher education is experienced in NCTE B.Ed. regulations of 2014. Not only has the duration for teacher education (B.Ed., M.Ed.) increased by one year but the blueprint of teacher education is revisited to upgrade teacher education as a vehicle for quality with equity education. The program is approached from three dimensions- perspectives in education, Curriculum and Pedagogic Studies and courses for enhancing professional capacities. All the three dimensions in their own way lead to formation of such a teacher who does not mechanically transmit information but helps learners from diverse fields to construct knowledge and connect to the world around them. The academic disciplines is not to be separated from social issues and concerns. The regulations of NCTE, 2014 is interdisciplinary in its very nature by infusing its perspectives with social sensitivity.

The program envisages student teachers to be equipped with knowledge of contemporary India, teaching and learning, skills of ICT, reflective thinking and pedagogical skills for transforming education from just filling in the heads of students with information but taking students to the thresholds of being thinkers who can connect to the world outside the four walls of the classroom. The vision of NCTE regulations is an awe-inspiring is then translated into a broad idea of curriculum which is suggestive and supports institution in its endeavor in actualizing the vision.

Thus, the responsibility lies in the hands of Institution to make the dream a reality, but just by bringing the best construction equipment and machinery, an edifice doesn't build itself, the student teacher has to be educated in systematic manner. The researcher conducted a study to ascertain the impact of a multi-level reflective learning design on instilling social values like justice, equality, equity, socialism, secularism in the student teachers through course in teacher education.

Introduction:

What is multilevel reflection?

Multi-level reflective learning design is designed in such a way that the content is reflected beyond what is just information or passive reception of the content. The students reflect on the learning content from their own beliefs and values (mirror), in the second level the students reflect on the content in deep and focused way, answering questions and generating questions with the help of references and also adding one's own experiences(microscope). In the third level the student teachers look at what impacts a particular situation(binoculars). The different government policies, laws and the impact of it on the content. Prejudice, change mindset

Social Justice as a value is considered as a tool to foster equity, accountability and fair distribution of resources. The theories of social justice focus on respect for humanity, dignified living, participation in decision making. Gay (2000) stresses on empowering the powerless and transforming social inequalities.

Higher education has to do its part in promoting social justice values through reflection and dialogue. Social justice on visions of citizenship, Wastheimer and Kahne (2004) stresses on citizenship which is personally responsible, participatory and justice-oriented. Thus, the value of social justice is not instilled unless student teachers reflect upon it as a personal responsibility. The study is conducted to understand whether the reflective learning design at multiple level, that is, content and transaction of the content can make a difference in the value building of the student teachers especially values of inclusiveness, equity, democracy and empowerment.

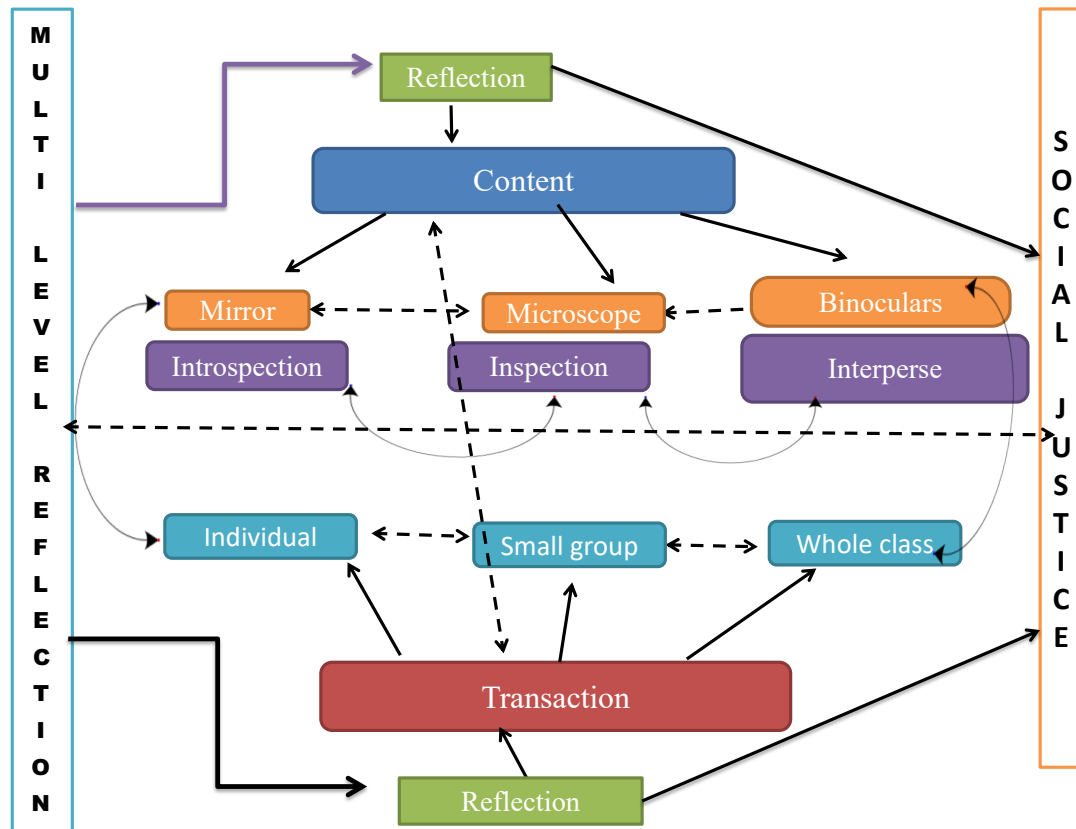


Fig 1: Graphic representation of multi-level reflective learning design on values of social justice.

Objectives of the Study:

1. To develop a learning design which is based on multi-level reflection
2. To develop content and teacher activities on units from course paper 'Contemporary India and Education' in the framework of multi level reflective learning design with levels like
 - a. Mirror
 - b. Microscope
 - c. Binoculars
3. To develop learning tasks on units from course paper 'Contemporary India and Education' in the framework of multi-level reflective learning design with levels like
 - d. Mirror
 - e. Microscope
 - f. Binoculars
4. To study the impact of multi-level reflective learning design on transacting the content at different levels
 - a. Individual
 - b. Small group
 - c. Large class
5. To study the impact of reflective learning design on values of social justice.

The research questions centered around the units were:

1. What are the students expected to learn?
2. How would the multi-level reflection help students make their learning meaningful?
3. How can multi-level reflective learning design help in instilling values of social justice?
4. How does reflective learning design impact instilling values of social justice amongst student teachers to transform theory to action

The researcher developed a reflective learning design for Course 2 – Contemporary India and Education in CBCGS two year B.Ed. Curriculum 2015-17.

The reflective learning design was developed with the following components –

SITUATION SECTION:

1. Context of the learners
2. Learning environment
3. Socio-economic context
4. Content to be taught
5. Teacher Activities
6. Learning Resources

REFLECTION SECTION:

7. Level of Reflection: Content
 - a. Introspection
 - b. Inspection
 - c. Intersperse
8. Level of Reflection: Transaction
 - a. Individual level
 - b. Small group
 - c. Large class

OUTCOMES SECTION

9. Learning Outcomes
 - a. Disciplinary Knowledge
 - b. Reflective thinking skills
 - c. Instilling values of social justice

The researcher developed reflective learning design on the 2 Units: Understanding and Addressing Diversity in Indian society: Nature, Challenges & Role of Education and ‘Inequality and Marginalization’.

Sample for the study:

50 students of B.Ed. of St. Xavier’s Institute of Education

Research Design

Single group post-test experimental

Tools used for collecting data:

1. Writings in reflective journal
2. Focused Group Discussion

Data analysis was done with coding and theme using coding axil :

Sample Reflective Learning Design for instilling Values of Social Justice:

Content	Teacher Activities	Learning Resources	Level of Reflection (Content)	Level of Reflection (Transaction)
Stratification of the society – caste, class, gender and region	Tr. is a facilitator, creates situations in which the students are given guided reflective questions for discovering self – meaning and inferences from their experiences.	Newspaper articles Case study Constitution articles National Policies	Introspect: self-meaning about stratification of caste. Write about any experience of stratification on basis of caste, class, gender /region	Tr. presented newspaper cuttings/case studies on stratification and asked students to individually write their thoughts on it.
	Reflective questions are generated by the students beyond the questions given by the students		Inspection: Different references and learning resources are made available for students and more can be sought to have deep, focused study on the case studies and newspaper cuttings	Small group: Students were then divided into small groups to discuss their responses. Learners pose questions to each other, think together. Reference material was read to provide evidence for their arguments.
	Tr's role is to set the classroom to go beyond the content, to provide stimulants like case study, newspaper cutting of current issues		Intersperse: Tr. circulates Articles as given in the constitution and the schemes for marginalized , asks students to discuss in small groups about the different policies. Have the policies helped in the values of social justice like equity, equality , resource distribution and sharing and empowerment	Large classroom: Students all come back to the main classroom and a representative from the group share their ideas and thoughts on the issue at hand. The students answer the question about any three proactive steps as a solution , they can come up to resolve the challenge. The other students can strengthen or give suggestions to the group presenting. Teacher asks the students to put in action their sugges as a part of their assignment, giving one week duration.

The data of the reflective journal writing and group discussion was analysed into themes as given below. These are student teachers writing in reflective and in focused group discussion. Under mirror theme, codes of student teachers perception of stratification of society with regards to caste, class, gender and region, Under microscope , student teachers did focused and

deep study of the factors affecting caste system, case study of exploitation on basis of stratification and laws and policies that can empower the marginalized section. Under binoculars theme, student teachers connected what they learned in classroom to what they can do for instilling values like equity, equality, empowerment etc. under social justice.

Table: Themes and Codes

Mirror(Introspection)	(Microscope)Inspection	(Binoculars)Intersperse
I questioned by prejudices	I think this knowledge will help me to clarify any doubts	I can teach students belonging to marginalized groups in whatever time I have
Sometimes my brother got more privileges	I am shocked at how much I didn't know	Laws, policies are only in the books, we will forget about it once exams are over
I realized I used to discriminate on basis of caste as a part of habit	I felt after reading and discussing the case studies that people should not be discriminated	I did feel like crying when I saw that such human rights laws we have but there is no link to reality
I knew that these stratifications are a part of being Indian	Government has to do something	I want to change the system somehow
I never thought of it as I never was discriminated	Laws in the constitution about equity and equality have to be amended	I feel I can read more and tell people about exploitations and what we can do
Felt bad for those who were discriminated	People should change their mind set. We should empower the weak.	We learned in B.Ed. about different strategies like games, street plays, poster making and awareness assemblies which we can implement to curb stratification
I cannot do anything about the stratification	I cannot believe still we are so backward	Participation in decision making
People take advantage of their disadvantage	I wanted to read more about the rules and regulations for equity and justice	The laws and policies can be understood in the historical context
I think over population is the reason for illiteracy which increases stratification	There is so much more too know of what is happening outside the college	I can spread awareness of the schemes and rights of people
Stratification is non-existence	Affirmative action, democracy has to be implemented	Develop booklet on laws and policies in simplified way
I think I believe some system in society will not change, especially caste	I think stratification to be removed needs stronger and powerful government	Practice what is learned in college to the internship schools and community
I never gave much thought to stratification	Tribal and rural people should be empowered with education as references say	

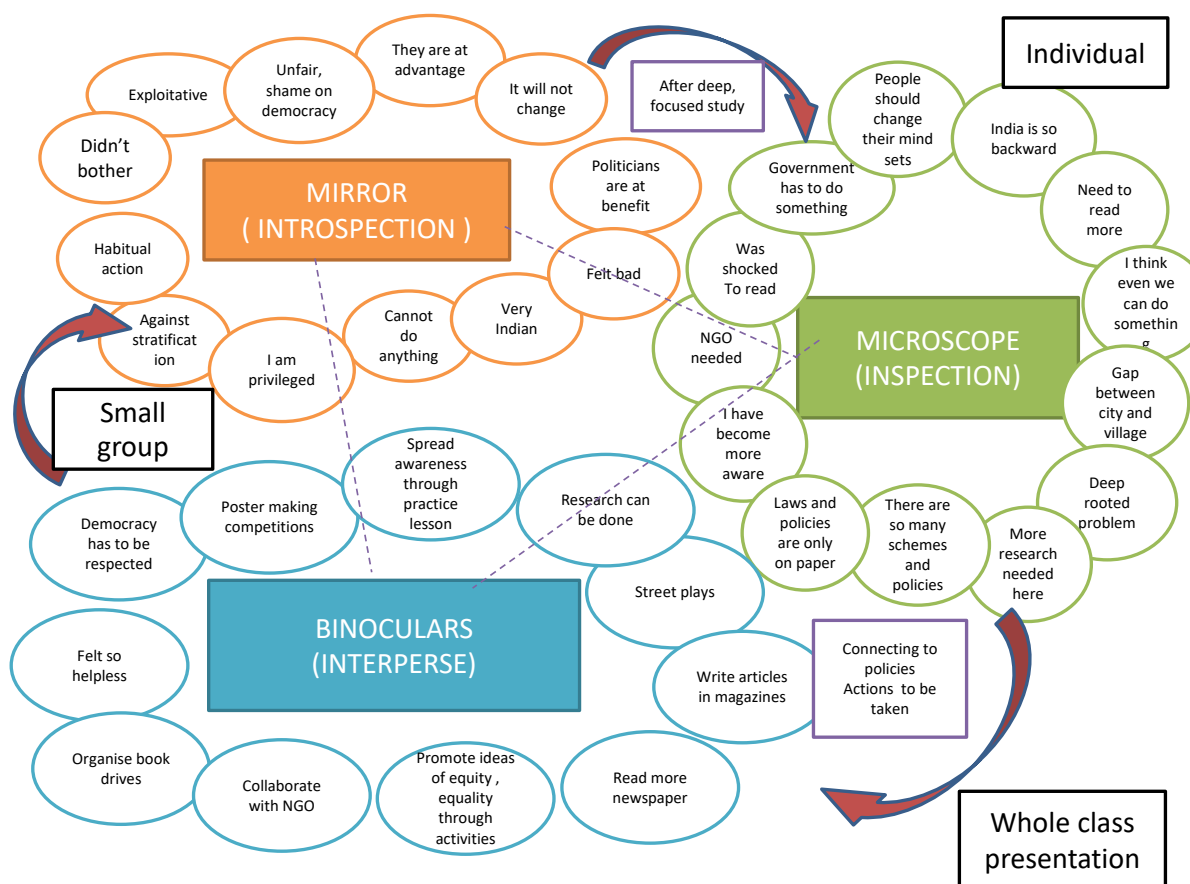


Fig 2: Graphic representation of coding and themes

Answers to research questions:

1. What are the students expected to learn?

Students were expected to learn subject content but at the same time the levels of action transformed as expected from habitual action to critical reflection. The multiple level of reflection from the side of content as well how the content was transacted both helped the student teacher to critically analyse, share experiences, clear bias, respect the differences and even take responsibility to bring about change and empower the people who are not aware of laws, schemes and policies which can benefit to transform their lives.

2. How would the multi-level reflection help students make their learning meaningful?

The student teachers felt that reflective thinking lead to proactive planning, initiatives to endorse values of social justice and they could even promote these in their internship schools. Even in higher education students looked at studies as a means for degree to acquire teaching position. But when they were made to reflect at the other two levels of inspection and intersperse, they again introspected and critically questioned their own conditioning, they started rethinking and critically analyzing their own thoughts. These resulted in answering the guided questions in the learning tasks as given by the teacher.

3. How can multi-level reflective learning design help in instilling values of social justice?

The theory of social justice emphasizing on transforming thinking through reflection and dialogue has been the ground for the research. Kember et al spoke of reflection at the level of habitual action, understanding, reflection and critical reflection. The student teachers were at the level of habitual gathering of information regarding the content of stratification, hardly any in-depth reflection or questioning was done in the classroom.

4. How does reflective learning design impact instilling values of social justice amongst student teachers to transform theory to action?

In small group discussions, these reflections became explicit and dialogue between peers helped to question their prejudices and biases. The student teacher felt more sensitized as they read the policies and the laws regarding stratification, the content no longer remained a detached content matter but students were sharing their experiences of stratifications. The 3 R's were now responsibility, relationship and reorganization of thoughts. The student teachers felt that they could do something for the deprived section of the society and promote the values of equity and democratic thinking through assemblies, street play and different competition.

The study focused on a unit in the B.Ed. course only limiting to students of one college. The study can be extended to more courses and diverse learners from different background. The study can also focus on reflective learning design for other contemporary social issues and policies.

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