

PERCEPTIONS OF JORDANIAN SECONDARY SCHOOLS TEACHERS TOWARDS CRITICAL THINKING

Osamah Bataineh

Yarmouk University- Irbid, Jordan

Khaled F. Alazzi

Yarmouk University- Irbid, Jordan

ABSTRACT

The purpose of this study was to discover themes or concepts, generated from the collected data, that formed building blocks of grounded theory in the study of secondary school social studies teachers' perspectives. This research study was conducted in Jordan, where secondary school social studies teachers were interviewed regarding their perspectives of teaching critical thinking skills in their classrooms. All interviews were audio-taped in Arabic and later translated into English. Data, including the translation of the audio, video tapes, the Ministry of Education guidelines, and textbook teacher manuals were analyzed qualitatively.

The study results indicated that Jordanian secondary school social studies teachers are not familiar with the definition and teaching strategies of critical thinking; the Jordan Ministry of Education Guidelines did not require teachers to teach critical thinking. In addition, teacher manuals for the state-required textbooks provide only detailed content information, with only minor references to teaching critical thinking. Previous research, conducted by the author on middle and high school students in Jordanian public schools, supports the finding that students do not acquire critical thinking skills from their public school education in Jordan.

INTRODUCTION

For more than forty years, elementary and secondary schools in the United States generally have emphasized critical thinking. In contrast, it has only been within the last few years that critical thinking has received much attention in the Jordanian educational system. According to a 2004 study (Alazzi and Chiodo 2004), more than two thirds of Jordan's middle and high school students surveyed claimed that they were not taught critical thinking in social studies classes. This study's findings suggest the problematic existence of insufficient school instruction in critical thinking skills in the Jordanian public schools.

As a means of exploring this issue in greater detail, a study was designed to interview Jordanian secondary school teachers to ascertain the depth to which critical thinking skills were incorporated in their social studies instruction. In the United States, critical thinking skills have long been part of the goals of social studies education (Essentials 1990). It, therefore, seemed reasonable that interviewing Jordanian social studies teachers and observing their classroom instruction would provide some important information as to the extent that critical thinking skills are promoted in Jordanian secondary schools.

BACKGROUND FOR THE STUDY

Historically, the teaching of critical thinking can be derived from Dewey's philosophy of thinking, developed during the early part of the twentieth century (Dewey 1916, 1933, 1938). However, it was not until the 1950's that educators began to teach critical thinking skills in the classroom as an integral component of the curriculum. According to Beyer (1985), Dressel and Mayhew created one of the most detailed and earliest inventories of critical thinking skills in 1954. Dressel and Mayhew developed a list of specific critical thinking skills; however, they failed to follow up their initial work through research and refinement. Nevertheless, this early work did not go unnoticed. Watson and Glaser used the inventory developed by Dressel and Mayhew to design the popular Watson-Glaser Critical Thinking Appraisal. This multiple-choice test evaluated high school or college students' skills with arguments, specifically inferences, recognizing assumptions, evaluation conclusions, and assessment of the strength of reasons offered in support of a claim.

In developing a workable definition of critical thinking for this study, the researchers relied on Glaser's (1941) three components of critical thinking. These three components are the general constitution of critical thinking up to the present time. These components are: "1. an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experience, 2. knowledge of the methods of logical inquiry and reasoning, and 3. some skills in applying those methods" (Glaser 1941, 5-6).

In addition, the present study recognizes Piaget's developmental theory, along with Bruner's ideas related to cognitive psychology. The definition, skill disposition, and the teaching of critical thinking were developed from these ideas.

Seven teacher behaviors, and the classroom culture, were found to have an influence on students' critical thinking. The seven behaviors are: teachers' inquiry; discussion, multi-communication, and encouraging students to ask questions; cooperative learning, teachers reaction; time of waiting for answers; seat arrangement and number of students; and teachers' instruction, as well as modeling. Coupled with the seven teacher behaviors are the ideas of Jordanian researchers regarding current schooling in Jordan.

Numerous definitions of critical thinking are quite divergent and depend on an individual understanding of research needs. Definitions of critical thinking vary in breadth or inclusiveness. Broadly defined, critical thinking could be equal to the cognitive processes and strategies involved in decision making, problem solving, or inquiry; whereas, a narrow definition is seen as an essential element of general cognitive processes, such as problem solving or decision making, but is not synonymous with them.

For the purposes of this study, a broad definition of critical thinking was employed, which included all the cognitive processes and strategies, as well as attitudes involved in decision making, problem solving, inquiry, or higher-order thinking. In other words, a good critical thinker should be able to utilize scientific methods, including emphasis on evidence and the nature of hypotheses; possess the tendency to be inquisitive, critical, and analytical with respect to issues, personal behavior, etc.; and employ correct principles of logic. During the study's interviews, participants were encouraged to define their views of critical thinking. Each definition that fell into the scope of the broad definition was accepted by the

researchers.

THE DISPOSITIONS OF CRITICAL THINKING

Researchers engaged in analyzing individuals' critical thinking abilities have heavily stressed the importance of dispositions. A person might possess critical thinking skills, but tend not use them. This indicates that the individual possesses little critical thinking disposition. Lists and conceptions of specific dispositions differ more than the lists of critical thinking skills. The commonly mentioned dispositions, according to Kennedy, Fisher, and Ennis (1991), are: "being opened-minded and considerate of other people; staying relevant; being impartial; suspending judgment and taking a stance when warranted; questioning one's own views; and using one's critical thinking skills."

For Jordanian researchers, the concept of critical thinking receives little attention in literature. However, some research has been conducted regarding creative thinking. Alazzi (2005) contended that the teaching of critical thinking was not a concern in the Jordanian educational society because: "Critical thinking was misunderstood as criticizing, finding fault with, blaming, restructuring, and differentiating"; therefore, Jordanians did not like it. Educators were afraid to teach critical thinking in the classroom. Other researchers regarded critical thinking as a part of a born talent that could not be learned through instruction. Some also believed that students would possess critical thinking ability after they learned content knowledge.

Kawood (1988) found Jordanian textbooks full of monotonous and simplified concepts and values that tended to reinforce the social goal of harmony and security. Students unconsciously accepted the 'correct answers' and lost the opportunities for thinking critically. Textbook statements also employed descriptive styles and very often came to conclusions that jeopardized the initiation of critical thinking. In addition, the learning experience in school was largely artificial in nature. This was because schooling bore the responsibility of protection and explanation for the political system and government policy.

In teaching, Alazzi's survey (2005) found eighty-five percent of social studies educators retained traditional lecture teaching methods, while the remainder adopted some form of group discus-

sion. In 1990, Kawood conducted an evaluation of Jordan's tenth grade social studies curriculum, which focused on contemporary geography. Kawood discussed both the status of geography and the problems present in the geography curriculum as viewed by geography teachers, supervisors, and education specialists. The textbooks were studied to determine their strengths and weaknesses. His research suggested that the geography objectives did not assist students in their development of critical thinking or critical inquiry.

Khawalidah (1987) conducted an examination of the content in social studies textbooks. His questionnaire addressed curriculum, textbooks, teaching methods, learning objectives, and education experience. Based on his analysis of social studies textbooks, curriculum, and teaching methods, Khawalidah emphasized a strong need for improvement in the current social studies curriculum in Jordan's middle schools. He found that all aspects of the social studies curriculum needed significant improvement based on Western standards.

It should be pointed out that most research studies conducted on critical thinking in social studies in Jordan were at the very beginning stage. None had been conducted that focused specifically on critical thinking in social studies at the secondary school level, especially studies focused on instructors' teaching strategies.

FOCUS ON THE RESEARCH

The idea for this study grew out of a reflective awareness that Jordanian students may need instruction in critical thinking. Researchers previously observed that students in Jordanian schools lacked such skills as logical reasoning, value judgment, and real-life application. Khawalidah (1987) reported that Jordanian students lacked the ability to think independently and judge logically. The research results of a study by Alazzi and Chiodo (2004) also supported this assumption.

The perspective of Jordanian secondary school teachers concerning teaching critical thinking in social studies classes needed to be further explored in order to understand and explain the existing phenomena and to eventually find a solution. The study was designed to answer the following questions: Are Jordanian social studies teachers' familiar with critical thinking? Do Jordanian social studies teachers teach critical thinking as part of their social stud-

ies instruction? When teachers involve students in critical thinking activities, what difficulties do they encounter? Do the Ministry of Education guidelines require Jordanian social studies teachers to teach critical thinking? If so, how closely is that requirement followed by the teachers? How closely are the teachers' strategies on critical thinking related to the textbook teacher manuals for their social studies courses? Through the identified patterns of teachers' perspectives concerning the study questions, the researchers were able to develop a greater understanding of the teaching of social studies in Jordanian secondary schools.

The study's purpose was to discover themes or concepts, generated from the collected data, that formed building blocks of grounded theory in the study of secondary school social studies teachers' perspectives. The collected data included interviews, classroom observations, and published materials, which consisted of the *Ministry of Education Guidelines* (Senior High School Curriculum Criteria) and textbook teacher's manuals (teaching brochures).

Twelve Jordanian secondary school teachers, who were currently teaching social studies, were interviewed at their particular school sites. From the twelve teachers in the study, eleven complete sets of data were obtained. The participants were chosen from three senior high schools, two junior high schools, and a combined junior and senior high school. The academic level of all these schools is considered average. This consideration was deemed important in selecting the samples, because Jordanian junior high school graduates are assigned to a certain senior high school depending on their Senior High School Entrance Test scores. The extremes of low and high academic level schools were avoided in the selection process, because teachers in those schools might employ different teaching strategies.

The average age of three male and eight female teachers was 36.5 years old. The youngest was twenty-eight years old, and the oldest was forty-eight years old. The longest teaching experience was thirty years; the least was 2.5 years, with the average being 9.6 years. Among the participants, one possessed a master's degree, nine held Bachelor of Arts degrees, and only one was pursuing her bachelor's degree at the time of the interview. Five participants' majors were in the social sciences (e.g., geography, history, or citizenship) while attending college; one majored in law; and five were generalists (i.e., broad social science background). Five teachers

taught geography, two taught history, and four taught citizenship.

Questions for the study were pre-written in Arabic and English and were read to the participants in Arabic. If participants requested, the written questions were shown to them to aid in their understanding. Prior to the interviews, all participants completed a personal background information sheet, which was written in Arabic and English. Participants were informed that all the information obtained from the written data sheet, audio, and video tapes was for research use only and would not be shared with any other individuals not associated with this study.

During the interview, Arabic was the primary language used for communication. When necessary, English was used to improve understanding. Participants were encouraged to state, explain, and describe the topic being discussed as best as they could. The use of an audio recording was explained and agreed upon with the participants prior to the interview taking place.

The interviews were translated into English and analyzed qualitatively by the researchers. In addition, two trained researchers, who are proficient in both Arabic and English, were invited to review the translations by listening to the tapes and reading the written English text to eliminate translation errors or semantic misunderstanding. When the decoded work was completed, the data from interviews were further refined, digested, and summarized. Finally, themes were identified and sorted into categories, and patterns were identified based on the constant comparative method (Glaser and Strauss 1967) and the extended constant comparative method (Wilson 1992), referring to grounded theory (Glaser and Strauss 1967). Four stages of the constant comparative method were used to analyze data. These were: (1) comparing incidents applicable to each category, (2) integrating categories and their properties, (3) delimiting the theory, and (4) writing the theory (Glaser and Strauss 1967).

The purpose of collecting classroom observation data was to identify teachers' instructional methods and to discover to what extent the methods promoted students' critical thinking. From the twelve participants, eleven allowed the researchers to observe and video tape their teaching. Participant teachers were free to present lessons of their own choice while the researchers were in the room. Observations took place where the teachers were engaged in classroom instruction. Video tape episodes were later translat-

ed into English. Afterwards, the researchers proficient in Arabic and English were invited to watch the tapes and read the written translations. While reviewing the tapes of the teaching episodes, researchers were instructed to identify twelve teaching methods, (as defined by the Ministry of Education). The twelve teaching methods included: lecture, observation, site visit, survey, report, discussion, role-playing, manipulation, collection, exhibition, practicum, and inquiry. Definitions of the twelve teaching methods were provided to the researchers in a five- point Likert scale rating sheet. Researchers were instructed to rate the identified teaching methods used by the participants based on the extent to which they promoted the students' critical thinking. An explanation of critical thinking, skills, and dispositions was introduced to researchers as a basis of the rating.

The collected materials analyzed in this study included the *Ministry of Education Guidelines* (Senior High and Junior High School Curriculum Criteria) and textbook teacher's manuals (teacher's brochures), which were translated and contrasted to teachers' comments regarding the provided assistance of critical thinking teaching.

The Jordan Ministry of Education requires the National Office of Edition and Translation to publish teachers' brochures (teachers' manuals for textbooks). Each social studies textbook has a teacher's brochure. For instance, the Senior High Citizenship, Book I, has a teaching brochure for the teacher's use. All teachers in the study generally followed the format provided in the teachers' brochure, which was assigned to the textbook and class they taught.

FINDINGS

An analysis of all the study's data revealed a variety of important information related to the teaching of critical thinking in secondary education social studies classrooms in Jordan. First, most study participants were not familiar with the formal definitions of critical thinking and its strategies. This finding is consistent with the work of Alazzi (2005), who reported that Jordanians are not concerned about teaching critical thinking in their schools. According to Alazzi, Jordanians stated that

"the Arabic culture in Jordan strives for harmony and security. Questioning is viewed as opposing the accepted ways of doing

things; thus, it is not promoted by the educational system.”

In contrast to this first finding is the fact that most participants indicated they did teach critical thinking. This study invited participants to freely express their definitions of critical thinking and their knowledge of the related skills. Thus, it is not surprising that most of them indicated they did teach critical thinking, based on their own definitions. For instance, one participant contended,

Critical thinking is a kind of attitude or disposition. Regarding important issues, we need to have the ability to think critically. What I mean is our attitude that we are always skeptical, questioning, or even denying, followed by re-edifying. Based on this definition, the teacher contended that he taught critical thinking.

Another teacher argued that he taught critical thinking in his classroom. He said:

I think critical thinking is a kind of attitude as I have told you. If students were smart enough, they would not only learn what I had taught, but also, did they learn my attitude, because I frequently held a critical attitude toward our textbooks. So I think I have taught critical thinking.

However, when this teacher, as well as others study participants who claimed to teach critical thinking skills in their classrooms, were repeatedly observed and videotaped, it was evident that they did not use strategies in their instruction that support critical thinking. This information is consistent with a study conducted by Alazzi and Chiodo (2004), which surveyed middle and high school students in Jordan. Nearly eighty percent of the students surveyed indicated that they were not taught critical thinking in Jordanian schools.

As part of the follow-up interviews with the teachers in this study, copies of Chiodo and Alazzi's (2004) research were provided. Six of the ten participants agreed with the students' comments in the Chiodo and Alazzi research in that students were not taught critical thinking in Jordanian schools. The teachers also implied that the students making the comments did not realize they were taught critical thinking while the teachers were instructing them, or that they (the students) used definitions of critical thinking that

differed from the teachers' definitions.

The differing views as to what is actually happening regarding the teaching of critical thinking by the Jordanian social studies teachers can be summarized as a difference between intention and outcome. In other words, the teachers might have had the intention to teach critical thinking skills (their own concept of critical thinking), but when it came to actual instructional time, they did not develop these skills with their students. This is supported by the classroom observations that showed little, if any, time was used during the instructional process to teach strategies that aided in the development of critical thinking.

When teachers were asked what problems they might incur in teaching critical thinking, they responded that the problems related to students. They indicated that students had no time to deal with problems related to critical thinking; students were not interested in learning critical thinking; Jordanian school culture did not support teaching critical thinking; and class size was too large (average class size for teachers in this study was about forty students) to effectively teach critical thinking.

One participant addressed the attitude of students to learning critical thinking skills, by saying:

Some students hold a kind of kidding attitude. I am not always serious in class, but if students make fun of the discussion; the results won't be as good as expected. Unless they are apparently kidding, but serious underneath, some students might think the teaching (critical thinking) is not as important as other areas of information in social studies, because critical thinking teaching is not immediately influencing their grade.

Passing the state exams with a high score is viewed as extremely important by most Jordanian students in secondary schools, because it is the basis on which students are admitted to colleges and universities. Therefore, it is not difficult to understand why the students do not view critical thinking as important, because it is not on these exams.

The teachers in this study also indicated that school equipment was insufficient for teaching critical thinking. Participants expressed the need for more books in the library for the students, as well as a need for overhead projectors, VCRs, and televisions. A participant described the following conditions in her school:

In the past we didn't have a library, which was a big problem. This year we have a library, but we still don't have enough books. Regarding the equipment, we don't have a TV in each classroom in most schools of Amman County. We have an audio-video classroom in our school. We have to register to use it. Sometimes, the school administrators have different opinions as to what we should use the equipment for or what the tapes should be used for. Teacher's willingness to use the equipment therefore low.

Social studies instruction that incorporates discussion of controversial issues relies on critical thinking skills. Yet, most study participants contend that they do not have any difficulty in teaching controversial political issues. The reason for the lack of difficulty is simple: the teachers maintain a neutral position or try not to address "untouchable" political issues. For instance, one participant said, "We all know certain untouchable issues exist in this county. And, I never try to discuss them in the classroom." This avoidance of controversial issues seems to indicate that critical thinking skills are not being stressed by social studies teachers because this area of instruction would rely on the use of critical thinking skills.

Teachers expressed the opinion that too much time was required to cover the content in the textbooks, which left little time for critical thinking skills. In addition, teachers' manuals do not provide strategies to aid the teachers in critical thinking activities. A participant expressed her opinion toward the textbook content by saying:

I think the textbook content should be revised because we address too much for every country (referring to a geography text). In contrast, some important countries are not studied in enough depth. For instance, Gabon is not as important to us as the U.S. Nevertheless, they are both studied in the same depth. Students have to memorize them all, because it could be on the test as a teacher, I can not omit it.

When asked about teacher education programs and whether they received instruction in teaching critical thinking skills, all teachers agreed that no preparation in the area of critical thinking was provided. Teachers felt that the topic was not covered, or, that if it was covered, it received little emphasis. They also emphasized the fact that in their present positions, little material is available for critical thinking in social studies, and no in-service instruction is

provided. Finally, they blame the universities for not making advanced teacher education course work available to them during their vacation time. It should be noted that the Jordanian government makes very limited funds available for the state universities to offer in-service or professional development courses. When such courses are offered, they usually take place in only a few large cities.

Teachers recurrently complained about the lack of materials and teaching strategies in social studies for teaching critical thinking. Examination of the *Ministry of Education Guidelines* revealed that critical thinking is not required as part of the educational process. When the researchers searched the curriculum criteria at both the junior and senior high levels, it was found that the *Ministry of Education Guidelines* did indicate, in the general teaching guidelines, that one educational goal of secondary education is to enable students to think critically. However, the requirement of teaching critical thinking and subsequent teaching strategies does not appear in the individual subject teachers' manuals at neither the junior nor senior high level.

Generally speaking, teachers' manuals only provide more detailed information about the curriculum, with little differences related to various subjects. In the senior and junior high citizenship (citizenship and moral education) teacher brochures and the senior high history teacher brochures, some statements implied the need for critical thinking teaching strategies, but the specific explanations of how critical thinking was to be taught were not included. This was the same in the junior high history and geography teachers' brochures.

Finally, because teachers are required to cover the entire textbook, and class size is large (forty five or more students), it is difficult for teachers to vary methodology. Added to this is the need to maintain discipline and the pressure of state exams. The end result of this situation is that a large amount of lecturing takes place in the classroom, with little time devoted to discussion or inquiry.

DISCUSSION

Reviewing the information that emerged from the research study, researchers developed several themes to explain the lack of critical thinking strategies in secondary social studies classrooms

in Jordan. First, although Jordan is a rapidly growing industrial nation that borrows heavily from American society, it still maintains strong ties to its past culture. Schools have the responsibility to socialize students into the culture, and that culture is strongly tied to the past. To criticize, question, and reject what is reported to be correct, is not the role of the teacher or the students. Teachers are to assume the role of the parents and teach students to respect the ideas of the past and honor the ideas of their elders. Teachers are to also teach respect and consideration for the government as a defender of the people and the culture. For social studies teachers to ignore these views, would mean potential dismissal. As several teachers indicated, they do not deal with “untouchable” topics in their classrooms.

Yet, ignoring critical thinking skills could put Jordanian students at a disadvantage in later life. However, the view emerged that critical thinking is something that is acceptable for adults, but not for young students. This view is reinforced in Alazzi and Chiodo’s (2004) study of Jordanian middle and high school students. When asked if they learned critical thinking skills, nearly eighty percent of the school students surveyed indicated that they were not taught critical thinking in Jordanian schools. A second dominant theme that has emerged from this study is related to the evaluation/testing process that is part of the Jordanian educational system. For Jordanian students, getting a high score on the state exams means attending a prestigious high school and eventually a major university. It is their ticket to a prosperous future. Because of this rigid system, Jordanian social studies teachers are unwilling to digress from the state guidelines and teach anything else. They lament that enough time is not available to cover what is expected for the test, so how can they spend time involving students in problem solving activities? Expository instruction is the only way for them to get through the seemingly endless amount of information needed to prepare their students for the exams.

This theme is reinforced by students who consider such skills unimportant in their preparation to take the state exams. As several teachers indicated in their interviews, students do not seem to care about anything that is not related to their grades or something they will be tested on.

Finally, a third theme that emerges is that although teachers are familiar with the term “critical thinking,” they do not have a

clear concept of what it actually means. In addition, they receive very little help in clarifying this concept from the state publications or through the in-service education that is provided. A review of all state instructional manuals related to teaching social studies at the junior and senior high level reveals little discussion of critical thinking and does not suggest strategies to aid the teachers in the instructional process. Thus, teachers are left on their own to construct critical thinking strategies for their social studies classes. However, herein lies another problem. These teachers have received little, if any, pre-service or in-service instruction related to these skills. Conversations with the teachers indicated that their teacher education programs did not expose them to methods necessary to deal with critical thinking in social studies. Furthermore, they continue to receive little support in the form of in-service education from the universities or the Ministry of Education.

Finally, Jordanian social studies teachers take some responsibility for not clearly understanding critical thinking and related teaching strategies that can be used in their classrooms. During the past forty years, Jordanian teachers have graduated from normal colleges with a lifetime certification. The job security of life-time employment has caused teachers to believe that a good teacher teaches the same as the teacher next door (Chang and Green 1995). Long-term security has caused teachers to fall into a pattern of teaching that does not foster change and intellectual growth.

CONCLUSION

Because Jordanian secondary social studies teachers are generally not familiar with the definition, skills, and teaching strategies of critical thinking, further studies are needed to investigate models that demonstrate how to teach critical thinking to the practicing teachers. Through the introduction of an instructional model, additional research may reveal whether or not teachers have taught critical thinking skills to their students, and to what extent the students have learned and applied these skills.

Continued qualitative and quantitative research is needed to refine and clarify the patterns regarding to what extent: participants are familiar with the teaching of critical thinking, teach critical thinking, difficulties might be encountered, the *Ministry of Education Guidelines* guide teachers, and the teachers' manuals in-

fluence teaching.

Because this study focused on schools only in the Amman metropolitan area, research needs to be conducted at schools in other regions of Jordan. Comparisons need to be made between rural, suburban, and urban schools throughout the country regarding teaching critical thinking in social studies classrooms. Because Amman is the most liberal area in the country, one would assume differences when comparing Amman to other areas. It may also be valuable to compare social studies teachers to science, mathematics, and language arts teachers to see if critical thinking strategies are being used in other curriculum areas.

Previous research indicates that culture and tradition are strong influences on Jordan's educational system. As teachers begin to experiment with critical thinking strategies, it will be important to understand what, if any, conflicts arise between "new" teaching strategies and "traditional" methods of instruction. Some teachers and parents have expressed the fear that students will no longer respect and consider the ideas of their elders. How the schools and teachers cope with the problem and develop solutions is an area of research that may help the entire Jordan education system.

The present educational system in Jordan relies on formal testing, which is used to determine if students continue in school beyond certain points. It also determines the academic level of the school the student will attend. As critical thinking begins to play a part in the educational process, the traditional testing process may have to be revised or discarded. The knowing of factual information to pass an exam may come in conflict with the idea of using factual information for critical thinking. Researchers must either devise a plan to evaluate the critical thinking skills of Jordanians students, or institute a new way to determine student progress through the educational system.

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RESEARCH QUESTIONNAIRE

1. Are you familiar with critical thinking or critical thinking teaching strategies?

- a. Can you explain what critical thinking means to you?
- b. What are the skills related to critical thinking?

2. Do you teach critical thinking in your classroom? Explain.

- a. Do you enjoy teaching it? Explain
- b. Are there certain kinds of critical thinking skills that you are trying to teach?
- c. How often do you involve students in critical thinking?
- d. Do you design your own critical thinking activities or do you rely on textbook materials or other materials? Explain

3. When you involve students in critical thinking, do you

find any difficulty? (School faculties, Parents, Students, Material, Equipment, Time, Students Interest, Political Issues?)

4. As a social studies teacher, do you think critical thinking teaching is important? Explain

- a. Is it important to our society? Why?
- b. Is it important to our schools? Why?
- c. Is it important to our social studies subjects? Why?
- d. Should it be taught separately or as part of the regular curriculum courses?
- e. Do you think senior/ junior high students can think critically?

5. Generally speaking, very much, a little bit, or not at all? Explain

- a. Do our students currently possess enough critical thinking skills?
- b. What are the critical thinking skills which our students are good at?
- c. What critical thinking skills should be enhance or important?
- d. How do you react to the comment by some students who say they do not acquired critical thinking skills from schools?

6. Do the Ministry of Education Guidelines require you teach critical thinking?

- a. How closely do you follow them?
- b. Does Teacher's Edition of you textbook explain how to teach critical thinking activities?

7. How closely do you follow them?

8. When you were in normal schools, did you take any course related to how to teach students critical thinking? Explain

- a. Did any of your professors address how to teach critical thinking? Explain.
- b. What were these strategies they told you?
- c. Were these strategies useful for your teaching critical thinking?