Chapter 3

REVIEW OF RELATED STUDIES

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REVIEW OF RELATED STUDIES

3.1 Introduction

The review of related studies implies locating, studying and evaluating reports of relevant researches, study of published articles, going through related portions of encyclopedias and research abstracts, study of pertinent pages out of comprehensive books on the subjects and going through related manuscripts. For any worthwhile study in any field of knowledge the researcher needs an adequate familiarity with the work which has already been done in the area of his/her choice. He/she needs up-to-date information about what has been thought and done in the particular area. He/she has to build upon the accumulated and recorded knowledge of the past. The review of related studies enables the researcher to define the limits of the field, to avoid unintentional duplications of the work and to utilise as many hints and procedures of previous researches.

According to Best (1999), “practically all human knowledge can be found in books and libraries. Unlike other animals that must start anew with each generation, man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavour.”

By considering the scope of enquiry and to get a clear idea of the area of research, similar research studies carried out which are directly or indirectly related to the topic under investigation were classified into three sections, which are given below.
3.2 Studies related to constructivism

3.3 Studies related to critical pedagogy

3.4 Study related to critical pedagogy combined with constructivist approach

3.2 Studies Related to Constructivism

Hudgins and Edelman (1988) investigated the effect of instruction including small group discussions on 4th and 5th grade students’ critical thinking ability. The results of the study showed that the students who have undergone small group discussions could easily apply thinking skills to it, use information and give higher quality answer, when they encountered with a problem. So participation in group discussions enhanced students’ critical thinking ability.

Carey et al. (1989) concluded that prior to the constructivist methodology that included scientific inquiry, most students viewed science as a way of understanding facts about the world. After the constructivist methodology, most of the students saw scientific inquiry as a process guided by questions and ideas.

Caprio (1994) examined the effectiveness of the constructivist approach compared with the traditional lecture-lab method. It was concluded that students taught by constructivist methodology had significantly better grades at examination. Moreover, these students seemed more confident of their learning.

Apple and Beane (1995) illustrate how educators in four U.S. communities committed themselves to prepare students for the democratic way of life. They explains how the schools help students understand the nature of citizenship and teach them the knowledge and skills necessary to maintaining a democracy. Democratic schools are viewed on the basis of Dewey’s belief that school should
Review of Related Studies

offer students the very qualities that characterise education in a democratic society – interests, freedom in interaction, participation, and social relationships.

Niaz (1995) made a study on the dialectic constructivist framework based on cognitive conflict for freshman chemistry students. He reported that students exposed to cognitive conflict method were more successful than students studied traditionally.

Delen’s study (1997) on the effects of co-operative learning on academic achievement for 5th grade elementary school students in the social studies course revealed that co-operative learning methodology had a positive effect on the achievement of the experimental group.

Lord (1997) reports the findings of the study that assessed the learning of identical course content in two individual groups, a group receiving traditional instruction and the other receiving student-centred constructivist instruction. It is found that the constructivist treated group outperformed the traditionally taught cohort on identical evaluations.

Meyer and Woodruff (1997) investigated the process of consensus and the learning when seventh grade students work in groups each of which consisted of three or four students. At the beginning, students’ existing knowledge was determined by pre-rest and concept mapping puzzles. Then, demonstration was conducted and students discussed in groups and wrote their ideas. After this students in groups had established consensus, class discussions were conducted. Finally, an expert participated in the study for question/answer discussion. Then students were administered the same test and concept mapping puzzles as at the
beginning. As a conclusion, they found that students use mutual knowledge, convergence and coherency in the consensus building process. They use analogies to clarify their ideas (mutual knowledge). In case it didn’t work, they use ‘what if’ questions (convergence). Finally, they focus on knowledge building (coherency). During this process, it was observed that students progressed from a simple concept to a higher concept. In addition, collaborative study helped students acquire scientific knowledge.

Hand et al. (1997) examined junior secondary school students’ perceptions of implementation of constructivist approach to the teaching of science. An open-ended questionnaire followed by semi-structured interviews was used. It was concluded that most students liked the constructivist teaching learning approaches because the approach ensures more active involvement of the students, more discussion and practical work on their part, less note-taking, more fun and greater understanding of concepts. By examining interviews, it was seen that students were more active in the learning process. They could state their ideas freely. They had opportunity to see and control their thinking. They could construct correct knowledge more confidently and became more confident in their understanding of science.

Dougiamas (1998) describes the major faces of constructivism to include trivial, radical, social, cultural, and critical constructivism. The trivial constructivism is the root of all the other shades of constructivism. In this principle, the learner actively constructs knowledge, not passively received from the environment. Radical constructivism is a process of dynamic adaptation towards viable interpretations of experience. Social constructivism assumes that
the social world of learner includes the people that directly affect that person, including teachers, friends, students, administrators, and participants in all forms of activity. The cultural constructivism refers to a wider context of cultural influences, including custom, religion, biology, tools and language. Critical constructivism looks at constructivism within a social and cultural environment, but adds a critical dimension aimed at reforming these environments in order to improve the success of constructivism applied as a referent.

_Tynjala (1998)_ compared the learning outcomes of educational psychology students studied traditionally with examinations and those studied constructivist learning tasks without examination. Constructivist group students were given assignments that require transforming knowledge, activating previous knowledge, comparing and criticizing different theories. Students discussed their assignments in groups and wrote an essay. To provide research material they were administered a control group’s examination but they were not graded. Traditional group students were instructed through traditional methods. They attended classes, studied the textbook on their own and had an examination. The results showed that students in the constructivist group acquired an ability to apply knowledge and developed their thinking and communication skills as well as enhanced students’ understanding and improvement in thinking skills. Students’ perception of these types of strategies is an important factor for their achievement.

_Olaitan et al. (1999)_ explains that concept mapping can be used as a tool of teaching/learning method that can be adopted in a constructivist classroom. According to him, concept mapping is an approach to represent sets of words graphically in an attempt to systematically deduce all aspects of the characteristics of those set of words.
Switzer and Shriner (2000) discuss the implementation and assessment of inquiry based learning strategies in their large lecture classrooms of biology and associated labs. They present an argument that supports claims of researchers who suggest that the inclusion of such strategies aids student understanding of course content.

Geer and Rudge (2002) aimed at improving middle school science teaching, the instructional strategies aimed at promoting student-centred, active learning in large science classes has been developed to assist science faculty in revising their courses to better promote student learning. It provides an overview of the theoretical basis for the importance of active learning strategies for the teaching and learning of science, provides examples of instructional practice(s) intended to promote student-centered active learning in large lecture classes, and describes research finding(s) that bear on the efficacy of these strategies.

Teichert and Stacy (2002) investigated the effect of students’ prior knowledge, integration of ideas with their existing structure and their explanations affected their conceptual understanding of the principles of thermodynamics and chemical bonding. Experimental group students participated in the intervention discussion sections whereas students in the control group were instructed traditionally. Using a curriculum that encouraged students explanations of their conceptions made students gain a better understanding of bond energy and spontaneity.

Macdonald and Twining (2002) describes a qualitative study of student and tutor perspectives on the assessment of an innovative undergraduate course at the UK Open University. It discusses the relationship between assessment,
student participation, and the development of skills and then outlines the priorities for the design of assessment for such courses.

_Udovic et al. (2002)_ describes a programme designed for increasing science literacy rates among non-majors of science at the University of Oregon. The findings show that inquiry-based instructional strategies promote student learning.

_Uzuntiryaki (2003)_ compared the effectiveness of instruction based on constructivist approach over traditionally designed chemistry instruction on ninth grade students’ understanding of chemical bonding concepts. In addition, the effect of instruction on students’ attitude towards chemistry as a school subject and the effect of gender difference on understanding of chemical bonding concepts were investigated. The results indicated that instruction based on constructivist approach caused a significantly better acquisition of scientific conceptions related to chemical bonding and produced significantly higher positive attitude towards chemistry as a school subject than the traditionally designed chemistry instruction. Also science process skill was a strong predictor in understanding the concepts related to chemical bonding. There is no significant effect of gender difference on understanding the concepts about chemical bonding and students’ attitude towards chemistry as a school subject was found.

_Akkus et al. (2003)_ investigated the effectiveness of the instruction based on the constructivist approach by focusing on the in-class teacher-student and student-student interaction within small groups over the traditional method. The results indicated that the students who were instructed by in the constructivist approach acquired chemical equilibrium concepts better than the students taught in the traditional method. This study also arrive at the conclusion that students’
previous knowledge and science process skills had an influence on their understanding of the concepts related to chemical equilibrium.

Mc Combs (2003) focussed on the learner-centred teaching practices. The findings proved that learner-centred teachers understand the need of knowing their individual students and for providing a safe and nurturing context to promote learning. Learner-centred teachers not only understand that the learning is a natural lifelong process, but also that motivation to learn should come naturally when the learning context is supportive.

Ciffei, Meydan and Ektem (2005) aimed at examining the effect of problem-based learning on the students’ achievement and attitude. The findings indicated the problem-based learning strengthens students’ achievement and attitude.

Karagiorgi and Symeou (2005) says that collaborative learning does not entail sharing a workload or coming to a consensus, but allows learners to develop, compare and understand multiple perspectives on an issue.

Kim (2005) aimed at validating the value of the constructivist approach in mathematics (VIth grade) in relation to student academic achievement, self concept and learning strategies on the part of the students. Students’ feedback in relation to constructivist teaching is also focused in the study.

The results are

- constructivist teaching is more effective than traditional teaching in terms of academic achievement.
• constructivist teaching is not effective in relation to self concept and learning strategy but had some effect upon motivation, anxiety towards learning and self monitoring.

• a constructivist environment was preferred to a traditional classroom.

Karaduman and Gultekin (2007) aimed at investigating whether the learning materials that based on constructivist learning principles have an effect on fifth grade social studies students’ attitudes, their academic success and their retention. The findings of the research indicate that learning materials based on constructivist learning principles increase students’ academic success and retention in social studies but do not increase attitudes.

Arslan and Demirel (2008) examined the effects of target accomplishment as a testing process in this study. The study aims at exploring the effect of Constructivism and problem based learning, Constructivism and Co-operative learning and, Problem based learning & Co-operative learning on student achievement. The findings revealed that adopting different instructional approaches not only enhance interest but also increase achievement. Moreover, group work has a positive effect on social interaction. Interacting and learning from each other was considered as a valuable experience. No meaningful differences were found between the different interventions. This indicates that all three approaches had a positive effect on student gains.

Yurdakul and Demirel (2008) revealed that the constructivist learning process has positive effect on students’ attitudes towards the class and results in a greater ownership of the learning process. Constructivist learning environment enhance recall, help information processing and result in the development of
higher order thinking skills such as critical thinking, problem solving and creativity. Moreover, establishing concepts to real life situations increase the retention of learning.

Peter et al. (2010) tried to assess the effect of constructivism instructional approach on teaching practical skills in general metal work to mechanical related trade students in Southwestern Nigeria technical colleges. The findings of the study report that students taught with constructivism instructional approach showed higher academic achievement in general metal work than the conventional method as they are exposed to concept mapping, co-operative work skills and cognitive apprenticeship but this approach is not gender sensitive.

Calik (2011) examined how the graduate course influenced the graduate students' views about the meaning of the terms constructivism, conceptual change, worksheet, analogy and conceptual change test after completing it. The findings proved that constructivist learning environment not only helped the graduate students to gain practical experience but also to see how their developed material worked.

3.3 Studies Related to Critical Pedagogy

Freire (1997) relating to pedagogy of the oppressed has noted that critical pedagogy seeks the way for the trends to step out of an authoritarian position while holding onto a leadership role as a facilitator and facilitate a process of engaging social ideology and experience. He says that educating is not just a technique one applies to achieve certain results. He further observes that critical pedagogy helps in the dissolution of formal boundaries between teachers and students and requires a relationship of sharing and dialogue.
Dirks (1998) examined the process of knowledge construction, as it involves principles of critical thinking and the role of the teacher. The conclusion of the paper suggests a linear model of the knowledge construction process and the role of teacher in it is given in table 3.1.

**Table 3.1**

*Linear Model of the Knowledge Construction Process and the Role of the Teacher*

<table>
<thead>
<tr>
<th>Steps in the construction of knowledge</th>
<th>Supporting activity of the teacher</th>
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<tbody>
<tr>
<td>a. Exposure to alternative perspectives</td>
<td>Ensure alternative perspectives are accessible readily to students</td>
</tr>
<tr>
<td>b. Empathetic experience of entering into those perspectives for understanding</td>
<td>Establish a conducive environment and encourage the student to empathetically enter the alternative perspectives</td>
</tr>
<tr>
<td>c. Understanding of the body of theory relating to the subject</td>
<td>Provide access to the conversation of the knowledge community</td>
</tr>
<tr>
<td>d. Evaluation of the alternatives through reflection and critical thinking</td>
<td>Enable the social environment in which cognitive interactions and dialogic processes can evaluate the alternatives</td>
</tr>
<tr>
<td>e. Construction of a personal perspective, the matter that is learned</td>
<td>Provide incentives to encourage learners to complete the knowledge construction process.</td>
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</table>

It is stated that current theory in critical thinking provides a structure for developing knowledge construction, and suggests important factors to be considered in instructional design. Authority is important as a quality possessed by the knower, and not as an exclusive criterion of what is to be known or how it is understood. In fact, authority might be defined as thoroughly constructed knowledge, a goal of the learning process itself. With this framework in place, attention can be focused on the approaches and activities of teaching that will support the constructive process of the learner.
Girox and Harm (1998) has noted that critical pedagogy is effective in teaching and learning and found that critical pedagogy involves a way of thinking about, negotiating and transforming the relationship, among classroom teaching, the production of knowledge, the institutional structures of the school and the social and material relation of the Urdu community, Society and Nation, State.

McLaren (1998) studied about the emergence of critical pedagogy, which has begun to provide radical theory and analysis of schooling while announcing new advances of social theory and developing new categories of inquiry and new methodologies. Critical pedagogy does not, however constitute a homogenous set of ideas. The author says that critical pedagogy is fundamentally concerned with the understanding of the relationship between power and knowledge.

Levis and Mortimore (1999) observed that “suitably complex model said is in sight which specifies relation between its elements, the teacher, the classroom or other context, content, the view of learning and learning about learning.

Burbules and Berk (1999) found that critical pedagogy is associated with social justice and examines and promotes practices that have the potential to transform oppressive instruction or social relation largely through educational practices. Critical pedagogy is more interested in collective action. “Individual criticality is intimately linked to social criticality.”

Tsui (2002) conducted an analysis of interview and classroom observation. Data collected through four institutional case studies reveals some consistent findings regarding how writing assignments and class discussions can be made conducive to critical thinking development.
Morrell (2002) analyses popular culture as it related to the expression of universal human values, namely the desire and struggle for freedom from tyranny and oppression.

Allen (2002) discusses how Paulo Freire’s “Pedagogy of the oppressed” theorises the transformation of the oppressor. This work has played a major role in the creation, maintenance and reinvigoration of critical pedagogy.

Whithaus (2002) argues that teacher researchers speak to the issues encountered in developing electronic portfolios in high schools and colleges. The study briefly sketches the fraction developing in electronic portfolio systems and shows how these methods of assessment address concerns about validity and how they change the tenor of the conversation when discussing reliability. The paper suggests that electronic portfolio assessment can both reinvigorate critical pedagogy and can benefit by addressing the challenges raised by Freire, and Shor.

Birden (2002) examined the experiences of the 12 woman of Boston Women’s Health Book Collective in a case study that asked on the collective’s activities from its formation in 1969 through its publication of the book “Our Bodies, Ourselves” in 1973 and its opening of a women’s clinic in downtown Boston that is still in operation today. The case study draws parallels between the principles of critical pedagogy that are evident in the women’s design of and participation in education and Paulo Freire’s principles of critical pedagogy and his efforts in the Brazilian literacy campaign and culture circles during the 1960s. The case study documents reveals how learning content and the learning process were completely interwoven with one another in both the Brazilian culture circles
and the Boston collective’s education. In both cases, learners adopted an increasingly critical view towards their cultures while creating a radically democratic climate for learning that was simultaneously communicative, humble and loving. By illustrating how conscientization, which is defined as moving out of adaptation into integration, enabled the culture circle and collective members to develop confidence in their abilities to think, learn and enter into dialogue with one another and with society at large. Their collective learning experiences built a strong intellectual and emotional foundation that instilled them with confidence for assessing individual situation and filled them with hope for being able to effect change in society. This study serves as a testimony of the transformative potential of popular education and continuing power of radical democracy for reviving and emboldening the human spirit.

**Fabillar and Jones (2003)** describe the American Social History Project/ Centre for Media and Learning, discussing the importance of sustained professional development and collaboration in achieving reflective practice and teacher change and describing how social and cultural history and literature and innovative critical pedagogy work together to enrich curricula, advance teacher practice and engage students in rigorous ways.

**Zembylas and Michaelides (2004)** discuss some conditions for understanding silence as an act of self criticality and caring for the other, rather than as an instrumental or technical act identified through discipline or reflection.

**Swartz (2004)** suggests that the cycle of transmission pedagogy that begins in the teacher preparation programmes and is supported by “old school” practices
in the field obstructs critical thinking in both arenas. The study suggests that conscious attention to critical thinking is a powerful strategy for addressing the critical and monocultural knowledge base of most students in teacher preparation programmes.

**Giroux (2004)** suggests that educators and other cultural workers need a new political and pedagogical language for addressing the changing contexts and issues facing a world in which capital draws upon an unprecedented convergence of resources - cultural, political, economic, scientific, military and technological to exercise powerful and diverse forms of hegemony.

**Kilderry (2004)** suggests that at the time of rapid curriculum change within early childhood education, critical pedagogy is an ideal framework from which to view early childhood curriculum practice and research. Its aim is to familiarize early childhood educators and researchers with the language of critique offered critical pedagogy and show how this can be a useful framework for thinking about early childhood curriculum.

**Thelin (2005)** suggests that critical pedagogy should be abandoned for more pragmatic goals. While the democratic and political sensibilities of critical pedagogy require more from the instructor: classrooms that on the surface do not appear to work in teaching students should not be seen as signs that the pedagogy is not worth the extra effort.

**Stovall (2006)** seeks to locate hip-hop in the realm of popular culture in education. Through the use of song lyrics, the author suggests the use of rap music to provide context for the humanities and social sciences in secondary
curriculum. Although the article highlights one aspect of hip-hop culture, it seeks to advocate other creative techniques seeking to provide relevance for high school youth.

**Connerly (2006)** examined the teaching of critical thinking skills to fourth grade student identified as gifted and talented. In this action research study gifted elementary students benefited from the involvement in critical thinking activities. The gifted education community has frequently discussed the development of the learner’s thinking skills. The main goal of this action research study was to move a group of fourth grade students identified as gifted and talented from being naive and self absorbed about their thinking to taking ownership of their thoughts.

**Guilherme (2006)** presents an interview with Henry Giroux about the role of critical pedagogy in language/culture studies. In the interview, Girroux shares his definition of a more globalised form of citizenship and the role of educators at all levels of the educational system.

**Boqhossian (2006)** explains and analyses the practical application of the Socratic Method in the context of inmate education, and identifies core critical thinking elements that emerge from four transcribed Socratic discussions with prison inmates. The paper starts with a detailed examination of the stages of the Socratic Method as practiced by the historical Socrates and then provides a definition and an explanation of critical thinking.

**Mc Gregor (2006)** offers a comprehensive introduction to thinking skills in education and provides detailed guidance on how teachers can support cognitive development in their classrooms.
Abrahams (2006) describes Critical Pedagogy for Music Education (CPME) as a best teaching practice and to show how it provides a framework for the creation of music lessons as a curriculum design for pre service music teacher education. The findings shows that Critical Pedagogy for Music Education is an appropriate framework for music education. Its mission is to use knowledge to affect a change of perception for both the students and their teacher. For music education, a Critical Pedagogy approach to lesson planning and curriculum for pre service teacher education empowers a teaching identity that resists the hegemonic practices of music education in schools and of schooling itself. Finally, Critical Pedagogy for Music Education as a best practice fosters transformational experiences that will move music education in the schools from the peripheral to a more worthy place at the centre of all learning experiences.

Luckinbeal and Allen (2007) explore the implementation of critical pedagogy practices into a graduate level landscape seminar website. Critical pedagogy seeks to reconfigure student-teacher relationships and disrupt embedded power regimes within the academic society, allowing for the formation of a critical moral consciousness that permits deep learning.

Kahn and Kellner (2007) examines the theories of Education and Technology held by two of the most important philosophers of education during the last few decades: Paulo Freire and Ivan Illich. Utilising the theories of both Freire and Illich, it is argued that a critical pedagogy of technology can be reconstructed that is capable of addressing today’s needs. This critical pedagogy itself can be reconstructive of the current terrain in education as it works to overcome inequalities through the appropriate use of technology and the
establishment of critical consciousness on the issues surrounding technology and society.

**Jackson (2007)** questions the extent to which Freire’s pedagogical approaches are useful to the educator as well as to “the oppressed” and whether challenges to rethink Freire can lead to new kinds of critical pedagogies.

**Martin (2008)** considers the possibilities of fostering critical consciousness among American working-class students in the face of their often severe educational alienation.

**Grazino (2008)** examines the process and experiences of 22 pre-service teachers enrolled in a teacher education course, “Teaching for Diversity and Social Justice “, who collaboratively developed and taught the course syllabus to one another.

**Trelstad (2008)** asks what the ethics are of engaging self-identical ‘conservative’ students in the topics and process of learning that may unravel their view of the world and possibly their personal lives. Pedagogies centred on subject or disciplinary method cannot secure a trust worthy pedagogy but critical pedagogy offers insights that would help to achieve the goal of becoming trustworthy educators for students coming from a wide spectrum of religious perspectives.

**Goodman (2008)** presents a theoretically and pedagogically driven argument, as well as a series of practical teaching “techniques” and tools-mind mapping and group work-designed to promote “deep learning” and a progressive political potential in a first year large-scale geography course centred around lectures on the “Geographic of Consumption and Material Culture”.
Stevenson (2008) says that he identified some tensions and limitations but disagree with Bower’s critique that a critical pedagogy of place is an oxymoron. It includes the notion of place based education as grounding student learning in the local raises important questions about what constitutes the “local” in a closely interconnected world and what constitutes an educational “place” when places of learning are shifting, as both new virtual sites average and old physical over, including schools, lose some of their significance.

Nocella (2008) presents a critical engagement of dissecting the history and definition of disability on how it is used to oppress, dominate, repress and suppress others and discuss as the emergence of a new pedagogy for those identified as disabled. He stresses that domination and marginalisation in education through normally and ablism should be challenged and that teachers should find pedagogies that respect differences and challenge the current structure of the classroom and relationship between teachers and students.

Evans (2008) examines theory, research and theory into practice, literature from the critical/social reconstructionist orientation as it relates to teacher education and classroom practice in social studies education. The author makes a few recommendations for improving the incidence and quality of implementation of critical pedagogy in classrooms.

Reynolds and Moskovitz (2008) tells about the Calibrated Peer Review (CPR) an online programme that purportedly helps students develop as writers and critical thinkers is being increasingly used by science educators.
Nath and Sajitha (2009) tries to identify the researchable areas in issue based approach and critical pedagogy. According to them critical pedagogy should be perceived as pedagogy for existence or survival. Hence what is critical will be changed by age level, experience, subject of study and type of institutions.

Allen, Rossatto and Cesar (2009) examines the limitations of critical pedagogy as commonly conceptualized in U.S multicultural and social foundations fields. What the authors have concluded is that there is a definite need to reinvent critical pedagogy for its implementation in the more privileged spaces of U.S, teacher education programmes. The article outlines a refinement of critical pedagogy that deals more explicitly with students from oppressor groups and, to a lesser extent, those in oppressed groups who have internalized the discourse of the oppressor.

Viola (2009) provides a brief overview of the various development within critical education theory rooted in the Marxist tradition. The work provides educator with an important standpoint to counter the shallow policies of neoliberal multiculturalism in the United State and the unbridled racism that haunt people of colour throughout the world.

Reid (2009) says that writing pedagogy classes need to provide writing experiences that allow students to experience productive, guided difficulty in writing and thus to become true learners in the field and exploratory assignments should be critically reflective, addressing the difficulty and the exploratory nature of the writing, and linking writing to teaching practices.
Ellison (2009) examines a line of critical thought in educational theory that has unapologetically sought transcendence in the face of contemporary social and political conditions. Under the banner of critical pedagogy, McLaren sees this current period of globalization as representing a worldwide historical crisis requiring a revolutionary struggle that is dependent upon a revitalisation of critical pedagogy as the necessary tool for overcoming global relations of domination.

Efstathiou (2009) includes a case study investigating into a second chance school in Greece as an institution for raising students’ social awareness along the principles of critical pedagogy.

Thomas (2009) studied the perception of teachers regarding the role of critical pedagogy in extending total development of primary school children and in each dimension such as intellectual development, emotional development, social development, moral development and skill development.

Breault and Lack (2009) deals with the degree to which recent research and writing about professional development school activity indicates progress toward fulfilling the processional development school Model’s commitment to provide equitable educational opportunities and outcomes, especially from a critical pedagogy perspective.

Yannuzzi (2009) says that many continuing adult and professional education programmes have heeded the call of what Packer and Greco - Brooks refer to as the ontological work of school or helping “change the kinds of person their students become. This new “ontological” work attempts to incorporate critical pedagogy to stimulate critical self reflection and more mindful interaction.
Giroux (2009) says that Public and Higher Education have fallen prey to forces of commercialization, privatisation and market considerations. His article criticises this position and makes a case for reclaiming such vital institutions as fundamental to a subsantic democracy, emphasizing the importance of critical pedagogy in providing students with the knowledge, skills and habits of mind that prepare them to be engaged critical citizens.

Cherubini (2009) employs a unique professional case-based pedagogy to investigate how concurrent education for undergraduate students made sense of the complex dilemmas inherent in the cases and in particular, the factors that influenced their critical thinking process. The paper identifies three core categories that emerged in the critical reflections of the participants.

Marri (2009) presents findings from a study examining how a secondary social studies teacher used curriculum and pedagogy to help racially diverse students from low socioeconomic backgrounds build the community to become active cities with the capacity for democratic living. The article discusses his emphasis on critical thinking, building of community and through disciplinary content.

Sriraman and Knott (2009) report on the importance of providing pre-service and in-service teachers with experience and specific training in critical thinking skills. The essential concept in elementary mathematics curricula can be augmented to include and cultivate critical thinking skills that have tremendous ramifications for future leaders and for those who more on to move technical training.
Zamudio et al. (2009) examine the development of a critical consciousness necessary to understand the contradictions between the post civil-rights notion of abstract equality and the reality of structurally entrenched inequality.

Gatimu (2009) says that the main goal of Multicultural Education is to transform the structural factor in the educational system in order to redress inequalities and inequities for historically underprivileged populations. This article makes an attempt to make critical consciousness visible and to show how it can be employed to change schooling opportunities and the lives of those who fall in the ‘other’ category of social theory.

Nicotera and Kang (2009) advances the knowledge base of social work education by employing a critical social-work framework to inform teaching strategies that raise critical consciousness, uncover privileged positions that inform research and conceptualize social-work practice that disrupts privilege and oppression.

Mark and Earle (2009) explores the complicated relationship between faculty perception of critical thinking and pedagogical applications. They say that the critical-thinking development is an essential part of undergraduate education and in most cases faculty members accept their role to promote some level of it in their rooms. The findings discussed the questions focussed on the definition of critical thinking, how it influences pedagogy, and the role of institutional culture. Constant comparative analysis revealed four predominant themes, pedagogical experimentation, the content connection, pedagogy of force and the resistance factor. The findings are then discussed in terms of higher education policy and faculty preparation for critical thinking pedagogy.
Lewis (2009) tried to study the role that aesthetics play in Paulo Freire’s Pedagogy of the Oppressed. As opposed to the vast majority of scholarship in the area he suggests that aesthetics play a more centralised role in pedagogy. As above and beyond art based curriculum to help clarify Freire’s position, he argues that underlying the linguistic resolution of the student-teacher didactic in the problem-posing classroom is an accompanying shift in the very aesthetic of recognition.

Breunig (2009) states that the purpose of the study is to present some of the key findings from a qualitative research study which explored the ways in which 17 self identified critical pedagogues actually, engage in critical pedagogical praxis within the post secondary classroom. It also focuses on presenting examples of effective critical classroom practices that arose as a result of this study. It also examines the justice – oriented nature of some of the critical classroom practices.

The findings of the study shows that from the analysis of the responses of the 17 participants, the following classroom practices emerged as central themes, which led to the justice-oriented nature of the theory of critical pedagogy.

(1) Classroom community and group work
(2) Dialogue
(3) Curriculum negotiation, assessment and evaluation
(4) Experiential activities
(5) Traditional classroom practices

The differences of age and gender, among others did not factor into the results in any significant way but some of the differences in participant demographies were considered. The application of the theme ‘Dialogue’ shows
that justice orientation of critical pedagogical praxis was not revealed. Instead the focus was on the value of this praxis as a form of student centered learning and teaching and that has been achieved.

The application of the theme ‘Curriculum Negotiation, Assignment and Evaluation’ shows that negotiating the curriculum, developing rubrics, co-designing the syllabus and self and peer assessment were examples of classroom practices. According to the participants, students felt more engaged with the learning process and thus attended classes more often and produced work that was of a higher quality.

Since assessment and evaluation have traditionally been the purview of the Professor and one of the means for Professors to maintain authority and power within the classroom (Shor 1996), participants’ reports related to their classroom practices provide some noteworthy counter-hegemonic practices. The findings thus represent solid evidence of the value of student-centred and constructivist classroom practices but point less conclusively toward anything that could be identified as justice oriented per se. One of the participants believed that there may be much to be learned about justice without explicit instruction. He said that he will be deliberately less intentional about the social justice agenda of his teaching so that students, through group work, discussion and written assignment can come to that conclusion on their own. He was asserting that a constructivist approach to learning may often be enough if the Professor orients the curricula toward the purpose of social justice. The theme ‘Experimental Activities’ includes in-class activities like media literacy activities, role playing and mock debates and community service learning and action research projects and other experiential
activities. The examples of community service projects and the numerous community based action research projects cited by the participants has materialized as components of their critical praxis. The action oriented examples of classroom practices can attend to the justice oriented nature of a critical pedagogical praxis.

Cited in the study regarding the theme ‘Classroom Community and Group Work’ Anushadha Gokhale (1995) examined the effectiveness of individual learning versus collaborative learning in enhancing the critical thinking skills of 48 university students using a pre-test/post-test questionnaire and found that students who participated in collaborative learning performed significantly better on the critical thinking test than students who studied individually. According to Felder and Brent (1996) student centred instruction involving active learning, student involvement, experiential activities and co-operative learning led to increased motivation to learn. Even with students in large classes (between 200-300 students) using techniques such as group work and peer assessment resulted in students having a more positive response to class, attending class more often, and developing effective learning strategies (Scott, Buchanan and Haigh, 1997), creating a democratic space in the classroom through student centred and constructivist oriented classroom practices can be an act of social justice itself (Dewey 1938), particularly these practices are counter hegemonic and anti-oppressive (Shor & Pari, 2000). Keesing-Syles (2000) and Tilemma (2003) affirm that assessment can serve as a powerful contributor to the learning process if students are empowered to participate in establishing the assessment criteria.

Academic service learning combines academic study with community service (Eyler & Giles 1999) and requires students to apply theoretical knowledge to
real world situations (Semons and Cleary, 2005). Researches have found that students often change their attitudes towards themselves and the community as a result of engaging in service-learning class, and economic injustices as a result of these service-learning activities (Green, 2001)

According to Breuning (2005) and Jensen (2002) among others as cited in the study, the explicit articulation of the justice-oriented intent of an activity (eg. service-learning) and the ways in which it is facilitated significantly impacts and affects students’ beliefs and actions about issues of justice, thus emphasizing the educative potential of a ‘well’ and intentionally facilitated activity. Teaching about action research and the action research project itself can be dually oriented toward social change (Fletcher and Coombs 2004) and toward improving teacher practice.

Critical and media literacy activities can focus on developing students’ ability not only to read and write but also to critically assess texts and films in order to understand the relationship between power and domination that underline and inform those texts (Hull, 1993). Ultimately the intend of critical literary is to emancipate students’ world view and for students to engage in transformational social action. McLaren and Mandpur (1999) recommend that these praxis-oriented forms of pedagogy be utilised as a means to linking what goes on in the classroom with what goes on in society.

Baskerville and Goldblatt (2009) explores the nature of a critical friendship between two education advisers within a nation-wide New Zealand Ministry of Education (MOE, 2006-2008) research and development project. This paper identifies and discusses the factors, circumstances, conditions and
analytical tools that contributed to these changes; reviews appropriate literature, and responds to five questions that develop further understandings and insights into critical friendship. Findings from this Government initiation provide evidence to inform a model for the developmental phases of critical friendship that has international application within educational professional development.

**Hoffman (2009)** made a critical cultural analysis of trends in the field of social emotional learning (SEL) in the United States considers how ideas concerning emotional skills and competencies have informed programmatic discourse, while currently stressing links between SEL and academic achievement. Programme literature also places emphasis on ideals of caring, community and diversity. However, recommended practices across programmes tend to undermine these ideals by focusing on emotional and behavioral control strategies that privilege individualist models of self – SEL in practice, thus becomes another way to focus attention on measurement and remediation of individual deficits rather than a way to redirect educators’ focus toward the relational contents of classrooms and schools. The promise of SEL to foster increased achievement and equity in American education may not be realized unless more work is done to connect ideals with practices and to address the political and cultural assumptions that are being built into contemporary approaches.

**Gandin and Apple (2009)** describe and analyse the policies of the “Popular Administration” in Porto Alegre, Brazil. They focus on the “Citizen School” and on proposals that are explicitly designed to radically change both the municipal schools and the relationship between communities, the state, and education. This set of policies and the accompanying processes of implementation are constitutive
parts of a clear and explicit project aimed at constructing not only a better school for the excluded, but also a larger project of radical democracy.

**Baildon and Sim (2009)** explored the ways critical thinking is conceived by a group of Singaporean social studies teachers, what they see as its purposes as well as perceived constraints to critical thinking and teaching critical thinking in Singapore schools. Findings revealed three key tensions involving teaching critical thinking as exam culture, uncertainty about what constitutes the ‘out-of-bound’ and issue of professional identity. Each of these tensions intersected and interacted in dynamic ways for teachers and shaped the way they understand and practise critical thinking.

**McMahon (2009)** examined the relationship between students working in a technology-rich environment and their development of higher-order thinking skills. The results indicate that there are statistically significant correlations between studying within a technology rich environment and the development of students’ critical thinking skills. Length of the time spent in the environment has a positive, non linear effect on the development of critical thinking skills. Students with better developed computing skills scored higher on critical thinking activities. The research suggests that to develop students’ higher-order thinking skills, schools should integrate technology across all the learning areas. This will allow students to apply technology to the attainment of higher levels of cognition within specific contexts. This will need to be paralleled by providing students the opportunity to develop appropriate computer skills.

**Minter (2010)** explores the preposition that teaching of critical thinking should include identifying and addressing many environmental variables acting as
barriers to our human thinking, that is, an open system approach, and utilizing the
interrelatedness of the critical thinking building blocks, that is, creative thinking
techniques, levels of learning, hierarchy of human needs, classic problem solving
processes and classic logical reasoning.

**Durto (2010)** presented qualitative analysis of third grader’s experiences
with a unit from their district-mandated commercial reading curriculum in which
the children made strong connection between a fictional account of a depression
era-farm family’s economic hardships and their own 21st century lives in a city
with one of the highest childhood poverty rates in the United States. Implications
for research and practice include the importance of analysing complex interactions
between curriculum, policy and the national realities of children’s lives; the need
to hold commercial curricula accountable for recognising and engaging the
experiences of children living in poverty; and the academic and moral imperative
to include the lived knowledge of students and the emotional dimensions of
response in what counts as successful literacy engagement.

**Saju (2010)** compares the effectiveness of issue based approach in fostering
critical thinking in social science among students at secondary level than that of
activity based approach in making inference, recognition of assumptions,
deduction, interpretation and evaluation of arguments. The findings proved that
the select study can substantially enhance set components of critical thinking
among students at secondary school level.

**Achatz (2011)** conducted a participatory action study investigating the
implementation of Democratic teaching practices in an eighth grade Art classroom
using critical pedagogy. The findings proved that implementing democratic
teaching practices in the art room helped the students to create art work that is rich in ideological content and rich in personal meaning, allowing them to connect with themselves and their peers on a deeper level. The classroom environment encouraged students to share their own personal stories with their teacher and peers. It also encouraged the students to have voice in their learning experiences in the art room.

3.4 Study Related to Critical Pedagogy Combined with Constructivist Approach

Mohr (2008) examines the purpose of a field of hate studies and the development of a curriculum using constructivist theories and critical pedagogy. A curriculum will also help provide research methods, strategies and focus for examining hate. Through constructivist approaches to learning and critical pedagogy, the core principles and outcomes of a hate-studies curriculum are revealed. The principles revealed are that

1. A holistic approach adds texture
2. Interdisciplinarity provides depth
3. Change comes from within
4. Dialogue leads to wisdom
5. Learning and teaching are relationship centred
6. Critically reflective teaching provides credibility

These principles can guide the development of a hate studies curriculum and the formation of the individual classes that rise from the curriculum. The principles serve as the core values of the programme, act as guides for teacher-student and student-student interactions. From these principles, four main
curricular outcomes related to personal, knowledge and skill development determined were:

1. Developing critical curiosity for learning new ways of acting to challenge the status quo and to serve as social change agents
2. Developing a critical consciousness in evaluating and understanding the world.
3. Developing a deep and rich understanding of the human capacity for hatred, its development, and the processes to reduce, control and oppose it.
4. Integrating the personal development and knowledge acquisition of students to create new ways of being and interacting with society and the world.

The article provided a framework for learning and teaching strategies, principles, outcomes and suggested course work for a hate-studies curriculum.

3.5 Conclusion

While reviewing the related studies, the Investigator was able to explore the gaps that has motivated for further exploration. It helped the Investigator to get a clear idea of what is already known in the field and what is unknown so far and to avoid duplication of the study. Review of related studies provided a sound basis for formulating the hypotheses and objectives and methodology to be adopted for the present study. The studies related to constructivism carried out by Kim (2005), Karaduman and Gultekin (2007), Arslan and Demirel (2008), Yurdakul and Demirel (2008) and the studies related to critical pedagogy carried out by Dirks (1998), Freire (1997), Breunig (2009) and the study related to critical pedagogy combined with constructivist approach carried out by Mohr (2008) have helped the Investigator to open the doors of investigation with more specific and clear vision.