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THE ROLE OF TECHNOLOGY AND CRITICAL THINKING STRATEGIES USED BY
BAHAMIAN UNIVERSITY FACULTY IN TEACHING FOR TRANSFORMATION IN
UNDERGRADUATE AND
GRADUATE EDUCATION COURSES

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ABSTRACT

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ACKNOWLEDGMENTS

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CHAPTER III

METHOD

This project uses a qualitative case study method. The case study method is used when “researchers want to focus on a bounded system such as individual teachers, a classroom or a college environment” (Gay, Mills, & Airasian, 2009, p. 401). This is an investigation of a contemporary phenomenon in the Bahamian education context as introduced in Chapter I.

E. O. Wilson indicated that we are drowning in information, while starving for wisdom. The world henceforth will be run by synthesizers, people able to put together the right information at the right time, think critically about it, and make important choices wisely.

The purpose of the study is to address the ways in which Bahamian faculty use proven strategies to help students to think critically in the field of education at a college within The Bahamas. The phenomenon in this case is a group of undergraduate and graduate education students instructed by Bahamian college educators using critical thinking strategies with the aid of digital technology and instructional tools—to teach higher-order thinking skills in both undergraduate and graduate education classes.

Research Method

This study conducted was used to collect data through questionnaires and interviews as data collection techniques and using them as a means of analysis to learn more about the case (Leacock, 2009). Case studies are appropriate under certain circumstances. Such a study is appropriate when the phenomenon is a unique or extreme case, a revelatory case or a critical case. This case is revelatory because education faculty must seek to turn their students into thinking machines and, moreover, this must be done with generosity and with a favorable attitude toward the many benefits of thinking (Jackson, 2012, p.11).

Many writers provide compelling arguments for case study as a legitimate design. For example, Yin (1994) introduces the idea of single case study (where one case is studied) and multiple case studies (where two or more cases are studied and the findings compared). He also presents the concept of the embedded case studies (in which sub-units within the case are studied) and the holistic case study (the case is studied as a single entity).

This research will focus on the holistic case study; this approach to case study can be both exciting and rewarding (Leacock, 2009). This research study will also use the grounded theory approach to identify relevant themes and answer the research questions that follow. The research questions as outlined in Chapter I have been restated in this chapter for the convenience of the reader and as a reminder of the focus for this study:

1. How can students develop critical thinking skills for information seeking success and transformation at a College within the Bahamas?
2. To what degree is ICT integrated, utilized and encouraged by the professors of the university to promote collaborative exchange of knowledge and creativity skills among undergraduate and graduate students?
3. To what extent does questioning skills and different levels of critical thinking instruction promote the relationship between creativity and critical thinking skills among students at a College within the Bahamas?
4. How do university professors collaboratively use digital/educational technology standards and digital literacy to develop their own instructional skills when collaborating with other professors, undergraduate and graduate students?

The researcher utilized a qualitative research design that was predicated on the notion of interpretation of events and phenomena; in this case the phenomenon was a group of undergraduate education students. The phenomenological approach will be used for the design because it involves a detailed description of the setting or individuals, followed by analysis of the data or themes or issues (Creswell, 2009).

This approach is commonly used to describe a situation. It is anticipated that this research will be phenomenologically truthful because it reflects exact, accurate experiences which can provide insight with certainty for the reader about the critical thinking phenomenon at a college within The Bahamas (Lapan, 2012).

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