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## Facilitation of Critical Dialogue in Higher Education

**Research Question:** How do university faculty facilitate a critical dialogue in higher education, particularly in a large classroom (lecture hall) setting?

### Terminology

Key Word	Definition
Meta-synthesis	Process whereby the researcher sifts through relevant data to discover themes and patterns among various sources (refer to methods section)
Apathy	Student shows lack of concern, interest, and/or enthusiasm for material
Intersectionalities	The interconnectedness of individual characteristics and demographics (e.g. race, sexual orientation, ethnicity, age) as they contribute to one's sense of identity

### Objectives

1. Engage in a **meta-synthesis** to collect data about apathetic students and their lack of engagement in critical discussion
2. Engage in **coding process** whereby themes are solidified according to quantity and emphasis across numerous peer-reviewed journal articles
3. Create a **tri-fold pamphlet** for professionals that describes practices/strategies empirically supported to facilitate quality critical dialogue in higher education

### Methods

- Collection of peer-reviewed journal articles that address student engagement in discussion in higher education (keywords: “apathy/apathetic”, “critical dialogue”, “critical discussion”, “lecture hall”)
- Solidification of specific words/terminology repeated and emphasized within numerous articles selected
- Further solidification of repeated concepts via application of grouping techniques based upon themes/contingencies of context within numerous articles selected
- Application of specific insights, examples, and content as they pertain to themes discovered

**“A belief in the entitlement of learners to freedom and equality would necessitate an approach to the curriculum, which encourages autonomy and fosters critical engagement with content, as these are pre-requisites to enabling learners to empower themselves”** (Mohamed Moustakim, 2007)

## Results



### Conclusions

1. Discussion prompts will differ every time they are administered (due to differing perspectives of variant audiences)
2. Students' self-esteem indicates their level of engagement
3. Critical discussion improves student retention of material/content (i.e. “immediately accessible settings”)
4. The structure of a linear lecture hall is intimidating for students