

8 - Scientific Literacy and Socio-scientific Issues | Empirical

SP - (16660) - COVID-19 COMPASSION AND DECISIONS: PRESERVICE TEACHERS' PERSPECTIVE TAKING AND DECISIONS

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Short Abstract

Teachers' socioscientific reasoning (SSR) about complex issues is an important aspect of scientific literacy that is connected to understanding and making decisions related to complex socioscientific issues (SSIs). In this study, we explored how 52 preservice elementary teachers reasoned about stakeholder perspectives in COVID-19 SSI contexts in a remote delivery science methods course in the Midwest region of the United States of America. This extends the work of Zeidler and Khan (2014) on judgment, care, and empathy by implementing an explicit compassionate teaching frame supported by nonviolent communication. Using constant comparative analysis of course artifacts and survey responses, we explored participants' SSR (perspective taking) and how compassionate teaching informed their SSR and decisions. Main findings include that participants engaged in more and more sophisticated perspective taking for stakeholders especially for teachers, students, and parents. Most emphasized compassionate teaching aspects of safety, access, flexibility, and support of students and families. Implications include a need to support teachers' consideration of diversity of perspectives in stakeholder groups more removed from their daily experiences.