The Classroom is Alive with the Sound of Thinking: The Power of the Exit Slip

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This 14-week qualitative study investigated the use of exit slips in two literacy courses in the college of education at a public university in the Midwest of the United States. A group of 44 undergraduate and graduate students participated. These students included pre-service teachers who are developing their understanding of what counts as effective literacy practice and in-service teachers who are interested in improving their existing practices. The main focus of this study was to examine how exit slips supported students in two teacher education courses. Data included 608 exit slips and student feedback shared in class about exit slip use. This paper reports on how exit slip writing during class encouraged reflective thinking about teaching as a profession. Specifically, this paper examines eight different reflections students made that point to growth in content knowledge and a sense of self as practitioner and learner. It is contended that exit slips can help students identify, develop, and articulate their beliefs about teaching and learning, resulting in giving pre-service and practicing teachers an edge in improving their curricular practices. It is also contended that the positive effect of exit slips points to uses in higher education classrooms in general.

How can college teachers help students to think critically about content? In particular, what structure can teachers provide that encourages students, both the shy and the loquacious, to reflect on course content and in which students can keep alive a reflective conversation? One answer is exit slips, slips of paper on which students reflect upon what they know and what they are coming to know. Typically, teachers pass exit slips out in the last few minutes of class and students turn them in before leaving class (and here I end the suspense on the name), but there is no rule on this. Exit slips can be distributed at the beginning or midway point of class. They are rituals for thinking. Used regularly, they can generate a thinking pulse in the classroom. They can invite students and, by proxy the teacher, to become active, critical listeners to discussion and, as a result, more reflective thinkers.

In this article I propose that exit slips be used in the teacher education classroom and explore how exit slips can help aspiring and practicing teachers to articulate and examine their beliefs about teaching and learning. While this article speaks specifically to what happened when students used exit slips in their teacher education course, I also propose that exit slips can be applied to higher education classrooms in general. Given the speed with which information is available coupled with students' proclivity to accept a lot of published and online information as true, Preddy (2008) argues that the opportunity to take time to think deeply, authentically, and reflectively, is perhaps more important than ever.

Theoretical Support for Exit Slips

Encouraging teachers to engage in reflective practice is not, of course, new. Dewey (1904, 1938) has long noted the importance of the professional pupil in becoming a student of education; that is, to reflect on learning experiences. Reflection, he argued, is possible when engaged in meaningful activity, where learning is an open, generative, meaning making process.

In teacher education, reflection is critical (Howard, 2003; Larrivee, 2000) because reflective practice encourages students to build and extend their knowing. For Dewey (1904, 1938), reflective practice involves identifying problems, contemplating solutions, analyzing possible solutions as an opportunity to construct meaning, and developing understanding. For McGarr and Moody (2010), reflective practice also involves broadening perspectives by challenging the status quo. Moon's (1999) work echoes Dewey's (1904, 1938) claims that without reflection, one cannot be moved or changed. For shifts in thinking to occur, students need authentic opportunities to call and reflect on their own lived experiences and use this information to develop professional knowledge (Fund, 2010). It occurs best when opportunities to reflect in the classroom are nurtured or coached (Moon, 1999); then can students discover core qualities in themselves as teachers and as learners (Geursen et al., 2010) and become aware of their beliefs so that they can act on making informed decisions about best practice (Loughran, 2008).

However, a reflective student is one who does more than read or talk about a method or practice; the student also thinks about and considers the theoretical implications of that practice and tries to implement the practice as a way of testing out ideas and theories. When reflective practice is couched from a critical perspective, Jay and Johnson (2002) argue that students may also examine moral, ethical, and historical perspectives of education. In *Educating the Reflective*

Practitioner, Schön (1987) emphasizes two main processes: reflection *in* action and reflection *on* action. Both of these processes are crucial to teacher development in exit slips. Reflection in action can be seen in slips where students make connections, ask questions, and ponder their own theories. Reflection on action, in contrast, is more retrospective because students in field placements and practicing teachers reflect on and write about curricular ideas after having experienced them in the classroom. Students may also experience what Moon (1999) calls reflection *for* action which emphasizes future courses of action. Both Schön (1987) and Moon (1999) challenge the image of teacher as moderator who merely transmits knowledge with the notion of teacher as inquirer who actively investigates his own questions as a process of outgrowing ideas.

This study is also informed by the role of talk in learning. Perhaps our greatest tool (Luria, 1982; Vygotsky, 1978) talk encourages learners to engage in social activity and to construct meaning through personal experience (Dewey, 1938). It is also a vehicle for nurturing critical thinking and using language to express ideas, a vehicle for discovering the self as well as understanding the world (Vygotsky, 1978). Through critical dialogue, learners mediate, construct, and share meaning. Ideas are slippery; securing them through writing allows students to see the power of their own words and how those words reflect their growth as teachers and learners. Vygotsky (1978) argued that knowledge is socially constructed when mediated through others. With the support of peers, students share their thoughts aloud making public their ideas—some tentative, some secure—about how best to engage learners in literacy practices. As well, students write down their peers' ideas as a way of addressing and reflecting on their own beliefs, taking wing in the thought collective of others (Paley, 1999).

Exit Slips: How They Work

Exit slips offer students a physical space to digest ideas, to question, to ponder, to ruminate over what has been shared and discussed in class. Specifically, exit slips can document learning, emphasize the process of learning, and evaluate the effectiveness of instruction (Bafile, 2004; Fisher & Frey, 2004). Exit slips are ideal for capturing individual bursts of thinking; just when students think they cannot be heard or have nothing to share, exit slip writing can capture their ideas as they occur. Moreover, they can lead to self-reflective thought which in turn can strengthen individual interpersonal communication skills (Bafile, 2004). The regular practice of jotting down key concepts encourages the development of tinkerers. On paper, students tinker with ideas which can lead to questioning of text, of themselves, and of each other. But as Buehl

(2003) points out, exit slips are more than just places to jot down ideas: they can encourage the synthesizing of ideas which is critical in comprehending new material or experiences. Through analysis and synthesis, students can evaluate sources and resources they may encounter through peer discussions.

With age group and purpose in mind, how to use an exit slip will vary from teacher to teacher. Examples of how to create exit slips include:

- using questions and/or statements that are open (e.g., Today I learned . . .), specific (e.g., Was the *Book Pass* strategy helpful?), complex (e.g., How will you apply this lesson to your own classroom?) or simple fill-in-the-blank responses;
- alternating or maintaining the same questions and/or statements from week to week;
- providing emoticons or clip art for a quick response (e.g., Circle the image that corresponds with what you think);
- varying slip length (e.g., a full or half sheet of paper); and
- varying slip media (e.g., loose leaf paper, composition books, index cards, etc.).

Examples of how to use exit slips include:

- distributing exit slips at the beginning of class (so that students can respond intermittently throughout a lesson) or toward the end of class (so that responses can be quick and to the point);
- assessing completed slips numerically (e.g., points per response) or assigning a completion check (e.g., a participation grade);
- returning slips to students with handwritten teacher feedback or discarding after each reading;
- allowing for anonymous slips; and
- sharing some or all student responses (anonymously) in class.

Regardless of which structure is used or how it is implemented, the exit slip provides powerful clarification of how students are making sense of content and themselves as learners.

Study Context

This 14-week study took place in two education literacy courses at a public university in the Midwest of the United States. Accounting for student absences, there were 608 exit slips produced by 44 students: 31 undergraduate pre-service teachers, and 13 graduate in-

service teachers. These courses focus on literacy teaching and learning that includes lecture, video, small, and whole group engagements. In addition to responding on their exit slips, students took regular class notes. Each class met once a week for three and a half hours. Prior to taking my class, no one had experienced exit slips in another college level course or in their secondary education.

The pre-service teachers are teacher candidates who plan to teach in the elementary and middle grades. They are in a school field placement and will student teach within the year. Thus, their knowledge about best practice as well as how they see themselves as educators is still developing. The in-service K-12 teachers return for recertification or a graduate degree. Because these students are already teaching, their focus is on improving their existing curricular practices.

At the beginning of the semester when routines were being established, I reminded students, "You are not writing for me. You are writing for your place in this world. Write yourself in." For the rest of the class period students wrote on their slips (see Figure 1) whenever a connection was made, an idea emerged, or a question popped up that begged to be written. Because learning is not a linear process, students were not expected to respond to prompts in their order.

I used three intentionally broad prompts in the exit slip: *Pondering: I'm thinking about*; *Connecting: This discussion connects to*; and *Light-Bulbing: New insights I have*. These prompts encouraged students to articulate their thinking about teaching and learning. As well, because students individually chose their readings from an assigned reading list and because what they chose to read affected the outcome of class discussions, open ended questions were best suited for the learning climate we were co-creating.

In *Pondering,* students were invited to share issues related to teaching that were personally pressing. For example, students could write about their anxiety toward student teaching or something more specific (e.g., "What is the difference between shared and guided reading?"). These reflections demonstrated that students were thinking deeply about issues they found personally relevant.

In *Connecting,* students were challenged to make connections that related to class discussion. I emphasize the importance of integrating ideas from other curricular sources (e.g., courses students are taking, books they are reading, practices they are observing in their field placements) so that they can build on and extend their existing knowledge about teaching and learning. These reflections demonstrated students beginning to connect authors, texts, classroom practices, and/or strategies to in-class discussions.

In *Light-Bulbing,* students were encouraged to name new learning. In this bottom section of the slip,

students also identified terms, strategies, and/or practices that were not necessarily new but were presented in a way that caused them to rethink their knowing.

Method

There were two primary modes of data collection in this study: the exit slips and student feedback shared in or after class about exit slips. I collected, read, and responded to exit slips each week for 14 weeks from January 2009 to April 2009, photocopying individual slips so that students could keep their originals. Exit Slips were not assigned a grade. While in the classroom, I used my field journal to take notes on what the students said in/after class about using exit slips, doing my best to record feedback verbatim. I did not record "ums" or pauses; instead, I wrote down what was substantive. These particular data are more anecdotal than evidence from exit slips data; however, they illuminate what students thought about the slip as a tool for recording their thinking. Students were given the slips at the beginning of class, slips were handed in at the end of the class period, and I provided positive, affirming feedback on each slip.

Analysis

To determine how student reflection changed over time, I coded exit slips in January and February as "(B)," referring to reflections made at the beginning of the winter semester, and reflections made in March and April as "(E)" for the end of the semester. Coding the exit slips in this way provided opportunity for comparison between reflections and when reflections were made in the semester.

Field notes on student commentary shared in class about using exit slips helped significantly in clarifying initial coding. For example, codes in early data analysis focused broadly on overarching themes with exit slip use. However, as students talked about how exit slips supported them in their thinking about teaching, I was able to refine codes by analyzing content more closely. In this stage of analysis, kinds of reflections within the categories developing content knowledge, self as practitioner, and learning community emerged as key concepts within the data.

I used grounded theory (Glaser & Strauss, 1967) throughout data analysis which allowed me to address tentative categories and patterns, review recurring patterns, and search for possible meanings. This type of analysis offered a lens to the study that allowed frequent comparisons to be hypothesized and categories to be organized and established. Open and axial coding, as described by Strauss and Corbin (1990), was used in this study to help make patterns more visible. I

Figure 1
Example of an Exit Slip

Exit Slip #1

1. *Pondering*: I'm thinking about…

2. *Connecting*: This discussion connects to…

3. *Light-Bulbing*: New insights I have…

mapped/webbed preliminary categories as they emerged from the data (e.g., open coding) by first systematically analyzing individual exit slips and then searched for relationships between and among these categories as the data expanded (e.g., axial coding) by grouping exit slips.

Results

The results section covers the following areas: Vocabulary and Theoretical Reflections from the Developing Content Knowledge category; Action, Questioning, Connecting, and Learner Reflections from the Self as Practitioner category; and Opening and Identifying Reflections from the category Learning Community. The results section concludes with a brief discussion of how exit slips supported students.

Developing Content Knowledge

Vocabulary reflections. These reflections demonstrate students attending to new terms shared in class, building personal vocabulary, and paying particular attention to clinical terms used in the field. The following reflections are some examples:

- "I didn't know until today what social constructivist meant but I've heard it before." (B)
- "I had heard the term *touchstone text* before but didn't know what it was until now." (B)
- "Kidwatching is a new word for me. It seems like a great tool to use to understand the needs and interests of my students. Tomorrow, I'll be *kidwatching* in my field placement." (E)

- "A plethora. How many times have I heard this word and never knew what it meant. I do now. I'm gonna use it. That's empowering. I didn't expect ED classes to help me with my own vocabulary." (E)

In the beginning of the term, students write down new vocabulary words and/or phrases; toward the end of the semester, however, students begin to express interest in applying words learned. Sometimes, students also try to contextualize new words in their exit slip responses as a strategy for remembering how to use them later on. This kind of intentional writing demonstrates a genuine initiative to improve one's own professional discourse and suggests reflection for action (Moon, 1999) as students anticipate using commonly used clinical terms in their field.

Theoretical reflections. These reflections demonstrate students making theoretical connections between existing knowledge and new knowledge. The following reflections are some examples:

- "The way Tovani talks about synthesizing information makes me think about *Reading with Meaning* by Debbie Miller." (B)
- "In RDG 331, we talked about *couching* everything in literature. In this class we're talking about *marinating* children in literature." (B)
- "From the small group discussion, I am thinking about how I could use Kelly Gallagher's *Reading Minute* in the beginning of class to encourage my middle schoolers to think about a particular topic or a writing assignment. Maybe not just think about a topic but really flesh it out in the way Ralph

Fletcher describes when he talks about small and big writing." (E)

- "Students talking about books remind me of Vygotsky and his theories about learning being social and collaborative. Makes me wonder why so many teachers insist on classroom environments that are silent. We've also talked about Dewey and what he means by experience. I can see connections between talk and experience. I like the group discussions. I can see the power of talk and its role in learning that is authentic, where meaning is constructed and shared." (E)

Initially, students connect an author, a book, a strategy, or sometimes a theoretical perspective (e.g., behaviorist, constructivist) to something they are coming to know (i.e., linking two different authors or pairing a strategy with a perspective on teaching). These statements are often short with little or no thinking to support the connection. As the weeks progress, there is evidence of reflection in action (Schön, 1987) where small and whole group discussions reveal their impact on student writing as students use the exit slip as a place to refine ideas, clarify connections, and tighten multiple meanings. Often in free discourse, thoughts trail from incomplete sentences or unfinished thoughts. The exit slip is where students practice writing what they mean to say in class. On paper, they demonstrate knowledge about content which lays the foundation for developing professional, academic voice.

Developing Self as Practitioner

Action reflections. These reflections demonstrate students pondering their own actions in the classroom. The following reflections are some examples:

- "Teachers should write with their kids, right?" (B)
- "If they read, I read. If they write, I write. I think I got it." (B)
- "If I ask my students to write about a science topic, I need to try it myself. Through my own modeling, I can help students learn how to think and write like scientists." (E)
- "I'm connecting the commonplace sayings teachers use to how I react to students in school. I do respond to students with these generic sayings. I need to work on that. I'm anxious to change. I don't want to say *good job*. I want to be specific. I want to use language that motivates." (E)

In the beginning of the semester, students quickly name what they think is good practice or what they think should be done in the classroom, though sometimes with an air uncertainty. Slowly, students begin to express what they will do in the classroom in a tone authored with confidence. It takes a supportive learning community to get students to put to paper, to express in their own words, those curricular moves they support and, perhaps more importantly, why. In writing what they will do (reflection for action) and what they have already implemented in the classroom (reflection on action), students traverse a territory of ownership. They begin to notice that their ideas can take shape in print. The exit slip provides a tangible space where students can figure out their knowledge of practice and see how it guides or underpins their teaching (Loughran, 2008).

Questioning reflections. These reflections demonstrate students thinking about what best practice means to them. The following reflections are some examples:

- "Why don't we read as much to our kids now that we know it is good for our kids?" (B)
- "Why do we get hung up on conventions in writing? What is important in assessing children's writing?" (B)
- "I like the idea of providing choice. How can I provide 1st graders w/ choice but still have them choosing what will help them learn? What really matters to me here?" (E)
- "How do I get them reading? Do texts really matter? Yes. I am thinking about making history relevant in my classroom using Bartoletti's *Hitler Youth*. Why are we so afraid to use material we know kids will read, administrators and parents will protest? We can hide, but at what cost? Am I going to hide?" (E)

Questioning in exit slip writing is both numerous and obvious. What separates early reflections from later ones, however, is the inclusion of oneself. Earlier questions tend to be written in third person or refer to a larger audience, thus creating noticeable distance between the question and the questioner. Questions written toward the end of the semester stand out because students begin to question their own beliefs and practices. "I" statements/questions signify genuine curiosity, authentic inquiry into the self as both teacher and learner. They also demonstrate students using writing as a pathway toward understanding themselves.

By mid semester, students are also making rhetorical moves on the page. That is, they pose questions without any expectation of an answer per se but find potential answers from group discussions. Such rhetorical questions and/or statements encourage peers to evaluate others' views as well as their own. They

also illuminate students' boundaries, both personal and intellectual, which make way for deep discussions that help students digest rather than wholly swallow or reject shared ideas from the class. This is particularly important when engaged in discussions that deal with weighty topics like gay/lesbian issues in literacy, for example.

Connecting reflections. These reflections demonstrate students making connections between their own classroom experiences and the experiences they want to create. The following reflections are some examples:

- "Listening to others' writing makes me wish I could write creatively. My writing doesn't come together as nicely." (B)
- "I remember as a kid wanting to write my own stories and choose my own books. I hated how everything was decided for you but you were still required to be unique." (B)
- "Definitely using a writer's notebook in my history class. I will write along with them, something I never had. Ralph Fletcher opened the door to new thinking for me." (E)
- "Stephanie's story, *Everyone Needs a Father . . .* does she have a father? For a 5th-grader, she wrote a deep story. She wants a good father that will be there for her. I can't imagine a 5th-grader writing this. It has so much maturity. I can somewhat relate to her if she doesn't have a father because in my case I didn't have a mother. After the divorce, she never really came around. I want to create spaces in my room for this kind of writing. I had one great writing teacher, but that was it." (E)

In the beginning of the semester, students begin sharing what they have lived in school (e.g., rote memorization, Accelerated Reader, prompt writing) and their feelings associated with those experiences. Class discussions provide an authentic venue for going beyond those feelings to making connections between what they loathed about school and the learning environment they plan to co-create with their students. Here again, students reflect for action (Moon, 1999). Students practice naming how they plan to dismantle the school norms they experienced. The exit slip becomes a place to finish thoughts, tighten ideas, and plan to act.

Learner reflections. These reflections demonstrate students seeing themselves as learners. The following reflections are some examples:

- "[The book] *Bird* makes me think about different children and what their norm is. What is my norm?" (B)

- "I'm noticing that learning takes place when you're somewhat uncomfortable. I'm uncomfortable today, but in a good way. Being uncomfortable makes me realize that I am learning something new." (B)
- "Since writing in the hourglass, I am thinking I actually have a lot to say. I liked this prompt. It helped me get started. I do have things to write about. What a surprise! Writing in the hourglass helped me see this." (E)
- "I realize that I've been looking at my WN in a negative way instead of becoming a 'selfish writer.' I'm going to view it as a chance to get to know myself through my writing. That will surely make me a better teacher." (E)

A discovery of self as learner emerges by midterm. There is a noticeable shift in thinking in exit slip writing from simply "I am a student, a teacher in training" to "I am a reader, a writer, an advocate for change, etc." This shift speaks to the power of language as a vehicle for self-discovery (Vygotsky, 1978). A strong sense of self as learner is important in teacher education because when a student can envision himself as a lifelong learner, there is the potential for the classroom environment, for which he is preparing, to become *learning* centered rather than teacher or student centered (Eisner, 1998).

Developing a Community of Learners

Opening reflections. These reflections demonstrate students opening themselves up to the instructor. The following reflections are some examples:

- "Speaking with you during the quick-write was so rewarding because it showed you in a different light. I think it can be helpful for the instructor to relate individually to students as I felt you did with your response story to mine." (B)
- "I'm working on a poem. Would you be willing to read it and offer me feedback? I'm not very good but I'd appreciate you taking a look at it, especially since it's not for class."(B)
- "Thank you for reading that and offering up comments. I truly appreciate it. I am grasping my true inner emotions thanks to this class." (E)
- "Thank you for opening up my mind about critical literacy and for helping me to see how I can engage students in conversations that otherwise might be avoided in schools. You're helping me to discover in myself what I can do." (E)

Students talk about their personal lives early on in the study and consistently write openly throughout the term. In opening reflections, students often ask for

advice or feedback on issues related and sometimes unrelated to the course. Such immediate openness communicates a need from students to be able to connect with others beyond a defined course syllabus.

Identifying reflections. These reflections demonstrate students privately identifying with their peers in the class. The following reflections are some examples:

- "I need to make sure that students think critically for themselves and not do all the thinking for them. I forget who started this discussion in my group, but I'm glad she did because I'm now beginning to see what we're talking about." (B)
- "I like what Abby said about *Teaching Toward Freedom* because she got me thinking about freedom in my own classroom. I'm still trying to get my head wrapped around that. I think we all are. I'm not alone." (B)
- "I still feel like we say a lot of *I think* or *I feel* statements during our reading discussions instead of *this connects to. . . .* Now I get what Erin was talking about." (E)
- "At my table, Sara asked why the teacher always chose what we wrote about and I find myself asking the same question. I know how she feels because my teacher chose our topics, too." (E)

In the beginning of the semester when students are unsure of everyone's name in the class, students sometimes refer to a peer by describing a physical characteristic. As the semester progresses, students mostly refer to each other by name making those identifying connections clearer, though these reflections occur quite early in the semester. Identifying with peers in writing shows that connecting with others is not limited to oral discussion; it can also happen, quite profoundly, on the page. Connecting with peers suggests a need to relate with others, to feel heard and maybe even understood. Identifying reflections also suggest the exit slip provides a space for students to develop sensibilities towards others which can lay the foundation for understanding moral, ethical, and historical perspectives of schooling (Jay & Johnson, 2002) that will impact their own teaching career.

Discussion

Students' written reflections confirm that slips serve as vehicles for review of material, help in absorbing new information, encourage divergent thinking, and promote self-expression. They also foster ownership of ideas. Rather than pass out a deluge of handouts that sometimes tell students what to think, exit slips nudge students to work out ideas for themselves. "I like how you allow us to think for ourselves," remarked a graduate student after class. At best, handouts get a passing glance.

Talk allowed the exit slip to become an empowering lens through which students used language, in small and whole group settings, to express their inquiry and to examine and question ideas shared in class. Talk was a communicative tool for exploring what counts as best practice, encouraging students to use the exit slip as a place to experience writing for understanding their own beliefs and actions. Many students shared that the exit slip made them think about their writing. One graduate student said it best: "When I write my reflection, I think about what I really want to say, not just write something to write something. You know, use words so people get me and my views." These kind of reflective stances on the power of language call on teachers to think about how they can support their students as writers.

Exit slips provided a safe place to respond, to "ask questions I would not have asked in class," or a place to "be myself on paper because in class I'm quiet." They also proved to be rehearsals for growth in the willingness of students to write openly and authentically. Slips supported students to make their point, even if the point was ten slips down the semester-long road. The predictable structure of the exit slip also proved to be reliable for most of my students. As one student shared during break,

> I can offer honest feedback on the things I notice and experience during class. It's easy to be honest because I know what to expect. I know where to write my thoughts because each week I know where to write it.

Exit slip reflections were also instructive. They showed me what I needed to review or clarify for next class and they also made clear what support students still needed. They clarified for me my role in the process, that teacher commentary plays a significant role in exit slips as bonding agents between teacher and student. Slips as agents, these short pieces of paper can carry meaningful weight for the teacher who is trying to connect with the classroom community.

Final Thoughts

The data in this study raise the question; can teachers who teach courses with high student volume use exit slips in their classes? Responding to slips in the 100s per week is impossible. But even if it could be done, it is not necessary. The primary focus of the exit slip is not in how often it is used; rather, in how it is used. Student exit slip responses indicate an interest in

being heard. Teachers can (and should) modify the slip to meet the needs of their students.

Though reading and responding to exit slips every week was sometimes challenging, I considered it enjoyable work because each slip is always unique to the student. Students asked different questions, experienced different reactions to readings and discussions, and reflected on the page based on their own lived experiences. Some comments were humorous while others were more serious. Some students doodled to visually demonstrate their understanding of topics discussed. A variety of responses could always be counted upon, thus reducing the monotony of responding to slips weekly for 14 weeks.

The learning tools we use in the classroom communicate to students what we value and influence what students think about (Eisner, 2002). Opportunities to use exit slips in class communicates to students that their thinking is valued. They matter. Reflection matters, for without it, as Dewey (1938) argued, we cannot be moved or changed. One slip at a time, teachers can affect change in any number of courses not limited to teacher education, by giving students a place to identify and articulate their beliefs and by inviting students to participate in the development of their own voices.

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