

**Critical Thinking Reflection Paper Four @ 6.5 points per paper**

To promote critical thinking reflection on weekly readings, class activities, and class discussions, four reflection papers are due (all submissions are due prior to the class start time). Reflections are designed so you demonstrate understanding and growth of how you are assimilating authors' work at high levels as you progress across the course. Additionally, the intent of these critical thinking reflections (2 pages, double-spaced) is to promote thoughtful analysis and synthesis of conceptual, and sometimes complex, course content. These papers are also opportunities to engage with the professor via written discussion throughout the semester as well as develop scholarly writing skills, particularly for brevity in writing substantive content.

Follow directions and align submission with the corresponding rubric on Bb. APA format for written language and technical aspects required.

1<sup>st</sup> page: Title page

2<sup>nd</sup> and 3<sup>rd</sup> pages: Reflection

4<sup>th</sup> page: References

Save the file in Word with your last name and the reflection number: King-Sears\_CTR\_1

Critical Thinking Reflection Scoring Rubric	
<p><b>Prompt 2: ... develop one thread that binds three of the Week 5 authors' works.</b></p> <p><b>Content of Response:</b></p> <ul style="list-style-type: none"> <li>Response demonstrates an in-depth critical thinking reflection on concepts and topics from the corresponding readings.</li> <li>Viewpoints and interpretations are insightful and well supported.</li> <li>Response shows strong evidence of synthesis of ideas presented and insights gained via the readings.</li> <li>The prompt is thoroughly addressed within the response. <u>The focus on theory is a good selection! With that selection, b/c theory can be abstract, you then need to ensure it's more concrete and explicit for the reader. See Comments for areas where the abstract needs to segue to concrete / explicit so that the reader is traveling with you on the thread you're weaving throughout – the power of theory!</u></li> <li>Readings are used to support ideas, as applicable.</li> </ul> <p><b>Written Language: <u>Overall, very good writing! See Comments for a few areas.</u></b></p> <ul style="list-style-type: none"> <li>Writing is clear, concise, and well organized with excellent sentence and paragraph construction.</li> <li>Thoughts are expressed in a coherent and logical manner.</li> <li>There are no spelling, grammar, or syntax errors. <u>Check a few areas for this</u></li> </ul>	<p>6.1 / 6.5 = A 😊</p>

**APA Technical:**

- Citations within the paper are accurate. Overall, done well!
- Citations for the Reference page are accurate. Check

Feedback on Assignment Using APA Numeric Codes

Throughout scored course assignments, there may be numbers that correspond to the feedback below.

APA Style Guide	
This # ...	... means examine this APA chapter / pages for information.
1	Chapter 4: Writing styles and grammar; pp. 111-130.
2	Chapter 5: Bias-free language guidelines; pp. 131-152.
3	Chapter 6: Mechanics of style; pp. 153-194.
4	Chapter 8: Works credited in the text; pp. 253-280. <b>NOTE: No quotations in any assignments for this course. Paraphrase!</b>
5	Chapter 9: Reference list; pp. 281-313;
<b>Helpful examples:</b> <ul style="list-style-type: none"> <li>• Sample papers start on page 50; cross-references to relevant sections of APA.</li> <li>• Chapter 10 provides Reference Examples.</li> </ul>	
PKS March 2020	

Thank you for your help and advice about the CTRs You're more than welcome! (though we discussed it with respect to CTR 1)! I felt much better about CTR 2, and am looking forward to your feedback!

Beth Hosek

EDUC 800 Ways of Knowing

Fall 2021

Critical Thinking Reflection Paper # 2

The power of theory is a binding thread across the paper by Lopez-Alvarado (2017), ~~and the chapters by~~ Ball (2010), and Su et al. #4 (2010). These authors emphasize the interaction between educational researchers and society as a whole, particularly with respect to values, ethics, and the utility of education. Lopez-Alvarado draws focus to the concept of ethics, clarifying that the values of the individual and society frame what questions can be asked and how. Su et al. build by elaborating and providing a detailed example of how ideas may be conceptualized by researchers, explored, and recommendations made as a result. These recommendations and resultant theories have power to influence society through practice. Ball cautions that this impact has the chance to be hurtful and oppressive; to alleviate this researchers must engage in critical and reflexive inquiry, but this is an uncomfortable and uncertain process.

The power of theory is communicated through the ontology to practice pipeline. This idea refers to how the pre-existing views and knowledge of the world that researchers have shape the scientific process: This reaches from initial concepts of reality through ontology as defined by Lopez-Alvarado (2017), to theory and practice as emphasized by Su et al. (2010). Furthermore, Su et al., through the first author's exploration of their research experience, addresses in concrete terms how researchers can critically and reflexively integrate their knowledge across multiple domains to shape this learning process. Ball's (2010) piece draws heavy attention to the violent impact of this theoretical process when a critical eye and reflexivity is not applied. Theory using its power in a harmful manner reflects primarily on how society implements theory in practice. Lopez-Alvarado (2017) and Ball utilize the concept of class as a means to express this, explaining how educational researchers, in their work and theory, conceptualize these means of labeling learners in an archaic and one-dimensional manner, leading to ineffective policy and unintentional harm coming to the populations these theories intend to support. For this last part,

**Commented [MEK1]:** Good choice! Can be abstract, too, so you'll see some areas where I'm seeking more concrete; more explicitness.

**Commented [MEK2]:** Be sure you're separating the recommendations from the theories.

**Commented [MEK3]:** #1? # 3?

**Commented [MEK4]:** Theory?

**Commented [MEK5]:** #1 check writing – something seems off or punctuation missing?

**Commented [MEK6]:** What is 'this'?

**Commented [MEK7]:** Refer to the authors v. their chapters or pieces or articles 😊

**Commented [MEK8]:** #1 'are' ??

**Commented [MEK9]:** Not quite getting this; clarify?

**Commented [MEK10]:** Be more direct with your previous meaning of "concept of class as a means to express this..." b/c the "this" is not real clear there, so "these means" is not clear here.

clarify what you mean. I can infer what you might mean, but be explicit. Reads as if you're talking around the issue/s rather than coming out and naming them. Following me?!?

Theory lording power over learners draws attention to the utility of education. Lopez-Alvarado (2017) emphasizes that the utility of education boils down to how information across fields is integrated to inform education; how accessible educational research is for practitioners and policy makers to implement; and how education is valued. Furthermore, as Ball (2010) emphasizes, all of these components of utility have the power to help and harm learners. The idea that theory informs practice and utility is also reflected in Lopez-Alvarado's discussion of ethics in educational research. There is an idea of reciprocal interaction between societal and ethical values that shapes research and its application. These ideas in turn shape what is defined as respect, beneficence, and justice in a society. This has power over what can be researched and how, which then has power over policy and how learners are enabled in classrooms. You've got multiple ideas in this paragraph, and each is expressed well! Consider that you might do well to use fewer ideas but expand on the ones you use.

One final idea discussed by the three pieces that supports the overarching idea of the power of theory is the concept of using discomfort during educational inquiry as an opportunity for growth. Ball (2010) most openly presents this concept, referring to how educational researchers must understand how their beliefs, questions, and answers all interact. This requires individuals to embrace the observation of unexpected, lacking, and vague answers. Proceeding through the discomfort of results, regardless of what they are, not only allows researchers to individually grow, but it also offers the chance to provide learners with the most equitable educational environment possible. As Lopez-Alvarado (2017) emphasizes, ethical research

**Commented [MEK11]:** Be sure you are explicitly noting this in paragraph. Some thoughts get stated / started, but then the concrete of what they mean – how they lord power – is implied v. overtly stated. Be sure you're taking your readings with you in concrete ways!

**Commented [MEK12]:** #3 check your use of semicolon. Thinking this should be comma.

**Commented [MEK13]:** Omit

**Commented [MEK14]:** Initially thought this was good to bring out, then wondered how this evidenced the power of theory. Is it the power of theory or is it the power of results from studies? Your thoughts in this paragraph are solid (!), but I'm trying to link it back to your thread and finding it may be a stretch. I wonder if you felt like that writing this? Or if I'm just not picking up on how you mean the power of theory aligned with discomfort. I'm intrigued with the potential of this connection ... but not quite sure I follow it! Give it to me more clearly so I'm sure to get it 😊

**Commented [MEK15]:** Expand on this a bit. This is a heavy important idea which also seems a bit counter to what you noted in previous paragraph. How does this happen? What is an example of this expressed by one of these authors? Relate to power of theory?

should benefit society; though the discomfort of ethical research may be challenging, it is well worth the resultant opportunities for growth in which learners subsequently engage.

### References

Ball, S. J. (2010). The Necessity and Violence of Theory. In P. Thomson & M. Walker. (Eds.).

*The Routledge doctoral student's companion: Getting to grips with research in education*

*and the social sciences*, pp. 68-75. ProQuest Ebook Central [https://ebookcentral-proquest-](https://ebookcentral-proquest-com.mutex.gmu.edu)

[com.mutex.gmu.edu](https://ebookcentral-proquest-com.mutex.gmu.edu)

Commented [MEK16]: #5 check for what's capitalized

Commented [MEK17]: #5

Commented [MEK18]: #5

Check next two references for accurate APA similar to what's been noted in first citation

Lopez-Alvarado, J. (2017). Educational Research: Educational Purposes, The Nature of

Knowledge and Ethical Issues. *International Journal of Research and Education*, 1, 1.

<https://doi.org/10.19239/ijrev2n1p1>

Su, F., Nixon, J., & Adamson, B. (2010). *Seeking the single thread*. In P. Thomson & M.

Walker. (Eds.). *The Routledge doctoral student's companion : Getting to grips with research*

*in education and the social sciences*, pp. 85-95. ProQuest Ebook Central

<https://ebookcentral-proquest-com.mutex.gmu.edu>