

SERVET ALTAN

TEACHERS' DISPOSITIONS AS HABITS OF MIND:  
INSIGHTS FROM A NARRATIVE INQUIRY INTO THE  
SIGNIFICANT LIFE EXPERIENCES OF TURKISH  
TEACHERS

A DOCTORAL DISSERTATION

BY

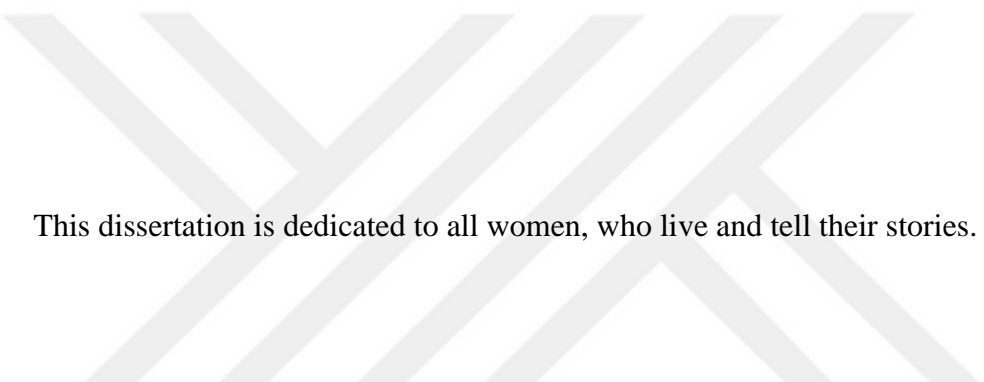
SERVET ALTAN

THE PROGRAM OF CURRICULUM AND INSTRUCTION  
İHSAN DOĞRAMACI BILKENT UNIVERSITY  
ANKARA

JUNE 2017

2017





This dissertation is dedicated to all women, who live and tell their stories.

Teachers' Dispositions as Habits of Mind: Insights from a Narrative Inquiry  
into the Significant Life Experiences of Turkish Teachers

The Graduate School of Education

of

İhsan Doğramacı Bilkent University

by

Servet Altan

In Partial Fulfilment of the Requirements for the Degree of  
Doctor of Philosophy in the Program of Curriculum and Instruction

Ankara

June 2017

BILKENT UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION

Teachers' Dispositions as Habits of Mind: Insights from a Narrative Inquiry into the  
Significant Life Experiences of Turkish Teachers

SERVET ALTAN

June 2017

I certify that I have read this doctoral dissertation and have found that it is fully adequate, in scope and in quality, as a dissertation for the degree of Doctor of Philosophy in Curriculum and Instruction.

-----

Asst. Prof. Dr. Jennie Farber Lane (Supervisor)

I certify that I have read this doctoral dissertation and have found that it is fully adequate, in scope and in quality, as a dissertation for the degree of Doctor of Philosophy in Curriculum and Instruction.

-----

Asst. Prof. Dr. Aikaterini Michou (Examining Committee Member)

I certify that I have read this doctoral dissertation and have found that it is fully adequate, in scope and in quality, as a dissertation for the degree of Doctor of Philosophy in Curriculum and Instruction.

-----

Asst. Prof. Dr. John O'Dwyer (Examining Committee Member)

I certify that I have read this doctoral dissertation and have found that it is fully adequate, in scope and in quality, as a dissertation for the degree of Doctor of Philosophy in Curriculum and Instruction.

-----

Prof. Dr. Gaye Teksöz, METU (Examining Committee Member)

I certify that I have read this doctoral dissertation and have found that it is fully adequate, in scope and in quality, as a dissertation for the degree of Doctor of Philosophy in Curriculum and Instruction.

-----

Professor Emeritus Arthur L. Costa, California State University (Examining Committee Member)  
Approval of the Graduate School of Education

-----

Prof. Dr. Alipaşa Ayas (Director)

## ABSTRACT

### TEACHERS' DISPOSITIONS AS HABITS OF MIND: INSIGHTS FROM A NARRATIVE INQUIRY INTO THE SIGNIFICANT LIFE EXPERIENCES OF TURKISH TEACHERS

Servet Altan

Ph. D., Program of Curriculum and Instruction  
Supervisor: Asst. Prof. Dr. Jennie Farber Lane

June 2017

This study investigates the role of significant life experiences that potentially contributed to development of five Turkish teachers' dispositions as Habits of Mind. The study also further investigates the influences of selected significant life experiences (travelling, reading, professional development, spending time in nature, having hobbies) identified by the participants on their teaching practices. Narrative inquiry was used as the methodology to prompt participants' recall of their significant life experiences through three in-depth interviews with each informant that took place over the course of a year. The gathered narrative data was first analysed to determine the significant life experiences and to identify emerging categories and themes. The analysis of participants' significant life experiences resulted in two categories: learning environments and personal attributes. The experiences related to learning environments included the themes of family environment, school environment, and neighbourhood, while the experiences related to personal attributes were travelling, reading, professional development, spending time in nature, and hobbies. In an effort to relate these categories and their themes to dispositions as Habits of Mind, the researcher developed a conceptual framework. The framework was established through a deductive content analysis of literature, using intelligent behaviours to find relations between Habits of Mind and established educational theories. The framework also served to provide theoretical groundings to the model of Habits of Mind. The results of narrative data analysis using the conceptual framework revealed that all participants consider their experiences related to family environment, travelling, reading, professional development, spending time in nature, and having hobbies as the most significant life experiences, which contributed to development of their Habits of Mind. The findings also indicated that these life experiences potentially contributed to participants' dispositions as Habits of Mind and teaching practices in a positive manner. Based on the findings of the study the researcher suggest travelling, reading, professional development, spending time in nature, and having hobbies be emulated in teacher education programs in order to help pre-service teachers develop effective teaching dispositions and teaching practices. The conceptual framework can be used to elevate understanding of dispositions in teacher education and teacher educators can use the conceptual framework for monitoring and assisting pre-service teachers to develop effective dispositions as Habits of Mind.

Key Words: Narrative Inquiry; Habits of Mind; Significant Life Experiences; Teachers' Dispositions.

## ÖZET

### ÖĞRETMEN MİZAÇLARI OLARAK ZİHİN ALIŞKANLIKLARI: TÜRK ÖĞRETMENLERİN ÖNEMLİ HAYAT DENEYİMLERİNİ İÇEREN ANLATI ANALİZİNDEN İÇGÖRÜLER

Servet Altan

Doktora, Eğitim Programları ve Öğretim  
Tez Yöneticisi: Yrd. Doç. Dr. Jennie Farber Lane

Haziran 2017

Bu çalışma beş Türk öğretmenin mizaçları olarak zihin alışkanlıklarının gelişimine muhtemel katkısı olan önemli hayat deneyimlerinin rolünü incelemeyi amaçlamıştır. Bu çalışma ayrıca seçilen önemli hayat deneyimlerinin (seyahat etmek, okumak, mesleki gelişim, doğada vakit geçirmek ve hobi edinmek) katılımcıların öğretim yöntemleri üzerine etkilerini incelemeyi amaçlamıştır. Katılımcıların önemli hayat deneyimlerini açığa çıkarmak için anlatı analizi yöntemi kullanılmıştır ve bir yıl zaman zarfında her bir katılımcıyla üç defa derinlemesine mülakatlar yapılmıştır. Anlatı analizinden elde edilen veriler öncelikle katılımcıların önemli hayat deneyimlerini belirlemek ve elde edilen verilerden ortaya çıkan kategorileri ve temaları saptamak için incelenmiştir. Katılımcıların önemli hayat deneyimlerinin incelenmesi iki kategorinin belirlenmesi ile sonuçlanmıştır: öğretici ortamlar ve bireysel özellikler. Öğretici ortamlar; aile ortamı, okul ortamı ve katılımcıların yaşadığı çevre ile ilgili deneyimleri kapsarken kişisel özellikler; seyahat etmek, okumak, mesleki gelişim, doğada vakit geçirmek ve hobi edinme ile ilgili deneyimleri kapsamaktadır. Araştırmacı açığa çıkan kategorilerin ve temaların, katılımcıların mizaçları olarak zihin alışkanlıkları ile bağlantısını ortaya çıkarma amacı ile bir kavramsal çerçeve geliştirmiştir. Çalışmaya özgü kavramsal çerçeve, zihin alışkanlıkları ve kabul gören eğitim teorilerinin arasındaki ilişkiyi bulmak için tümdengelim yöntemi ve nitel içerik analizi yöntemi sonucunda oluşturulmuştur. Bu kavramsal çerçeve aynı zamanda zihin alışkanlıkları modeline teorik temellendirme oluşturmayı amaçlamıştır. Çalışmaya özgü kavramsal çerçeve kullanılarak yapılan anlatı analizi sonuçları bütün katılımcıların aile çevresi, seyahat etmek, okumak, mesleki gelişim, doğada vakit geçirmek ve hobi sahibi olmak ile ilgili deneyimlerinin zihin alışkanlıklarının gelişimine katkıda bulunan en önemli hayat deneyimleri olduğu açığa çıkarmıştır. Çalışma bulguları, bu hayat deneyimlerinin katılımcıların zihin alışkanlıklarının gelişimi ve öğretim yöntemleri üzerinde yapıcı olarak katkıda bulunduğunu göstermiştir. Bu çalışmanın bulguları doğrultusunda araştırmacı, aday öğretmenlerin etkili mizaç ve öğretim yöntemleri geliştirebilmelerine katkıda bulunmak için; seyahat etmek, okumak, mesleki gelişim, doğada vakit geçirmek ve hobi edinmek ile ilgili deneyimlerin öğretmen eğitimi programlarına katılmasını önerir. Aynı zamanda bu çalışma için geliştirilen kavramsal çerçeve aday öğretmenlerin etkili mizaçları olan zihin alışkanlıklarını geliştirmelerini takip etmek ve değerlendirmek için kullanılabilir.

Anahtar Kelimeler: Anlatı Analiz; Zihin Alışkanlıkları; Önemli Yaşam Deneyimleri; Öğretmen Mizaçları

## ACKNOWLEDGEMENTS

My interest in stories has started when I was a kid. I remember the days when there was electricity cut we used to gather around my mom and listened to her stories light up the room. She might not have noticed how effective her stories were in forming who I am today. I would like to thank my mother, Vesile Altan, for helping to become who I am. I would like to thank my father Behçet Altan, who values education over anything else and who has been a role model for me with his perseverance.

I have been grateful to have Asst. Prof. Dr. Jennie Farber Lane as my supervisor without whom this dissertation would not exist. Dr. Lane inspired me to stick to my research ambitions and she has provided tremendous guidance and invaluable feedback that helped me form my researcher identity. Dr. Lane has been a great source of inspiration for my academic endeavors as well as for life. Words are not enough to express my gratitude to Dr. Lane as my supervisor, who became a colleague and a friend at times.

I would like to thank Asst. Prof. Dr. Aikaterini Michou and Asst. Prof. Dr. John O'Dwyer as members of my PhD dissertation supervision committee. Their encouragement, guidance, and invaluable feedback helped me a lot during this process. Special thanks to Asst. Prof. Dr. Aikaterini Michou for her contribution to my understanding of educational theories and her contribution to my article as an expert reviewer of educational psychology.

I would like to thank Dr. Erskine Dottin whose publications on Habits of Mind and support helped me a lot in my PhD journey. I would like to thank Erskine for collaborating with me to publish my first article. I would also like to thank Prof. Dr. Arthur Costa and Bena Kallick for their guidance through their publications on Habits of Mind and their openness to collaborate. A special thanks to Prof. Dr. Arthur Costa for taking part in my dissertation defense committee.

I would like to thank Prof. Dr. Margaret K. Sands, who encouraged me to study on Habits of Mind and Michael Saffarewich for introducing Habits of Mind to me. I would like to thank Prof. Dr. Alipaşa Ayas and Asst. Prof. Dr. Necmi Akşit for their support and inspiration through all stages of my doctoral program. I would also like to thank all other members of Bilkent University, Graduate School of Education for their support.

Schools have been the most peaceful places, for me. I have been lucky to work in a very peaceful school environment, which supported me throughout my PhD journey. I have been lucky to work closely with Ms. Oya Kerman. I am grateful for her continuous support and encouragement for my academic endeavors. I would like to thank Linda Bruce Özdemir for her support for proofreading the narratives and I would like to thank Jale Ataşalar for her support for building my perseverance skills and sharing the “joy of challenges” that we faced during the PhD process. I would



like to thank all of my colleagues who have been understanding of my PhD journey and who have supported me at all times. Their motivation and encouragement helped me overcome long nights that turned into mornings.

Outside of the academic context, there were many others who contributed to my doctoral process in a positive manner. I would like to thank Özlem Karakuş, who has been more than a friend, showed great patience in listening to my stories about each stage of my PhD journey: “We shared the joy and the sorrow together, and it is my turn to listen to you, Özlem”. I would like to thank Görkem Saatçiođlu Aydın for all the laughs we have had while travelling through our academic journey. A special thanks to Dan Prinzing, who has been a source of motivation for life and inspired me to stay balanced while enjoying the continuous challenge of research.

Books and music have become amongst my best companies along the doctoral program. Therefore, I would like to thank Bilkent University library staff for their warm welcoming and I would also like to thank Radyo İLEF for helping me find my tune when I was engaged in writing.

Finally, a very special thanks to five teachers who opened their doors to me and helped me make their stories heard, and many other women who inspired me to write along the journey called life.

## TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZET.....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xv
CHAPTER 1: INTRODUCTION.....	1
Introduction.....	1
Background to the study.....	4
Statement of problem.....	12
Purpose.....	14
Research questions.....	15
Significance.....	16
Definition of terms.....	18
Conclusion.....	20
CHAPTER 2: REVIEW OF RELATED LITERATURE.....	22
Introduction.....	22
PART I.....	23
Deweyan habit and disposition.....	23
Teachers' dispositions as sixteen Habits of Mind.....	25
Theoretical foundations to Habits of Mind: Towards constructing a conceptual framework.....	27
Intelligent behaviors and Habits of Mind related to thoughtfulness.....	31
<i>Constructivism theory and associated intelligent behaviors</i> .....	31
<i>Incremental theory and associated intelligent behaviors</i> .....	33
<i>Self-Regulated Learning Theory and associated intelligent behaviors</i> .....	35
Intelligent behaviors and Habits of Mind related to mindfulness.....	38
<i>Mindfulness theory and associated intelligent behaviors</i> .....	38
<i>Emotional Intelligence and associated intelligent behaviors</i> .....	40

Intelligent behaviors associated with more than one theory.....	42
The conceptual framework.....	46
PART II.....	49
Dewey’s theory of experience.....	49
Significant life experience research.....	50
Teachers’ significant life experiences research.....	52
Narrative inquiry as a methodology to study experience.....	54
Narrative inquiry studies in education.....	55
Conclusion.....	60
CHAPTER 3: METHODOLOGY.....	61
Introduction.....	61
Positioning the research study.....	61
Methodological assumptions.....	63
Issues of validity, reliability, and generalizability in narrative inquiry.....	65
Establishing trustworthiness in qualitative inquiry.....	67
<i>Member checking</i> .....	67
<i>Peer and expert validation</i> .....	67
<i>Reflexive journal</i> .....	68
<i>Self and peer reports</i> .....	69
Research design.....	70
Context.....	72
Participants.....	74
Instrumentation.....	75
Method of data collection.....	76
Stage 1: Prompting participants’ significant life experiences that potentially contributed to development of their dispositions as Habits of Mind.....	76
Stage 2: Member checking and probing deeper into significant life experiences .....	78
Stage 3: Reflecting on the influences of significant life experiences on participants’ teaching practices and probing deeper into the influences of selected significant life experiences.....	79
Method of data analysis.....	80
Stage 1: Construction of narratives and identifying the categories, themes, and life experiences within and across the narratives.....	80

Stage 2: Utilizing the conceptual framework to explore the potential influences of participants' significant life experiences on their dispositions as Habits of Mind.....	82
Stage 3: Probing deeper into the influences of selected significant life experiences on participants' Habits of Mind and teaching practices.....	82
Conclusion.....	83
CHAPTER 4: RESULTS .....	85
Introduction .....	85
Stage I: Character sketches of five female Turkish teachers.....	87
Notes from researcher's reflexive journal .....	87
Teachers' narratives: Analysis of data obtained through interview I.....	88
Defining significant life experiences through member check .....	89
Exploring categories, themes, and experiences through expert review .....	90
Restructuring the narratives using categories, themes and experiences.....	95
Ada's character sketch .....	96
Ada's restructured narrative.....	98
<i>Ada's experiences related to learning environments</i> .....	98
<i>The family environment in which Ada was brought up</i> .....	98
<i>Ada's experiences related to school environment as a student</i> .....	99
<i>Ada's experiences related to personal attributes</i> .....	100
<i>Ada's experiences related to travelling</i> .....	100
<i>Ada's experiences related to reading</i> .....	101
<i>Ada's experiences related to spending time in nature</i> .....	101
<i>Ada's experiences related to having hobbies</i> .....	101
<i>Ada's experiences related to not giving up on one's endeavors</i> .....	102
<i>Ada's experiences related to finding a space of one's own</i> .....	102
<i>Ada's experiences related to leaving home at an early age</i> .....	103
Gülşen's character sketch .....	103
Gülşen's restructured narrative.....	105
<i>Gülşen's experiences related to learning environments</i> .....	105
<i>The family environment in which Gülşen was brought up</i> .....	105
<i>Gülşen's experiences related to school environment as a student</i> .....	107
<i>Gülşen's experiences with the neighborhood in which she grew up</i> .....	108
<i>Gülşen's experiences related to personal attributes</i> .....	108

<i>Gülşen's experiences related to travelling</i> .....	108
<i>Gülşen's experiences related to reading</i> .....	108
<i>Gülşen's experiences related to professional development</i> .....	109
<i>Gülşen's experiences related to spending time in nature</i> .....	109
<i>Gülşen's experiences related to having hobbies</i> .....	110
<i>Gülşen's experiences related to striving for education</i> .....	110
<i>Gülşen's experiences related to not giving up on one's endeavors</i> .....	110
Pelin's character sketch .....	111
Pelin's restructured narrative .....	113
<i>Pelin's experiences related to learning environments</i> .....	113
<i>The family environment in which Pelin was brought up</i> .....	113
<i>Pelin's experiences related to school environment as a student</i> .....	114
<i>Pelin's experiences with the neighborhood in which she grew up</i> .....	115
<i>Pelin's experiences related to personal attributes</i> .....	115
<i>Pelin's experiences related to travelling</i> .....	115
<i>Pelin's experiences related to reading</i> .....	115
<i>Pelin's experiences related to professional development</i> .....	116
<i>Pelin's experiences related to spending time in nature</i> .....	116
<i>Pelin's experiences related to having hobbies</i> .....	117
<i>Pelin's experiences related to striving for education</i> .....	117
<i>Pelin's experiences related to not giving up on one's endeavors</i> .....	117
Ekin Su's character sketch.....	117
Ekin Su's restructured narrative .....	119
<i>Ekin Su's experiences related to learning environments</i> .....	119
<i>The family environment in which Ekin Su was brought up</i> .....	119
<i>Ekin Su's experiences related to school environment as a student</i> .....	121
<i>Ekin Su's experiences with the neighborhood in which she grew up</i> .....	121
<i>Ekin Su's experiences related to personal attributes</i> .....	121
<i>Ekin Su's experiences related to travelling</i> .....	121
<i>Ekin Su's experiences related to reading</i> .....	122
<i>Ekin Su's experiences related to professional development</i> .....	122
<i>Ekin Su's experiences related to spending time in nature</i> .....	122
Mor's character sketch.....	123
Mor's restructured narrative .....	125

<i>Mor's experiences related to learning environments</i> .....	125
<i>The family environment in which Mor was brought up</i> .....	125
<i>Mor's experiences related to school environment as a student</i> .....	126
<i>Mor's experiences with the neighborhood in which she grew up</i> .....	126
<i>Mor's experiences related to personal attributes</i> .....	127
<i>Mor's experiences related to travelling</i> .....	127
<i>Mor's experiences related to reading</i> .....	127
<i>Mor's experiences related to professional development</i> .....	128
<i>Mor's experiences related to spending time in nature</i> .....	128
<i>Mor's experiences related to having hobbies</i> .....	128
<i>Mor's experiences related to striving for education</i> .....	129
<i>Mor's experiences related to not giving up on one's endeavors</i> .....	129
Conclusion: Cross narrative analysis related to all themes .....	129
Cross narrative analysis related to family environment.....	132
Stage II: Analyzing narrative data using the conceptual framework: Investigating the influences of significant life experiences on participants' Habits of Mind....	135
The results of the influences of Ada's significant life experiences on her Habits of Mind using the developed conceptual framework.....	135
The results of the influences of Gülşen's significant life experiences on her Habits of Mind using the developed conceptual framework .....	140
The results of the influences of Pelin's significant life experiences on her Habits of Mind using the developed conceptual framework.....	146
The results of the influences of Ekin Su's significant life experiences on her Habits of Mind using the developed conceptual framework .....	151
The results of the influences of Mor's significant life experiences on her Habits of Mind using the developed conceptual framework.....	154
Conclusion: Analysis of the influences of significant life experiences on participants' Habits of Mind using the conceptual framework .....	156
Stage III: Investigating the influences of significant life experiences (travelling, reading, professional development, spending time in nature, having hobbies) on participants' dispositions as Habits of Mind and teaching practices.....	160
Conclusion.....	168
CHAPTER 5: DISCUSSION.....	170

Introduction .....	170
Overview of the study .....	170
Major findings .....	171
Finding 1: Participants’ significant life experiences consist of experiences related to learning environments and personal attributes .....	173
Finding 2: Participants’ narratives revealed that their significant life experiences contributed to the development of dispositions as Habits of Mind .....	174
<i>The potential influences of family environment on participants’ dispositions as         Habits of Mind</i> .....	176
<i>The potential influences of travelling, reading, professional development,         spending time in nature, and having hobbies on participants’ dispositions as         Habits of Mind</i> .....	183
Finding 3: Participants’ significant life experiences and the perceived influence on their teaching practices .....	192
A final reflection on the use of narrative inquiry to prompt teachers share their significant life experiences .....	195
Implications for practice .....	196
Implications for further research.....	200
Limitations .....	201
Conclusion .....	203
REFERENCES.....	205
APPENDICES .....	225
APPENDIX A: Self-Report .....	225
APPENDIX B: Peer-Report.....	228
APPENDIX C: Informed ConsentForm .....	230
APPENDIX D: Interview II protocol.....	232
APPENDIX E: Significant life experiences and associated themes that revealed from the narratives of five participants.....	238
APPENDIX F: Definitions of categories and themes, and associated life experiences that emerged from narratives .....	248
VITA .....	249

## LIST OF TABLES

Table	Page
1 Suggested definitions for disposition(s).....	7
2 Habits of Mind and intelligent behaviors related to Constructivism.....	33
3 Habits of Mind and intelligent behaviors related to Incremental Theory.....	35
4 Habits of Mind and intelligent behaviors related to Self-Regulated Learning Theory.....	37
5 Habits of Mind and intelligent behaviors related to Mindfulness Theory.....	40
6 Habits of Mind and intelligent behaviors related to Emotional Intelligence.....	42
7 Intelligent behaviors that are associated with more than one theory.....	44
8 Emerged categories, themes, and experiences from narratives.....	91
9 Definitions of categories and themes showing related experiences.....	94
10 The flow of restructured narratives.....	95
11 Occurrence of significant life experiences within and across narratives.....	131
12 The results of analysis of Ada’s narrative using the conceptual framework.....	136
13 The influences of Ada’s life experiences on development of Habits of Mind.....	139
14 The results of analysis of Gülşen’s narrative using the conceptual framework.....	141
15 The influences of Gülşen’s life experiences on development of Habits of Mind.....	145



16	The results of analysis of Pelin’s narrative using the conceptual framework.....	146
17	The influences of Pelin’s life experiences on development of Habits of Mind.....	150
18	The results of analysis of Ekin Su’s narrative using the conceptual framework.....	151
19	The influences of Ekin Su’s life experiences on development of Habits of Mind.....	153
20	The results of analysis of Mor’s narrative using the conceptual framework.....	154
21	The influences of Mor’s life experiences on development of Habits of Mind.....	156
22	The most notably influential life experiences and associated theories across participants.....	158
23	The influences of five significant life experiences on participants’ teaching practices.....	162
24	The influences of five life experiences on participants’ intelligent behaviors and Habits of Mind, and assoicated educational theories.....	165
25	The significant life experiences that potentially contributed to participants’ dispositions as Habits of Mind.....	173
26	The potential influences of significant life experiences related to family environment on participants’ Habits of Mind.....	177
27	Habits of Mind and associated educational theories for experiences related to family environment.....	178

## LIST OF FIGURES

Figure		Page
1	A diagram displaying the intercepts of disposition, dispositions, and Habits of Mind.....	11
2	A model displaying the qualitative content analysis process to create a conceptual framework.....	28
3	A model displaying theories relevant to thoughtfulness and mindfulness....	31
4	The conceptual framework based on the connections among intelligent behaviors, Habits of Mind, and educational theories.....	48
5	Visual model of research design.....	71
6	Visual model of research questions and related results.....	86
7	Process of analysis of data obtained from Interview I.....	89
8	Categories, themes, and experiences.....	93
9	Some important books for Ada.....	98
10	An important photo from Gülşen’s childhood.....	105
11	An important object from Pelin’s childhood.....	113
12	Important objects from Ekin Su’s childhood.....	119
13	An important object in Mor’s life.....	125
14	Re-visiting the conceptual framework to investigate the influences of travelling, reading, professional development, spending time in nature and having hobbies.....	185

## CHAPTER 1: INTRODUCTION

### Introduction

To a music lover watching a concert from the audience, it would be easy to believe a conductor has one of the easiest jobs in the world. There he stands, waving his arms in time with the music, and the orchestra produces glorious sounds, to all appearances quite spontaneously. Hidden from the audience – especially from the musical novice – are the conductor's abilities to read and interpret all of the parts at once, to play several instruments and understand the capacities of many more, to organize and coordinate the disparate parts, to motivate and communicate with all of the orchestra members. In the same way that conducting looks like hand waving to the uninitiated. (Darling-Hammond & Bransford, 2005, p. 1)

Similar to how the work and responsibilities of a conductor may be underappreciated, many people perceive that teaching is an easy job. They may not appreciate how teachers need to be aware of the learning needs of all their students and to conduct their class in such a way that all learners are involved. Furthermore, with today's rigorous performance standards and high stakes testing, teaching is becoming even more complicated and demanding.

Darling-Hammond (2000) emphasizes that teachers are one of the foremost change agents in societies. She notes that within schools, class sizes, administration, and resources are important, but emphasizes that teachers have the most influence on students' achievement. She argues that, "the extent and quality of teacher education matter for teachers' effectiveness, perhaps now more than before" (p. 167).

Therefore, the role and competencies of teachers are being re-defined. This re-defining has brought novel changes into teacher education curricula internationally one of which is the integration of effective teaching dispositions in teacher education.

Nelsen (2015) suggests that we “consider dispositions in teacher education to be *clusters of habits* (p. 2; emphasis in original). Thornton (2006) views teachers’ dispositions as “habits of mind including both cognitive and affective attributes that filter one’s knowledge, skills, and beliefs and impact the action that one takes in classroom or professional settings” (p. 62). Other researchers have used the terms habit and habits of mind when referring to dispositions (Dottin 2009, 2010).

Using the terms disposition and habit interchangeably is not a new idea. John Dewey (1922) allocated a considerable part on the concepts of habit and disposition in his book *An Introduction to Social Psychology: Human Conduct and Nature*. Since Dewey, many scholars (Dottin & Sockett, 2006; Nelsen, 2015; Richhart, 2001; Thornton, 2006) have turned back to Dewey’s concept of habit when defining dispositions in teacher education.

Dewey (1933) considers disposition as the underlying motivator and organizer for intelligent behaviors. Behaving intelligently refers to problem solving behavior that is constructed by experience gained through social interactions (Dewey, 1933).

These behaviors may provide clues about one’s cognitive processes and functioning, skills, strategies and one’s disposition. Sometimes these behaviors are self-evident and observable, but in other cases one needs to inquire into these behaviors as they may include cognitive processes that are not directly observable. These behaviors are embedded in one’s disposition (Dewey, 1922).

Dewey (1922) uses dispositions and habits interchangeably except when habit is used in its ordinary sense where it may sound like a mindless and automatic response: “By will, common-sense understands something practical and moving. It understands the body of *habits, of active dispositions* [emphasis in the original]

which makes a man do what he does” (p. 44). When habit is viewed as dynamic and revisable and other conditions are met (e.g., the individual learner’s internal factors: sensitivity, motivation, and ability), “the word habit can be used interchangeably with disposition” (Dewey, 1922, p. 32). Dewey claims that there are two types of habits: immutable and revisable and its only through educative experiences and reflection that one can revise the habit. However, Dewey does not claim that all habits are subject to change.

Educative experiences play a significant role in shaping our habits (Dewey, 1938).

Through the theory of experience Dewey (1938) explains the conditions under which experiences are educative in the sense that they help us change and grow. Dewey refers to two criteria when defining educative experiences: continuity and interaction. Continuity indicates the interconnectedness of our experiences within the experiential continuum. Interaction refers to the interaction between the physical environment and internal factors such as sensitivity, inclination and emotions.

“Every experience is a moving force” (Dewey, 1938, p. 38) when these two criteria are met.

The current study presents an investigation of five Turkish teachers’ significant life experiences and the potential influences of their significant life experiences on development of dispositions as Habits of Mind. The following section provides further background about the conceptions relevant to this study. In particular, the works of Costa and Kallick (2000, 2008, 2014) and their model of sixteen Habits of Mind are featured. It also introduces the research study and the problem investigated, in addition to the a) background to the study, this chapter includes the b) statement of problem, c) purpose, d) research questions, e) significance, f) limitations, and g)

definition of terms. The chapter concludes with a brief review and an overview of the remaining chapters of this dissertation.

### **Background to the study**

As expectations of the society change demands from teachers, teacher education programs change too (McNergney, 2009). Expectations for today's learners raise an essential question: Do teacher education programs prepare teachers in alignment with the expectations of the society today? Teacher education programs traditionally used the transmission model to prepare teachers for the field. According to Darling-Hammond (2000, 2006) the transmission model is outdated to meet the needs of today's learners because individuals are seen as passive receivers of knowledge and often students attend a collection of courses that are not linked to one another. The acquisition of skills is challenging through the outdated transmission model and the transmission model no longer appears to be suitable (Darling-Hammond, 2000, 2006). In contrast, the dominant approach to compulsory education in much of the world is the outdated transmission model of education that is based on transmission of factual knowledge to students through lectures and textbooks (OECD, 2009). As a result, the education community around the world has focused on reforming teacher education programs with a view to increasing the effectiveness of teaching.

In the light of the reforms in teacher education programs, which take place internationally, teacher education system in Turkey has also gone undergone changes since 1982 when the higher education institutions took over the teacher education institutions (Şimşek & Yıldırım, 2001; YÖK, 2007). Since then, there have been several attempts to restructure the Turkish teacher education system and discussions continue to take place. The Ministry of National Education (MoNE) has passed a law in order to prepare pre-service teachers for teaching profession through teacher

education institutions. According to this law teacher education institutions are expected to help pre-service teachers have qualifications on general culture, knowledge and competence on teaching skills, and subject-matter knowledge (MEB, 2010). Together with the reform in teacher education program in Turkey, which took place in 2008, the competencies of teachers started to shift from subject knowledge to skills and general culture. Previously the focus of teacher education in Turkey was academic and theoretical knowledge in the subject matter and practice was ignored (Şimşek & Yıldırım, 2001). However, together with the reform that took place in 2008 the focus has shifted to the competencies of a good/successful/effective teacher. These competencies were re-defined under main and sub competencies by a committee that consisted of experts in teacher education from a wide range of Turkish universities (MEB, 2008). The focus has shifted to personal and professional values of teachers and the importance of teachers' professional development was emphasized. The MoNE re-defined the role of teacher as: "The teacher sees each student as individual and values all. Teacher conducts self-assessment and strives for continuous change and development. Teacher is open to new ideas and knowledge and plays an active role in developing herself and the institution" (MEB, 2008, p. 12). It is evident from the newly defined role of the teacher that teacher education system in Turkey has attempted to take part in the transformation of teachers' competencies that is happening internationally. Despite of the fact that reforms have taken place in Turkey to develop teachers' competencies, researchers identified lack of research on the sustainability of reforms in teacher education that would provide evidence for the reform acts and their implementation (Ok & Eret, 2012).

Currently, the reforms in teacher education in the U.S. and Europe have shifted their focus to more habitual ways of thinking and behaving in teacher education. Pre-

service teachers are introduced to novel ways of knowing and behaving. These novel ways of knowing and behaving, which are defined as dispositions, came back to the stage in full force in the early 1990s. In 1992, the Interstate New Teacher Assessment and Support Consortium (INTASC) and then in 2008 the National Council for Accreditation of Teacher Education (NCATE) referred to the importance of dispositions in teacher education programs. Focusing on dispositions in teacher education has gained interest not because they affect current teaching behaviors, but also because they can predict future behavioral trends (Serdyukov & Ferguson, 2011). Practicing these behavioral trends over the course of a program, pre-service teachers can continue displaying the same approaches when starting work in the field. In the early 2000s, NCATE emphasized that teacher education programs across the U.S. should cultivate professional dispositions. To achieve this, the glossary of the NCATE website defined dispositions as “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities” ([www.ncate.org](http://www.ncate.org)).

The inclusion of dispositions in teacher preparation programs started a “feisty” debate over the term teachers’ dispositions (Borko, Liston & Whitcomb, 2007, p. 359). The abstract nature of the term caused ambiguities about “politicized visions of dispositions” (Misco, Thomas and Shiveley, James, 2007, p. 1). While institutions came up with their own set of teacher dispositions, there were calls from scholars and journals to join in this heated debate. A variety of definitions have been proposed and scholars have researched the connections between dispositions and some other terms such as beliefs, identities, self, habits, manners, and values.



Table 1

Suggested definitions for disposition(s)

<b>Sources</b>	<b>Suggested definitions for disposition(s)</b>
Borko, Liston, and Whitcomb (2007, p. 361)	Dispositions are individual's tendencies to act in a particular manner.
Diez (2007a, p. 394).	Dispositions are part of a set of larger abilities that include knowledge, skill, values, beliefs, and commitments.
Dottin (2010, p. 27)	Pedagogical dispositions represent characteristics that animate, motivate, and direct... abilities toward good and productive professional conduct and are recognized in the patterns of... frequently exhibited, voluntary behaviors. If the dispositions, that is, habits of mind, which in pedagogy are objects of intention, are to be distinguished from temperament, then they will have what may be termed a cognitive core. That is, pedagogical actions will stem from cognitive appraisals of situations in which the pedagogue must act and within which his/her dispositions are embedded.
Katz (1993, p. 16)	A disposition as a pattern of behavior exhibited frequently in the absence of coercion constituting a habit of mind under some conscious and voluntary control intentional to broad goals. Dispositions should not be confused with mindless habits such as stopping at red light.
Katz and Rath (1985, p. 306)	A disposition is an attributed characteristic of a teacher, one that summarizes the trend of a teacher's actions in particular contexts.
NCATE	Dispositions are professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. (Retrieved on September 7, 2016 from <a href="http://www.ncate.org/Standards/UnitStandards/Glossary/tabid/477/Default.aspx">http://www.ncate.org/Standards/UnitStandards/Glossary/tabid/477/Default.aspx</a> ).
Nelsen (2015)	Dispositions are constituted of clusters of habits.
Perkins, Jay & Tishman (1993)	Dispositions are consistent behavioral tendencies that include three essential concepts: inclination, sensitivity and ability.
Thornton (2006, p. 62)	Dispositions are habits of mind including both cognitive and affective attributes that filter one's knowledge, skills, and beliefs and impact the action one takes in classroom or professional setting. They are manifested within relationships as meaning making occurs with others and they are evidences through interactions in the form of discourse.

The debate on the importance of dispositions in teacher education has encouraged authorities to re-consider the effectiveness of their teacher education programs. The Council of the European Union for teacher education included dispositions among its

priorities for teacher achievement; however, they acknowledged disposition as a construct is challenging to define and assess (Caena, 2011). Therefore, many educators have been calling for a more constructive examination and clarification of what dispositions are and the role they play in teacher education (Damon, 2007; Murray, 2007; Stooksberry, Schussler & Bercaw, 2009). Contrary to the call for a more constructivist examination of dispositions, some teacher education institutions viewed dispositions as an end goal rather than a construct that can be developed over time (Diez, 2007b). This has led some institutions use teaching dispositions as screening tool to select teachers for a program, which in extreme cases has led to malpractice suits where candidates felt they were wrongly judged and prevented from enrolling in a program. Such an approach to dispositions has started a new tension among scholars, namely whether dispositions are fixed or malleable traits (Diez, 2007a; Wasicsko, 2007). In either case, the discourse on dispositions is seen as a significant in raising the consciousness of teacher educators and candidates (Diez, 2007a).

Different than the recent reforms in teacher education in the U.S. and Europe, which focus on teachers' dispositions, reforms in teacher education in Turkey have not focused on teachers' dispositions yet. So far, dispositions as educational goals have only started to gain attention by a group of scholars in Turkey. In 2014, an organization in Turkey (*9 Tip Mizaç Modeli*) started researching on the types of dispositions to offer differentiated strategies for developing effective dispositions for educational achievement. This organization in Turkey mainly aimed to draw attention to the role of school counselors and parents in helping children develop their dispositions. When compared to research on effective teaching dispositions in

other countries, the importance of cultivating effective teaching dispositions in teacher education has not gained interest amongst scholars in Turkey yet.

The lack of common grounding for dispositions in teacher education and the variance amongst teacher education programs have created a gap in the sense that there is a need to define effective teaching dispositions. Costa and Kallick's sixteen Habits of Mind are offered as one way of viewing dispositions in teacher education (Dottin, 2009, 2010). These sixteen Habits of Mind are defined as follows.

- Applying past knowledge to novel situations
- Creating, imagining, and innovating
- Finding humor
- Gathering data through all senses
- Listening with understanding and empathy
- Managing impulsivity
- Metacognition (Thinking about your own thinking)
- Persisting
- Questioning and problem posing
- Remaining open to continuous learning
- Responding with wonderment and awe
- Striving for accuracy
- Taking responsible risks
- Thinking and communicating with clarity and precision
- Thinking flexibly
- Thinking interdependently

Each Habit of Mind consists of a set of intelligent behaviors, which are unpacked and discussed in detail and in relation to a conceptual framework, in the following chapter.

For the purposes of this study, the researcher finds it essential to clarify certain concepts and under which conditions they are used interchangeably. These concepts are disposition, dispositions, and Habits of Mind. Clarification of these concepts for the reader plays an important role in understanding the researcher's intention if/when these terms are used interchangeably.

A disposition, in singular form, refers “an attributed characteristic of a person (teacher), one that summarizes the trend of a person's (teacher's) actions in particular contexts” (Katz & Raths, 1985, p. 306). Disposition refers to a person's (teacher's) character, temperament, nature and the researcher views one's disposition as a combination of (or sum of) her/his dispositions/Habits of Mind. As Nelsen (2015) suggests, “focusing on clusters of habits, then, help us identify ranges of habits that support the emergence of the larger disposition” (p. 6).

Dispositions when used in plural form refer to *clusters of habits* (Nelsen, 2015). “Dispositions are patterns of behavior exhibited, frequently in the absence of coercion, constituting habits of mind under some conscious and voluntary control intentional to broad goals” (Katz, 1993, p. 16). Habits of Mind refer to dispositions toward behaving intelligently when confronted with a problem to which the answer is not known (Costa, 1991). In the light of these definitions, which are critical to this study, *dispositions* (in plural form) and Habits of Mind are used interchangeably throughout the text.

It is also important to note that Dewey has been seen as the philosophical founder of habits of mind (Campbell, 2006) and therefore, the word habit is used in Dewey's sense throughout the text. On the other hand, habit is a construct that has been investigated in education, philosophy, psychology, and sociology, which is beyond the purpose of this study to examine habit in other areas than education.

People have many dispositions and many kinds of dispositions. Some researchers would use dispositions to encompass beliefs, values, attitudes, and perceptions (Combs, Soper, Gooding, Benton, Dedrick & Usher, 1969; Wasisko, Wirtz & Resor, 2009). For this study, the focus is on those related to Habits of Mind as identified by Costa and Kallick. The number of habits or dispositions that a person acquires may be more than what this study intends to examine. The following diagram intends to clarify how these concepts intercept or differ from one another for the purposes of this study. It is important to note that there may be other factors that help gain insight into one's disposition in addition to what is defined in the following diagram.

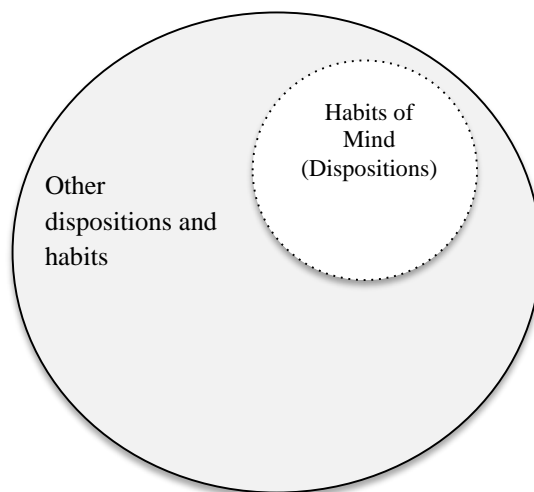


Figure 1. A diagram displaying the intercepts of disposition, dispositions, and Habits of Mind

As the diagram aims to inform, a teacher's disposition is viewed as clusters of habits/Habits of Mind/dispositions. It is beyond the purpose of this study to investigate into each of these factors and the relation between these factors and dispositions. Instead, the researcher focuses on sixteen Habits of Mind, which are dispositions, and not any other habits or dispositions. Therefore, Costa and Kallick's model of dispositions, sixteen Habits of Mind, has been used as analytical framework to examine the life experiences that have potentially contributed to five Turkish teachers' dispositions as sixteen Habits of Mind which are viewed to be a part of their disposition.

### **Statement of problem**

Teacher education institutions across the world continue to put dispositions amongst their priorities in teacher education even though disposition is considered a challenging construct to define and assess (Caena, 2011). There is a variety of definitions offered by scholars (Borko, Liston & Whitcomb, 2007; Diez, 2007b; Dottin, 2010; Katz, 1993; Katz & Raths, 1985; Perkins, Jay & Tishman; 1993; Nelsen, 2015; Thornton, 2006) to understand dispositions in teacher education. However, it is evident from the literature that there is not a consensus on definition of disposition and how to assess it.

One way of viewing dispositions is Costa and Kallick's sixteen Habits of Mind (Costa & Kallick, 2014). Habits of Mind have become popularized in education programs and student learning as one way of viewing dispositions. In the current study, the works of Costa & Kallick (2000, 2008, 2014) and their representation of Habits of Mind are featured. Their publications include a review of the literature and an explanation of how they identified sixteen habits of mind associated with thinking dispositions. Currently, Costa and Kallick's sixteen Habits of Mind are being

operationalized in some countries' curricula such as Australia and New Zealand (Habits of Mind Hub, n.d.). Although many educators are familiar with habits of mind in general, and the model presented by Costa and Kallick in particular, there has been limited research associated with their work.

The current study began with the intention of investigating significant life experiences that may have contributed to the development sixteen Habits of Mind as presented by Costa and Kallick. The interest in this investigation came from the recognition that new ways of thinking and behaving in teacher education that can help prepare teachers for a more challenging work field. However, these ways of knowing and behaving can be manifested in different ways by different teachers; some may adopt and apply them more efficiently than others. According to Darling-Hammond and Baratz-Snowden (2005) many teachers who complete teacher education program are observed to lack even basic knowledge and field experience in order to become a successful teacher in their future classes.

This leads to the question of which life experiences have helped an effective teacher develop her/his dispositions or Habits of Mind and which life experiences have potentially contributed to this teacher's possessing or more readily developing Habits of Mind significantly. Pre-service teachers do not come to teacher education programs as blank slates. "Individuals' development, culture, education, and other factors as inner filters would determine candidates' (pre-service teachers') dispositions" (Serdyukov & Ferguson, 2011, p. 108). "Every educative experience is a moving force" (Dewey, 1938, p. 38) if one owns an incremental point of view that informs being open to growth and being motivated to increase knowledge and abilities (Dweck, 2016). From the incremental point of view to teachers' dispositions, which this study adopts, pre-service teachers continue developing their

dispositions as their experience develops in the field. Some of their experiences within the experiential continuum may influence their teaching practices and teacher profiles. Therefore, this study is intended to investigate the influences of significant life experiences of a group of teachers and to use Costa and Kallick's Habits of Mind, which are based on intelligent behaviors, as the analytical framework.

The researcher soon realized, however, that the theory behind Habits of Mind was lacking in the literature. Therefore, a new problem emerged that a framework was needed to identify and organize the theoretical foundations of Habits of Mind. The researcher also needed a research methodology, which encouraged and allowed teachers to constructively and thoughtfully identify their significant life experiences. The researcher needed rich and extensive data to analyze how these experiences have potentially influenced teachers' disposition as Habit of Mind. Goodson (1992) suggested narrative research as a way of pursuing understanding of teachers' personal and professional lives. Therefore, narrative inquiry was the methodology used for this study.

### **Purpose**

The purpose of this narrative inquiry study, under the qualitative inquiry paradigm, was to investigate the significant life experiences of five female teachers from Turkey and the potential influences of those experiences on their development of the dispositions as sixteen Habits of Mind. The researcher purposefully selected five female teachers because all five participants were observed by the researcher to display some or all Habits of Mind to varying degrees in and out of work context. They were also recognized as successful teachers by the school communities that they worked for, and they were open to sharing their life stories, which helped the



researcher understand the influences of significant life experiences on participants' dispositions as Habits of Mind through narrative inquiry.

To facilitate the analysis, a conceptual framework was developed based on extensive review of the literature on dispositions, habit, and established educational theories (Constructivism, Self-Regulated Learning Theory, Incremental Learning Theory, Mindfulness, and Emotional Intelligence). The purpose of developing the conceptual framework stemmed from the lack of such a framework in the literature. The conceptual framework was used as a data analysis tool to analyze the potential influences of significant life experiences on participants' Habits of Mind by displaying the connections between research findings in selected educational theories and Habits of Mind. Through the framework the researcher aimed to provide theoretical grounding for Habits of Mind and offer a conceptual framework that enhances effective teaching dispositions based on established research in well-grounded educational theories.

The narrative inquiry phase included three in-depth and open-ended interviews for each participating informant. Through these interviews the significance of the shared experiences and in what ways these experiences potentially influenced participants' Habits of Mind and teaching practices were discussed. In addition to these interviews with each participant self and peer reports were developed to learn more about participants.

### **Research questions**

The research questions and sub-questions that guided this study include the following:

1. Which significant life experiences, revealed from participants' narratives, contributed to participants' dispositions as Habits of Mind?

2. What do the narratives of five Turkish teachers reveal about the contribution of participants' significant life experiences to their Habits of Mind?
  - a. **Sub-question:** What are the theoretical foundations to Habits of Mind?
  - b. **Sub-question:** How can these theoretical foundations be utilized to develop a framework to understand the influences of participants' significant life experiences on development of Habits of Mind?
3. Based on the findings from participants' narratives, in what ways have selected significant life experiences contributed to their teaching practices?

The results for the sub-questions for the second main research question are provided in Chapter 2, and revisited in Chapter 5 during the discussion of major finding 2.

### **Significance**

Each year millions of teachers enter their classrooms. Some enter with strong preparation and competencies while others may lack sufficient preparation and competencies to teach all children. Darling-Hammond and Baratz-Snowden (2005) refer to strategies to help teachers develop sufficient preparation as the “habits of thinking and actions – about teaching, children, and the role of teacher” (p. 122). They suggest exposing candidate teachers to excellent teaching and modeling of good practice as one way of helping develop these habits. However, they emphasize that it is important to understand how teachers' experiences and dispositions develop over time in order to design successful teacher education. Therefore, a first step is to identify experiences that may have contributed to the development of exemplary teaching dispositions. Once these experiences are known, teacher education programs can revise their course of studies to incorporate as many of these experiences as feasible. To learn if the experiences are helping their pre-service

teachers develop effective teaching dispositions, teacher educators can use Habits of Mind. Since these habits are based on intelligent behaviors, they can look for these actions in their candidates to gain insights into the development of teaching dispositions.

In this study, narrative inquiry method was utilized to investigate the significant life experiences of five Turkish teachers and explore the potential influences of their life experiences on their development of Habits of Mind. Narrative inquiry was offered as the method to frame when teachers' lives are researched (Clandinin & Connelly, 2000; Goodson, 1992). Therefore, it was hypothesized that the narratives of five female Turkish teachers would provide rich data about each significant life experience and its influences on participants' Habits of Mind to yield suggestions for curriculum designers of teacher education.

While there have been discussions in the literature about the integration of intelligent habits (Nelsen, 2015) and, more specifically, Habits of Mind in teacher education (Campbell, 2006; Costa, 1991; Costa & Kallick, 2014; Dewey, 1922; Dottin, 2010, 2009), to date there has not been a conceptual framework for the theoretical grounding for Habits of Mind, especially Costa and Kallick's sixteen Habits of Mind. This study provides such a framework; it is designed to explore the intersections between each Habit of Mind and the habit's subsequent intelligent behaviors, and established educational theories. Furthermore, the study applies the framework as part of its narrative inquiry into teachers' significant life experiences, thus providing the teacher education with a tool it can use to help analyze and develop pre-service teachers' Habits of Mind.

The study also aims to raise awareness about the inclusion of dispositions in teacher education programs within Turkish context as the restructuring of teacher education programs in Turkey has not yet focused on teachers' dispositions.

### **Definition of terms**

The definitions of terms that attach importance for this study are provided below.

**Disposition:** A disposition, in singular form, refers “an attributed characteristic of a person (teacher), one that summarizes the trend of a [person’s] teacher’s actions in particular contexts” (Katz & Raths, 1985, p. 306). One’s disposition is viewed as her/his personality, temperament and accumulation of her/his habits and dispositions.

**Dispositions:** Dispositions refer to *clusters of habits* (Nelsen, 2015), which are referred as sixteen Habits of Mind in this study (Dottin, 2009, 2010), dispositions are attributed characteristics of a teacher that summarize the trend of a teacher’s tendencies to act in a particular manner (Borko, Liston & Whitcomb, 2007; Katz & Raths, 1985). Therefore, dispositions include teachers’ actions in and out of classroom through which values and beliefs are displayed.

**Habit of Mind:** A Habit of Mind refers to having a disposition toward behaving intelligently when confronted with a problem to which the answer is not known (Costa, 1991). For the purposes of this study I am using Costa and Kallick's sixteen Habits Of Mind as the conceptual framework for exploring dispositions. The term Habits of Mind will be capitalized throughout the text whenever the researcher refers to specifically Costa and Kallick’s model. In other cases, which are more general uses of habits of mind (e.g., Dewey’s reference to habits of mind), the term habits of mind will not be capitalized.

Intelligent behavior: Intelligent behavior refers to problem solving behavior that is constructed by experience gained through social interactions (Dewey, 1933). Each Habit of Mind includes intelligent behaviors that are expected to be in action when a specific disposition is displayed. For instance: if a person has the habit of thinking flexibly that person can display the intelligent behavior of changing perspective and generate alternatives as well as considering a variety of options. The intelligent behaviors associated with Costa and Kallick's sixteen Habits of Mind will be italicized throughout the text.

Significant Life Experiences: Significant life experiences refer to the experiences that are subjectively valued by the individual and result in individual's starting to form a new way of thinking; continue forming, expanding and/or changing his or her way of thinking (Merriam & Clark, 1993). Therefore, in order for an experience to be considered as significant for this study it is expected to include the following aspects:

- The significant life experiences are personally valued. An experience may be regarded as significant for one, but it may not be for another. Therefore, any experience that is personally valued by an individual will be probed into more deeply.
- The significant life experience leads to some kind of change within the individual. This change is not always for the good (e.g. individuals may stop getting on well with people after a traumatic experience). The significant life experiences may influence the individuals' present and future lives in a good or a bad way. Such a view is also subjective. Therefore, the discussions on significant life experiences in this study include not only "what" the

significant life experience is, but also “how” the significant life experiences influences individuals.

### **Conclusion**

This introductory chapter has provided background to the study, established the research problem, described the purpose of study, identified the guiding research questions, determined the significance of the study, and defined the key terms that attach significance for this study.

Chapter two consists of two parts. Part I provides review of selected literature related to Dewey’s concept of habit and disposition, Costa and Kallick’s sixteen Habits of Mind and theoretical foundation to sixteen Habits of Mind, the constructed conceptual framework for this study. Part II provides review of literature related to Dewey’s theory of experience, significant life experience research, and the use of narrative inquiry to investigate the role of experiences within the context of education.

Chapter three describes the methodology of the study and it consists of the following sections: background on research methods, qualitative paradigm, narrative inquiry, methodological assumptions, narrative epistemology, research design, context, participants/sampling, instrumentation, method of data collection, method of data analysis, and establishing trustworthiness in qualitative inquiry.

Chapter four consists of three stages. The first stage provides the results of exploring narratives to define the significant life experiences. The second stage provides the results of analysis of narrative data using the conceptual framework that is developed by the researcher with the confirmation of an expert in educational psychology. The

third stage provides the results for the potential influences of participants' significant life experiences on their teaching practices and teacher profile.

Chapter five provides the conclusions of the study. It consists of overview of the study, overview of findings, major findings and conclusions, implications for practice, implications for further research, and limitations of the study.



## CHAPTER 2: REVIEW OF RELATED LITERATURE

### Introduction

The main purpose of this study was to use narrative inquiry as the methodology to investigate the potential influences of significant life experiences on the development of five teachers' dispositions as sixteen Habits of Mind as delineated in Costa and Kallick (2000). This chapter consists of two parts. Part I provides review of selected literature related to Dewey's concept of habit and disposition, Costa and Kallick's sixteen Habits of Mind and theoretical foundation to sixteen Habits of Mind that includes review of literature related to educational theories (Constructivism, Self-Regulated Learning Theory, Incremental Theory, Mindfulness, Emotional Intelligence), and the constructed conceptual framework<sup>1</sup> for this study. Part II provides review of literature related to Dewey's theory of experience, significant life experience research, and the use of narrative inquiry to investigate the role of experiences within the context of education.

---

<sup>1</sup> The constructed conceptual framework for this study and most of Part I of Chapter 2 has been used as a resource for researcher's publication. Altan, S., Lane, F. J., & Dottin, E. (in press). Using Habits of Mind, intelligent behaviors and educational theories to create a conceptual framework for developing effective teaching dispositions. *Journal of Teacher Education*. Used with permission.



## PART I

### Deweyan habit and disposition

Many scholars (Costa & Kallick, 2014; Dottin & Sockett, 2006; Dottin, 2009; Nelsen, 2015; Richhart, 2001; Thornton, 2006) have turned to Dewey's concept of habit to investigate the effective use of the term dispositions in teacher education. Almost a century ago Dewey too struggled with finding a term to best express dispositions.

But we need a word to express the kind of human activity which is influenced by prior activity and in that sense acquired; which contains within itself a certain ordering or systematization of minor elements of action; which is projective, dynamic in quality, ready for overt manifestation; and which is operative in some subdued subordinate form even when not obviously dominating activity. (Dewey, 1922, p. 41)

In his early work, Dewey (1922) referred to disposition as the underlying motivator and organizer for intelligent behaviors. He uses disposition and habit interchangeably except when habit is used in its ordinary sense where it may sound like a mindless and automatic response: "By will, common-sense understands something practical and moving. It understands the body of *habits, of active dispositions* [emphasis in the original] which makes a man do what he does" (p. 44). Dewey warns the readers not to confuse the concept of Deweyan habit with the ordinary use of habit.

The word habit may seem twisted somewhat from its customary use when employed as we have been using it. But we need a word to express that kind of human activity, which is influenced by prior activity and in that sense acquired; which contains within itself a certain ordering or systematization of minor elements of action; which is projective, dynamic in quality... Habit in its ordinary usage comes nearer to denoting these facts than any other words. If facts are recognized we may also use the words attitude and dispositions. (Dewey, 1922, pp. 31-32)

Deweyan habit is built mindfully as a result of interacting environing and internal factors. These environing factors include people, events, problems, and situations as well as physical factors with which the individual interacts. The internal factors include sensitivity, motivation, and ability. Dewey criticizes the ones who tended to define habit as solely repetitive acts. “While it is admitted that the word habit has been used in a somewhat broader sense than is usual, we must protest against the tendency in psychological literature to limit its meaning to repetition” (Dewey, 1922, p. 32). Habits can appear in two forms: revisable and immutable. Habits, in Dewey’s terms, grow from our experiences and “every experience is a moving force” (Dewey, 1938, p. 38). However, not all our experiences are educative and Dewey suggests that the goal of education is to focus on educative experiences that are likely to help learners develop effective habits. Dewey (1922) considers these effective habits as intelligent habits that retain their plasticity, and that are revisable. When habit is viewed as dynamic and revisable and other conditions are met (e.g., the individual learner’s internal factors: sensitivity, motivation, and ability), “the word habit can be used interchangeably with disposition” (p. 32).

Dottin (2009) also argues, “that dispositions have a cognitive dimension, and as such there is a relation of dispositions as habits of mind and intelligent professional conduct” (p. 87). He reminds the reader of Dewey’s endorsement of reflective thinking and the development of mindful and thoughtful habits for intelligent behaviors. Dottin emphasizes that these “habits of mind” are not unconscious behaviors, but developed deliberately through reflective experimental problem solving. When a person employs these habits of mind he or she is “demonstrating intelligent professional conduct” (p. 86). In his analysis, he provides several

educational perspectives on qualities of intelligent professional conduct, including Costa and Kallick's (2000) Habits of Mind.

### **Teachers' dispositions as sixteen Habits of Mind**

Although viewing dispositions, as clusters of habits is not a new idea, using Costa and Kallick's model of sixteen Habits of Mind to explore teachers' dispositions is rarely mentioned in the literature. A Habit of Mind means having a disposition toward behaving intelligently when confronted with a problem to which the answer is not known (Costa, 1991). Behaving intelligently refers to problem solving behavior that is constructed by experience gained through social interactions (Dewey, 1933). These sixteen Habits of Mind are:

- Applying Past Knowledge to Novel Situations
- Creating, Imagining, and Innovating
- Finding Humor
- Gathering Data through All Senses
- Listening with Understanding and Empathy
- Managing Impulsivity
- Metacognition (Thinking about Thinking)
- Persisting
- Questioning and Problem Posing
- Remaining Open to Continuous Learning
- Responding with Wonderment and Awe
- Striving for Accuracy
- Taking Responsible Risks
- Thinking and Communicating with Clarity and Precision

- Thinking Flexibly
- Thinking Interdependently

Each Habit of Mind includes intelligent behaviors that are delineated by Costa and Kallick, and are expected to be in action when a specific disposition is displayed. For example, if a person has the Habit to Think Flexibly, that person displays the intelligent behavior of *changing perspective and generates alternatives as well as considering a variety of options*. Intelligent behaviors are the external outcomes of the interaction between our cognition and emotions; they are what we can observe unlike neurological processes (Perez-Alvarez & Timoneda-Gallart, 2007). These behaviors may provide clues about one's cognitive processes and functioning, skills, strategies and one's disposition (Diez, 2006; Mullin, 2003). Sometimes these behaviors are self-evident and observable, but in other cases one needs to inquire into these behaviors as they may include cognitive processes that are not directly observable (Burant, Chubbuck, & Whipp, 2007). Burant et al. state "common sense and experience tell us that behavior can accurately be described as frequently, if not always, flowing congruently from interior values, dispositions, and moral convictions" (p. 402). They acknowledge that the relation between dispositions and behaviors are complex and that "this complexity, then calls for a more nuanced analysis" (p. 402). This call supports the need for a framework to guide the analysis of the relation between dispositions and intelligent behaviors.

## **Theoretical foundations to Habits of Mind: Towards constructing a conceptual framework**

When the literature related to sixteen Habits of Mind is reviewed, there is little theoretical background that has been provided for Costa and Kallick's model.

Therefore, the researcher aimed to develop a conceptual framework that would provide theoretical grounding for Costa and Kallick's model to be suggested as a constructive way of viewing teachers' dispositions. The researcher started his investigation with searching for consistencies between intelligent behaviors, which are associated with sixteen Habit of Mind and research from established educational theories. In order to find out the consistencies, the researcher conducted an extensive qualitative content analysis to explore which educational theories could be used to associate with intelligent behaviors, and subsequently Habits of Mind. The researcher started the content analysis process with experiential knowledge that is the researcher's own knowledge and experience about sixteen Habits of Mind which he developed through reading *Developmental Series of Habits of Mind* and meeting with an expert educator who is knowledgeable and experienced in using Habits of Mind in educational settings. The content analysis process (see Figure 2) included continuous search and relating of what is found in the literature about established educational theories with intelligent behaviors.

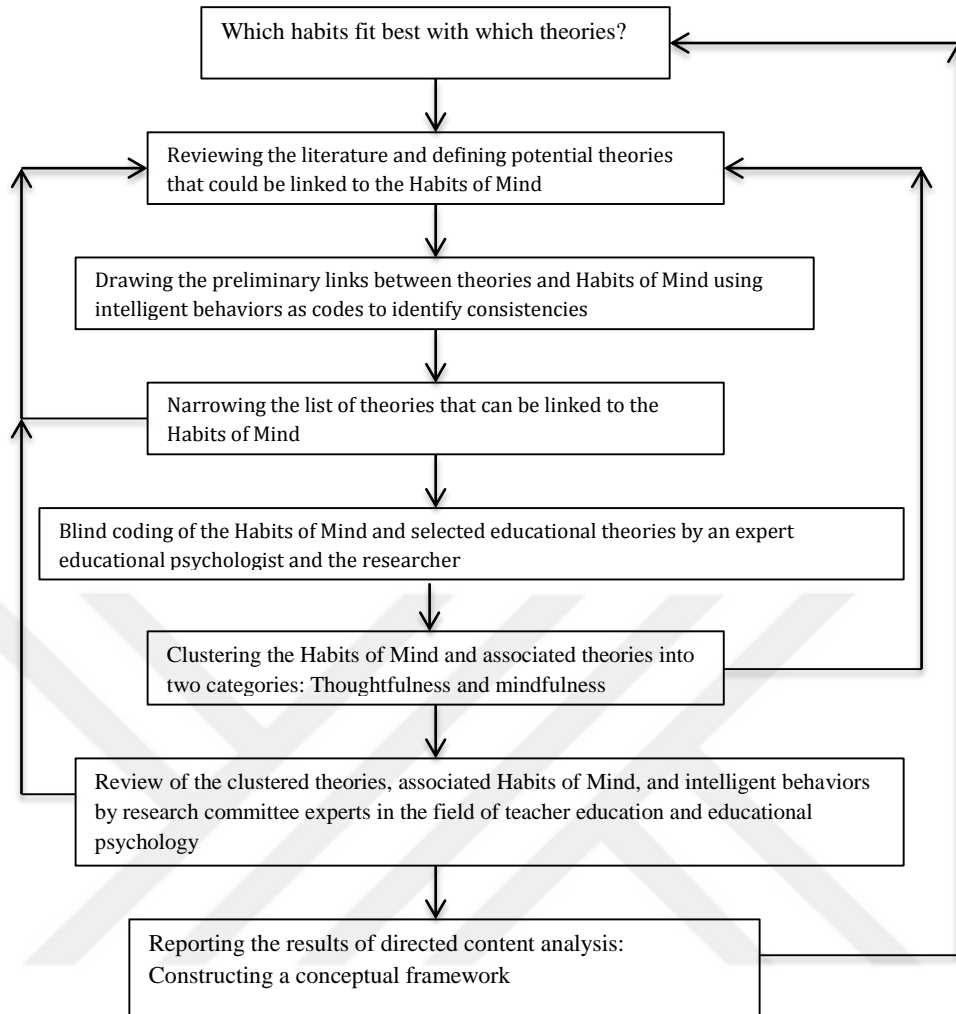


Figure 2. A model displaying the qualitative content analysis process to develop a conceptual framework

A directed approach was used to guide the content analysis process (Hsieh & Shannon, 2005). This approach, also called deductive category assignment (Marrying, 2014), entails identifying categories prior to the analysis and using predetermined codes or key concepts to assign the reviewed text to the categories. For the current analysis, the categories used were educational theories and the codes were the intelligent behaviors associated with Habits of Mind. Through review of the literature and consulting with experts in the field of education, within the study's examining committee, the researcher chose the following theories as categories:

Constructivism, Incremental Theory, Self-Regulated Learning Theory, Mindfulness, and Emotional Intelligence.

The next step was to get a better understanding of the codes that researcher planned to use to relate Habits of Mind to educational theories. The researcher unpacked the intelligent behaviors associated with Costa and Kallick's model (2000, pp. 22-35) and used them as a common denominator to cluster the educational theories and construct a conceptual framework. A *common denominator* is defined as "something (such as a feature or quality) that is shared by all members of a group or things" and "a common trait or theme" (Merriam-Webster).

These common denominators served as codes to help researcher identify consistencies between sixteen Habits of Mind and educational theories (Patton, 2002). As consistencies emerged, the intelligent behaviors that were previously clustered under certain Habits of Mind by Costa and Kallick (2000, pp. 22-35) were re-grouped under associated theories. For example, one of the Habits of Mind, Persisting, includes the following two intelligent behaviors: *having a repertoire of alternative strategies for problem solving and employing a whole range of these strategies and not giving up easily*. Based on the findings of content analysis, the researcher decided to place the first behavior under Self-Regulated Learning Theory and the second under Incremental Theory.

With the directed content analysis approach, there is a chance for researcher bias (Hsieh & Shannon, 2005). In order to deal with possible researcher's bias the consulted with an expert educational psychologist knowledgeable with these theories to confirm the associations. The researcher conducted a blind coding process with an expert educational psychologist. During this process, the associations between

Habits of Mind and educational theories were made separately by each coder using the intelligent behaviors as common denominator. After the blind coding process, the researcher and educational psychologist compared their findings to see how they coded the associations. The initial agreement level between the researcher and the educational psychologist was high (87 %). In order to learn the reasons behind the differences between the coders, the researcher and the educational psychologist had a meeting during which they referred to the relevant literature to resolve the differences. After the meeting, there was full agreement.

Then the researcher decided to group the theories, as some theories were related to cognition and others were related to emotions. A logical start to the grouping the theories was found in work of Dottin (2009) and his discussion of the importance of thoughtfulness and mindfulness to make professional conduct more intelligent (p. 85). To Dottin, mindfulness and thoughtfulness help to ground pedagogical dispositions as habits of pedagogical mindfulness and thoughtfulness that render professional actions and conduct more intelligent. Mindfulness and thoughtfulness are key factors in acting intelligently, for to get results without intelligent control of means is to forego intelligent inquiry and intelligently controlled habit (Dewey, 1922). Therefore, the researcher used findings from content analysis to decide which theories were more thoughtful (directly related to learning) and which more mindful (supportive of learning). The analysis resulted in grouping Constructivism, Incremental Theory, Self-Regulated Learning Theory together as theories directly related to learning, and identifying Mindfulness and Emotional Intelligence as theories that are supportive of learning processes.



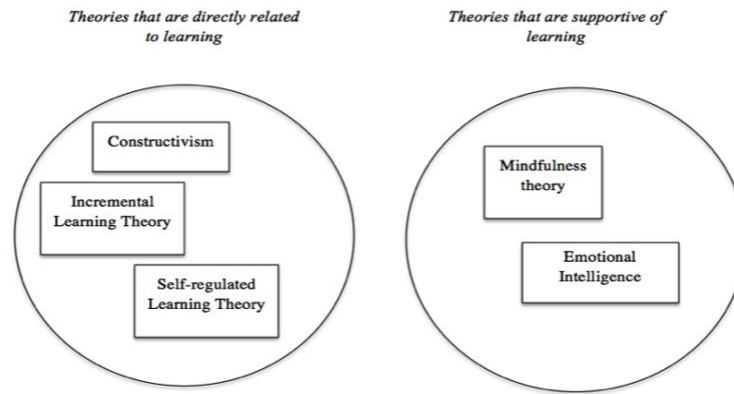


Figure 3. A model displaying theories relevant to thoughtfulness and mindfulness

After forming these two groups, content analysis was used to deduct which intelligent behaviors and associated Habits of Mind were directly related to learning (thoughtfulness) and which were supportive of learning (mindfulness).

### **Intelligent behaviors and Habits of Mind related to thoughtfulness**

#### *Constructivism theory and associated intelligent behaviors*

Constructivism is a learning and meaning making theory that focuses on the construction of knowledge and meaning by individuals (Ültanır, 2012). “The central principles of constructivism are that learners can only make sense of new situations in terms of their existing understanding. Learning involves an active process in which learners construct meaning by linking new ideas with their existing knowledge” (Naylor & Keigh, 1999, p. 93).

So far many educational theorists have supported that learners “construct” knowledge. Piaget claims that knowledge is acquired as a result of modifying existing structures to fit the new data or situation through assimilation and accommodation (Bodner, 1986). For Piaget acquisition of knowledge is a life-long process through which we re-structure and modify our experiences based on the existing schemes in our minds to expand these existing schemes to accommodate the

new knowledge or situation. Therefore, learning becomes meaningful only if the new knowledge is relevant to the existing schemes (Bodner, 1986).

Like Piaget, Vygotsky claims that individuals create knowledge that is built upon the existing knowledge and that is relevant to existing knowledge (Powell & Kalina, 2009). Vygotsky focuses more on the social aspects of the mind when constructing the knowledge. Vygotsky stresses the importance of language development and collaboration when learning (Powell & Kalina, 2009). Vygotsky draws our attention to the importance of clarity in language as learning occurs when there is clarity (Powell & Kalina, 2009). Within the teaching context, some students may grasp concepts more quickly compared to others and some may struggle during the tasks. In a similar case some students may seek help from others (e.g., peers or teachers) to assist their learning. Teachers who use a constructivist approach are likely to create a community of collaboration in the classroom that may provide opportunities for learners to interact more and develop thinking dispositions (Da Ros-Voseles & Fowler-Haughey, 2007).

In constructivism there is an emphasis on modeling new behaviors through careful observation (Bandura, 1977), working in teams (Coppin, 2002), building upon prior experience and knowledge, transferring the prior knowledge to novel situations, questioning and inquiring, collaborating with others and use of language as a means of communication, and gathering data using a variety of sources especially sources from real life. The importance of the application of past knowledge to new situations, cooperative learning, developing and using mental maps, inquiring, and clarity in communication are consistent with the specified intelligent behaviors and Habits of Mind.

Table 2  
Habits of Mind and intelligent behaviors related to Constructivism

<b>Habits of Mind</b>	<b>Intelligent behaviors</b>
Applying Past Knowledge to New Situations	<i>Assessing prior knowledge and work to transfer knowledge beyond the situation in which it was learned Calling upon one's store of knowledge and experience as sources of data to solve each new challenge Abstracting meaning from one experience, carrying it forth, and applying it in a novel situation</i>
Creating, Imagining and Innovating	<i>Generating new and novel ideas, fluency and originality Seeking feedback from others to refine their techniques</i>
Gathering Data through All Senses	<i>Paying attention to the world around and gathering data through all of the senses</i>
Metacognition (Thinking about Thinking)	<i>Reflecting on experiences Developing and using mental maps Increasingly aware of one's actions on others</i>
Questioning and Posing Problems	<i>Developing questioning strategies to produce data Asking questions that make causal connections and relationships</i>
Remaining Open to Continuous Learning	<i>Continuously searching for new and better ways</i>
Taking Responsible Risks	<i>Drawing on past knowledge, being thoughtful about consequences</i>
Thinking and Communicating with Clarity and Precision	<i>Striving for accurate communication in both written and oral form</i>
Thinking Flexibly	<i>Changing one's perspective and generating alternatives as well as considering a variety of options</i>
Thinking Interdependently	<i>Being able to work with and learn from others</i>

*Note.* From Costa, A., & Kallick, B. (2000). *Discovering and exploring habits of mind* (pp. 22-38). Alexandria, VA: Association for Supervision and Curriculum Development.

### *Incremental theory and associated intelligent behaviors*

Although discussions over the malleability of intelligence continue to take place, NCATE (2008) proposed that one of the professional dispositions that teachers are expected to attain is the belief that all students can learn. This statement has put an emphasis on teachers' beliefs and motivation for learning as well as encouraging the students to build positive attitudes and perception toward learning. NCATE's expectations from teachers and research findings on attaining positive attitudes and perceptions about learning as the key dimension for successful learning suggest that

both teachers' and students' own motivation for learning may affect students' successes (Haimatz, Wormington & Corpus, 2011).

Seeing positive attitudes and perceptions about learning as the key dimension for learning holds significance for Dweck's (2000) theory of entity and incremental learner. Entity learners believe that intelligence is fixed and non-changing. They are motivated by successful displays of ability and attaining favorable judgments. They may quit when problems prove difficult, assuming they are not smart enough. On the contrary, incremental learners view intelligence as malleable (Haimatz, Wormington, & Corpus, 2011). They are motivated to increase their knowledge and abilities approaching challenging situations with persistence and a desire to learn (Dweck, 2000). The work of Bandura and Dweck (1985) provides an insight into dispositional side of thinking and how one's attitudes and perception towards learning can affect intellectual growth. The findings of their research suggest that one's view of how intelligence works determines how persistently that person will invest in a challenging intellectual task. Incremental learners are in contrast to entity learners who believe that intelligence is fixed and non-changing. Entity learners are motivated by successful displays of ability and attaining favorable judgments. They may quit when problems prove difficult and assume they are not smart enough.

Mindsets can shape social success at school as well as academic success and this is promising for educators and parents. Furthermore, there has been a growing body of research demonstrating that growth mindset behaviors can help thwart depression and aggression and help increase power and creativity (Dweck, 2016). Since intellectual ability beliefs have roots in parenting and education, this means it is important to appreciate that a fixed mindset can be reset (Dweck, 2016). Research has shown that positive attitudes and perceptions about learning are key for

successful learning and that both teacher and student motivation may affect student achievement (Haimovitz et al., 2011). Furthermore, modeling positive perceptions and attitudes toward learning may impact students' construction of their own perceptions and attitudes (Rattan, Good, & Dweck, 2012).

Costa and Kallick (2008) suggest that successful learners constantly look for ways to improve and see challenges as opportunities to learn, they have high expectations of themselves, they are eager to learn throughout their lives, and they strive for improvement, growing, learning and improving themselves. These intelligent behaviors find their places in Dweck's Incremental Theory; Growth Mindset.

Table 3  
Habits of Mind and intelligent behaviors related to Incremental Theory

<b>Habits of Mind</b>	<b>Intelligent behaviors</b>
Persisting	<i>Remaining focused on tasks and looking for ways to reach a goal even when one is stuck Not giving up easily Persevering in tasks through to completion</i>
Remaining Open to Continuous Learning	<i>Continuously searching for new and better ways Being eager to learn throughout lifetime Striving for improvement, growing, learning, modifying, and improving oneself</i>
Responding with Wonderment and Awe	<i>Enjoying the challenge of problem solving and continuing to learn throughout their lifetimes Being curious about ordinary things</i>
Striving for Accuracy	<i>Striving to always do one's best Checking for ways to improve constantly</i>
Taking Responsible Risks	<i>Accepting confusion, uncertainty, and the higher risks of failure as part of the normal process Accepting setbacks as challenging and growth producing</i>

Note. From Costa, A., & Kallick, B. (2000). *Discovering and exploring habits of mind* (pp. 22-38). Alexandria, VA: Association for Supervision and Curriculum Development.

### *Self-Regulated Learning Theory and associated intelligent behaviors*

In an era of technological distractions, self-regulated learning is becoming more important. Self-regulation implies learners monitor and govern their own learning.

They resist being distracted and reactive to external motivations. It involves understanding and controlling learning environments (Shunk, 1996). The ability for self-regulation can be a predictor of students' success in school as learners find a way to succeed even in the cases of obstacles, poor study conditions, demotivating teachers or unclear texts (Zimmerman, 1990, 1994). Self-regulation includes setting goals, managing time, applying learning strategies, conducting self-evaluation, seeking support, fostering intrinsic motivation, and developing self-efficacy (Zimmerman, 2002).

Zimmerman (2002) claims that self-regulated learning strategies “can be learned from instruction and modeling by parents, teachers, coaches, and peers. In fact, self-regulated learners seek out help from others to improve their learning” (p. 6). Florez (2011) suggests that teachers can model strategies to monitor one's learning. “Teaching children self-regulation first requires strong teacher self-regulation. Children learn to regulate thoughts, feeling, behavior and emotion by watching and responding to adults' self-regulation” (Florez, 2011, p. 6). For example, teachers can show their students how planning results in positive outcomes and reduces anxiety. Teachers can also model persisting in complex situations and not giving up as persisting through challenging tasks can help learners regulate their anxiety and teachers can show how they persist in the face of challenges. Schraw, Crippen and Hartley (2006) suggest that these strategies may help individuals understand and control their learning environment and help them plan, monitor, and evaluate their own learning. In other words, they will develop ways of thinking that help them regulate and monitor their own learning.

Individuals can improve their self-regulatory processes by setting goals, selecting appropriate strategies to achieve our purposes, implementing those strategies, and

monitoring progress (Schunk & Zimmerman, 1998; Shunk, 1996). Marzano (1992) and Costa and Kallick (2000) suggest that habits of mind can help learners to regulate their own learning processes.

Table 4

**Habits of Mind and intelligent behaviors related to Self-Regulated Learning Theory**

<b>Habits of Mind</b>	<b>Intelligent behaviors</b>
Applying Past Knowledge to New Situations	<i>Accessing prior knowledge and work to transfer knowledge beyond the situation in which it was learned Calling upon one's store of knowledge and experience as sources of data to solve each new challenge Abstracting meaning from one experience, carrying it forth, and applying it in a novel situation</i>
Creating, Imagining and Innovating	<i>Conceiving problem solutions differently, examining alternative possibilities from many angles</i>
Gathering Data through All Senses	<i>Being aware of the pathways for gathering data and making use of a variety of sources</i>
Managing Impulsivity	<i>Intentionally establishing a vision of a product, action plan, goal, or destination before acting Developing a strategy for approaching a problem Taking time and thinking before acting Remaining calm, thoughtful and reflective</i>
Metacognition (Thinking about Thinking)	<i>Developing a plan of action, maintaining that plan in mind over a period of time, then reflecting on and evaluating the plan upon its completion Reflecting on and evaluating the quality of skills and strategies Reflecting on experiences Developing an action plan based on reflection Being aware of one's own thoughts, feelings and actions and their effects on others</i>
Persisting	<i>Remaining focused on tasks and look for ways to reach a goal even when one is stuck Having a repertoire of alternative strategies for problem solving, and employing a whole range of these strategies Collecting evidence to indicate if the problem-solving strategy is working, and if one strategy doesn't work, knowing how to back up and try another Persevering in tasks through to completion</i>
Questioning and Posing Problems	<i>Developing questioning strategies to produce data Asking questions that make causal connections and relationships</i>
Taking Responsible Risks	<i>Drawing on past knowledge, being thoughtful about consequences</i>

*Note.* From Costa, A., & Kallick, B. (2000). *Discovering and exploring habits of mind* (pp. 22-38). Alexandria, VA: Association for Supervision and Curriculum Development.

### **Intelligent behaviors and Habits of Mind related to mindfulness**

The increasingly complex dynamics of schools as learning environments demands teachers to possess the habits of mind in order to be able to pertain and develop their emotional and psychological well-being when faced with problems. Teachers may face many challenges during a school day and then continue teaching while trying to contribute to students' emotional and psychological well-being. Several of Costa and Kallick's Habits of Mind include intelligent behaviors that have affective attributes. These behaviors involve the development of emotional and psychological well-being. The theories of mindfulness and emotional intelligence serve to further understand these behaviors.

#### *Mindfulness theory and associated intelligent behaviors*

Schools as being one of the most dynamic working places teachers may face many challenges during a school day which can effect teachers' psychological well-being and thus, the supportive classroom environment. Mindfulness practices can contribute to emotional self-regulation and improve flexibility of teachers and students. Integrating mindfulness practice into education can increase teachers' psychological well-being and contribute to positive relationships between teachers and students (Meiklejohn et al., 2012).

A number of theorists and researchers have explained what is meant by mindfulness. Kabat-Zinn (2003) defines mindfulness as "paying attention on purpose, being in the present moment, and non-judgmentally . . . unfolding the experience moment by moment" (p. 144). The idea is for individuals to be aware and conscious of their thinking processes. Langer (2000) defined mindfulness as a "flexible state of mind in which we are actively engaged in the present, noticing new things and sensitive to context" (p. 220). Hoyt (2016) defines mindfulness as "the energy of attention. It is



the capacity in each of us to be present one hundred percent to what is happening within and around us. It is the miracle that allows us to become fully alive in each moment” (p. 29). All three definitions hold implications for the benefits of practicing mindfulness in educational settings such as thinking before acting, giving thinking time for students before they rush in for the answers and solutions, and paying full attention (Hoyt, 2016).

Mindfulness is relatively new to K-12 education; however teacher professional programs in many countries offer mindfulness training. Roeser, Skinner, Beers and Jennings (2012) have created Mindfulness Training programs for teachers to develop habits of mind related to awareness of one’s thinking processes. They suggest that helping teachers be more mindful improves their health and well-being; they learn how to create positive learning environments for their students. Broderick and Frank (2014) consider sustained and structured mindfulness programs fundamental for educators to support learners’ cognitive skills for learning and their capacity for distress tolerance. As schools are places where students spend most of their times, in-school mindfulness practices may help students enhance their emotional competence and manage negative emotions. Broderick and Metz (2009) suggest that through sustained and structured mindfulness programs (e.g., [learning2breathe.org](http://learning2breathe.org)) may help reduce negative feelings and increase calmness and relaxation. Mindfulness practices can also help students become more aware of their own feelings and manage negative emotions. Therefore, Broderick and Metz (2009) suggest that educators should be knowledgeable about cognitive and emotional developmental processes. Table 5 identifies intelligent behaviors associated with Mindfulness Theory. The findings from Mindfulness research and related intelligent behaviors can provide strategies to support the development of mindfulness skills.

Table 5

Habits of Mind and intelligent behaviors related to Mindfulness Theory

<b>Habits of Mind</b>	<b>Intelligent behaviors</b>
Gathering Data through All Senses	<i>Being aware of the pathways for gathering data and making use of a variety of sources Paying attention to the world around and gathering data through all of the senses</i>
Managing Impulsivity	<i>Taking time and thinking before acting Remaining calm, thoughtful and reflective</i>
Responding with Wonderment and Awe	<i>Finding the world as an awesome and mysterious entity Being intrigued with phenomena and the surrounding beauty</i>
Taking Responsible Risks	<i>Accepting confusion, uncertainty, and the higher risks of failure as part of the normal process Not behaving impulsively</i>

*Note.* From Costa, A., & Kallick, B. (2000). *Discovering and exploring habits of mind* (pp. 22-38). Alexandria, VA: Association for Supervision and Curriculum Development.

*Emotional Intelligence and associated intelligent behaviors*

Finally, there are intelligent behaviors associated with emotions and thinking.

Emotions can direct our short and long-term thoughts (Ritchhart, 2001). When we encounter a situation that we can feel empathy for, then our emotions may guide us to do something about that situation. The increasing number of demands and stressors teachers face can influence their ways of thinking and their ability to manage emotions. Therefore, teacher education needs to address emotion in education more explicitly to help teachers improve their social and emotional competence (Hawkey, 2006; Mayer, Caruso, & Salovey, 1999).

Jennings and Greenberg (2009) provide a model of emotional intelligence that illustrates how teachers' social and emotional competence and well-being affect the classroom climate and students' social and emotional and academic outcomes.

Emotional Intelligence “includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and

emotional knowledge, and to reflectively regulate emotions as to promote emotional and intellectual growth” (Mayer, Salovey and Caruso, 2004, p. 197). Goleman’s (1995) definition of emotional intelligence includes attributes such as empathy, impulse control, persistence, and delayed gratification. Factors such as family, friends, marital relations, and life stress play a role in developing emotional intelligence. Ferro (1993) states “emotions cannot be separated from learning” (p. 29) and indicates the importance of teachers and education in developing students’ emotional intelligence.

Teacher educators can use intelligent behaviors to identify strategies that help pre-service teachers become socially and emotionally more competent (Goleman, 1995). For instance, teacher educators can place value on sense of humor and how it may contribute to supportive learning environments. Likewise, teacher educators can model these behaviors by *gently attending to another person* or *remaining calm and not behaving impulsively*. Intelligent behaviors related to Emotional Intelligence are listed in the table below.

Table 6

## Habits of Mind and intelligent behaviors related to Emotional Intelligence

<b>Habits of Mind</b>	<b>Intelligent behaviors</b>
Finding Humor	<i>Placing value on having sense of humor Appreciating and understanding others' humor Being able to laugh at situations and themselves</i>
Gathering Data through All Senses	<i>Being aware of the pathways for gathering data and making use of a variety of sources Paying attention to the world around and gathering data through all of the senses</i>
Listening with Understanding and Empathy	<i>Gently attending to another person demonstrating an understanding of and empathy for an idea or feeling Making an effort to perceive another's point of view and emotions</i>
Managing Impulsivity	<i>Remaining calm, thoughtful and reflective</i>
Persisting	<i>Being comfortable with ambiguous situations</i>
Taking Responsible Risks	<i>Accepting confusion, uncertainty, and the higher risks of failure as part of the normal process Not behaving impulsively Knowing when to take educated instead of impulsive risks</i>
Thinking and Communicating with Clarity and Precision	<i>Striving for accurate communication in both written and oral form</i>
Thinking Flexibly	<i>Considering alternative points of views Tolerating ambiguity up to a point</i>
Thinking Interdependently	<i>Being able to work with and learn from others Being sensitive to the needs of others</i>

*Note.* From Costa, A., & Kallick, B. (2000). *Discovering and exploring habits of mind* (pp. 22-38). Alexandria, VA: Association for Supervision and Curriculum Development.

### **Intelligent behaviors associated with more than one theory**

The above discussion explained how intelligent behaviors can be associated with selected educational theories. Based on the findings from content analysis of related literature, some of these intelligent behaviors can be linked to more than one theory. For instance, the behavior of *remaining calm, thoughtful and reflective* under the Habit of Persisting can also be associated with Self-Regulated Learning Theory, Mindfulness, and Emotional Intelligence. An individual with self-regulated learning

skills is expected to display the behavior of *remaining thoughtful*; an individual with mindfulness skills is expected to display the behavior of *reflection*, and an individual with emotional regulation skills is expected to display the state of *remaining calm*. Such an integrated approach to Habits of Mind is also discussed by Costa and Kallick (2000). They suggest that the habits can be clustered and in some cases they are not displayed in isolation. The findings of content analysis support such an argument. Table 7 shows only the common intelligent behaviors and with which theories they are associated.



Table 7

Intelligent behaviors that are associated with more than one theory (C =Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence)

<b>Habits of Mind</b>	<b>Intelligent behaviors</b>	<b>C</b>	<b>IT</b>	<b>SRL</b>	<b>M</b>	<b>EI</b>
Applying Past Knowledge to New Situations	<i>Accessing prior knowledge and work to transfer knowledge beyond the situation in which it was learned</i>	√		√		
	<i>Calling upon one's store of knowledge and experience as sources of data to solve each new challenge</i>	√		√		
	<i>Abstracting meaning from one experience, carrying it forth, and applying it in a novel situation</i>	√		√		
Gathering Data through All Senses	<i>Being aware of the pathways for gathering data and making use of a variety of sources</i>			√	√	√
	<i>Paying attention to the world around and gathering data through all of the senses</i>	√			√	√
Managing Impulsivity	<i>Taking time and thinking before acting</i>			√	√	
	<i>Remaining calm, thoughtful and reflective</i>			√	√	√
Metacognition (Thinking about Thinking)	<i>Reflecting on experiences</i>	√		√		
	<i>Being aware of one's own thoughts, feelings and actions and their effects on others</i>			√	√	
Persisting	<i>Remaining focused on tasks and look for ways to reach a goal even when one is stuck</i>		√	√		
	<i>Persevering in tasks through to completion</i>		√	√		
	<i>Being comfortable with ambiguous situations</i>	√				√
Questioning and Posing Problems	<i>Developing questioning strategies to produce data</i>	√		√		
	<i>Asking questions that make causal connections and relationships</i>	√		√		
Taking Responsible Risks	<i>Drawing on past knowledge, being thoughtful about consequences</i>	√		√		
	<i>Accepting confusion, uncertainty, and the higher risks of failure as part of the normal process</i>		√		√	√
	<i>Not behaving impulsively</i>				√	√
Thinking and Communicating with Clarity and Precision	<i>Striving for accurate communication in both written and oral form</i>	√				√

Table 7 (cont'd)

Intelligent behaviors that are associated with more than one theory (C =Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence)

<b>Habits of Mind</b>	<b>Intelligent behaviors</b>	<b>C</b>	<b>IT</b>	<b>SRL</b>	<b>M</b>	<b>EI</b>
Thinking Flexibly	<i>Changing one's perspective and generating alternatives as well as considering a variety of options</i>	√		√		
	<i>Considering alternative points of views</i>				√	√
Thinking Interdependently	<i>Being able to work with and learn from others</i>	√				√

*Note.* From Costa, A., & Kallick, B. (2000). *Discovering and exploring habits of mind* (pp. 22-38). Alexandria, VA: Association for Supervision and Curriculum Development.

## **The conceptual framework**

The content analysis, which entailed reviewing the literature related to of teachers' dispositions, Habits of Mind, and educational theories (Constructivism, Incremental Theory, Self-regulated Learning Theory, Mindfulness Theory, Emotional Intelligence) and using intelligent behaviors as common denominator, resulted in developing the conceptual framework (see Figure 4) for this study. This framework is drawn upon the intelligent behaviors associated by sixteen Habits of Mind and findings from research in established educational theories. As a result of the extensive content analysis the researcher found out that there is not an existing framework that is similar to this study's. Therefore, it was researcher's intention to develop a conceptual framework that showed the relationships between sixteen Habits of Mind and established educational theories. The relationships between Habits of Mind and established educational theories are drawn upon findings from research in related literature not on empirical findings.

In order to establish this framework Dottin's (2009) discussions on thoughtfulness and mindfulness is used to categorize the Habits of Mind and established theories. Such a categorization was found useful in terms of designating sixteen Habits of Mind into two groups: thoughtfulness and mindfulness. Constructivism, Incremental Theory, and Self-Regulated Learning Theory were related to thoughtfulness category, and Mindfulness Theory and Emotional Intelligence were related to mindfulness category. Accordingly the intelligent behaviors, which are associated with each Habit of Mind, were found to be intersecting with one or more educational theories. In some cases one Habit of Mind would intersect with one educational theory (e.g., *Applying Past Knowledge to New Situations* and Constructivism), in other cases one Habit of Mind would related to two or three theories (e.g. *Thinking*



*Flexibly* and Mindfulness Theory, and Emotional Intelligence or *Thinking Interdependently* and Self-regulated Learning Theory, Mindfulness Theory, and Emotional Intelligence). The conceptual framework is utilized for the analysis of narrative data in order to find out the potential influences of participants' significant life experiences on their dispositions as Habits of Mind and the results are presented and discussed in Chapter 4.



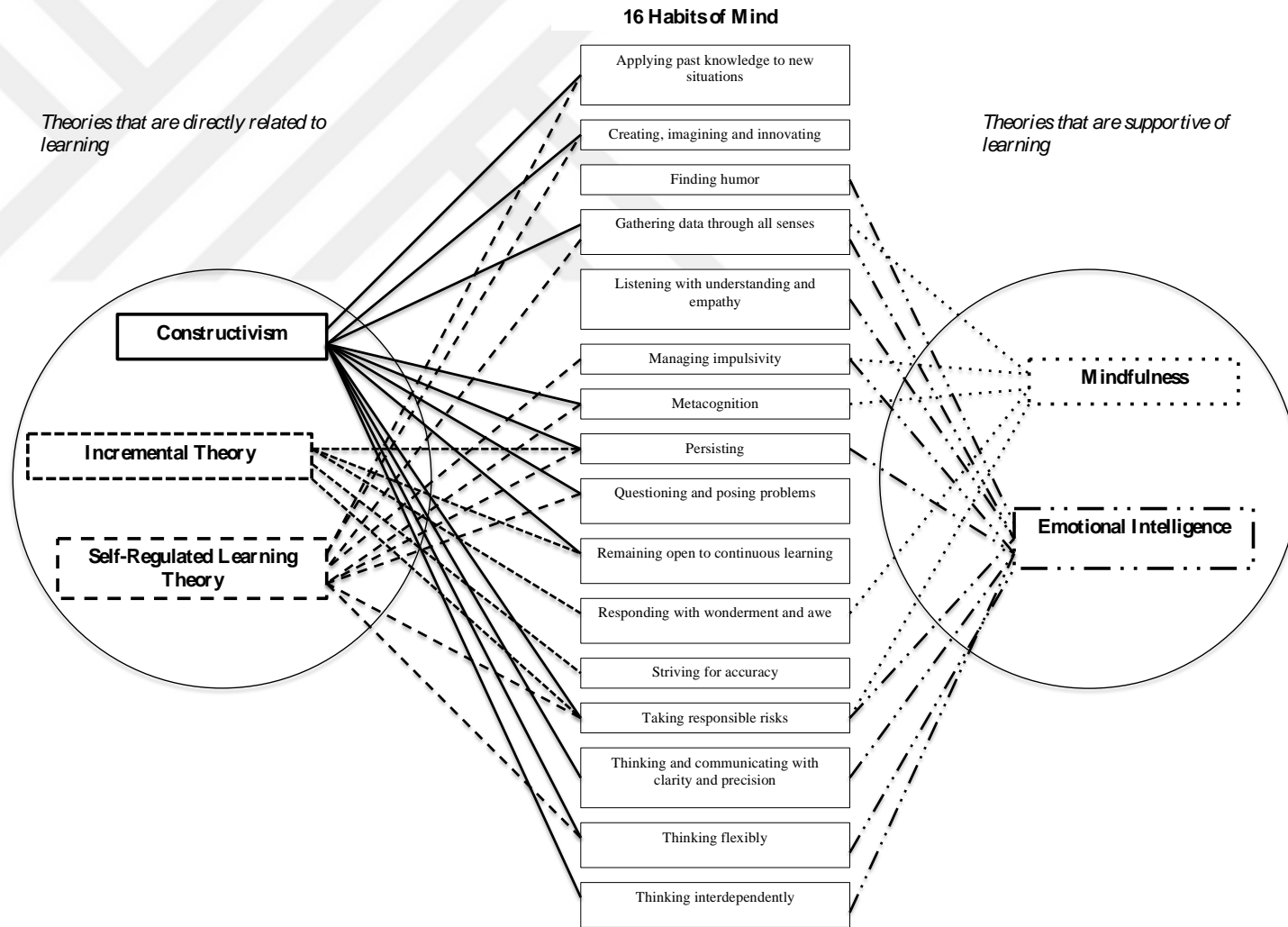


Figure 4. The conceptual framework based on the connections among intelligent behaviors, Habits of Mind, and educational theories

## PART II

This section provides an overview of Dewey's theory of experience in order to investigate how and under which conditions our habits grow from experiences, significant life experience research, and narrative inquiry as a methodology to study experience.

### Dewey's theory of experience

In *Experience and education* (1938), Dewey discusses the connection between experience and habit, and draws an "organic connection" between how one experiences and grows his capacity as a result of experiences (p. 25). It is important to remind this organic connection between experience and education as our prior experiences may help us deal with novel situations. Dewey views "experience as a moving force" (1938, p.38), but not all experiences are educative and lead to further growth. Whatever an experience holds for further experiences affects the quality of an experience. Educative experiences encourage individuals to improve, whereas experiences that are not educative may distort the growth of further experience. Dewey (1938) suggests two criteria for theory of experience: continuity and interaction. All experiences, in educative sense, include these two criteria. Dewey claims that "every experience enacted and undergone modified the one who acts and undergoes, while this modification affects, whether we wish it or not, the quality of subsequent experiences" (p. 35). Dewey in a way connects past experiences with present and future experiences. Dewey's second criterion of experience is interaction. Interacting is the chief principle for interpreting an experience in Dewey's sense. When one undergoes an experience, s/he is not only interacting with environing factors, but also internal factors. The internal factors include cognitive

and emotional aspects. Dewey claims that there is a need for theory of experience that pays attention to both external and internal factors.

The two principles of experience, continuity and interaction, are not separate from each other. They are intercepting. The principle of continuity makes it possible to take something from past and carry it forward. As a result of experiences, individuals grow their habits to deal with further situations: “What he has learned in the way of knowledge and skill in one situation becomes an instrument of understanding and dealing with effectively with the situations which follow. The process goes on as long as life and learning continue” (Dewey, 1938, p. 44). In this sense, habit is not restricted to repetition and our prior experiences are dynamic and projected to future experiences (Dewey, 1938). When life is viewed as the experiential continuum, every experience leads to growth (in a better or worse sense) and the continuity of experiences may help us envision what experiences may have contributed to our current habits.

### **Significant life experience research**

The relationship between life experiences and learning has long been researched by a number of educators and psychologists (Dewey, 1938; Jarvis, 1987; Kolb, 1984; Merriam & Clark, 1993, Mezirow, 1990). Dewey (1938) in *Experience and Education* claims that all learning is a consequence of personal experience and individuals learn when they are engaged in real-life experiences. Kolb (1984) on the other hand suggests “learning is the process whereby knowledge is created from the combination of grasping experience and transforming it” (p. 41). For Jarvis (1987) “life is about experience; wherever there is life there are potential learning experiences” (p. 164). Mezirow (1990) explains the connection between experience and learning by the notion of perspective transformation which he defines as “the

process of becoming critically aware of how and why our presuppositions have come to constrain the way we perceive, understand, and feel about our world; of formulating these assumptions to permit a more inclusive, discriminating, permeable, and integrative perspective; and of making decisions or otherwise acting upon these new understandings” (p. 14). Both Dewey and Mezirow draw attention to the continuity aspect of experience and thus, role of past experiences on our current way of thinking and behaving.

James (2015) emphasized the connection between experience and habit, and he claims that habits are formed through life experiences. Therefore, when one’s current habits are under investigation, James suggests that it is important to know about their past experiences.

Teachers do not arrive to teaching as a blank slate; neither do they go into teacher education programs as such. Rather, habits have been formed in their own educational experience, from their own teachers, from their families, from culture, and from their own beliefs about what it means to be a good teacher. (James, 2015, p. 137)

While the connection between experience and learning has been discussed by a number of the most outstanding theorists there is little in the literature about what turns our experiences into significant life experiences (Merriam & Clark, 1993). Merriam and Clark (1993) conducted a large research project that investigated the patterns of work, love, and learning in adult life. A part of their study focused on understanding the connection between life experience and learning in adult life. For this study, they used qualitative research design and 400 adults from a variety of graduate education programs took part in this research. During the first phase of the study, participants were asked open-ended questions to reflect on “formal, informal, or personal learning experiences that were especially meaningful, significant, or

intense” (p. 180). The second phase of the study focused on gaining deeper understanding about the connection between significant life experience and participants’ learning. Therefore, after analyzing the responses to open-ended questions, in-depth interviews were conducted to probe the connection between learning experiences and their significance for participants. The findings of their study indicated that meanings attached to life experiences vary among participants and some participants associated negative experiences with positive outcomes (e.g., associating divorcer with recognition of inner coping strengths or associating death of mother with the reality of life). Merriam and Clark suggest that in order for an experience to be considered as significant it “must personally affect the learner and be subjectively valued by the learner” and by “personally affecting the learner” the authors suggest that the significant experience results in “expansion of skills (e.g., learning to get along with people) and abilities, sense of self, or life perspective, or it precipitates a transformation that involve the whole person” (1993, p. 182). The authors add that the significant experience is personal and therefore the individual places a “personal stamp on the experience and names its importance in his or her life” (1993, p. 182).

### **Teachers’ significant life experiences research**

Within teachers’ lives research the role of personal and professional experience has gained attention as Goodson and Gill (2014) state “personal experiences are linked irrevocably to practice. It is as if the teacher is his or her practice” (p. 3).

In order to understand teachers’ knowledge and development and the influences that help teachers develop, Butt et al. (1990) conducted an autobiographical research. For this study, the authors collected and reviewed more than 100 stories from teachers focusing on the nature of their reality, their ways of thinking and reasons behind their

ways of thinking, experiences and personal histories that influenced the way they are, and their future stance in regard to teaching profession. Analysis of data was done using qualitative data analysis methods and patterns emerged within and across stories. Some of the factors that influenced participants' teacher identity seemed to be common across all stories. Findings from the study suggested that, teacher development is based on personal and professional experiences that are personal and unique. However, it was revealed that three major categories emerged across all teacher stories that influence their development with sub-categories: a) personal life experiences, b) professional experiences, and c) teachers' own experiences as a student at school. Based on the findings of the study, Butt et al. (1990) suggest that an examination of these categories including "childhood, adolescence, young adulthood, and other phases of development can bring forth an understanding of teacher dispositions" (p. 7).

Strekalova-Hughes, Maarouf, and Keskin (2015) examined how early childhood experiences affect the personal beliefs and pedagogies of early childhood education pre-service teachers. The authors used Dewey's theory of experience as a framework to explore the connection between experience and personal beliefs. The authors used open-ended questions and follow-up interviews with participants to gather data. The data was analyzed using thematic analysis approach. The themes emerging from analysis of data were found to be patterns between early family, school, and peer past experiences and present personality/personal principles, career choices and teaching philosophies. These patterns were connected with participants' present personal beliefs using the qualitative data gathered. Based on the findings of the study, the authors suggest that early childhood experiences, including experiences with peers, are likely to influence the present personal beliefs and pedagogy of early childhood

education students.

### **Narrative inquiry as a methodology to study experience**

The conceptualization of narrative inquiry arises from Deweyan (1938) notion that life is education. Narrative inquiry studies investigate the ways humans experience the world through stories (Connelly & Clandinin, 1990). Within the context of educational research, narrative inquiry aims to construct and reconstruct personal stories for and from learners, teachers, and researchers are storytellers (Connelly & Clandinin, 1990). Teachers' narratives help them to make sense of their own lives as well as provide researchers with valuable information and insights into the social and cultural aspects of teaching and teachers' identity (Sikes & Gale, 2006).

In most of the cases, early experiences of teachers are not seen as important as the training periods, but in many cases teachers' early experiences are far more important. Goodson and Gill (2014) refer to teachers' life experiences and other background factors as "key ingredients" of a person and he claims that those key ingredients shape teaching practice (p. 13). A common feature of teachers' background is a favorite teacher or the way they are brought up. These factors and others shape teachers' practice and lives (Goodson, 2014). Clandinin and Connelly (2000) refer to the relationship between teachers' personal and professional lives. They refer to teachers' life spaces as one behind the classroom and one in the communal places with others. Therefore, researching into teachers' lives is likely to provide insight into teachers' teaching practice as well as the contribution of background factors on their teaching and thinking.

The following section provides an overview of studies, which used narrative inquiry as methodology to explore the influences of (significant) life experiences. The researcher selected the following studies based on the insights that they provided to



understand an important phenomenon for the study: the investigation of the role of significant life experiences through narrative inquiry.

### **Narrative inquiry studies in education**

Narrative inquiry as a methodology and framework has been used to explore the role of experiences on teaching and learning, to understand social and professional identity construction, and to investigate the application of educational reforms.

Narrative inquiry is used to probe into teachers' identity construction and the impacts of personal, cultural, historical and social events on teachers' journey to identity construction. Court, Merav and Ornan (2010) investigated Israeli female teachers' (N = 10) reasons for choosing to become teachers and their reasoning processes. The authors used narrative inquiry to explore these motives. For this study the participants were asked to reflect on their life cycles with a retrospective look at their decision-making processes. All participants were selected purposefully to serve the aims of the study and they were all considered to be individuals who were enjoying and valuing teaching. Their teaching experience ranged between 8 to 30 years. Data collected from two interviews were analyzed using content analysis that included reading and re-reading of all narratives, identifying recurring ideas and classifying these ideas into themes. The first interview aimed to find out participants' past experiences and key events in their lives that played a role in their decision to become teachers. Linguistic analysis was also used through metaphors as participants' use of language may reveal about their lives. The findings indicated a few major themes that emerged as the most influential factors on participants' decision to become teachers. These themes included: the ongoing influence of key people and events, choice of profession and perception of the teachers' role, relationship with the work environment and shaping of the professional self. The

most influential theme was found to be the ongoing influence of key people and events. These events and people included family members, teachers, and internships. One other finding of the study was that the shaping of teachers' professional self was a composite of key events and key people, which played a significant role.

Beattie (2000) used narrative inquiry as a tool to encourage prospective teachers to inquire into the creation of their professional and personal identities. For this study, 900 narratives from prospective teachers were used. Upon reading and analysis of 900 narratives, the author comes to the conclusion that there are three major themes among the narratives of prospective teachers: (a) creating a professional identity by connecting the personal and professional; (b) creating relationships and making new relations and learning from and with others, and (c) connecting self, school, and society (Beattie 2000, p. 5). The narrative accounts, which evolved around these three major themes, indicated that prospective teachers question their life histories, their socialization and ideologies regarding teaching. The narrative accounts showed that constructing professional identity is a unique process that includes the transformation of existing knowledge and transferring prior experience and skills to adapt to new professional situations.

Chan (2012) claimed that narrative inquiry as a constructivist tool can offer opportunities for pre-service teachers to make sense of their past experiences and facilitate active learning. Chan constructed a narrative curriculum that included autobiographic sessions and self-inquiries into stories and used this curriculum with a group of pre-service teachers. Based on the analysis of the constructed narratives of pre-service teachers Chan (2012) suggests that there are different factors affecting pre-service teachers' identity development. The major factors identified in the narratives include: physical and social environment, and family background.

Dickinson (2012) suggests that it is important to understand the influences on one's identity construction as teachers' identity construction lies at the heart of how teachers are and how they act. The author proposes that teacher educators view teachers' identities as central to teaching and learning and not many educators have focused on understanding how their identities are constructed. For this study, Dickinson utilized teachers' narratives to explore the influences on teaching identities of five pre-service teachers. Dickinson used narrative inquiry to examine the influences on teacher identities and determined important questions that could be viewed as important for teachers and teacher educators. This study included six interviews with open-ended questions with each of the participants. Dickinson conducted thematic analysis of the narratives and the themes appeared as a result of the analysis were analyzed within and across participants. The common themes that appeared among five stories were compared. The findings from the analysis of five pre-service teachers' stories offered themes that helped the participants to construct their teaching identities. These themes included interactions with peers, with supervisors, and with students.

Cavendish (2011) sought if and how international teachers' living and working overseas provided insight into their perspectives of culture and their teaching in an international school setting. Cavendish used narrative inquiry to describe how three international teachers' positions, experiences, and perspectives affect their attention to culture in their own teaching. Cavendish conducted interviews and observations of three international teachers in their own classrooms over several weeks. The data was gathered from interviews, artifacts from classrooms, photographs, and field notes. For the interviews teachers told their experiences that helped them construct their identities as international educators. Findings from the study indicated that

teachers with constructivist education philosophy are more likely to be culturally responsive in their classrooms.

Polya, Lazslo, and Forgas (2005) used narrative inquiry to explore the hidden messages that important life events may convey for social identities. The authors based their study on Erickson's Social Learning Theory with a focus on the level of integrity of involvement of negative life events, which may signal present unresolved issues related to identity. The undergraduate students (N = 61) shared important life events through interviews. The life stories were analyzed by the psychotherapists to find out the personal characteristics of narrators and in what ways the important life events may have impressed their identities. The findings from life stories provided evidence about the link between important life events and participants' present social identities.

In addition to inquiring into teachers' identity formation, narrative inquiry is used as a way to understand ways of feelings and knowing. Day and Leitch (2001) utilized narrative inquiry as methodology to enhance teachers' ways of understanding how emotions play a key role in their professional growth. This study sought to elicit answers to how teachers' personal histories affect their professional self and the impact of in-service courses in helping to increase understanding the role of emotions and cognition on teaching. For this study, teachers (N = 39) from two different contexts, English and Northern Irish, were selected and all participants were required to engage in two-year part-time Masters degree. During the course of the Masters program all teachers were involved in various approaches to autobiography and narrative to reflect on their emotions and cognition. Each narrative aimed to introduce the narrator and mainly focused on the critical incidents that helped shape

teachers' professional lives. These critical incidents included: family background, school reforms, early career experiences, and relationships with colleagues.

Johnson and Golombek (2002) utilized life history approach to explore six white teachers' perspectives of race; the critical events that may have affected their perspectives, and how their perspectives of race were reflected in their teaching philosophies. For this study data were gathered in four stages through interviews.

The first interview included open-ended questions to elicit participants' prior life experiences including childhood, adolescence, young adulthood, and adulthood.

Questions for the first interview were about key influences on their perspectives of race. For the second interview the participants were asked to describe their racial and ethnic identity. During the third interview the participants were asked to describe their teaching philosophy and the fourth interview focused on sharing the emerging themes with participants and participants' reflection on the autobiographical narratives. The data analysis included analysis of individual narratives and identification of common themes and patterns across the stories. Based on the analysis of life stories, three themes emerged and discussed further. These themes were the importance of prior personal experiences on shaping participants' perspectives on race and racism, the importance of work experience for interracial organizations, and the relationship between participants' own marginalization and how they learned to empathize with marginalized racial groups.

Orland-Barak and Maskit (2011) conducted a study with first-year teachers (N = 70) to write stories about their first year of teaching experience. Teachers in this context were all newly graduates in Israel and they were required to undergo a one-year internship program in order to be accredited with a teaching certificate. Ten stories

were selected and analyzed by using content analysis by two different readers and themes, motifs, plots, and metaphors emerged from the stories. The analysis of the stories indicated that there were three common major themes that were found to be influential in first year of teaching: first year teachers' realization of the limitation of their capacity, realization of the incomplete vision to cope with challenges that appeared in first year of teaching, and first year teachers' struggle with multiple voices in the educational system.

### **Conclusion**

This literature review served two purposes. The first was to present historic and more recent research on teachers' dispositions, habits, habits of mind, and established educational theories (constructivism, incremental learning theory, self-regulated learning theory, mindfulness theory, and emotional intelligence). Through a content analysis, the researcher constructed the study's conceptual framework. The second purpose was to explore scholarly work related to significant life experience research and to the methodology for the current study: narrative inquiry. How narrative inquiry was used in the current study is presented in the following chapter.

## **CHAPTER 3: METHODOLOGY**

### **Introduction**

This chapter discusses the position of the research study, research design, context for the study, participants, instrumentation, method of data collection, and method of data analysis. Narrative inquiry is as methodology used to answer the primary research questions.

### **Positioning the research study**

This section aims to provide in-depth information about the position of the research study and introduce narrative inquiry research, including the role of the researcher and participants (collaborators) in the method.

Narrative inquiry is classified under qualitative inquiry and lies within the interpretive paradigm. Guba and Lincoln (1994) refer to the term qualitative as an “umbrella term superior to the term paradigm” (p. 107). Under the “umbrella” term qualitative inquiry are a variety of paradigms that help researchers define the limits of their inquiry. “Paradigm represents the worldview that defines, for its holder, the nature of the world; the individual’s place in it, and the range of possible relationships to that world and its parts” (Guba & Lincoln, 1994, p. 107). One of the paradigms under this umbrella is the interpretivist paradigm. According to the interpretivist paradigm, reality is socially constructed and the researcher tends to rely upon the “participant’s view of the situation being studied” (Creswell, Clark, Gutman, & Hanson, 2003, p. 8). The researcher aims to make meaning of participants’ lives rather than determining a causal relationship. The intent of the researcher is to analyze the data and generate a theory, a pattern of meanings,

inductively (Creswell et al, 2003). For the current study, participants shared their significant life experiences with the researcher whom inquired into the data and interpreted their stories.

From the perspective of narrative inquiry, individuals are storytelling organisms and narrative researchers deal with how human beings experience the world and how they make meaning of their experiences (Connelly & Clandinin, 1990). Human beings understand the world around them based on their own construction and reconstruction of personal and social experiences.

The set of answers given in all cases are human constructions; that is, they are all inventions of the human mind and hence subject to human error... any particular construction must rely on persuasiveness and utility rather than proof in arguing their position. (Guba & Lincoln, 1994, p. 108)

To gain an understanding of this construction, it is the narrative researchers' role to collect stories, interpret them, and construct the narrative texts. The researcher is seen as the main data collection tool and participants become co-inquirers. It is the researcher's task to make sure that all voices are heard equally (Connelly & Clandinin, 1990). Although the researcher may use different pronouns or pseudonyms for participants while compiling the narrative texts, it is critical in narrative inquiry that the participants collaborate in the process. Furthermore, the role of qualitative inquirers is to provide thick and deep data about the issue under investigation, rather than trying to provide proofs for causal links between concepts. Each detail in narratives can provide highly useful data for research.

One of the main data collection tools in narrative inquiry is the unstructured interview. This form of interview is conducted between the participants and researcher. After the unstructured interviews, the researcher transcribes the



interviews and meetings are arranged to discuss the preliminary analysis with participants. The transcripts become part of the ongoing narrative record (Connelly & Clandinin, 1990). The representation of narrative data can take many forms. It can be in the form of field notes, interview transcripts, photos, metaphors, letters, and diaries, autobiographical/biographical pieces of writing, newsletter, and personal philosophies (Connelly & Clandinin, 1990). The data are usually based on large texts or life stories which could be presented as life stories themselves or using other qualitative research methodologies. Writing the narrative texts could be overwhelming for the researcher as it is often not clear when the writing of the study will begin. It is important to be conscious of the end as the inquiry begins (Connelly & Clandinin, 1990).

While the amount of data could be overwhelming for narrative researcher, reading and re-reading the narratives to construct the plot outlines in meaningful ways contributes to the narrative truth and aesthetic finality (Connelly & Clandinin, 1990). The narrative data can be used based on the purpose and choice of the researcher. If the purpose is to give readers useful contexts, the data could be either given condensed small portions or as stories. The form of representation could be decided during the inquiry process (Connelly and Clandinin, 1990).

### **Methodological assumptions**

Qualitative researchers assume that social reality is created by human interpretation that is based on actions in natural settings and reality is socially constructed through interactions with others (Gall, Gall & Borg, 2003). Therefore, the qualitative researcher seeks to answer “how” instead of “what” (Denzin & Lincoln, 2005). Hatch (2002) claims that the research paradigm should be based on researcher’s ontology and epistemology. Therefore, as part of methodological assumptions, the

reasons for the researcher choosing narrative inquiry as paradigm is explored through the lenses of ontological and epistemological beliefs and constructivism within narrative paradigm.

Epistemology is defined as “a way of understanding and explaining how we know what we know,” (Crotty, 2003, p.3). Epistemology is also “concerned with providing a philosophical grounding for deciding what kinds of knowledge are possible and how we can ensure that they are both adequate and legitimate” (Maynard, 1994, p. 10). Qualitative researchers believe that there are multiple realities constructed by participants and researchers co-construct understandings and knowledge through inquiry (Hatch, 2002). They produce modes of narratives, interpretations and reconstruction of knowledge (Hatch, 2002; Sandelowski & Barosso, 2007) in a way that serves the purpose of their investigation.

Ontology is concerned with “what kind of world we are investigating, with the nature of existence, with the structure of reality as such” (Guba & Lincoln, 1989, p. 83) and ontological assumptions are those that respond to “what is there that can be known?” or “what is the nature of reality?” If researchers believe that “reality is out there to be studied, captured, and understood” the researchers’ ontological and epistemological stance rests upon positivist paradigm (Hatch, 2002, p. 13). The form of knowledge product will be facts, laws, theories, or predictions. However, for narrative researchers knowledge and experiences are socially constructed.

Within narrative inquiry the reality is how we understand the world and the way we interpret the events in our lives (Spector-Mersel, 2010). It is through narratives that we share our understandings and our realities of the world as we see it (Sikes & Gale, 2006). We share our stories through our perspectives and through other stories

we tell. Our stories are constructed through the lenses of other experiences and beliefs (Worth, 2004). For narrative inquirers, there is not a single way of knowing. There will always be other interpretations of stories and ways of explaining as human experience is central to construct our own realities. It is the researchers' role to develop their own understanding of participants' realities as participants' experiences are being narrated (Clandinin & Rosiek, 2006).

### **Issues of validity, reliability, and generalizability in narrative inquiry**

Clandinin and Connelly (1990) caution narrative researchers about the criteria to be used for validity, reliability, and generalizability for narrative research. They suggest that narrative researchers should not try to “squeeze the language of narrative criteria into a language created for other forms of research” (p. 7). Instead, they suggest narrative researchers seek for the best criteria that apply to their works. Riessman (1993) suggests that these criteria should rely upon two aspects of narrative texts: persuasiveness and coherence as narrative data are subjective and context-specific. It is the responsibility of narrative researcher to “convince the readers of the likelihood that the claim can serve as a basis for understanding of and action in the human realm” (Polkinghorne, 2007, p. 476).

Like other qualitative research methods, narrative inquiry relies on some aspects that constitute a good narrative. “Narrative inquiry relies upon narrative truth that consists of continuity, closure, aesthetic finality, and a sense of conviction” (Spence, 1982, p. 31). The sense of wholeness of the narrative is an aspect of a good narrative rather than cause and effect relationship. “If the sense of wholeness is given properly, one does not feel lost in minutia but always has a sense of the whole; change from beginning to the end” (Connelly and Clandinin, 1990, p. 7). A good narrative invites other researchers to examine what has been lived, done, and told.

Polkinghorne (2007) lists two threats to validity of any narrative research: (a) differences in people's experienced events and stories they share, and (b) the connection between researcher's interpretation of the stories. Polkinghorne claims that these two criteria are inherent aspects of complex human realms and "threats to the validity of interview-generated evidence cannot be eliminated" (p. 482). However, Polkinghorne reminds that narrative researchers do not ask the readers to grant validity. Instead readers are asked to make judgments on whether the arguments convince them (p. 477).

There are strategies offered to help narrative researchers validate the generated text. Using an iterative research process by returning the assembled texts to participants to gain clarification and further exploration of questions, and providing the generated texts to participants for their check to confirm whether the text captures the essential features of the meaning that they felt; "if it does not, they can suggest alterations or expansions of the text to more clearly display their meaning" (Polkinghorne, 2007, p. 482).

Narrative researchers should not be concerned about generalizability of the findings in the positivist sense, which typically refers generating findings from the study sample to the entire population (Myers, 2000). Moreover, the aim of narrative research is not to find one generalizable truth but to "sing up many truths/narratives" (Byrne-Armstrong, 2001, p. 112). Like other qualitative inquiry researchers narrative researchers seek for practical and functional uses rather than cultivating persistent laws (Stake, 1980, p. 70).

For this narrative inquiry study, the researcher created an iterative research design that provided opportunities for participants to check the generated texts and provide

feedback for the researcher to alter or expand the texts in order to better display their meaning. Essentially, the researcher used strategies from the Qualitative Inquiry realm in order to contribute to the validation of the generated texts and the findings.

### **Establishing trustworthiness in qualitative inquiry**

Qualitative inquirers use various lenses to extract data and make inferences in order to establish the trustworthiness of findings. Creswell and Miller (2000) claim that there are three lenses to establish credibility of a qualitative study. The first one is the lens of researcher. The researcher determines how the analysis of data evolves into a persuasive narrative. The second lens is the lens of participants. The third lens is the member-checks and feedback loops established among the interviews that are used to contribute to the trustworthiness of the findings. The researcher used the following strategies to establish trustworthiness of the generated narrative accounts for this study.

#### *Member checking*

Member checking is a process for which the final report or specific description is taken back to the participants (Creswell, 2009) to offer participants “an opportunity to provide context and an alternative interpretation” (Patton, 2002, p.561). As participants become the collaborators of research, narrative texts were taken back to participants to provide them opportunity for alternative interpretations.

#### *Peer and expert validation*

Peer validation comes from “scholars familiar with the interview themes and with the theories applied to the interview texts” (Kvale, 2007, p.127). Scholars working in the similar field, or working within a similar branch of research, would have familiarity with relevant research literature and research methods; thus, corroboration with peers

and experts might be useful for the interpretation of the data. The research supervisor (Asst. Prof. Jennie Farber Lane) provided both peer and expert review to the findings as she has become familiar research context and methodology. In addition, an expert educational psychologist (Asst. Prof. Aikaterini Michou) reviewed the findings from narrative interviews. Discussions between the researcher and two experts took place about the findings of research and how to best interpret the data gathered before finalizing the findings. Discussions took place until a common agreement was made.

### *Reflexive journal*

Reflexive journal is a kind of diary in which the investigator on a daily basis, or as needed, records a variety of information about self and the method (Guba & Lincoln, 1989). The reflexive journal technique is used as a base for a number of judgment calls, especially about to what extent the researcher's biases influenced the outcomes. The journal provides information about methodological decisions and the reasons for making them. The journal helps the researcher arrange the logistics of the study on a daily basis, reflect upon what is happening, and any methodological decisions made (Guba & Lincoln, 1989).

For narrative inquirers the relationships among them and participants are at the heart of what they do and it is important to make all voices heard equally (Clandinin & Connelly, 2000). Using a reflexive journal can help to develop a personal voice over the course of the study and "keeping a reflexive journal can help focus our internal responses as researchers and capture our changing and developing understanding of method and content" (Etherington, 2009, p. 86).

Throughout the study, the researcher kept a reflexive journal. Excerpts from this journal are provided at the end of the current chapter and more extensively in

Chapter 4 to provide deeper reflections of the researcher and show the audience how the researcher built his capacity and understanding of the method before and during the research process. The researcher told, interrupted, and continued the narratives. The researcher used his voice while writing these excerpts and these notes are provided in boxes.

### *Self and peer reports*

In addition to the above-mentioned strategies to contribute to the trustworthiness of the findings of this study, the researcher constructed self (Appendix A) and peer (Appendix B) reports that were administered to each participant and two of her peers respectively. As Vazire (2010) proposed that we are far from observing ourselves perfectly accurate and others (outsiders: friends, coworkers, family members) are at least as accurate as the self to describe what a person is like.

During the analysis of the narratives, the researcher revisited these reports as part of the reiterative process. In rare cases, where participants did not mention an experience that would provide significant information for the narratives, the researcher was able to spot from the responses to the questions in the self and peer reports. For instance: in one case the participant referred to the role of her hobbies in her life during the self-report. Knowing this, the researcher was able to inquire into the influences of the hobbies on her dispositions during the interviews.

Eventually, the data gathered from self and peer reports were transformed into “character sketches” (see Chapter 4). The accounts of these sketches help other researchers and individuals who are reading the results of the current study to get a better sense of the participants (Ospina & Dodge, 2005). As narrative data is

context-specific and it is the responsibility of the researcher to convince the readers of the likelihood of the claims (Reissman, 1993), the researcher added these reports as a separate criterion to contribute the thoroughness of the narratives.

### **Research design**

This section summarizes the flow of the research design including preliminary activities that were regarded to be useful to construct researcher's understanding of the concepts and relationships among them (see Figure 5).





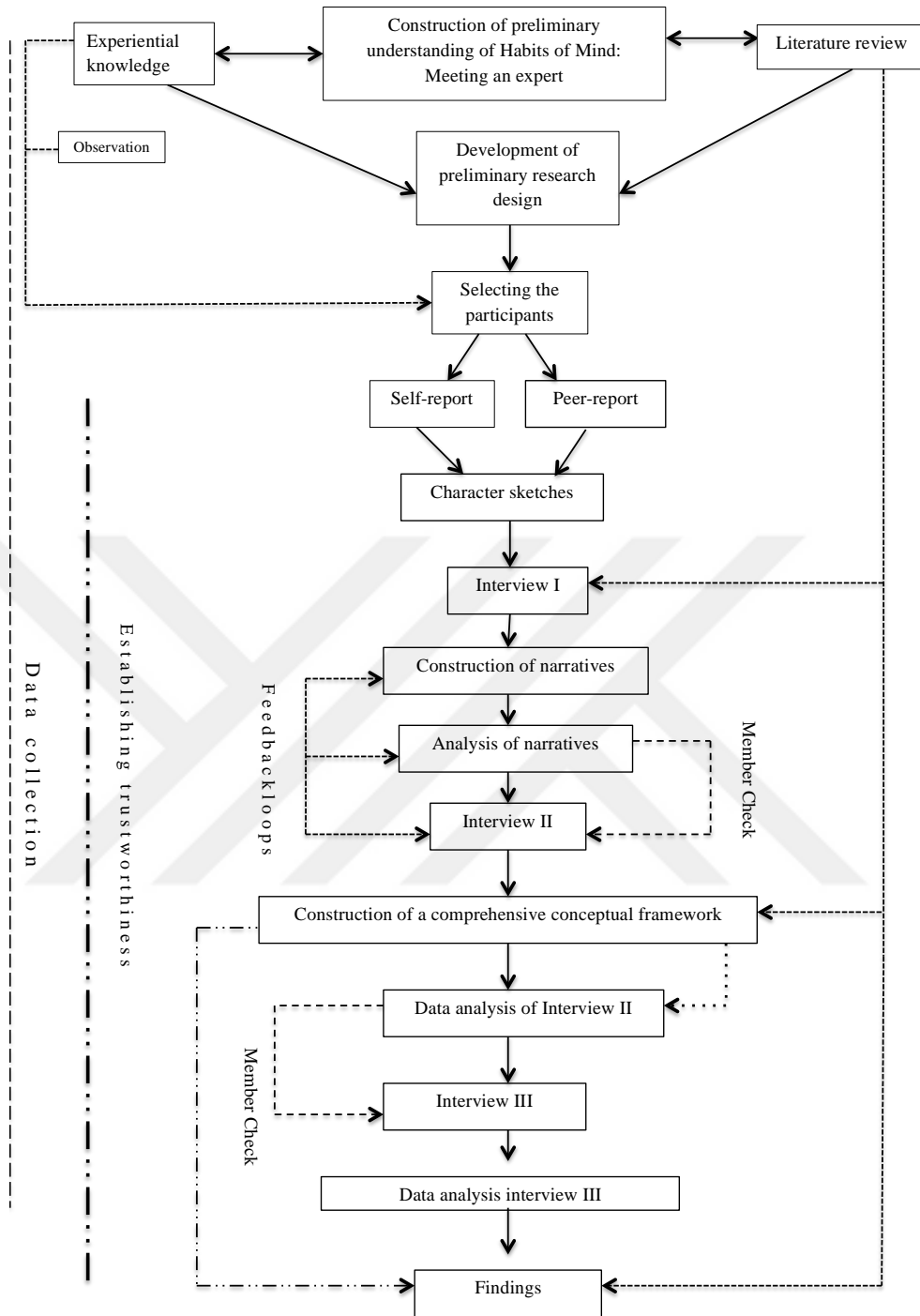


Figure 5. Visual model of research design

The research design aimed to follow a logical flow that led to developing working connections between concepts, finally drawing findings. The preliminary activities refer to the researcher's construction of his understanding through a review of literature and his experiential knowledge. Experiential knowledge refers to the researcher's one-to-one meetings with a practitioner of Habits of Mind who has been applying sixteen Habits of Mind across different schools and the researcher's relationship with the participants within the professional community prior to this study. The data collection started informally and through observations and experiences with participants within the same work environment. These observations and experiences helped researcher select the participants who displayed most or some of the Habits of Mind and share their stories willingly. After the purposeful selection of participants, the self and peer reports were utilized.

The main data for this study were obtained through three in-depth interviews. The structure of each interview enabled member checks by taking the analysis of narratives back to the participants to check if their stories and the meaning behind the stories were truly reflected. The member checks also provided opportunities for participants to reflect on significant life experiences in a deeper way. Such a strategy helped the researcher get feedback from participants as participants are seen as collaborators in narrative inquiry. Their contribution to meaning making helped the researcher re-construct the narratives and aimed to contribute to the trustworthiness of findings.

### **Context**

Narrative research aims to inquire into people's lives as they are told. Learning about people and their lives, and interpreting their experiences require narrative researchers

consider various aspects of the contexts that helped produce narrative identities. These aspects may include participants' physical environment, ethnic, historical, political, economical contexts, and gender (Bruner 1990; Polkinghorne, 1988). As narrative researchers gather stories as data, the context may be easier to access, and the holistic aspect of stories may make it possible for the researcher to communicate the context to the reader (Spector-Mersel, 2011). The context in narrative research can take a few forms: "macro, micro, and immediate" contexts. *Macro* context refers to where the narrative identities, which are the participants, are produced and *micro* context refers to the narrator's life (e.g., events that occurred in the past) (Spector-Mersel, 2011, p. 173). For this study too, the *macro* (i.e., physical, economical, social, geographical aspects that helped participants develop their identities) and *micro* (i.e., participants' significant life experiences) contexts are provided through their narratives. Participants' self reports were also used in order to provide some aspects of participants' macro contexts such as their educational and professional background, and family environment. A third context for narrative research is the *immediate* context that refers to the time and place of the actual happening of participants' sharing their stories (Spector-Mersel, 2011, p. 173). This study took place in Ankara, Turkey over the course of a year. At the time of the study, all participants were working at prestigious schools as teachers. Four of the participants were working at a well-known private school in Ankara and one of the participants was working for a prestigious public school. The interviews took place in participants' selection of place and time. Sometimes this place was their home and sometimes it was a café where they felt comfortable sharing their stories.

## Participants

Purposeful sampling method was used to select participants for this study and five female Turkish teachers were purposefully selected based on their display of behaviors associated with Habits of Mind and openness to share their experiences. The researcher's professional experiences with the participants and observations contributed to the selection of participants. The five female teachers were all experienced teachers and their colleagues, head masters, students, and parents regarded them as effective teachers. The character sketches, which are located before each narrative, aim to provide rich information about participants' educational background, parental attitudes of their parents, work experience, and responses to open-ended questions from the peers of participants. The consent from each participant was obtained using the informed consent forms (Appendix C) and all participants were assured that their preferred pseudonyms would be used throughout the narratives.

In Patton's view (1990), all types of sampling in qualitative research may be encompassed under the broad term of purposeful sample "purposeful sampling." Patton added that "qualitative inquiry nominated sample typically focuses in depth on relatively small samples, volunteer sample even single cases, selected purposefully" (p. 169). Morse (1991) also noted, "when obtaining a purposeful (or theoretical) sample, the researcher selects a participant according to the needs of the study" (p. 129). Creswell (2007) discussed the importance of selecting the appropriate participants for narrative inquiry. He suggested that the researcher should utilize one of the various types of sampling strategies in order to obtain qualified candidates that will provide the most credible information to the study. Creswell also

mentioned the importance of acquiring participants who will be willing to openly and honestly share information or “their story” (2007, p. 133).

### **Instrumentation**

The main data collection tools for this study were three in-depth interviews. The prompts for these interviews were constructed based on the similar studies that aimed to explore significant life experiences that have contributed to current ways of thinking and behaving (see Chawla, 2010). The first interview was designed to probe into participants’ significant life experiences, which constituted their life stories. The second interviews served the purposes of member-checking the narratives and probing deeper into the relationships among significant life experiences and ways of thinking and behaving. The third interview provided the participants with an opportunity to review the re-constructed narratives that were analyzed to show the relationships among significant life experiences and Habits of Mind, and asked the participants to inquire into the influences of significant life experiences on their teaching practices.

The main instruments (Interview I, II, III), which are used to guide this study, included phenomenological aspects in the sense that participants were asked to describe their own significant life experiences and what these life experiences hold for the development of their dispositions as Habits of Mind. The data collection and data analysis process was iterative because the narratives and thematic analysis of the narratives were returned to the participants for them to check and discuss more deeply.

## **Method of data collection**

Data collection for this study took place in three stages: (1) prompting participants' significant life experiences that potentially contributed to development of their dispositions as Habits of Mind, (2) providing opportunities for member-check and probing deeper into significant life experiences, and (3) reflecting on the influences of significant life experiences on their teaching practices and probing deeper into the selected significant life experiences.

### **Stage 1: Prompting participants' significant life experiences that potentially contributed to development of their dispositions as Habits of Mind**

The purpose of the first interview was to prompt the significant life experiences that contributed to the development of participants' dispositions Habits of Mind and the researcher used an unstructured interview to help participants retrieve their significant life experiences that potentially contributed to their dispositions.

Significant life experiences explores memories that are the most reliable and durable because it invites people to engage in recall of past experiences of personal importance with a focus on outstanding facts about major periods of their life (Chawla, 2010).

Before the first interview, reflections from the self and peer reports were read and re-read by the researcher and some initial ideas are jotted down. In this sense, the self and peer turned out to serve a new purpose: to help the researcher build some initial ideas about what can be asked during the interview to get a breadth of life experiences. The interview with each of the five participants was arranged upon the participants' choice of time and place because it is important that participants feel comfortable. The interviews took place between one to two hours.

As the purpose of the first interview was to help participants retrieve the significant life experiences that potentially contributed to participants' Habits of Mind, the utility of autobiographical memories holds significant importance. Brewer (1986) defines autobiographical memory to be the recollection of memories that people have about personal events that are experienced at a specific moment in time. Although memory is fallible (Hirst, Cuc, & Wohl, 2012), recent studies of autobiographical memory show that, memories are often inaccurate about the exact details of what happened, they are usually accurate about the general course of events (Herlihy, Jobson, & Turner, 2012). Events that are highly significant produce more vivid memories unlike events of low importance (Herlihy et. al., 2012) and people can recall more reliable and significant memories for them if they are asked to recall the past in unconstrained way (Chawla, 2010).

Given the importance of avoiding potential bias, the researcher chose to conduct unstructured interview when prompting participants retrieve the significant life experiences that potentially contributed to their dispositions. The participants were asked to bring any objects, photos, diaries, letters, notes or artifacts that attached importance to them and that would help them retrieve memories from autobiographical memories.

The following open-ended prompt was given to all participants for the first interview.

Imagine that your life has been a journey from birth until today. Talk about your life experiences at home, school, or as a learner during this life journey, which had an impact on or contributed to your ways of thinking. You can stop any time you feel uncomfortable.

## **Stage 2: Member checking and probing deeper into significant life experiences**

Upon the analysis of the first narratives, a second interview was arranged with all participants in order to take the narratives back to them and get their confirmation on the reflection of significant life experiences. The researcher aimed to check that his refining of participants' significant life experiences from their narratives matched that of participants. The second interview also served to probe deeper into the significant life experiences and explore any possible connections between participants' significant life experiences and their Habits of Mind.

All second interviews lasted between one to two hours. The participants were given sufficient time to review and reflect on each report and indicated changes if any. After getting participants' feedback on significant life experiences, the researcher provided some guiding questions (Appendix D) that aimed to probe deeper into the contribution of significant life experiences to their Habits of Mind. In order to achieve this purpose the researcher asked open-ended questions to elicit responses from the interviewee (e.g., Which experiences are you choosing as significant? Why?).

The researcher aimed to get participants' feedback on the inclusion of any further significant life experiences. Therefore, the researcher shared all the themes that appeared across all five narratives and checked with each participant if there were any life experiences that they had not mentioned yet, but they regarded as significant. This helped the researcher to re-construct the narratives and revise the themes emerged from the narratives.



**Stage 3: Reflecting on the influences of significant life experiences on participants' teaching practices and probing deeper into the influences of selected significant life experiences**

Upon the completion of data analysis from second interviews, the researcher arranged a final interview with each research participant. This interview served the following purposes:

- To obtain participants' review and feedback on the re-constructed narratives for final review
- To learn participants' review and feedback on the significant life experiences and emerged themes
- To ask participants to probe deeper into the influences of selected significant life experiences on their Habits of Mind and teaching practices. These significant life experiences, namely travelling, professional development, reading, spending time in nature, and having hobbies, were selected based on the applicability criteria that could be offered for teacher education. In order to probe deeper in the influences of selected significant life experiences on participants' dispositions as Habits of Mind and their teaching practices the following questions were pursued.
  - In what ways did these (travelling, reading, professional learning, spending time in nature, having hobbies) contribute to your dispositions?
  - In what ways did these (travelling, reading, professional learning, spending time in nature, having hobbies) contribute to your teaching practices?

Upon the completion of third interviews the researcher synthesized the analysis and revised all the narratives to draw the findings. In the next section the data analysis

methods are discussed in details and justification for the choice of data analysis methods are provided.

### **Method of data analysis**

For this study data analysis started with a general question: What do the lengthy narratives tell the researcher? The researcher analyzed the data gathered in three stages. The first stage focused on the production of narratives that led to identification of categories and themes, and thematic analysis of narrative data; for the second stage the researcher utilized the conceptual framework (Figure 4) established to explore the relationships between significant life experiences and participants' dispositions as Habits of Mind; and the third stage aimed to probe deeper into the influences of selected significant life experiences (travelling, reading, professional development, spending time in nature, having hobbies) on participants' dispositions as Habits of Mind and teaching practices. For the third stage the researcher used the conceptual framework and analyzed the data inductively to find out the influences of life experiences on participants' teaching practices.

#### **Stage 1: Construction of narratives and identifying the categories, themes, and life experiences within and across the narratives**

The narrative data analysis used for this research used strategies from Clandinin and Connelly's (2000) three-dimensional approach and Ollerenshaw and Cresswell (2002). The basis for Clandinin and Connelly's three-dimensional approach is Dewey's philosophy of experience, and the role of personal and social interaction. This approach highlights the importance of personal and social interactions to understand people's experiences.

The data analysis process for the first interview involved the following steps.

1. The interviews were audiotaped and transcribed.
2. In order to get a sense of the data the transcripts were read and re-read.
3. The transcripts were color-coded for the elements that included information about the life experiences such as individuals involved in the experience, actions, and outcomes. In vivo coding technique was used to label the sections of data. The purpose of using in vivo coding is to ensure that concepts stay as close as possible to participant's own terms. The elements for coding were taken from participant's own words or phrases.
4. The researcher organized the sequence of past experiences and labels. The researcher reworked the organization until it made sense, as wholeness is one of the criteria of good quality narrative.
5. After labeling and sequencing the original data researcher began re-storying. The researcher narrated the story and identified categories and themes that emerged from the story.

Upon the construction of narratives following the above-mentioned stages the researcher utilized Reissman's (2008) thematic approach to narrative data. Taking a thematic stance to narrative data help to focus on conceptual groupings and relationships within the narrative texts (Reissman, 2008). Thematic analysis of narrative data helped the researcher to analyze the emerged categories and themes within and across the narratives and the occurrence of themes across the narratives, and to restructure the narratives to give the readers the sense of wholeness.

## **Stage 2: Utilizing the conceptual framework to explore the potential influences of participants' significant life experiences on their dispositions as Habits of Mind**

For this stage of data analysis, the researcher used the significant life experiences, which emerged from participants' narratives. In order to prevent researcher's bias the researcher got the lists of significant life experiences checked by each participant before proceeding to this stage of data analysis.

The researcher again used the conceptual framework (Figure 4) to find out the potential influences of participants' significant life experiences on their dispositions as Habits of Mind. Rather than seeking a cause-and-effect relationship between the significant life experiences and participants' dispositions, the researcher used the conceptual framework to contemplate potential relationships between participants' significant life experiences and their dispositions as Habits of Mind. The results of the analysis of participants' significant life experiences using the conceptual framework are relayed and discussed in the following chapter.

## **Stage 3: Probing deeper into the influences of selected significant life experiences on participants' Habits of Mind and teaching practices**

The third interview probed deeper into the influences of selected significant life experiences (travelling, reading, professional development, spending time in nature, having hobbies) on participants' Habits of Mind and explore the influences of these experiences on their teaching practices. The researcher explored meanings attached to significant life experiences in terms of their influences on participants' development of Habits of Mind and their teaching practices. Through the analysis of this interview the researcher gained a deeper insight into the influences of significant life experiences of which results would help suggest implications for teacher

education. The researcher used the conceptual framework to analyze the data obtained from interview III and thematically organized researchers' responses related to the five selected experiences. The participants' responses to the third research question (in what ways have selected significant life experiences contributed to participants' teacher practices?) were analyzed inductively to interpret the influences of the selected five life experiences on participants' teaching practices. The results are presented and discussed in the following chapter, complemented with excerpts from participants' responses.

### **Conclusion**

Narrative inquiry was used as the methodology of this study to explore the significant life experiences of five female Turkish teachers that contributed to the development of their dispositions as Habits of Mind. In this section the researcher provided: the research paradigm, methodological assumptions, research design, context, participants, instrumentation, data collection, and analysis methods. The chapter concludes on the following page with some notes from the researcher's reflexive journal, providing more thoughts on the research methodology. The following chapter provides the results of the data analysis for this study.

### **Notes from researcher's reflexive journal: Locating the researcher's voice**

In this section I would like to provide some concluding remarks about narrative inquiry as my research methodology. Utilizing narrative inquiry as methodology for my study did not seem to be an easy process for me as a novice researcher at the beginning. Firstly, I started to question how I could stay objective to the data and participants as the main research tool while constructing and reconstructing stories with my participants. I tried to find ways that I could approach to my participants to invite them share their stories. I met with a psychologist every week for six weeks, and read suggested books and studies to find out the ways that could help me encourage my participants prompt their significant life experiences. These experiences helped me become an objective and attentive listener to my participants' stories. I was a colleague and a friend to my participants at times but I was always an interested researcher who enjoyed listening to my participants' stories attentively and kept detailed records of the stories. I was aware of the fact that retrieving significant life experiences would not be an easy job for a novice researcher. Therefore, I started with carrying out minute narrative interviews to test the narrative interview structure. In my very first attempt, which happened one year before my actual study, I tested my beliefs as a novice researcher. I wanted to see if I could get the responses from the participant using questions in a structured way. For the first attempt, I selected a participant (a teacher who was not involved in the actual study) whom I thought displayed most of the sixteen Habits of Mind and would provide me her story openly. I designed a structured interview consisted of several questions about the significant life experiences that helped her to develop her dispositions as Habits of Mind. The interview results were not very satisfactory for me in the sense that the responses from the participant were very brief and did not include significant life experiences. So, I re-considered my research questions and I started to read more about narrative inquiry from Connelly and Clandinin, Huberman, Mishler, and Polkinghorne to understand narrative inquiry as a methodology to prompt significant life experiences. While getting more knowledgeable about narrative inquiry I thought that it was by nature that I chose narrative inquiry as methodology to find answers for my research questions. I felt more confident about framing the methodology of my study and dealing the issue of verisimilitude through member-checks, peer and expert reviews. I came to realize that narrative inquirers are not seeking for one ultimate truth. Instead they seek for multiple realities of participants. Finally, it was challenging for me to decide how to locate my voice in this narrative journey. I was indecisive about the use of 'I' as a researcher and as a critic. However, considering the collaborative research process and making all voices heard equally I decided to locate my voice as well in order to provide full breadth of my research journey for readers and other narrative researchers in the field of education.

## **CHAPTER 4: RESULTS**

### **Introduction**

In this chapter the results of data analysis are presented and discussed in three stages (Figure 6). The first stage (Section 4.1) includes the results of the narratives along with the emerging categories, themes, and significant life experiences. In this section, participants' reconstructed narratives are provided and participants' voices are provided as block quotes throughout the narratives. The first stage also introduces the character sketches that were constructed based on peer and self reports. The second stage (Section 4.2) presents the results of the analysis of significant life experiences and their potential influences on participants' disposition as Habits of Mind. In the third stage (Section 4.3) shares the influences of the selected significant life experiences on participants' dispositions as Habits of Mind and their teaching practices. The relationships between the research questions and related results are illustrated in the figure below.

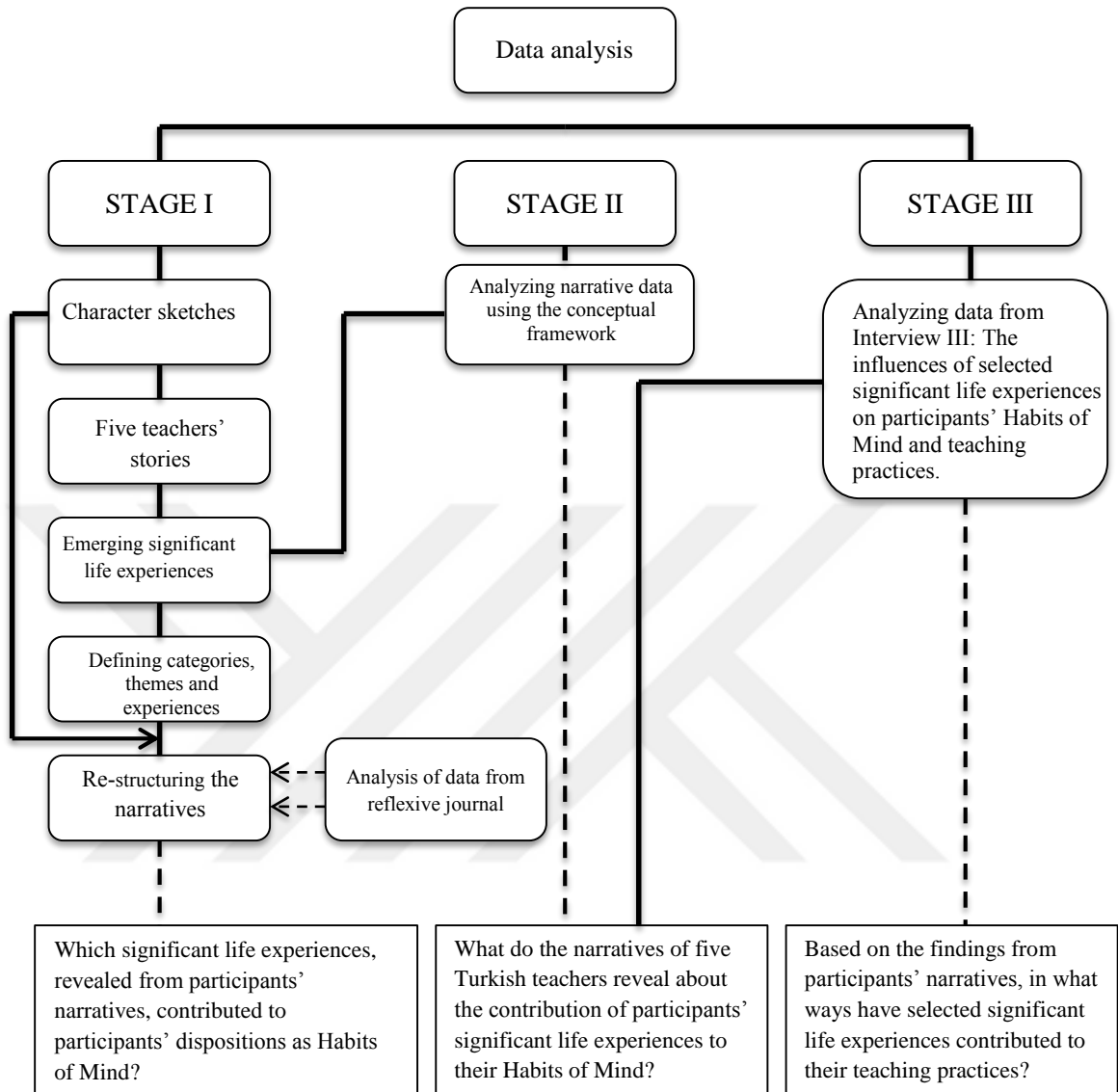


Figure 6. Visual model of research questions and related results



### **Stage I: Character sketches of five female Turkish teachers**

The data obtained from self and peer reports were analyzed and written in the form of an introduction to participants' "macro contexts" referring to their perceived parental attitudes, the geography that they lived in, their personality traits so forth. Each character sketch provides information from three different perspectives: the participants and two close peers of each participant. All the perspectives served to provide information about the participants.

In some cases, participants mentioned experiences in the self-report that could be important when analyzing the narrative data. For instance: Ada and Mor talked about a variety of their hobbies (e.g., collecting stones, playing the guitar and photography) in their self-reports, which (i.e., having hobbies) turned out to be one of the noteworthy findings of the study. The results of the analysis of self and peer reports are presented before the formatted narratives to give the readers the sense of wholeness while reading the story of each participant. This way, readers will get to know each participant from the lenses of participant and two close peers, and then read the restructured narratives that are analyzed using themes and experiences.

### **Notes from researcher's reflexive journal**

The researcher kept a reflexive journal from the beginning till the end of the research process. Reflexive journal is regarded as one of the ways to contribute to the validity of findings in Qualitative inquiry (Cresswell & Miller, 2000; Lincoln & Guba, 1985). This journal is a kind of diary in which the researcher, on a daily basis or as needed, recorded a variety of information about self, participants and the method. The results of the analysis of this journal are presented before and during the narratives. The researcher told, interrupted, and continued the narratives. The researcher's notes that are based on his observations of participants and the time he

spent with participants outside of the interview time were recorded in this journal. The researcher used his voice while writing these excerpts and these notes are provided in boxes.

### **Teachers' narratives: Analysis of data obtained through interview I**

The narrative data for this study were gathered through three in-depth interviews with each informant and each interview prompt was developed for the purpose of the specific interview. The first interview focused on obtaining data about participants' significant life experiences. The participants were asked to reflect on significant life experiences, which contributed to their ways of thinking and behaving. As this prompt aimed to help participants recall significant life experiences that contributed to their ways of thinking, the prompt was kept general and participants were asked to bring some objects that would help them recall their significant life experiences. The data gathering process happened in a natural and non-stressful way, as these two are important to retrieve past experiences that may sometimes be upsetting for participants. Therefore, the researcher started building up good rapport with each participant. The data obtained from first interviews were analyzed using the following process.

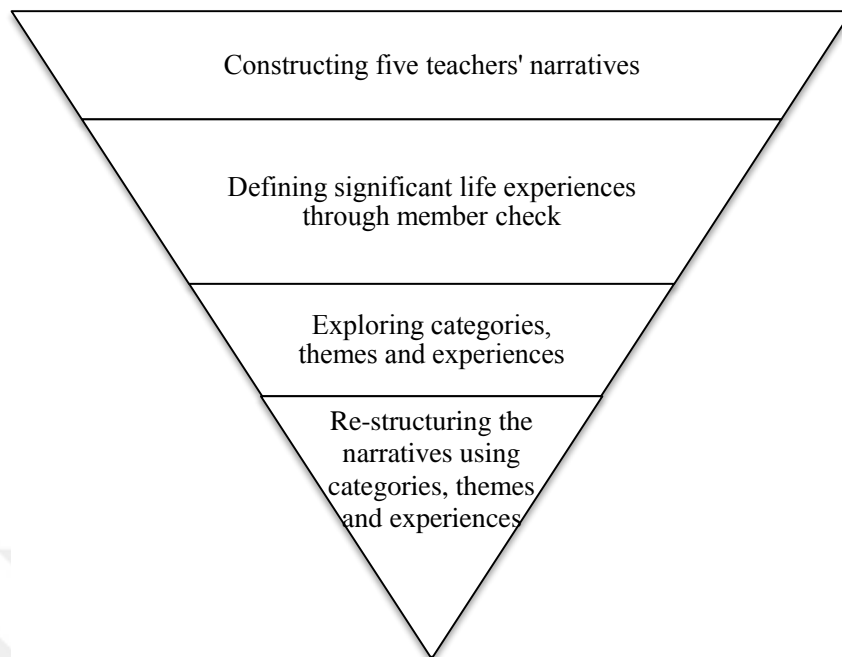


Figure 7. Process of analysis of data obtained from Interview I

### **Defining significant life experiences through member check**

After constructing the narratives based on participants' recall, the researcher analyzed the narratives to find out the significant life experiences. In order to achieve this, the narratives were read and re-read. Lists of significant life experiences (Appendix E) that were defined were taken back to the participants for member check to ensure that there was an alignment between the researcher's selections of significant life experiences and those of the participants.

### **Exploring categories, themes, and experiences through expert review**

For Polkinghorne (1995) “the goal of narrative analysis is to uncover common themes or plots in the data. Analysis is carried by hermeneutic techniques for noting underlying patterns across examples of stories” (p. 177). Thematic analysis helped the researcher make sense of the narratives and explore connections between conceptual themes and more specific life experiences. For this stage of analysis, the researcher and two experts (Asst. Prof. Dr. Aikaterini Michou and Asst. Prof. Dr. Jennie Farber Lane), who are familiar with the research process from the beginning and are knowledgeable about Qualitative research, analyzed the life experiences and came up with the emerging categories and themes. In order to define the emerging categories and themes from the data, two experts and the researcher conducted extensive debates until common agreement was achieved. For this study, themes are defined as big (abstract) conceptual ideas that include an experience or several experiences. For instance: the theme of *branching out* includes two experiences: reading and professional development; whereas *crossing frontiers* includes only travelling.

Table 8  
 Emerged categories, themes, and experiences from narratives

Categories	Themes	Experiences
Learning environments	Developing personally through supportive environments	<ul style="list-style-type: none"> <li>– Family environment</li> <li>– School environment</li> <li>– Neighborhood</li> </ul>
	Crossing frontiers	– Travelling
Personal attributes	Branching out	<ul style="list-style-type: none"> <li>– Reading</li> <li>– Professional development</li> </ul>
	Enjoying life	<ul style="list-style-type: none"> <li>– Spending time in nature</li> <li>– Having hobbies</li> </ul>
	Being unique and different	<ul style="list-style-type: none"> <li>– Finding one’s own space</li> <li>– Leaving home at an early age</li> </ul>
	Persisting	<ul style="list-style-type: none"> <li>– Striving for education</li> <li>– Not giving up on one’s endeavor</li> </ul>

The significant life experiences emerging from the study were found to be within the participants’ experiential continuum, between their childhood and more current experiences. The experiences that emerged were found to be consistent with data categories (personal life experiences, professional experiences, teacher’s own experiences as a student at school) that are discussed in the literature regarding teachers’ significant life experiences (Butt, Townseed & Raymond, 1990).

As the significant life experiences were analyzed more deeply with two experts (to define themes and experiences and find out their connections to participants’ ways of thinking and behaving), the researcher and two experts determined that themes and experiences can be clustered into two categories: *personal attributes* and *learning environments*. *Personal attributes* refer to the cluster of experiences that are constituted of internal factors such as being persistent, enjoying life or being unique

and different. On the other hand, *learning environments* as second category refer to the experiences related to environments of the family, school, and neighborhood. These two categories and associated life experiences with overarching themes are displayed in the Figure 8. The themes associated with personal attributes are gathered in the middle and shown with colors, and the themes associated with learning environments are clustered around personal attributes.

In order to present the emerging categories, themes, and experiences the researcher found that an *atom* graphic served as a useful metaphor. In this diagram, the nucleus includes an individual's personal attributes, experiences that are determined by will, motivation, and striving. The orbiting electrons represented learning environments; these are physical locations, contexts, and cultures (i.e. family, school and neighborhood) that encompass and influence individuals.

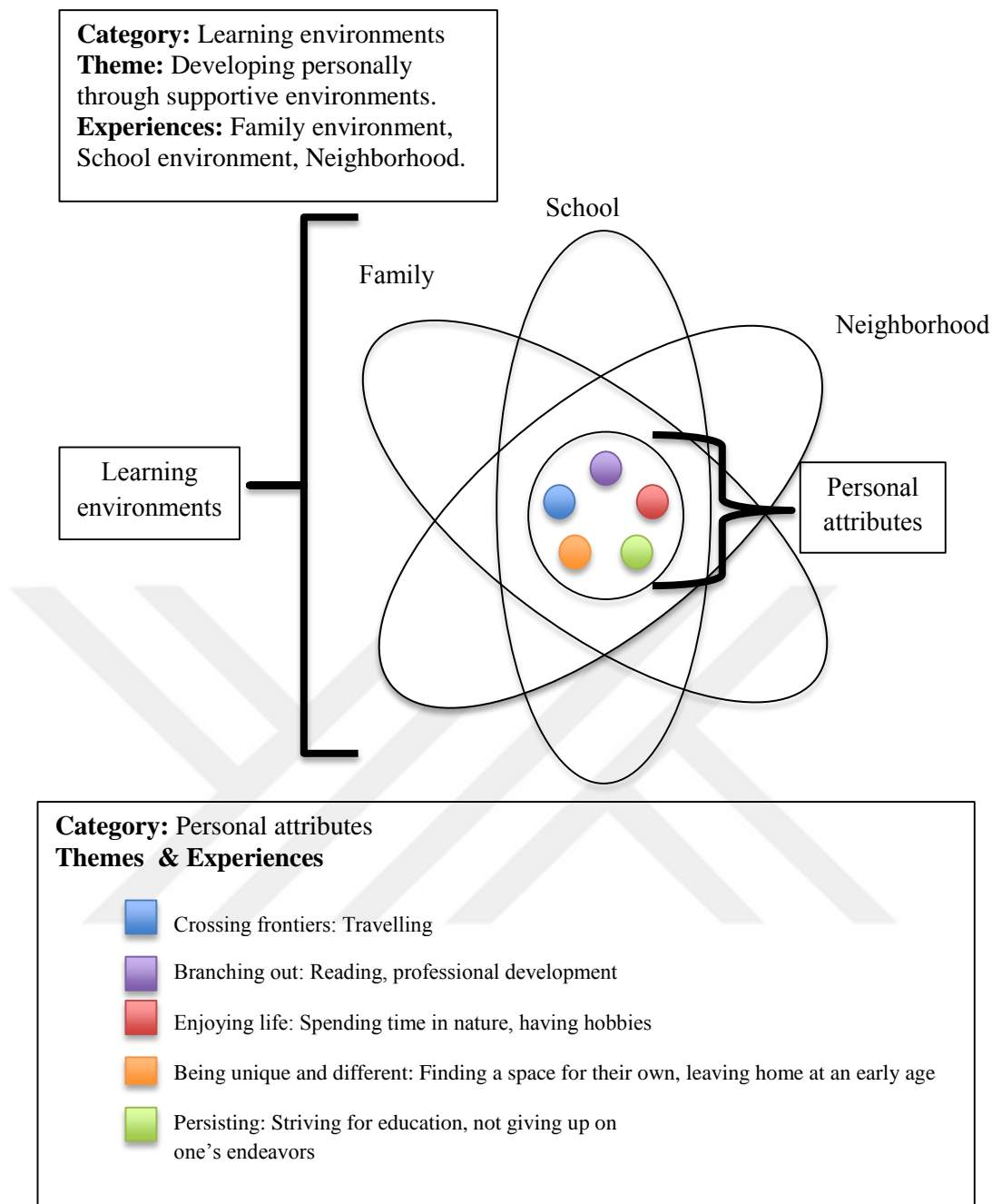


Figure 8. Categories, themes, and experiences

After defining the emerging categories, themes, and experiences from participants' narratives, the definitions for each category and theme was defined. The definitions were drawn from the deeper meaning that the narratives conveyed. Therefore, it is important to note that these definitions hold significance for defining the findings for the purposes of this study as they are constructed in a unique way.

Table 9  
Definitions of categories and themes showing related experiences

<b>Category</b>	<b>Definition</b>	
Learning environments	Learning environments refer to diverse physical locations, contexts, and cultures in which individuals develop personally. More specifically learning environments refer to participants' home and school environments, and the neighborhood in which the participants grew up.	
<b>Themes</b>	<b>Definitions</b>	<b>Experiences</b>
Developing personally through supportive environments	Developing personally through attributes of the surrounding environments that influence individuals (e.g., family environment, parental attitudes, school environment, school teachers' characteristics, relations with peers, friends and neighbors).	<ul style="list-style-type: none"> <li>– Family environment</li> <li>– School environment</li> <li>– Neighborhood</li> </ul>
<b>Category</b>	<b>Definition</b>	
Personal attributes	Attributes or characteristics of a person that may have acquired as a result of significant experiences that the person purposefully initiated.	
<b>Themes</b>	<b>Definitions</b>	<b>Experiences</b>
Crossing frontiers	Venturing out and visiting new and different place; cultural exchange; broadening one's perspectives through experiences and observing novel and different places, events, and lifestyles.	<ul style="list-style-type: none"> <li>– Travelling</li> </ul>
Branching out	To expand; to go into new areas; to become involved in a wider range of activities that will contribute to personal and professional repository of knowledge and experience; to find opportunities to expand professional knowledge; to be open to continuous learning and view challenges as opportunities to grow.	<ul style="list-style-type: none"> <li>– Reading</li> <li>– Professional development</li> </ul>
Enjoying life	To appreciate the natural world; to be aware of and have ways to satisfy oneself; to take pleasure in creating and collecting; to enjoy the moment; to unwind.	<ul style="list-style-type: none"> <li>– Spending time in nature</li> <li>– Having hobbies</li> </ul>
Being unique and different	To pursue being original and different from others (e.g., siblings and peers) in the same community; to make different choices than others in the same community; to value spending time alone.	<ul style="list-style-type: none"> <li>– Finding a space of their own</li> <li>– Leaving home at an early age</li> </ul>



Table 9 (cont'd)  
 Definitions of categories and themes showing related experiences

<b>Themes</b>	<b>Definition</b>	<b>Experiences</b>
Persisting	To purposefully pursue a course of action in spite of opposition; to follow one's individual endeavors despite the opposing conditions or people.	<ul style="list-style-type: none"> <li>– Striving for education</li> <li>– Not giving up on one's endeavors</li> </ul>

Thus far, the narratives were constructed and analyzed, and the categories and themes were defined through a common agreement among qualified reviewers. In the following section, the narratives are formatted around themes and experiences. Through these restructured narratives, the researcher aimed to further explore connections among experiences of all five narratives and to gain deeper insights into the potential influences of participants' significant life experiences on their dispositions as Habits of Mind.

**Restructuring the narratives using categories, themes and experiences**

In this section, the restructured narratives are provided based on the results of analysis of data obtained from Interview I. The narratives are organized based on the following format.

Table 10  
 The flow of restructured narratives

<b>1. Character sketches</b>
<b>2. Restructured narratives</b>
A photo that attaches significance for the participant in terms of the significant events and/or people.
<b>Category: Learning environments</b>
<ul style="list-style-type: none"> <li>– Family environment</li> <li>– School environment</li> <li>– Neighborhood</li> </ul>

Table 10 (cont'd)  
The flow of restructured narratives

<b>Category: Personal attributes</b>
– Travelling
– Reading
– Professional development
– Spending time in nature
– Having hobbies
– Striving for education
– Not giving up on one's endeavors
– Finding a space of their own
– Leaving home at an early age

This structure is based on the most repeated experiences across all narratives, starting with significant life experiences related to family because they were most frequently recalled by all participants. Experiences that were only relevant to one or two participants (e.g., finding a space of their own and leaving home at an early age) are discussed later and less extensively compared to the most repeated life experiences.

The value attached to significant life experiences varied across participants. For instance: Gülşen recalled the most about her experiences with family, but this is not the case for Mor. Another example is that Ada is the only one who views leaving home at an early age as a significant experience. Therefore, the amount of memories attached to specific life experiences is different across narratives and the researcher's voice is used to provide the meanings attached to the significant life experiences.

### **Ada's character sketch**

Ada comes from a family of six. She has been a language teacher for twenty-three years. She also worked as a secretary in government offices for a short period before becoming a teacher. Ada moved to Ankara, the capital city of Turkey, for her university education and stayed there afterwards. She has a few hobbies that help her

to unwind: jogging, travelling, collecting stones and old books, and writing. Ada defined her parents as “authoritative.”

One of her best friends, who has been acquainted with Ada for sixteen years, defined her as:

A sociable and emotional person. She has strong moral values and she always tries to improve her thinking skills. I think she is intelligent! She is careful about evaluating situations. She does not have a judgmental point of view. She respects different point of views. She has a strong sense of humor and she loves nature. She uses figurative language to express her opinions on a topic and uses a lot of similes, which I admire. She is a good communicator. She knows how to make others feel secure and does not exaggerate. She is impressed by every small detail of nature. When confronted with a problem, she does not act on impulses. Instead, she makes others think about the solutions to that problem. She can get on well with youngsters and she is definitely a good mother.

Another friend of Ada, who has been known her for thirty-two years added:

I have known Ada since our undergraduate years. She is always sincere and sharing. She is sociable and emotional. She has got strong ethical values. She does not say something just for the sake of saying it, but she always has deeper opinions about issues. She is a good thinker. She has got leadership skills and sometimes she worries about not being seen as a strong person. I am glad that I met her at the university. We shared a lot of good moments and she is a very precious person for me.

## Ada's restructured narrative



Figure 9. Some important books for Ada

### *Ada's experiences related to learning environments*

*The family environment in which Ada was brought up.* Ada started off talking about her father. She remembers her father as a just person with a modern outlook. She mentioned how important education was for her father a number of times.

My father could not finish university because my grandfather did not allocate sufficient financial resources for this. That's why my father was a bit angry with his own father. However, my father was a model for us. He didn't show his anger to us. He was proud of all of us. He would buy presents and support our education... When I left home for secondary school, he did not say a word and he supported me financially. He did the same for my sister who studied Law. He would even sell his clothes to be able to allocate money to education. Education was very important for him.

Ada's continued talking about her father's personality and in what ways it affected her identity. Ada described her father as a just person who would care for others' opinions and encourage Ada and her siblings to be independent: "My father would create family parliament because he wanted to be so democratic".

Ada remembers experiences with her father that helped her overcome her fears.

While talking about the relationship between her father and grandfather, she mentioned that some negative experiences actually resulted in positive future experiences.

My father did not give up easily. He taught us how to stay strong. When I was a kid, I was scared to take out the trash. My father encouraged me to face what I was scared of and take the trash out... My father did not have good relations with his father and he was always encouraging family relations based on love and respect.

Ada's significant life experiences about family mostly focused on memories with her father especially her father's desire for education, his openness to alternative points of views, and how her father dealt with difficulties.

*Ada's experiences related to school environment as a student.* Ada left her hometown at the age of twelve to attend middle school in another town. During that time her Physical Education teacher, who was also her Volleyball coach, had a significant influence upon her. . She recalled that she was selected to play on the school's Volleyball team even though she was not tall enough. Ada's experiences in the school's Volleyball team encouraged her to be able to work with and learn from others in the later stages of her life: "During my school life, I learnt a lot from my Physical Education teacher who was also my volleyball coach. I learnt teamwork with the help of my Physical Education teacher".

*Ada's experiences related to personal attributes*

*Ada's experiences related to travelling.* Ada referred to her trip to England in the 1980s as one of the most significant experiences of her life. Although Ada and others around her saw this trip as a risk at that time, Ada took that risk without knowing that it would be one of the most significant experiences of her life. Her trip to England not only introduced her to a new culture, but also helped her explore her own strengths and weaknesses. She stated that she learnt about family life too.

I think the most significant life experience that contributed to my life today was my trip to England. I realized that the world was not limited to Turkey. I was encouraged to go by my friend of mine who went to stay with a family in England. Then I asked my father to buy me a one-way ticket and to give me some spending money. I was almost sure that I was going to earn my life there. The first time I went there, I was impressed by the magnolias and architecture. I was in London. I stayed with an artist couple and helped them do the chores to earn some money.

As Ada continued to talk about her experience in England she seemed to be excited about telling everything in detail. Her trip to England not only provided her with an opportunity to reflect on her strengths and weaknesses, but also allowed her to think outside of the box.

I saw that there were interesting lives outside of Turkey. I had international friends with different interests. The couple I stayed with were impressed to see how independent I was. I could go to the post office and run some errands. But my appearance was very different from people living there. My friends had piercings and tattoos, but I didn't. This taught me that I shouldn't judge people based on appearance. I learnt not to be prejudiced.

Witnessing different lives outside of Turkey helped her change her perspectives and develop personally.

I worked at different jobs in London. I used to help an elderly lady clean her apartment as well. I learnt a lot from the couple that I worked for. They took me to different places in London. They used to pour a glass of wine after

work instead of worrying about things. This taught me that I should enjoy the moment.

Ada stated that her experiences in London helped her look at things differently than she did before.

*Ada's experiences related to reading.* While moving from one city to another due to her father's job, Ada developed –love of reading. Ada's parents, especially her mother, encouraged her to become a good reader: “My mom is not a university graduate but she would read magazines a lot”.

When I was a kid we lived in a small town. It was difficult to find books, newspapers, or magazines at that time in Turkey. Newspapers were sent to our town after 4:00 pm everyday. My father would find a way to get a hold of books and newspapers. Thus, I used to read the books slowly so that they would not finish long before the next ones arrived.

*Ada's experiences related to spending time in nature.* Ada was passionate while talking about her love of nature and the big gardens where she played games with her friends till midnight. She added that she misses those days and it is so unfortunate that nowadays not many people care about nature and its calming effect: “I grew up in a house surrounded by gardens. We used to play outside till midnight. I love nature. I cannot throw away a fruit seed today”. Ada sounded very upset when she was talking about what people are doing to nature nowadays.

*Ada's experiences related to having hobbies.* Ada's love of nature has encouraged her to start a hobby: collecting stones from different places: “I have a stone collection. I am always excited by nature or maybe I am just a romantic. I enjoy collecting stones. Whatever nature produces is unique. What else in this world is unique?”

*Ada's experiences related to not giving up on one's endeavors.* Ada remembers that she would solve problems that occurred during her playtime outside. She added that this may have contributed to her problem solving and interpersonal skills as they used to play in teams.

I was not a problem maker. I think this might be because of my love for nature. I like feeling relaxed. I tried to solve problems. I used to solve problems when I was a kid playing outside. I didn't want to finish a game even though I felt hungry. I used to find a way to eat a quick snack instead.

*Ada's experiences related to finding a space of one's own.* Different from other four participants Ada had a desire to be unique and different from her five sisters.

Growing up in a big family and surrounded by nature, Ada found ways to regulate her own learning and enjoy her freedom. The strategies that she created may be the result of conditions at that time and place: "We used to have a plum tree in our garden and I would climb that tree and read my books at the top of the tree. That was where I could stay alone and free".

Ada explained that while growing up, she had to share her bedroom with her siblings. Although she enjoyed being alone, there was hardly any time for this luxury. However, her problem solving approach, she claimed, helped her find ways: "I had to share my bedroom with my five sisters, but I enjoyed staying alone more. Therefore, I used to stay in the bathroom for ten minutes to read books and just to stay alone for some time".



*Ada's experiences related to leaving home at an early age.* Ada recalled her relationship with her sisters. When asked about her relationship with her family Ada explained that she felt different than the rest of her sisters: “My sisters were more traditional and addicted to my parents. I had a different perspective than others in my family and that’s why I decided to leave home at the age of twelve to study in another city”.

#### **Notes from researcher’s reflexive journal**

Ada had a moment of reflection on all of the memories she had shared and she made the following comments open-heartedly: “Sometimes I think I am a total loser because of my experiences and moving away from my family at an early age. I also think that I had other interests to follow, or maybe I didn’t. Maybe this is what I should have become in the end”.

#### **Gülşen’s character sketch**

Gülşen has been a classroom teacher for thirty-eight years. She was born in a small city in the eastern part of Turkey and then moved to Ankara, the capital, during the late 1990s. She defines herself as a continuous learner. She considers every friendship and acquaintance as an opportunity to learn. She adds that she has always had good friends in her life that made her life more meaningful.

Gülşen has been reading since the age of eleven. She enjoys reading national and global classical pieces of writing. She reads every day. There are a few hobbies that help Gülşen to “disconnect with the reality of life and help me attain a peaceful mind”. These hobbies are: swimming, walking in nature, travelling (even to local places that she has been to before), knitting, gardening, painting stones with different cultural and historical images, and making dolls using wooden spoons and wool. She

has had some of the habits since her childhood but painting stones and making dolls are comparatively new.

Gülşen comes from a family of seven. She views her elder sister as one of the most influential people in her life.

She was one year ahead of me at school and she was more independent even though she was just two years older than me. She used to play anywhere she liked, but I was more attached to my mother. I always admired my sister. She was always successful at school and she used to share her school stories with me. She was my role model and she definitely had an impact on my thinking skills.

Gülşen described her parents as authoritative: “They were supportive but they still had rules that they expected their children to obey”. Here is what her close friends say about her:

Gülşen is very careful about selecting her friends. She tries to do her best for her friends and she expects the same from her friends. She is a caring mother. She is a perfect figure for all mothers as she does everything for her kid. She builds strong attachments with her family and friends. She follows her own opinions even if they are not the most popular and she does this without hurting anyone else. She is a problem solver and open-minded. She cares about all living things around her and she feels sorry for anybody who is in need. She shares the joy and grief of her friends and family. She is quite an intellectual. She has something to say about almost any issue.

## Gülşen's restructured narrative



Figure 10. An important photo from Gülşen's childhood

### *Gülşen's experiences related to learning environments*

*The family environment in which Gülşen was brought up.* Family seems to have had the most influence on Gülşen's way of thinking and behaving. Gülşen recalled many memories about her family. She started her story talking about the role of her parents in shaping her attitude towards life. She talked about her positive attitude and her sense of humor that she claimed to take after from her parents.

I think I have a good sense of humor, which comes from my mom. My mom used to burst into laughter when I told jokes. My parents always encouraged me for the good and see the bright side. That's why I can laugh at myself.

Gülşen continued talking about her father's sensitivity toward schooling. She said that when she was at school, Turkey was going through a political phase and not many people would send their daughters to school, but her father did and strongly encouraged others to do so.

I grew up in a small village in the Eastern part of Turkey. When I was a kid I could not get books easily. My father used to travel to big cities to buy books

for us for the coming school year. At that time not many people would send their daughters to school.

Starting at an early age Gülşen was encouraged to contribute to the village community by her parents. Most people who lived in the same village were illiterate. So, Gülşen's father strongly encouraged her to read newspapers aloud to villagers: "My dad used to buy a newspaper and ask me to read it for the villagers.... I used to read the newspaper in front of a group of people".

Gülşen recalled memories about her mother being a fair who would communicate her opinions clearly.

My mother used to be my model for accuracy and being clear about her decisions. She was a fair person who taught us how to share. I come from a big family so we had to learn how to share. When it was mealtime, everybody had the same amount of food. That gave me a feeling of justice. Now, I think of others before I act.

When it comes to the role of siblings, Gülşen claimed that some traits of her brothers and sisters helped her to develop her desire for higher education.

My parents were very fair. They provided equal opportunities for everyone in the family for higher education. However, my brothers weren't interested in higher education as much as we were as sisters. Witnessing my brothers' rejection for higher education and my sisters' little concern about being a caring person contributed to my identity in a positive way.

Growing up in a big family in a small village where everybody would help each other also helped Gülşen develop her sense of responsibility and sharing. She explained that each person in the family had a different responsibility and that her parents were fair in allocating those responsibilities.

My parents were sensitive toward the needs of others. Our house used to be known as "the house of everyone" for those who visited our village. At home we used to have different responsibilities starting from the age of four. The responsibility would differ according to age. For example: we could feed the cows or hens. Everybody enjoyed having a responsibility at home.

Gülşen described her father as both encouraging and authoritarian at times. She added that her father had limits and everyone in the family would know those limits. However, she described herself as a risk taker and she would attempt to do things that none of the other family members would have the courage to do.

We used to have a tractor. I remember one day I told my father I wanted to drive the tractor and my father encouraged me to drive it and carry something from one field to another. This was actually something that none of my siblings dared to do until that time.

Like Ada, Gülşen wanted to be independent as well and she credits her sister for showing her the way: “My sister was one of the most influential people in my life. She used to be an independent person and she was always successful at school. She used to share her stories with me”.

*Gülşen’s experiences related to school environment as a student.* Gülşen described most of her teachers at the school as global citizens. They were graduates of the Village Institutions. The Village Institutions were built in Turkey to train teachers for villages. These schools used a constructivist approach and aimed to contribute to the welfare of villages by sending their graduates as teachers. Gülşen remembered her teachers as supportive, sharing, and caring.

My teachers at middle and high schools would teach us to think as a global citizen. They would share books with us about how to become more sharing and efficient in our communities. My French teacher would give me the keys for her cupboard at school because she trusted me.

Gülşen described the actions of her French teacher as trust building because it was such an honor to have the teacher’s keys at that time. This trust made her feel very special.

*Gülşen's experiences with the neighborhood in which she grew up.* Gülşen felt that the community in which she raised played a fundamental role in shaping her current identity: "I grew up in a big family in a small village where everybody helped each other and shared".

*Gülşen's experiences related to personal attributes*

*Gülşen's experiences related to travelling.* In her self-report, Gülşen referred to travelling as one of her hobbies. She did not mention her experiences related to travelling in during the interviews.

#### **Notes from researcher's reflexive journal**

Although Gülşen did not mention memories related to travelling, during the researcher's visit to Gülşen she talked about her travelling experiences before and after the interview. She enjoys discovering different countries and at her house she has a collection of photos that are from her trips to various countries. Most of these photos were about nature and architecture. She seemed to admire different lifestyles that are within nature.

*Gülşen's experiences related to reading.* Thanks to her sister, Gülşen developed a strong reading habit.

My elder sister and I used to sit under the trees in our garden and read books to each other in turn. The first book we read was "İnce Memed." My sister would read a few pages and then it was my turn to read. This reading game turned into a habit in time.

Gülşen still reads a lot. When the researcher met her for the second interview Gülşen had a pile of books by her side and she referred to those books and added: "As I read more about the world, I think there is still a lot for me to discover".

*Gülşen's experiences related to professional development.* Gülşen is a continuous learner. She reads anything that might help her grow personally and professionally. Inspired by Spanish culture during her trip to Spain, she is currently learning the language: "I always have a desire for education. Nowadays, I am attending Spanish courses".

*Gülşen's experiences related to spending time in nature.* Nature has played a fundamental role in both Gülşen's past and present life. She was brought up in a village at the heart of the nature. While describing her hometown and village home, her eyes got wet [she described it so vividly that I could visualize it]. She talked about the importance of physical, emotional, and cognitive balance and in what ways nature has contributed to those areas of development for her.

Nature has always been an important part of my life. I think being open-minded has got something to do with nature. Can you imagine the openness when you have eternal nature lying under your feet? I grew up in a house where I could watch the lake from my bedroom window. The lake was big. In Winter, when it was frozen, it was a wonderful scene.

She continued talking about using her senses when she was in nature and she didn't seem very happy talking about ways of communication today: "You could touch, smell, hear, taste, and feel things in nature. You could observe and explore things in nature. Not like the cyber feelings of today. I feel like the big cities of today are not real".

She emphasized the impact of nature on her emotional well-being: "Growing up in nature helped me build my emotional balance. Whenever I feel stressed today, I want to escape to my hometown to nature. It heals me. I just stop and relax there".

*Gülşen's experiences related to having hobbies.* Gülşen also spoke of the importance of enjoying life and the importance of hobbies in achieving this enjoyment.

I have got a few hobbies. I started skiing at the age of 45 and it was a risk for me at that age. I also enjoy painting stones that I collected from different places. It has a healing effect on me. Physical, emotional and cognitive balance is important, I think. Resting your body and mind is necessary to have a peaceful mind. My mother would knit socks when she wanted to relax.

Experiences related to nature and hobbies play a significant role in Gülşen's life. She associates these two elements with her emotional well-being.

*Gülşen's experiences related to striving for education.* Gülşen described herself as a persistent person when it came to education. Like Ada, she faced some challenges about being sent to school, but she overcame those challenges.

When I was in grade 5, I did not know if I would be able to attend middle school or not because at that time there was no middle school in our village. One day, while I was serving tea to my parents, my father said that they would not send me to middle school. I started crying. I was so determined to study and become a teacher.

*Gülşen's experiences related to not giving up on one's endeavors.* After years of studying in a different city to become a teacher Gülşen started her teaching career in a village school. She faced some challenges when she attempted to improve the environment, but she didn't give up her ideas.

During my first teaching experience, I worked at a school in a village. The garden of school was devastated. I was so determined to take care of the garden. I hired gardeners on behalf of the school. I planted trees. But, within a few days there was none. People living in the neighborhood stole all trees at night [laughs].

Today she recalls these memories with humor and she views this as a success.

Gülşen stated that often attempted to help others who were in need. Her caring



personality and persistent character encouraged her to offer free courses for the village women at night.

I taught reading and writing to illiterate adults who hadn't been able to study for any number of reasons. Those classes were mainly offered for women. Although I experienced some obstacles offering the courses, it was a big accomplishment for me.

She viewed this experience as a big accomplishment because as a woman she faced challenges when she wanted to go to school. This experience helped her touch the hearts of families. That's why she used to be called the "teacher of families" rather than just the teacher of children.

Gülşen concluded her narrative with a final remark that indicated her desire for improving herself: "I don't feel that I am complete. As I read more about the world, I think there is a lot more to discover".

### **Pelin's character sketch**

Pelin comes from a family of two. She has been a teacher for thirty-nine years. She states that she was always very fond of her father and that he has always been a model for her. She has a brother, but they have not seen each other for several years. She has got a strong habit of reading. Pelin enjoys reading realist, surrealist, and research-based pieces of writing. She adds that she enjoys poetry as well. She reads everyday. When it comes to her hobbies, Pelin says: "I always have some kind of collections. For example: I have a collection of notebooks that I use to write poems in and bookmarks. I enjoy nature walks, dancing, swimming and knitting a lot".

Pelin has a strong bond with her father:

My father is the one who helped me become who I am today and my cousin... and my neighbor Fikret [she calls Fikret her 'brother']. My father

encouraged me to read and taught me games to play when I was a kid. When you are a kid, games are essential for you! So was my father. He helped me gain self-confidence and become a problem solver.

Pelin was also affected by her neighbor Fikret.

Fikret taught me how to play chess. He also gave me resources to conduct research for my homework assignments. At that time there was no internet! We used to have encyclopedias. Fikret used to listen to my problems and he always took them seriously.

Pelin defined the parenting style of her parents as a combination of authoritative and permissive: “My father had rules that he expected us to obey, but he was a friend as well.” Here is a description of Pelin from the eyes of her friend for thirty-one years:

My friend is a bookworm. She enjoys researching. She is intellectual. I must add that she has had a challenging life, but she could cope with all the difficulties and became happy. She is a bit emotional at times and sensitive. She is very sharing and open to criticism. She participates in voluntary actions about education. I feel like I am having a therapy session from a psychologist every time I spend time with her. I am thankful for having her in my life.

Another friend of Pelin described her in a similar way:

If you are sharing the same or similar outlook toward issues, she can get on well with you. But if not, she does not have much tolerance. I guess this is because she thinks that she represents the minorities and over-supports the rights of people where she has come from. This is not only related to the region she comes from, but also to being an educated girl and having almost no relatives around. She is sociable. She regularly goes to theatre, cinema and exhibitions. She enjoys travelling too. Friendship means a lot to her. She is an inquirer. She does not hesitate to ask questions to make things clearer. She is always polite and sensitive about the use of language. She refrains from using slang. Pelin looks at life from her own perspective that she has created after so many challenges. I admire her!

## Pelin's restructured narrative



Figure 11. An important object from Pelin's childhood

### *Pelin's experiences related to learning environments*

*The family environment in which Pelin was brought up.* Pelin started her story talking about the characteristics of her father. She described her father as the most influential person in her life. Therefore, she mostly recalled memories with her father.

My father was ahead of his time. He was a good speaker. He was open to discussion. I could easily discuss my concerns and opinions with him. He was sometimes closer than my friends. My father and I would solve problems together just like two best friends. We would discuss problems and come up with solutions.

Pelin recalled many memories about her parents, especially her father. She said that she was very careful not to upset her parents. This obviously helped her to become an organized person as she declared: "My concern was not about making mistakes, but rather about upsetting my parents. That's why I have always been careful and planned. However, I did the things that I wanted to do". As she continued talking

about her family she expressed that her parents would encourage her to become an independent person and therefore, they would encourage her to solve her problems herself.

Like Ada's and Gülşen's father, Pelin's father also encouraged her to be independent. Pelin's father also encouraged her to become a sociable person.

One day while walking by the sea in İzmir, my father told me: "Please don't hesitate to do what you wanted to do"... Another time I was invited to a tea party and I asked my father for permission. My father encouraged me to go and not to rush back home early.

Pelin talked about how much she learnt from her parents and of their love of reading. She stated that her father encouraged her to read books and reminisced about how they would play games together. Today Pelin reads a lot: "Most presents that my parents bought for me were books. My parents would read a lot. I remember that they had reading corners where they would sit silently and read".

*Pelin's experiences related to school environment as a student.* When Pelin talked about her memories of school, she seemed very happy to be a teacher. She stated that she She was a successful student who enjoyed teaching her peers and that she uses every opportunity to teach her students how to become a caring person. She also talked about those teachers who inspired her.

I used to have inspiring teachers who motivated me for further research and projects. Two of them were the Math and Turkish teachers. My Turkish literature teacher would value my opinions and encouraged me to do more. My Math teacher believed in me and encouraged me to inquire and ask more questions... My classmates were always curious about what I had to share with them. I wasn't concerned about my grades. Instead, I used my time to have fun and study. I couldn't dedicate my time to only fun or studying, but I had a strong sense of responsibility for school.

*Pelin's experiences with the neighborhood in which she grew up.* Pelin talked about the difficulty of social gatherings in Turkey when she was a child. She mentioned that girls were not allowed to go out at night very often. However, she added that this was not the case for her. Her father thought differently and he would encourage her to attend social gatherings such as tea parties, fairs, and cinemas. She added that she misses those tea parties today.

*Pelin's experiences related to personal attributes*

*Pelin's experiences related to travelling.* Pelin shared some memories about travelling. Travelling used to be a vacation activity with her parents when she was a kid. She had fun while exploring new places. She came up with her own ways of finding her way in a new place.

Travelling to different cities was fun, and I enjoyed exploring other cities. I used to love walking in the streets by myself. In each city I could find a tall apartment or a clock tower to mark where I started. It helped me find my directions back.

*Pelin's experiences related to reading.* Aside from her father's influence on her life, Pelin's reading habit has had a huge impact on, who she is today. Even with limited access to books at that time, Pelin found ways to get books.

At that time there was an old bookstore in our street and we would rent books monthly. But we could only read the ones that were available in the bookstore. Therefore, I had to read many different books even though some of them were not my taste. Books have been like ports for me where I can refrain from sadness and difficulties. They helped me heal myself.

Her parents would read a lot too and she explained that she still keeps all of her parent's books. She has got a strong reading habit. As she talked about her reading habit, she got very excited.

When I am reading, I meet people from different cultures. I become a part of the characters' lives and their problems and happiness. This helps me develop empathy in real life. I start understanding people and their problems. The books enrich my imagination. You can travel the world or fly just like Superman! I did that when I was a kid [laughs].

*Pelin's experiences related to professional development.* The experiences related to professional development were not institutionalized experiences that were offered by a school or trainer. Instead, Pelin saw challenges as opportunities to develop professionally. She strived to learn by and for herself. During her teaching career she taught seventeen different subjects and she takes pride in that. She said that when she first started out as a teacher there was lack of teachers at schools and it was difficult to find a teacher who was specialized in certain subjects. So, she saw this challenge as an opportunity to grow.

I taught 17 different subjects during my teaching career. I even taught Physical Education. This was because I was open to learning. Therefore, whenever there was a need for a teacher in the school, the administrators would ask me research about that subject and teach the course until a specialized teacher was assigned. When I was assigned to be a Physical Education teacher I used to meet a Physical Education teacher and learnt the movements from him. I did not give up easily if I was assigned to do something. Besides, people would trust me.

As a kid her parents would encourage Pelin to solve her problems herself and then at a later stage in her life she was able to solve the challenges that she faced. She even turned those challenges into accomplishment.

*Pelin's experiences related to spending time in nature.* Pelin did not mention any memories related to nature. This may be because she grew up in a city unlike Gülşen who was brought up in a village. However, this does not mean that she does not enjoy being in nature. She also added that she enjoyed having some time to herself after work and long conversations with friends.

*Pelin's experiences related to having hobbies.* As a person who reads a lot, Pelin has a collection of bookmarks. She very often goes to the cinema and theatre. She also enjoys watching TV serials.

*Pelin's experiences related to striving for education.* Unlike Ada and Gülşen, Pelin did not need to strive to go to school because her parents encouraged her to go to school.

*Pelin's experiences related to not giving up on one's endeavors.* She described herself as a principled and organized person who did not easily give up.

#### **Notes from researcher's reflexive journal**

Consequently, Pelin talked about her optimistic character. While talking about her positive attitude toward life, she confessed that she couldn't laugh at herself easily. "I always smile, but I don't think I have sense of humor. I laugh at things that I watch or read. I think it is a matter of personality. I have passion for life. Once my father told me: "Please don't think that you are the most beautiful girl in the world because you aren't. Don't put people in a difficult situation with such expectations. However, if you smile, you will always look good".

#### **Ekin Su's character sketch**

Ekin Su is fifty-nine years old. She is a retired Arts teacher who owns her own Arts studio nowadays. Ekin Su comes from a family of five. Her father is known to have interesting artistic skills as Ekin Su stated: "My father made our metal balcony fences in the shape of spaceships and solar system. Everybody in town knew him very well because he was extraordinarily creative". One of the most influential people in her family was Ekin Su's elder sister because she is a sculptor and Ekin Su was inspired by watching her sister at work and by the products she made. She

defines her parents as being authoritative: “My parents had rules that kids were expected to follow but they were still democratic. They would listen to our ideas and were responsive. They were very supportive of our ideas”. Ekin Su has a repertoire of her own paintings and she has opened individual exhibitions a number of times. When Ekin Su talks about people who have inspired her to become who she is, she focuses on her teachers. She loves reading. She mostly reads novels, short stories, poems, and magazines. She enjoys reading anything that is related to arts, philosophy and culture. She reads three to four books each month. One of the things she is strong at is her voluntary participation in educational projects.

After her retirement she started writing about the places she has travelled to. One of the most recent hobbies that she has developed is travelling. She identifies herself as the perfect tourist because she reads about the geography, culture and history of the places she visits before the trip starts. She makes sure to visit all of the Arts museums in the places that she visits and collects materials to bring back as souvenirs or teaching materials. Her close friends describe Ekin Su as having an artistic personality and knowledge on a variety of issues such as history and politics. She is also known for her strong work ethic and being very creative.



## Ekin Su's restructured narrative



Figure 12. Important objects from Ekin Su's childhood

### *Ekin Su's experiences related to learning environments*

*The family environment in which Ekin Su was brought up.* Ekin Su started her story recalling her significant life experiences with her grandmother. She explained that her grandmother would live with them at times and she described her grandmother as a very strong character. She added that she takes after her grandmother because she was so hardworking and enjoyed her life.

My grandmother would encourage us to work hard and never give up. We lost her at the age of 88. Even when she was 87, she would take us to the cinema. She would not give us gifts just for nothing. She would define a target and encourage us to work towards that. Only if we achieved our goals, would we get the gifts. I remember that she used to hide an object and give a gift to the one who could find it.

Ekin Su also credits her grandmother for her own creativity and social skills. She also loved her grandmother's simplicity and creativity.

My grandmother was very creative. She would come up with different games. For example, she would use some matches to make up a game. My grandmother was a bit hyperactive I think. She would take me to different communities with her. It was like a game for me at that time.

When she moved on to talk about her parents Ekin Su said that her parents were her role models, especially her father. She defined her father as an extraordinarily creative person.

Anything that my father made was based on his aesthetic taste. His love of shaping steel and iron was impressive. He would shape the iron the way he wanted. I can still smell the steel and iron. That's why I enjoy visiting Ulus (a historical neighborhood in Ankara) today. It reminds me of my childhood. My father built our balcony railings in the shape of rockets.

Like Ada, Gülşen, and Pelin, Ekin Su was also encouraged by her father to pursue education. Education was very important for her father. She added that "once he said that he would sell his clothes to send us to school". As she continued her memories about her father she defined her father as being very democratic saying "he did not try to impose his political views on us and instead he provided resources and let us choose what we believed in". This seems to be a common thread in all of the narratives so far. This may be due to the social and cultural aspects of the country at that time.

Ekin Su was also brought up in a village. She talked about some of the influences that growing up in nature had on her: "We used to have gardens. During the summertime, we would save fruits from our garden for winter. We all used to have responsibilities. We worked together".

She did not talk about her mother as much as she did about her father. She described her mother as a caring and good person who would enjoy helping the villagers: "My mother was a less creative person, but she was warm-hearted. She would help people by sewing clothes for those in need in our village. That's maybe why I choose to participate in voluntary organizations nowadays".

*Ekin Su's experiences related to school environment as a student.* Ekin Su did not talk about her school memories as being significant in shaping her life. However, due to my prolonged engagement with her both in and out of the workplace, I remember her talking about how far-sighted some of her teachers were.

*Ekin Su's experiences with the neighborhood in which she grew up.* Growing up in a neighborhood where people from different ethnicities would live together in peace, Ekin Su recounted how her neighborhood influenced her: “In my hometown, there used to be Armenians and Greeks. It used to be a trading center. We had neighbors from different background and we never judged anyone. We were open to diversity.

Ekin Su also explained that people in her hometown read a lot. One of the influential people in her neighborhood was their neighbor.

We used to have a neighbor who inspired me a lot. She rented one of our apartments for two years. She was a radical person for that time. She would lend us classical books by Dostoyevski, Balzac, Puzzo and she would assign tasks about the books.

*Ekin Su's experiences related to personal attributes*

*Ekin Su's experiences related to travelling.* Ekin Su started travelling more after her retirement. She defined herself as a perfect tourist as before each trip she reads a lot about her destination and lists everything that she can do within given time. She has started writing reflections of her trips in a travel blog. She also shares photos of the places that she has visited on her blog. Wherever she goes, she firstly visits the art museums. Nowadays, she owns a professional camera and she can travel more often in her retirement. She did not talk about travelling during the interview, but she mentioned it in her self-report.

*Ekin Su's experiences related to reading.* Ekin Su briefly talked about her reading habit as a significant experience. She said that her reading habit developed thanks to the neighbor who offered her books to read. Today she reads newspapers and more contemporary books.

*Ekin Su's experiences related to professional development.* Ekin Su did not mention any experiences that contributed to her professionally.

**Notes from researcher's reflexive journal**

Working with Ekin Su for 6 years at the school, I could observe her openness to and willingness for professional development activities. For instance: during a workshop she was often the first one to volunteer for an activity or if there was any training happening outside of the school, she was the first one to put her name on the list. She would even travel to other cities for different professional development opportunities. Nowadays, she is offering training for schools.

*Ekin Su's experiences related to spending time in nature.* As a painter, Ekin Su reflected the beautiful nature of her hometown in her paintings. She adores the nature in her hometown and the wooden houses: "I was brought up in a small village and we were in the heart of nature".

*Ekin Su's experiences related to having hobbies.* Ekin Su refers to travelling as her most recent hobby.

**Notes from researcher's reflexive journal**

Nowadays Ekin Su attends dance courses and she has already performed a few times on stage. She has attended photography classes as well.

All the members of her family were encouraged to attend higher education. She had a desire to be independent and she was encouraged in this by her parents. She lost her father a few years ago at the age of 90 and she misses both him and her days in her hometown.

The nature was beautiful and we didn't need anything else. There were cats, dogs and birds. I was brought up in such an uplifting environment. I believe in sharing my knowledge and experience. In the end, it is for the good of our planet. We are all one.

### **Mor's character sketch**

Mor comes from a family of two. She has been a teacher for 19 years. She has taught at schools in different regions of Turkey and Cyprus. She is a classroom teacher who teaches at a primary school and she has been a guitar teacher for almost ten years. She taught geography for two years before becoming a classroom teacher and she has been a professional tour guide since 1995. Mor's mother was a music teacher and Mor was about to complete a degree in music, but she decided to quit; her mother was shocked. Mor defines the parenting style of her parents as a combination of authoritative (mother) and uninterested (father): "My father was not expecting anything from us and was not very communicative. He sometimes ignored our needs and preferred to stay away from us."

Mor stated that she has had a reading habit since her Kindergarten years:

When I was in Kindergarten, I used to read more global stories and checked all the pictures in details. Later, I read world classics, detective stories and short stories. I could not end a day without reading. I used to read a lot from French literature and old Turkish literature. I was interested in ancient alphabets. I am interested in mythology, detective stories, historical, and psychological books. I especially love reading from Marry Higgins Clark, Edgar Allan Poe, and Christian Jack. When I travel, I enjoy reading a piece of writing from local literature. I read original scripts of Shakespeare's plays.

When I was at the university, I was also reading from Italian literature. I enjoyed reading from Dante, Petrarch, and Boccaccio.

Mor further emphasized her reading passion in conjunction with her decision to volunteer to read for the vision impaired:

There were never enough books for me. We used to swap books with friends at university. When I felt like I needed different books, I would go to the library and read a book to be recorded for the sight impaired. With this activity, I could read different books and magazines and I could help others.

Mor has a lot of hobbies: playing the guitar, travelling, exploring different cultures, writing for travel magazines, photography, geology, mythology, archeology, solving puzzles, making ceramic ornaments, making model planes, learning ancient alphabets, and cooking. She engages in a wide range of sports activities such as trekking, swimming, rafting, and horseback riding. Organizing the old photos according to their regions is another hobby for Mor: “I still have photo albums in my cupboard from the times before digital cameras.” Some of her photos from different regions were exhibited in and outside of Turkey. She has been invited to TV programs to give a speech about her travelling experiences and things she has seen in different parts of the world.

The peers who responded to the questionnaire described Mor as a humanist and a sociable person. One noted that, “She is definitely a world citizen. She is sensitive toward the needs of others and she does not miss any chance to participate in political demonstrations even if it is raining; because she likes getting wet in the rain”.

## Mor's restructured narrative



Figure 13. An important object in Mor's life

### *Mor's experiences related to learning environments*

*The family environment in which Mor was brought up.* Mor described her mother as the most influential person in her life. She said that she had strong bonds with her mother. Her mother was a successful music teacher and student. She explains:

When my mother was a student, she was the first in Turkey to get a scholarship to study abroad. It was during the 1960s. She was offered the scholarship to study in Spain, but my grandmother did not let her go abroad.

While recalling significant experiences about her mother, Mor rarely mentioned her father. She said, "My parents broke up when I was 8 years old. My father was not interested in my brother and me after their divorce." Unlike the other four participants, it was her mother, and not her father, who had the most impact on her.

My mother was interested in what we were doing unlike my father. My father would say, "It is fine by me," for anything we did. But my mother would give me and my brother pieces of advice and explain that everything that we did was our own choice.

She added that her mother was reasonable, though. As long as they provided reasons for their actions, her mother would be supportive. That's because her mother trusted her. She added:

My mother always trusts me because I never misused her trust. Once I was parachuting and something went wrong and I fell down twice. After those accidents, she advised me not to parachute again and I did not. That's why she trusts me.

*Mor's experiences related to school environment as a student.* Mor talked about her experiences in school in a very positive way. She viewed school as a place for fun. She talked about her musical talents and reading habit: "School was a fun place for me. I would read a lot. I was not the most popular student in the classroom. I would write notes and play songs for my classmates".

She added that she learned to use all her senses and she was a risk taker. She recalled memories from a Chemistry class.

I would learn by using all of my senses and experiences. Once we were in a Chemistry class and I was curious about how silver nitrate tasted. I asked my Chemistry teacher if I could taste it and he said that I could. Then I tasted it and he added that I would have a black tongue for ten days.

Mor explained how much she admired her Chemistry teacher saying "My Chemistry teacher was very open-minded which was inspiring for me."

*Mor's experiences with the neighborhood in which she grew up.* While sharing her travelling adventures, Mor said that she enjoyed interacting with the local people of the places that she visited. She would trust local people and take their suggestions



seriously. Mor has benefitted from being a part of different communities thanks to her trips and she is still in touch with some of the local people with whom she met on her trips.

*Mor's experiences related to personal attributes*

*Mor's experiences related to travelling.* Travelling played an important role in Mor's life. She is now a professional tour guide and she has travelled to a lot of different countries. While travelling, she prefers to visit places the locals go to. She enjoys being a member of the culture that she is visiting.

My first trip was a tour to Egypt. Before the trip, I went to the library and did some research on Egypt. I definitely wanted to visit Alexandria, but I didn't know if the tour guide would take us there or not. I told the tour guide that I hoped to visit Alexandria and explained the history of it. As a result, the tour guide took us there... I am a risk taker when it comes to travelling. Once I wanted to visit Syria and there were daily buses from Antakya. I took a bus to Syria very early in the morning and I didn't know if it was safe or not... When I travel I trust local people. I have even left my purse unattended at the beach while I was swimming somewhere in Europe.

Mor allocated most of her vacations to travelling and she said that she was very open-minded. While in India, she walked on hot ashes even though this may not sound like an attractive experience for most tourists. Travelling has been the most important experience in Mor's life.

*Mor's experiences related to reading.* Her reading habit started at an early age. She talked about her babysitter when she was four and she said that her babysitter taught her how to read. When she was in Kindergarten she could already read. In her self-report she mentioned that she used to read a lot and added that nowadays she had less time for reading.

*Mor's experiences related to professional development.* Mor decided to improve herself by learning other languages so that she could make the most out of her visits to museums. Almost every place she visited she went to local schools and attended classes if possible. Once she taught some Turkish words to students in Africa. She said that she transferred her experiences to her classroom and most of the time students in her class were open-minded to her stories. She got some letters from parents telling her how their child's perspective has changed.

**Notes from researcher's reflexive journal**

While walking to our interview venue Mor picked up some trash that had been thrown onto the street saying: "I think it's everybody's duty on this planet. There should be models. I try to be one for my students and for all other adults around me. I try to do things that would invest in a better planet."

*Mor's experiences related to spending time in nature.* Although Mor did not mention her experiences about nature as a way of enjoying life, there was evidence that she cared about nature (see reflexive journal notes).

*Mor's experiences related to having hobbies.* Mor explained that she has a lot of hobbies: playing the guitar, travelling, exploring different cultures, writing for travel magazines, photography, geology, mythology, archeology, solving puzzles, making ceramic ornaments, making model planes, learning ancient alphabets, and cooking. She engages in a wide range of sports activities such as trekking, swimming, rafting, and horseback riding. Some of her hobbies are more than just 'hobbies.' Some of her photos from different regions were exhibited in and outside of Turkey. Organizing the old photos according to the regions is another hobby for Mor: "I still have photo albums in my cupboard from the times before digital cameras".

*Mor's experiences related to striving for education.* Mor strived to pursue her own interests, and not to become a music teacher like her mother.

I had to fight a lot to become an elementary teacher rather than a music teacher. My mother wanted me to become a music teacher just like her. I pursued what I enjoyed doing. I enjoyed music, but I knew that my interests were much broader.

#### **Notes from researcher's reflexive journal**

I worked with Mor for four years. She is known as a storytelling teacher. She takes her experiences into her classroom and her previous students still remember her stories about different cultures. Her teaching strategies are known to be different from most of the regular teacher profile in Turkey. She is open-minded and inquiring. She uses real life materials from her trips in her classroom.

*Mor's experiences related to not giving up on one's endeavors.* Mor says that she has a persistent nature. If she wanted to do something, she would persist. This has been the same since her childhood, "When I was a kid I was roller-skating and I used to fall down a lot, but I continued roller-skating."

#### **Conclusion: Cross narrative analysis related to all themes**

Thus far, the narratives were formatted based on the emerging themes and experiences that were defined by the analysis of significant life experiences in consultation with two experts. Each significant life experience was associated with a theme and category, which helped to analyze the narratives for deeper meaning.

These categories and themes, which emerged from participants' narratives, were found to reflect the influences of significant life experiences on participants' ways of thinking and behaving. For instance: reading was associated with branching out (improving oneself) or travelling was associated with crossing frontiers (thinking out of the box; thinking flexibly). All significant life experiences were categorized

depending on the meaning that the participant attached to a specific life experience that are explained in narratives in details.

While analyzing the narratives to find out categories, themes, and life experiences it was found that the *occurrence* (occurrence refers to the amount of the memories participants recalled and therefore, the frequency of talking about a significant life experience) of each theme could be different across narratives. For instance:

although all participants considered their experiences with family as significant, the amount of memories associated with families varied (Gülşen was the one who recalled memories about family the most). This does not imply that as the frequency increased the value attached to that life experience became more significant.

However, analysis of reoccurrence of each theme within and across narratives was found valuable as the results showed the commonly referred life experiences across the narratives. Furthermore, the analysis of the frequency of themes within each narrative revealed the most influential life experiences for participants.

Table 11

Occurrence of significant life experiences within and across narratives

Significant life experiences	Occurrence of experiences within each narrative					Across five narratives
	Ada	Gülşen	Pelin	Ekin Su	Mor	Total
Family environment	5	13	10	8	2	38
School environment	1	2	2	-	2	7
Travelling	4	1	1	1	1	7
Reading	1	1	2	1	2	7
Professional development	-	1	2	1	2	6
Spending time in nature	2	3	-	1	-	6
Not giving up on one's endeavors	2	2	1	-	1	6
Having hobbies	1	1	1	1	1	5
Neighborhood	-	1	-	2	-	3
Striving for education	-	1	-	-	1	2
Finding a space of their own	1	-	-	-	-	1
Leaving home at an early age	1	-	-	-	-	1

The results of the analysis of occurrence of significant life experiences showed that the most referred experiences across all narratives were as follows:

- Family environment
- School environment
- Travelling
- Reading
- Spending time in nature
- Professional development
- Not giving up on one's endeavors
- Having hobbies
- Neighborhood
- Striving for education

These results indicated that experiences related to family environment were the most notably significant for all participants. The results also showed that all participants commonly considered some of the life experiences as significant. These common experiences included experiences with *family, travelling, spending time in nature, reading, having hobbies, and professional development.*

As experiences related to family environment were found to be the most significant life experiences for participants, the researcher allocated the following section to cross narrative analysis focusing on the attributes of family environment.

### **Cross narrative analysis related to family environment**

The experiences related to family environment were found to be positive experiences in all cases whether the experiences are with both of the parents or with a single parent. The analysis of all narratives revealed that experiences related to family environment were the most significant life experiences for all participants and in most cases (Ada, Gülşen, Pelin, Ekin Su) *father* played an influential role in participants' family environment (in the case of Mor, her mother played a more influential role compared to her father).

The analysis of the narratives showed similarities among the family environments of five participants. All five participants described the parenting styles of their parents as "authoritative". They described the attitudes of their parents to be supportive, permissive, responsive, and democratic. The participants also noted that their parents had rules and high expectations from them, but they were like friends. While four participants (Ada, Gülşen, Pelin, Ekin Su) associated these attributes with both of their parents, Mor described her father as "uninterested who would ignore his children's needs".

Father was found to be an influential character in four of the participants' life (Ada, Gülşen, Pelin, Ekin Su). Following are some of the attributes they shared:

- He was democratic. He created family parliament (Ada).
- He did not impose his own political views. Instead, he let us choose whatever we wanted to support (Ekin Su).
- He was open to discussions (Pelin).
- He was supportive of higher education. He would sell his clothes and spend that money for our education expenses (Ada).
- He taught us how to stay strong and he encouraged family relations based on love (Ada).

Ada, Gülşen, Pelin, and Ekin Su described both of the parents to have positive outlooks, sense of humor, and valued education.

- My parents encouraged me to see the bright side (Gülşen).
- My parents valued education and provided equal opportunities for everyone in the family (Gülşen).
- My parents were sensitive towards the needs of others (Gülşen).
- My parents loved and trusted me (Pelin).
- My parents would enjoy life through hobbies and social gatherings (Pelin).
- My parents were sensitive to the needs of others in our neighborhood (Ekin Su).

Reading was found to be a common feature of the family environment.

- My parents would read a lot (Ada).

- My parents would read a lot for joy. We used to have reading corners where everybody read... and my parents would buy books as presents for me (Pelin).

These attributes of the family environment indicated that participants observed and experienced supportive behaviors that would help them develop personally in a variety of ways (i.e., emotionally and intellectually). The influences of the life experiences related to family environment and other themes on participants' development of Habits of Mind are discussed in the following stage (Stage II). What these life experiences related to family environment holds for participants' development of dispositions will be discussed in Chapter 5 providing implications for teacher education.



**Stage II: Analyzing narrative data using the conceptual framework:  
Investigating the influences of significant life experiences on participants'**

**Habits of Mind**

All life experiences, which were shared with the researcher, hold significance for participants. However, in what ways these significant life experiences have contributed to participants' Habits of Mind has not been discussed from a theoretical perspective so far. Investigating the connections between significant life experiences and their influences on participants' development of Habits of Mind, the researcher aimed to answer the following research question: *What do the narratives of five Turkish teachers reveal about the contribution of participants' significant life experiences to their Habits of Mind?* In order to answer this question, the researcher analyzed each significant life experience and to which Habit of Mind (and its subsequent intelligent behaviors) and educational theory (Constructivism, Self-Regulated Learning theory, Incremental theory, Emotional Intelligence, and Mindfulness) to which it relates using the conceptual framework (Figure 4). The following tables present the results of the analyses of life experiences and their potential influences on participants' development of dispositions as Habits of Mind. The tables include significant life experiences, Habits of Mind, and educational theories that each intelligent behavior is associated with.

**The results of the influences of Ada's significant life experiences on her Habits of Mind using the developed conceptual framework**

The significant life experiences that Ada recalled included experiences with family environment, travelling, leaving home at an early age, reading, spending time in nature, and school environment. Each of these experiences was found to influence her Habits of Mind in a different way. These influences are filtered through selected

educational theories. For instance: her trip to England was found to help her develop the habit of thinking flexibly and within thinking flexibly the specific intelligent behavior was found to be: *considering alternative points of views*. Based on the conceptual framework used to analyze the influences of significant life experiences on participants' Habits of Mind, it was found that considering alternative points of views could be associated with Self-regulated Learning Theory (SRL) and Emotional Intelligence (EI). This is because in terms of SRL and EI an individual is expected to display the skills to regulate one's own learning and be open to other points of view.

Table 12  
The results of analysis of Ada's narrative using the conceptual framework

<b>Abbreviations for theories: C = Constructivism, IT = Incremental Theory, SRL = Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence)</b>			
<b>Themes</b>	<b>Experiences</b>	<b>Intelligent behaviors and Habits of Mind</b>	<b>Theories</b>
Family environment	My father was a model for us. He didn't show his anger to us.	Remaining calm, thoughtful and reflective (Managing impulsivity)	M, SRL, EI
	My father created a family parliament.	Considering alternative points of views (Thinking flexibly)	SRL, EI
Family environment	Education was very important for my father.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT
	My father did not give up easily.	Persevering in tasks through to completion (Persisting)	SRL, IT
	My father would always encourage family relations based on love.		EI
School environment	During my school life, I learnt a lot from my Physical Education teacher who was also my volleyball coach. I learnt teamwork with the help of my Physical Education teacher.	Being able to work with and learn from others (Thinking interdependently)	EI, C

Table 12 (cont'd)

The results of analysis of Ada's narrative using the conceptual framework

<b>Themes</b>	<b>Experiences</b>	<b>Intelligent behaviors and Habits of Mind</b>	<b>Theories</b>
Travelling	My trip to England was the most significant experience of my life because it did not only introduce a new culture to me but also helped me explore my own strengths and weaknesses.	Being aware of one's own thoughts, feelings and actions and their effects on others (Metacognition)	SRL, M
	During my trip to England, I saw that there are interesting lives outside of Turkey.	Considering alternative points of views (Thinking flexibly)	SRL, EI
	I had international friends. We were all very different. I learnt not to be prejudiced.	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	SRL, C
	I worked at different jobs in London. I used to help an elderly and I also worked in the house of a couple. I learnt a lot from these people. They took me to different place in London.	Checking for ways to improve constantly (Striving for accuracy)	IT
Travelling	The couple that I worked for affected me. They used to pour a glass of wine after work instead of worrying about things. This taught me that I should enjoy the moment.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT

Table 12 (cont'd)

The results of analysis of Ada's narrative using the conceptual framework

<b>Themes</b>	<b>Experiences</b>	<b>Intelligent behaviors and Habits of Mind</b>	<b>Theories</b>
Reading	I developed my reading habit while we moved from one city to another. It was difficult to find books, newspapers, or magazines at that time in Turkey. Thus, I used to read the books slowly so that it would not finish long before the following ones arrived.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT
Spending time in nature	We used to have a plum tree in our garden and I would climb that tree and read my books at the top of the tree. That was where I could stay alone and free.	Being intrigued with phenomena and the surrounding beauty (Responding with wonderment and awe)	M
	I used to play games outside in the garden with my friends till midnight.	Being intrigued with phenomena and the surrounding beauty (Responding with wonderment and awe)	M
	I grew up in a house surrounded by gardens. I love nature. Nowadays, I cannot throw away a fruit seed.	Being intrigued with phenomena and the surrounding beauty (Responding with wonderment and awe)	M
Not giving up on one's endeavors	I would solve problems that occurred during our games in the garden.	Enjoying the challenge of problem solving and continuing to learn throughout their lifetimes (Responding with wonderment and awe)	IT
Not giving up on one's endeavors	I did not want to finish a game even through I felt hungry. I used to find a way to eat something rather than going home.	Persevering in tasks through to completion (Persisting)	SRL, IT

Table 12 (cont'd)

The results of analysis of Ada's narrative using the conceptual framework

<b>Themes</b>	<b>Experiences</b>	<b>Intelligent behaviors and Habits of Mind</b>	<b>Theories</b>
Leaving home at an early age	My sisters were more traditional and addicted to my parents. I had a different perspective than others in my family and I left home at the age of twelve.	Considering alternative points of views (Thinking flexibly)	SRL, EI
Finding a space of their own	I had to share my bedroom with my five sisters, but I enjoyed staying alone more. Therefore, I used to stay in the bathroom for ten minutes to read books and just to stay alone for some time.		M

When significant life experiences and their influences on Ada's development of Habits of Mind are examined, her significant life experiences were found to be influential upon development of a variety of Habits of Mind. The table below represents the significant life experiences and which Habits of Mind each of the significant life experiences has potentially influenced.

Table 13

The influences of Ada's life experiences on development of Habits of Mind

<b>Experiences</b>	<b>Habits of Mind</b>
Family environment	Managing impulsivity Persisting Remaining open to continuous learning Thinking flexibly
Travelling	Metacognition Remaining open to continuous learning Striving for accuracy Thinking flexibly

Table 13 (cont'd)

The influences of Ada's life experiences on development of Habits of Mind

<b>Experiences</b>	<b>Habits of Mind</b>
Leaving home at an early age	Thinking flexibly
Reading	Remaining open to continuous learning
Not giving up on one's endeavors	Persisting
Spending time in nature	Responding with wonderment and awe
School environment	Thinking interdependently

The results also suggested that two of Ada's life experiences were not easily related to the 16 Habits of Mind. These life experiences were: "My father would always encourage family relations based on love" and "I had to share my bedroom with my five sisters, but I enjoyed staying alone more. Therefore, I used to stay in the bathroom for ten minutes to read books and just to stay alone for some time." Although these two life experiences could not be associated with any Habits of Mind, they were found to relate to themes and theories. "My father would always encourage family relations based on love" was associated with Environmental factors as a theme and Emotional Intelligence theory; "I had to share my bedroom with my five sisters, but I enjoyed staying alone more. Therefore, I used to stay in the bathroom for ten minutes to read books and just to stay alone for some time" was associated with finding a space of their own as a theme and Mindfulness as theory.

**The results of the influences of Gülşen's significant life experiences on her Habits of Mind using the developed conceptual framework**

The analysis of Gülşen's life experiences indicated that she recalled significant life experiences related to each of the themes. The most influential experiences were found to be her experiences with family. Gülşen's experiences with her family were found to contribute to her ways of thinking and behaving in many ways. The table below shows in what ways (in terms of the theories) Gülşen's significant life experiences may have helped her develop her Habits of Mind.

Table 14

The results of analysis of Gülşen's narrative using the conceptual framework

<b>Themes</b>	<b>Experiences</b>	<b>Intelligent behaviors and Habits of Mind</b>	<b>Theories</b>
Family environment	My sister was one of the most influential people in my life. She used to be an independent person and she was always successful at school. She used to share her stories with me.	Always striving to do one's best (Striving for accuracy)	IT
	My mom used to burst into laughter when I told jokes.	Being able to laugh at situations and themselves (Finding humor)	EI
	My parents would always encourage me to see the bright side.	Finding the world as an awesome and mysterious entity (Responding with wonderment and awe)	M
	My mother had sense of humor. We could laugh at ourselves.	Being able to laugh at situations and themselves (Finding humor)	EI
	My father was very sensitive about education. He would travel to big cities to buy books for us for the coming school year. At that time, not many people would send girls to school.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT
	My parents would encourage me to read newspapers aloud to the villagers who could not read.	Enjoying the challenge of problem solving and continuing to learn throughout their lifetimes (Responding with wonderment and awe)	IT
	My mother used to be a role model for accuracy and being clear about her decisions.	Striving for accurate communication in both written and oral form (Thinking and communicating with clarity and precision)	EI, C

Table 14 (cont'd)

The results of analysis of Gülşen's narrative using the conceptual framework

<b>Themes</b>	<b>Experiences</b>	<b>Intelligent behaviors and Habits of Mind</b>	<b>Theories</b>
	I am coming from a big family. So, we had to learn to share. When it was mealtime, everybody should have had the same amount of food.	Gently attending to another person demonstrating an understanding of and empathy for an idea or feeling (Listening with understanding and empathy)	EI
	My brothers were not that interested in higher education. I think seeing my brothers' rejection for higher education and my sisters' little concern about being a caring person contributed to my personality in a positive way.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT
Family environment	I grew up in a big family in a small village where everybody helped each other and were sharing.	Gently attending to another person demonstrating an understanding of and empathy for an idea or feeling (Listening with understanding and empathy)	EI
	Each person in the family had a different responsibility and my parents were fair allocating responsibilities. We used to have different responsibilities starting from the age of four.	Being able to work with and learn from others (Thinking interdependently)	EI, C
	My parents were sensitive toward the needs of others. Our house used to be known as "the house of everyone" for those who visited our village.	Making an effort to perceive another's point of view and emotions (Listening with understanding and empathy)	EI
	We used to have a tractor. I remember one day my father encouraged me to drive the tractor and carry something from one field to another. This was actually something that none of my siblings dared to do until that time.	Checking for ways to improve constantly (Striving for accuracy)	IT



Table 14 (cont'd)

The results of analysis of Gülşen's narrative using the conceptual framework

<b>Themes</b>	<b>Experiences</b>	<b>Intelligent behaviors and Habits of Mind</b>	<b>Theories</b>
School environment	My teachers at middle and high schools would teach us to think as a global citizen. They would share books with us about how to become more sharing and efficient in our communities.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT
	My French teacher would give me the keys for her cupboard at school because she trusted me.		EI
Reading	As I read more about the world, I think there is a lot to discover.	Being eager to learn throughout lifetime (Remaining open to continuous learning)	IT
	My sister and I used to sit under the trees in our garden and read books to each other in turn.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT
Professional development	I always have a desire for education. Nowadays, I am attending Spanish courses.	Being eager to learn throughout lifetime (Remaining open to continuous learning)	IT
Spending time in nature	The nature has always been an important aspect in my life. I grew up in a house where I could watch the lake from the window of my bedroom.	Being intrigued with phenomena and the surrounding beauty (Responding with wonderment and awe)	M
	Whenever I felt stressed, I would escape to my hometown to the nature.	Finding the world as an awesome and mysterious entity (Responding with wonderment and awe)	M
	Growing up in nature, I could observe and explore things in nature. Not like technological tools of today.	Being intrigued with phenomena and the surrounding beauty (Responding with wonderment and awe)	M
Having hobbies	I have several hobbies and I learnt some from my mother.		EI

Table 14 (cont'd)

The results of analysis of Gülşen's narrative using the conceptual framework

<b>Themes</b>	<b>Experiences</b>	<b>Intelligent behaviors and Habits of Mind</b>	<b>Theories</b>
Striving for education	When I was at grade 5, I did not know if I could be able to attend middle school or not because at that time there was no middle school in our village. One day, when I was serving tea to my parents, my father said that they would not send me to middle school. I started crying. I was so determined to study and become a teacher.	Not giving up easily (Persisting)	IT
Not giving up on one's endeavors	During my first teaching experience, I worked at a school in the suburban side of a village. The garden of school was devastated. I was so determined to take care of the garden. I hired gardeners on behalf of the school. I planted trees. But, within a few days there was none. People living in the neighborhood stole all trees at night [laughs].	Persevering in tasks through to completion (Persisting)	SRL, IT
	I taught reading and writing to illiterate adults who could not study for a reason. Those classes were mainly offered for women. Although I experienced some obstacles offering the courses, it was a big accomplishment for me.	Being comfortable with ambiguous situations (Persisting)	EI, C

The life experiences that Gülşen recalled as significant included experiences about family, nature, persisting, school, travelling, reading habit, professional development, hobbies, school, and communities. When the significant life experiences and their influences on Gülşen's development of Habits of Mind were

analyzed, her significant life experiences were found to be influential upon development of a variety of Habits of Mind.

Table 15  
The influences of Gülşen’s life experiences on development of Habits of Mind

<b>Experiences</b>	<b>Habits of Mind</b>
Family environment	Finding humor Listening with understanding and empathy Remaining open to continuous learning Responding with wonderment and awe Striving for accuracy Thinking and communicating with clarity and precision Thinking interdependently
Reading	Remaining open to continuous learning
Professional development	Remaining open to continuous learning
Striving for education Not giving up on one’s endeavors	Persisting
Neighborhood	Listening with understanding and empathy
School environment	Remaining open to continuous learning
Spending time in nature	Responding with wonderment and awe
Travelling	Thinking flexibly

Two of Gülşen’s life experiences were not easily related to sixteen Habits of Mind. These life experiences were: “My French teacher would give me the keys for her cupboard at school because she trusted me” and “I have several hobbies and I learnt some from my mother.” Although these two life experiences could not be associated with any Habits of Mind, they were found to relate to certain themes and theories. “My French teacher would give me the keys for her cupboard at school because she trusted me” was associated with school as a theme and Emotional Intelligence; “I have several hobbies and I learnt some from my mother” was associated with enjoying life as a theme and Emotional Intelligence.

**The results of the influences of Pelin’s significant life experiences on her Habits of Mind using the developed conceptual framework**

Analysis of Pelin’s significant life experiences revealed that the most influential experiences in her life have been about: family, reading habit, school, professional development, and hobbies. In her narrative Pelin mentioned the influences of her family. The results also suggested that her experiences with her family played a big role in developing her Habits of Mind. Then come her experiences about her reading habits and school.

Table 16  
The results of analysis of Pelin’s narrative using the conceptual framework

<b>Themes</b>	<b>Experiences</b>	<b>Intelligent behaviors and Habits of Mind</b>	<b>Theories</b>
Family environment	My cousin used to suggest me books to read and he did not suggest the ones that he did not fancy reading.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT
	Brother Fikret taught me to play chess. He also gave me resources to conduct research for my homework.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT
	Brother Fikret would listen to my problems and took them seriously.	Gently attending to another person demonstrating an understanding of and empathy for an idea or feeling (Listening with understanding and empathy)	EI

Table 16 (cont'd)

The results of analysis of Pelin's narrative using the conceptual framework

<b>Themes</b>	<b>Experiences</b>	<b>Intelligent behaviors and Habits of Mind</b>	<b>Theories</b>
Family environment	My father was ahead of his time. He was a good speaker. He was open to discussion. I could easily discuss my concerns and opinions. He was sometimes closer to me than my friends.	Gently attending to another person demonstrating an understanding of and empathy for an idea or feeling (Listening with understanding and empathy)	EI
	My father and I would solve problems together just like two best friends.	Being able to work with and learn from others (Thinking interdependently)	EI, C
	I would understand what my father meant even from his looks. My concern was not about to make any mistakes but to upset my parents. That's why I have always been careful and planned.	Being aware of one's own thoughts, feelings and actions and their effects on others (Metacognition)	SRL, M
	I did the things that I wanted. One day while walking by the sea in İzmir, my father told me "Please do not hesitate to do the things if you really want to".	Persevering in tasks through to completion (Persisting)	SRL, IT
	My parents would read a lot and they would buy books as presents for me. I remember that my parents each had a reading corner.	Being eager to learn throughout lifetime (Remaining open to continuous learning)	IT
	When I had a problem, my parents would tell me stay alone and solve my own problems	Calling upon one's store of knowledge and experience as sources of data to solve each new challenge (Applying past knowledge to new situations)	C, SRL

Table 16 (cont'd)

The results of analysis of Pelin's narrative using the conceptual framework

<b>Themes</b>	<b>Experiences</b>	<b>Intelligent behaviors and Habits of Mind</b>	<b>Theories</b>
School environment	I used to have inspiring teachers who motivated me for further research and projects. Two of them were the Math and Turkish teachers. My Turkish literature teacher would value my opinions and encouraged me to do more. My Math teacher believed in me and encouraged me to inquire and ask more questions.	Continuously searching for new and better ways (Remaining open to continuous learning)	IT
	I was teaching to my friends and I think I learnt more when I taught to my friends. My classmates were always curious about what more I had to share.	Being able to work with and learn from others (Thinking interdependently)	EI, C
Travelling	Travelling to different cities was fun to explore other cities. I used to enjoy walking in the streets by myself. In each city I could find a tall apartment or a clock tower to mark where I started walking. It helped me find my directions back.	Enjoying the challenge of problem solving and continuing to learn throughout their lifetimes (Responding with wonderment and awe)	IT
Reading	At that time there was an old bookstore in our street and we would rent books monthly. But we could only read the ones that were available in the bookstore. Therefore, I had to read many different books even though some of them were not my taste. Books have been like ports for me where I can refrain from sadness and difficulties. They helped me heal myself.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT

Table 16 (cont'd)

The results of analysis of Pelin's narrative using the conceptual framework

<b>Themes</b>	<b>Experiences</b>	<b>Intelligent behaviors and Habits of Mind</b>	<b>Theories</b>
Reading	When I am reading, I meet people from different cultures. I become a part of the characters' lives and their problems and happiness. This helps me develop empathy in real life.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT
Professional development	I taught seventeen different subjects and I saw this as an opportunity for learning.	Enjoying the challenge of problem solving and continuing to learn throughout their lifetimes (Responding with wonderment and awe)	IT
	When I was assigned to be a Physical Education teacher, because there was none at the school that I used to work for, I would meet a Physical Education teacher and learn the movements and other things from him.	Enjoying the challenge of problem solving and continuing to learn throughout their lifetimes (Responding with wonderment and awe)	IT
Having hobbies	I used to attend social gatherings such as tea parties. I was very sociable.		EI
	I enjoy having some time to myself after work. I read and enjoy long conversations with friends after work.		EI
Not giving up on one's endeavors	I did not give up easily if I was assigned to do something.	Persevering in tasks through to completion (Persisting)	SRL IT

Pelin's experiences with her family were found to be influential on a variety of Habits of Mind. However, two of her life experiences were not easily related to 16 Habits of Mind. These life experiences were: "I used to attend social gatherings such as tea parties. I was very sociable" and "I enjoy having some time to myself after work. I read and enjoy long conversations with friends after work." Although these two life experiences could not be associated with the Habits of Mind, they were

found to relate to certain themes and theories. “I used to attend social gatherings such as tea parties. I was very sociable” was associated with the theme of Enjoying life and with Emotional Intelligence; “I enjoy having some time to myself after work. I read and enjoy long conversations with friends after work” was associated with Enjoying life and Emotional Intelligence.

Table 17  
The influences of Pelin’s life experiences on development of Habits of Mind

<b>Experiences</b>	<b>Habits of Mind</b>
Family environment	Applying past knowledge to new situations Listening with understanding and empathy Metacognition Persisting Remaining open to continuous learning Thinking interdependently
School environment	Remaining open to continuous learning Thinking interdependently
Professional development	Responding with wonderment and awe
Reading	Remaining open to continuous learning
Not giving up on one’s endeavors	Persisting
Travelling	Responding with wonderment and awe

#### **Notes from researcher’s reflexive journal**

Although participants may have recalled life experiences about the same theme, the value and meaning attached to those experiences can be influential in different ways. For instance: for Pelin, professional development was found to be related to the habit of responding with wonderment and awe; whereas for other participants it may be related to remaining open to continuous learning. This difference stems from the deeper meaning and value that each participant discussed in their narratives. This is the main reason the thematic analysis of the narratives was presented before the analysis of how each participant’s narrative was related to habits of mind and associated educational theories. Another example is about travelling. Pelin talked about her experiences about travelling in wonderment and therefore, the meaning that she attached to her experiences about travelling would relate to the habit of responding with wonderment. However, other participants’ experiences were found to relate to the habit of thinking flexibly.



**The results of the influences of Ekin Su’s significant life experiences on her Habits of Mind using the developed conceptual framework**

Analysis of Ekin Su’ significant life experiences revealed that her experiences with her family played a significant role on her dispositions as Habits of Mind. Unlike Ada, Gülşen and Pelin, other members of the family (e.g., grandmother, mother, sister) were influential in addition to her father.

Table 18  
The results of analysis of Ekin Su’s narrative using the conceptual framework

<b>Themes</b>	<b>Experiences</b>	<b>Intelligent behaviors and Habits of Mind</b>	<b>Theories</b>
Family environment	My father used to have interesting artistic skills. My father made the metal balcony fences in the shape of spaceships and solar system. Everybody in town knew him very well because he was extraordinarily creative.	Generating new and novel ideas, fluency and originality (Creating, imagining and innovating)	C
	My grandmother would encourage me not to give up and work hard. She was a hardworking person.	Not giving up easily (Persisting)	IT
	My grandmother was also very creative. She would come up with different games. For example; she would use the matches for games.	Generating new and novel ideas, fluency and originality (Creating, imagining and innovating)	C
	My father was a role model for me. My father was very creative and education was very important for him. Once he said that he would sell his clothes to send us to school.	Being eager to learn throughout lifetime (Remaining open to continuous learning)	IT

Table 18 (cont'd)

The results of analysis of Ekin Su's narrative using the conceptual framework

<b>Themes</b>	<b>Experiences</b>	<b>Intelligent behaviors and Habits of Mind</b>	<b>Theories</b>
Family environment	We used to have gardens. During the Summer time, we would save fruits from our garden for winter. We all used to have responsibilities. We worked together.	Being able to work with and learn from others (Thinking interdependently)	EI, C
	Anything that my father made was based on his aesthetic taste. His love of shaping steel and iron was impressive. He would shape the iron the way he wanted.	Generating new and novel ideas, fluency and originality (Creating, imagining and innovating)	C
	My father did not try to impose his political views instead he provided resources and let us choose what we believed in.	Making an effort to perceive another's point of view and emotions (Listening with understanding and empathy)	EI
	My mother was a less creative person, but she was warm-hearted. She would help people by sewing clothes for the ones in need in our village. That's maybe why I choose to participate in voluntary organizations nowadays.		EI
Neighborhood	We used to have a neighbor who inspired me a lot. She rented one of our apartments for two years. She was a radical person for that time. She would lend us classical books and assign tasks about the books.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT

Table 18 (cont'd)

The results of analysis of Ekin Su's narrative using the conceptual framework

<b>Themes</b>	<b>Experiences</b>	<b>Intelligent behaviors and Habits of Mind</b>	<b>Theories</b>
Neighborhood	In my hometown, there used to be Armenians and Greeks. We were open to diversity. People in my hometown would read a lot.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT
Spending time in nature	I was brought up in a small village and we were in the heart of nature.	Being intrigued with phenomena and the surrounding beauty (Responding with wonderment and awe)	M

The analysis of her significant life experiences indicated that two themes (developing personally through supportive environments and enjoying life) were the most influential on developing her Habits of Mind. Based on the meaning she attached to her experiences with family, the analysis showed that her experiences helped her develop a variety of Habits of Mind.

Table 19

The influences of Ekin Su's life experiences on development of Habits of Mind

<b>Experiences</b>	<b>Habits of Mind</b>
Family environment	Creating, imagining and innovating Listening with understanding and empathy Persisting Remaining open to continuous learning Thinking interdependently
Experiences with communities	Remaining open to continuous learning
Spending time in nature	Responding with wonderment and awe

Ekin Su's significant life experiences with her mother may have influenced her develop disposition to be caring: "My mother was a less creative person, but she was warm-hearted. She would help people by sewing clothes for the ones in need in our village. That's maybe why I choose to participate in voluntary organizations

nowadays”. This experience of her could not be easily related to sixteen Habits of Mind. However, trying to understand others and developing a caring attitude towards others can be linked to Emotional Intelligence.

**The results of the influences of Mor’s significant life experiences on her Habits of Mind using the developed conceptual framework**

The significant life experiences that Mor recalled were clustered around reading, family, school, travelling, professional development, and not giving up easily.

Table 20  
The results of analysis of Mor’s narrative using the conceptual framework

<b>Themes</b>	<b>Experiences</b>	<b>Intelligent behaviors and Habits of Mind</b>	<b>Theories</b>
Family environment	My mother would give my brother and me advice and explain that everything we did was our own choice.	Striving for accurate communication in both written and oral form (Thinking and communicating with clarity and precision)	EI, C
	My mother would always trust me.		EI
School environment	I would learn by using all of my senses and experiences. Once we were in a Chemistry class and I was curious about how silver nitrate tasted. I asked my Chemistry teacher if I could taste it and he said that I could. Then I tasted it and he added that I would have a black tongue for ten days.	Being aware of the pathways for gathering data and making use of a variety of sources (Gathering data through all senses)	SRL, EI, M
	My Chemistry teacher was very open-minded which was inspiring for me.	Considering alternative points of views (Thinking flexibly)	SRL, EI

Table 20 (cont'd)

The results of analysis of Mor's narrative using the conceptual framework

<b>Themes</b>	<b>Experiences</b>	<b>Intelligent behaviors and Habits of Mind</b>	<b>Theories</b>
Travelling	Travelling has been more than a hobby for me. I enjoy being a member of the culture that I visit. I am a risk-taker when it comes to travelling. I trust local people.	Enjoying the challenge of problem solving and continuing to learn throughout their lifetimes (Responding with wonderment and awe)	IT
Reading	When I was in Kindergarten, I used to read stories from around the world and checked all pictures in detail.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT
	I used to read a lot.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT
Professional development	I learnt different languages to be able to read the writings on historical artifacts.	Being eager to learn throughout lifetime (Remaining open to continuous learning)	IT
	I visited different schools in different parts of the World.	Being eager to learn throughout lifetime (Remaining open to continuous learning)	IT
Not giving up on one's endeavors	When I was a kid I was roller-skating and I used to fall down a lot, but I continued roller-skating.	Being comfortable with ambiguous situations (Persisting)	EI, C
	I had to fight a lot to become an elementary teacher rather than a music teacher. My mother wanted me to become a music teacher just like her. I pursued what I enjoyed doing. I enjoyed music but I knew I had broader interests.	Persevering in tasks through to completion (Persisting)	SRL, IT

Unlike Ekin Su, who recalled memories related to various members of family (father, grandmother, mother, and sister), Mor considered her experiences with her mother as significant. This may be due to her father’s leaving home when she was a child.

Similarly, she did not recall any experiences with her brother.

Table 21

The influences of Mor’s life experiences on development of Habits of Mind

<b>Experiences</b>	<b>Habits of Mind</b>
School environment	Gathering data through all senses Thinking flexibly
Family environment	Thinking and communicating with clarity and precision
Not giving up on one’s endeavors	Persisting
Reading	Remaining open to continuous learning
Travelling	Responding with wonderment and awe
Professional development	Remaining open to continuous learning

Although the number of significant life experiences for each of the theme was limited in her case, the significant life experiences that Mor shared reasonably covered wide range in terms of the quantity of themes. The analysis showed that her mother has been an influence on her emotional skills. One of the things she recalled was her mother’s trust: “My mother would always trust me.” Trust was not mentioned within the sixteen Habits of Mind and is therefore not associated with any of the given Habits of Mind. However, building trust may be associated with her emotional skills.

**Conclusion: Analysis of the influences of significant life experiences on participants’ Habits of Mind using the conceptual framework**

Thus far, the results of the analyses of significant life experiences using the conceptual framework have been presented. The analyses aimed to draw connections among significant life experiences and their influences on the development of

participants' Habits of Mind. Within the context of conceptual framework, each intelligent behavior within sixteen Habits of Mind has been linked to one or more of the following theories: Constructivism, Incremental Theory, Self-Regulated Learning Theory, Mindfulness, and Emotional Intelligence.

When participants' significant life experiences were analyzed to find out in what way these experiences may have influenced their Habits of Mind, it was found out that experiences with *family and school environments*, and *travelling* most commonly contributed to participants' development of Habits of Mind in various ways.

Furthermore, these three experiences related more notably to the skills found within theories included in the framework. For instance: experiences with family encouraged participants to remain open to continuous learning; learn and work with others; regulate their own learning; stay focused on the present moment non-judgmentally, and enjoy life. Likewise, experiences with school and travelling were found to help participants develop skills associated with all the theories defined in the framework (Table 22). Such a result is consistent with the results from the analysis of the narratives as family was found to be the most influential and a common theme across all narratives. Travelling was found to be an influential and a common theme across all narratives. Finally, experiences with school were found to be an influential theme for most of the participants.

Table 22

The most notably influential experiences and associated theories across participants

Experiences	Theories that are associated with Habits of Mind				
	Constructivism	Incremental Theory	Self-Regulated Learning	Mindfulness	Emotional Intelligence
Neighborhood		X			X
Family environment	X	X	X	X	X
Having hobbies					X
Leaving home at an early age			X		X
Spending time in nature				X	
Not giving up on one's endeavors	X	X	X		X
Professional development		X			
Finding a space of their own				X	
Reading		X			
School environment	X	X	X	X	X
Striving for education		X	X		
Travelling	X	X	X	X	X



Although the experiences that participants shared are different, clustering the influences of these experiences under the associated theme illustrates how they are linked to the same theory. For instance: one of the participants recalled experiences about gathering data through all senses when she talked about her experiences at the school; whereas, another participant talked about being able to work and learn from others when she talked about school memories. Both of these experiences, which were clustered under the category of learning environments (more specifically experiences with school), could be linked to Constructivism. However, as stated in the framework, sometimes one experience could lead to more than one theory. This depends on the associated Habit of Mind. For instance: being able to work and learn from others demands one to be open to working and learning from others which may require regulation of the emotional skills (Emotional Intelligence) and at the same time collaboration (Constructivism). The findings from results and implications for practice and further research are discussed in Chapter 5.

**Stage III: Investigating the influences of significant life experiences (travelling, reading, professional development, spending time in nature, having hobbies) on participants' dispositions as Habits of Mind and teaching practices**

The third stage of data analyses presents the results of the analysis of data obtained from the third interview. The third interview served the following purposes: the researcher aimed to get each participant check the findings from second interviews (for member check purposes), which included definition for themes and the influences of participants' life experiences on development of their Habits of Mind.

The researcher also aimed to gain deeper insight into the five life experiences of participants by investigating the influences of these life experiences on: teaching practices, intelligent behaviors and Habits of Mind. Before presenting the results from the analysis of third interviews, which aimed to seek answer for: *Based on the findings from participants' narratives, in what ways have selected significant life experiences contributed to their teaching practices?*, the responses obtained for the third research question were analyzed from two lenses: first, the researcher analyzed the responses to find out the experiences that have potentially contributed to participants' dispositions as Habits of Mind, and secondly, the researcher analyzed responses to find out the experiences that have contributed to participants' teaching practices. The researcher also aimed to further verify the use of the conceptual framework by gaining deeper insight into the influences of the five life experiences on participants' intelligent behaviors and Habits of Mind.

The five significant life experiences (travelling, reading, professional development, spending time in nature, and having hobbies) selected for this stage were chosen based on two criteria: firstly, the selected life experiences are among the most repeated life experiences within the category of personal attributes across all

narratives. Secondly, these life experiences were selected based on the applicability of the experiences to teacher education programs. Experiences related to learning environments such as family environment, which happened during a certain time of period in the past and are not possible to replicate, were intentionally excluded. In other words, the chosen experiences are ones that could reasonably be integrated into teacher education program.

The researcher analyzed the data obtained from the third interview in two steps. For the first step, the researcher examined the interview transcripts to find out the influences of five life experiences on participants' dispositions as Habits of Mind and teaching practices. In this step, researcher mainly focused on categorizing the data into dispositions and teaching practices. In the next step, the researcher aimed to gain deeper insight into the influences of five life experiences, which have been influential on participants' dispositions as Habits of Mind and teaching practices. In order to carry out the analysis the researcher used the conceptual framework developed for this study.

The results for the first step of data analysis for interview III, which aimed to present the influences of five life experiences on participants' teaching practices, are presented in Table 23.

Table 23

The influences of five significant life experiences on participants' teaching practices

Experiences	The influences of experiences on participants' teaching practices
Travelling	<ul style="list-style-type: none"> <li>- Travelling has provided opportunities for me to observe other students' lives and education systems in different countries. I compare the education system of my country and of the country that I visit (Ada).</li> <li>- Every trip is a new window to other cultures and people. As we, teachers, travel we get the chance to interact with teachers from other cultures. For example, during my trip to Italy I asked an educator living there if they teach students to read and write in the kindergarten. During another trip to Germany I asked colleagues how they teach Math (Gülşen).</li> <li>- I observe the behaviors of children in the country/city that I visit. I try to build similar culture in my classroom (Gülşen).</li> </ul>
Reading	<ul style="list-style-type: none"> <li>- I think students trust teachers who have reading habits. Having a book with me builds a connection with my students. In time my students ask for books and suggest me books. Some of my students read books as I inspired them and they would like to discuss with me. This helps build a positive learning culture (Ada).</li> <li>- Reading is fundamental for all. I read books and articles that will help me strengthen my teaching practices in my classroom. I find it very useful. It helps me verify my strategies. For example, I read about how Math is taught internationally (Gülşen).</li> <li>- Reading a book from another culture helps me communicate more effectively (Pelin).</li> <li>- Reading has helped me welcome any kind of questions that my students asked. I don't label their questions as "absurd" or "irrelevant". I respect their opinions and I encourage them to find their own answers (Ekin Su).</li> </ul>
Professional development	<ul style="list-style-type: none"> <li>- I have applied what I learnt from professional development opportunities to my classroom (Gülşen).</li> <li>- I would like to learn more to be able to respond to my students' inquiries and encourage them for novel ideas instead of what they already know (Pelin).</li> <li>- Professional development introduces new strategies for teaching (Mor).</li> </ul>

Table 23 (cont'd)

The influences of five significant life experiences on participants' teaching practices

Experiences	The influences of experiences on participants' teaching practices
Spending time in nature	<ul style="list-style-type: none"> <li>- I take my students to the garden as positive reinforcement and I always keep a bouquet of flowers in my classroom. I think this creates a happy and peaceful atmosphere in the classroom (Gülşen).</li> <li>- I use rocks, leaves and other natural resources as manipulative to teach Math. Using these resources creates peace as if we were by the sea or in the park (Gülşen).</li> <li>- I take my students to field trips and we spend time in nature. We observe the surrounding and then we draw what we observe. This helps to build closer connections with my students (Ekin Su).</li> </ul>
Having hobbies	<ul style="list-style-type: none"> <li>- I make puppets from wooden spoons and string. This is one of my hobbies. We use those puppets to play games and we communicate (Gülşen).</li> <li>- I take photos of different places. Then I take these photos to my classroom. I share the stories of these photos with my students (Gülşen).</li> <li>- Learning through hobbies is fun. I believe when we are motivated to learn we don't easily forget. Therefore, I try to teach through fun. I try to open new windows to my students and I let my students decide what they would like to do. I just motivate them (Mor).</li> <li>- Instead of lecturing I prefer to use my hobbies to make lessons more fun. For example, I play the guitar and then one of the students would like to play the violin and then another one would like to play something else... This goes on and on. I become a model for them (Mor).</li> <li>- I use my hobbies based on the purpose of the lesson. I teach through contexts in which I can perform my hobbies. This inspires my students (Mor).</li> </ul>

The results of the analysis of each of five significant life experience revealed that they influenced participants' teaching practices in a constructive way. In general, the selected life experiences invoked positive reactions from participants. The data was verified further by examining if the teaching practices relevant to the experience

related to a theme. The results appear to be consistent with the themes which were defined in Table 9. For instance: the experience of travelling was associated thinking outside of the box, developing empathy and understanding for other cultures, thinking flexibly, communicating effectively, collaborating with colleagues from other countries, and just for joy. The experience of reading was associated with communicating effectively, understanding different cultures and students from different age groups, learning about other countries, and becoming more knowledgeable. The experience of professional development was associated with becoming more confident and applying new techniques in the classroom. The experience of hobbies was mostly associated with emotional aspects. The results indicated that having hobbies helped participants develop positive rapport with students, develop emotionally and intellectually, keep calm and happy, improve creativity and imagination, and have fun while teaching and learning. The results also suggest that all five experiences have contributed to creating positive learning environment. These life experiences were mostly associated with emotional well being of teachers and students.

Table 24 presents the results of deeper analysis of data in order to find out the influences of these life experiences on participants' development of Habits of Mind and intelligent behaviors using the conceptual framework.

Table 24

The influences of five life experiences on participants' intelligent behaviors and Habits of Mind, and associated educational theories

<b>Experiences</b>	<b>Intelligent behaviors</b>	<b>Habits of Mind</b>	<b>Theories</b>
<b><i>Travelling</i></b>			
- Travelling helps me build empathy and understanding towards different cultures (Ekin Su).	Gently attending to another person demonstrating an understanding of and empathy for an idea or feeling	Listening with understanding and empathy	EI
- Travelling helps me think out of the box (Gülşen). - Travelling encourages me to think more flexibly (Ekin Su).	Considering alternative points of view	Thinking flexibly	SRL, EI
- I observe the behaviors of children in the country/city that I visit. I try to build similar culture in my classroom. I collaborate with my parents to be consistent when building this culture out of the school (Gülşen).	Checking for ways to improve constantly	Striving for accuracy	IT
- Travelling has provided opportunities for me to observe other students' lives and learn education systems in different countries. I compare the education system of my country and of the country that I visit (Ada).	Striving for improvement, growing, learning, modifying, and improving oneself	Remaining open to continuous learning	IT
- Travelling helps me know more about different parts of the world and different lives (Pelin).	Enjoying the challenge of problem solving and continuing to learn throughout their lifetimes	Responding with wonderment and awe	IT

Table 24 (cont'd)

The influences of five life experiences on participants' intelligent behaviors, Habits of Mind, and educational theories

<b>Experiences</b>	<b>Intelligent behaviors</b>	<b>Habits of Mind</b>	<b>Theories</b>
<b><i>Reading</i></b>			
- Reading helps me welcome any kind of questions that my students ask. I don't label their questions as "absurd" or "irrelevant". I respect their opinions and I encourage them to find their own answers (Ekin Su).	Gently attending to another person demonstrating an understanding of and empathy for an idea or feeling	Listening with understanding and empathy	EI
- I think reading has magic and none of the ships can take us further than a book does. Reading opens new windows that I haven't discovered before (Mor).	Being eager to learn throughout lifetime	Remaining open to continuous learning	IT
<b><i>Professional development</i></b>			
- I want to learn more to be able to respond to my students' inquiries and encourage them for novel ideas instead of what they already know (Pelin).	Being eager to learn throughout lifetime	Remaining open to continuous learning	IT
- As I participate in professional development opportunities I feel more confident. I can solve the problems that I faced in my classroom easily. I develop different perspectives through professional development (Ekin Su).	Enjoying the challenge of problem solving and continuing to learn throughout their lifetimes	Responding with wonderment and awe	IT
- Spending time in nature finds it place as serendipity, peace and calmness in my classroom. It helps me get rid of the feeling of hopelessness and stress. I can overcome the conflicts more easily (Ada). - The nature helps me build inner peace and therefore, this reflects as serendipity, tolerance, and patience towards my students (Ada).	Being intrigued with phenomena and the surrounding beauty	Responding with wonderment and awe	M, EI



Table 24 (cont'd)

The influences of five life experiences on participants' intelligent behaviors, Habits of Mind, and educational theories

<b>Experiences</b>	<b>Intelligent behaviors</b>	<b>Habits of Mind</b>	<b>Theories</b>
<b><i>Spending time in nature</i></b>			
- Spending time in nature helps me know myself and think deeply. I think the nature has a calming effect (Pelin).	Finding the world as an awesome and mysterious entity	Responding with wonderment and awe	M, EI
<b><i>Having hobbies</i></b>			
- Coloring rocks helps me keep calm and happy (Gülşen).			M, EI
- Having hobbies help me stay calm in the face of conflicts. It helps me discover myself and improve creativity and imagination (Ekin Su).			

The analysis indicated that the influences of the selected life experiences on participants' dispositions as Habits of Mind could be further investigated through findings from research related to Incremental Theory, Emotional Intelligence, and Self-regulated Learning Theory. The results indicate that the experience of travelling has potentially helped participants improve themselves, think flexibly, build empathy and understanding, and think out of the box. The experiences of reading and professional development, which are categorized under the theme of branching out, are found to help participants remain open to learning, improve themselves, develop different perspectives, build confidence, and build empathy and understanding. The experience of spending time in nature, which is categorized under the theme of enjoying life, is found to help participants keep calm and happy, build patience and tolerance, stay peaceful, and reflect on themselves. The experience of spending time in nature is associated with two theories: Mindfulness and Emotional Intelligence. Lastly, the experience of having hobbies, which is again categorized under the theme

of enjoying life, is found to help participants improve creativity and imagination and keep calm and happy. The experience of having hobbies was not easily associated with a Habit of Mind. The behaviors that are attached to this experience (e.g., keeping calm and happy, and improving creativity and imagination) can be offered as addition to the list of sixteen Habits of Mind.

### **Conclusion**

This chapter presented the results of the study and how they address the research questions. Divided into three stages, the chapter began with a visual model of chapter layout. Each section was devoted to a research question.

In Stage I, the restructured narratives were presented with emerged categories, themes, and experiences. The analysis of the narratives revealed that there are two categories in the narratives around which experiences are clustered: learning environments and personal attributes. Learning environments were found to be associated with supportive environments for personal growth such as experiences with family, school, and neighborhood whereas personal attributes was found to indicate the actions that were started by the participants' will such as spending time in nature, having hobbies, reading, travelling, persisting, and finding one's own space. Through further analysis, these significant life experiences were clustered under themes. The themes emerged from participants' narratives and they were found to be big ideas behind the experiences. Each significant life experience was clustered under related theme. The results suggested that the occurrence of life experiences varied across participants. One experience can be more significant for a participant but not for others. However, the most influential experiences were found to be related to participants' family environments.

The results from Stage II included the potential influences of participants' significant life experiences on their disposition as Habits of Mind. Each significant life experience was associated with an intelligent behavior, Habit of Mind, and an educational theory. This suggested that each significant life experience potentially influenced participants' ways of thinking and behaving that are referred as Habits of Mind. The significant life experiences were also found to hold implications that could be explained by the help of educational theories, which are discussed in the following chapter.

The third stage entailed an investigation into the influences of significant life experiences on participants' dispositions as Habits of Mind and teaching practices. The results indicated that the selected themes of travelling, reading, professional development, spending time in nature, and having hobbies had a positive impact on participants' dispositions and teaching practices. The implications of these life experiences in terms of developing pre-service teachers' dispositions will be discussed in the following chapter and suggestions will be made for teacher education.

## **CHAPTER 5: DISCUSSION**

### **Introduction**

The findings of this study are discussed based on a review of the literature, the methodology, and results. This chapter consists of five parts: a) overview of the study, b) overview of findings, c) major findings and conclusions, d) implications for practice, e) implications for further research, and f) limitations of the study.

### **Overview of the study**

The aim of this study was to explore the significant life experiences that potentially contributed to the development of participants' dispositions as sixteen Habits of Mind as delineated by Costa and Kallick. The participants for this study were purposefully selected five female Turkish teachers. The study further investigated the influences of the significant life experiences identified by the participants, (travelling, reading, professional development, spending time in nature, having hobbies), on their teaching practices.

The researcher used narrative inquiry, comprised of three open-ended interviews, to explore participants' significant life experiences. The purpose of first interview was to prompt participants to share the life experiences that they considered significant. After the first interview, narratives were constructed for each participant and then categories, themes, and experiences that emerged from the narratives were identified. As described in the Methods chapter, the researcher involved expert reviewers to define the categories and themes and to obtain a deeper understanding of each life experiences and the influences of the shared life experiences. Analysis of these experiences resulted in two main categories: *learning environments* and *personal*

*attributes*, and the sub-categories of themes and experiences. The second interview, which served as a member-check, involved the researcher sharing the categories, themes, and significant life experiences that emerged from narratives with the participants for their concurrence.

In order to analyze the influences of participants' significant life experiences on their dispositions as Habits of Mind, the researcher constructed a conceptual framework (Figure 4). For this conceptual framework the researcher used intelligent behaviors associated with sixteen Habits of Mind as common denominator to relate to educational theories. The third interview was conducted after further analysis of the narratives in order to relate selected significant life experiences (travelling, reading, professional development, spending time in nature, having hobbies) to the participants' dispositions as Habits of Mind and their teaching practices. The results suggested that these life experiences have contributed to participants' dispositions and teaching practices positively (*positively* refers to contributing to participants' teaching dispositions in a constructive manner and evokes positive feelings).

### **Major findings**

The study has resulted in several noteworthy findings that could enhance and promote the understanding and application of dispositions as Habits of Mind in teacher education programs. Each of the following findings is associated with a research question of this study. In addition to revisiting the literature reviewed in Chapter 2, additional studies are cited to further explore findings that emerged from the analysis. The major findings of the study are mentioned below and in the following section each of the findings will be discussed in detail.

This study sought to explore the significant life experiences that potentially contributed to the development of participants' dispositions as sixteen Habits of Mind delineated by Costa and Kallick. Firstly, participants' significant life experiences, revealed from their narratives, were found to consist of experiences related to two categories: learning environments and personal attributes. Secondly, participants' narratives revealed that their significant life experiences contributed to the development of their dispositions as Habits of Mind. In order to analyze participants' narratives to gain insight into the potential influences of significant life experiences on participants' dispositions, a conceptual framework was constructed and utilized. The conceptual framework consisted of theoretical foundations to Habits of Mind, which included educational theories: Constructivism, Self-Regulated Learning Theory, Incremental Theory, Emotional Intelligence, and Mindfulness. The conceptual framework was found to be useful in gaining insight into the narratives to understand the influences of participants' significant life experiences on their dispositions as Habits of Mind. Thirdly, participants' significant life experiences were found to have a positive influence on their teaching practices.

In addition to the main findings of the study, it is important to mention the role of narrative inquiry in quest of participants' significant life experiences. Therefore, a section following the major findings of the study, namely *A final reflection on the use of narrative inquiry to prompt teachers share their significant life experiences*, shares the researcher's reflection on the use of this investigative strategy.

**Finding 1: Participants' significant life experiences consist of experiences related to learning environments and personal attributes**

The results of the analysis of narrative data revealed that participants' significant life experiences consist of experiences related to two categories: learning environments and personal attributes. It was found that participants considered the following experiences as significant life experiences that potentially contributed to their dispositions as sixteen Habits of Mind.

Table 25

The significant life experiences that potentially contributed to participants' dispositions as Habits of Mind

---

**Category: *Learning environments***

---

- Family environment
- School environment
- Neighborhood

---

**Category: *Personal attributes***

---

- Travelling
  - Reading
  - Professional development
  - Spending time in nature
  - Having hobbies
- 

These significant life experiences were found to be common for all five participants, and analysis of narrative data and significant life experiences with two experts indicated that these life experiences can be categorized under *learning environments* and *personal attributes*. These categories emerged in relation to the meanings that participants attached to these life experiences.

This finding is consistent with a number of studies found in the literature. Butt et al. (1990) investigated teachers' (N = 100) significant life experiences and personal histories that influenced their ways of thinking and behaving. The findings of the study indicated that teachers' significant life experiences were grouped under three

categories: personal life experiences, professional life experiences, and teachers' own experiences as a student at school. Each category included items that are consistent with findings of the current study. The category of personal life experiences included relationships with parents, relatives, and various significant others; the category of professional experiences included schools, communities, and colleagues; and the category of teachers' own experiences as a student at school included particular projects, peers, and teachers. Different than what Butt et al. (1990) investigated, the researcher of the current study investigated the potential influences of each significant life experience on participants' development of dispositions as sixteen Habits of Mind. The researcher also investigated the influences of travelling, reading, professional development, spending time in nature, and having hobbies on participants' dispositions as Habits of Mind using the conceptual framework (Figure 14) that was constructed in relation to established educational theories and intelligent behaviors.

**Finding 2: Participants' narratives revealed that their significant life experiences contributed to the development of dispositions as Habits of Mind**

Although this study did not aim to investigate any cause-effect relationships between life experiences and dispositions as sixteen Habits of Mind, the researcher intended to investigate the *potential* contributions of significant life experiences on participants' dispositions as Habits of Mind. In order to do so the researcher constructed a conceptual framework that proved useful in identifying the potential contribution of significant life experiences to participants' dispositions as Habits of Mind (Figure 4).



Through a deductive content analysis, based on intelligent behaviors as delineated by Costa and Kallick (2000), the researcher identified the following theories to construct the theoretical foundations to Habits of Mind: Constructivism, Self-Regulated Learning Theory, Incremental Theory, Emotional Intelligence, and Mindfulness. Using intelligent behaviors as common denominator between theories and Habits of Mind helped the researcher gain insight into the potential influences of significant life experiences on participants' dispositions. The focus on intelligent behaviors also helped direct the researcher hone in on specific types of behavior that are associated with theories. For instance, when exploring the potential influences of participants' spending time in garden during childhood the researcher could find out connections with the theories of Mindfulness and Emotional Intelligence. The experience of spending time in nature was also found to be connected to the intelligent behavior of *being intrigued with phenomena and the surrounding beauty* and the Habit of Responding with Wonderment and Awe. Such an analysis was possible with viewing teachers' dispositions as *clusters of habits* (sixteen Habits of Mind) and associated intelligent behaviors.

The results of the narrative data analysis using the conceptual framework indicated that the significant life experiences potentially contributed to participants' dispositions as Habits of Mind in a *constructive* (i.e., useful; promoting further development) manner. In the following sections the potential influences of each significant life experience will be discussed from three perspectives: a) which Habits of Mind to which the significant life experience potentially contributed, b) insights from the narratives, and c) how educational theories and findings from related literature support defined potential contribution. The researcher purposefully chose to discuss six life experiences in details, that are the family environment and the five

attributes related to travelling, reading, professional development, spending time in nature and having hobbies. The reasons of this choice are summarized below:

- a) All participants considered their experiences related to family environment as the most significant experiences which potentially contributed to their dispositions as Habits of Mind, and the literature also suggests family environment plays pivotal role in nurturing personal dispositions (Greenfield & Suzuki, 1998)
- b) When teachers' dispositions are viewed as malleable (able to grow) entities, life experiences can be used as strategies to develop effective dispositions (Diez, 2007a, 2007b). The five attributes can be seen as the life experiences that can be offered in teacher education programs in an attempt to develop future teachers' effective dispositions.

*The potential influences of family environment on participants' dispositions as Habits of Mind*

Family environment in a general sense refers to the values, practices and the cultural background of the child's family (Greenfield & Suzuki, 1998), and more specifically for this study it refers to parental practices and attitudes towards the child. The analysis of participants' narratives indicated that all participants considered their family environment as supportive of development of their dispositions. This is consistent with the results of the analysis using the conceptual framework.

Based on the analysis of narrative data using the conceptual framework the researcher found out that participants' family environment potentially contributed to a variety of Habits of Mind. The results of the analysis indicated that participants mostly associated their parents' attitudes and practices with the following Habits of

Mind: Finding Humor, Listening with Understanding and Empathy, Managing Impulsivity, Remaining Open to Continuous Learning, Responding with Wonderment and Awe, Persisting, Thinking Flexibly, and Thinking Interdependently.

Table 26  
The potential influences of significant life experiences related to family environment on participants' Habits of Mind

<b>Experiences</b>	<b>Intelligent behaviors</b>	<b>Habits of Mind</b>
Being able to laugh at themselves	<i>Being able to laugh at situations and themselves</i>	Finding Humor
Helping others in need	<i>Gently attending to another person demonstrating an understanding of and empathy for an ideas or feeling</i>	Listening with Understanding and Empathy
Not trying to impose one's own views on others		
Creating family parliament		
Being open to discussions		
Encouraging family relations based on love	<i>Making an effort to perceive others' point of view and emotions</i>	
Staying calm in the face of conflicts	<i>Remaining calm, thoughtful and reflective</i>	Managing Impulsivity
Developing reading habit	<i>Being eager to learn throughout lifetime</i>	Remaining Open to Continuous Learning
Motivating siblings for higher education	<i>Striving for improvement, growing, learning, modifying, and improving oneself</i>	
Reading newspapers to the villagers who are illiterate	<i>Enjoying the challenge of problem solving and continuing to learn throughout their life times</i>	Responding with Wonderment and Awe
Enjoying life through hobbies and social gatherings	<i>Being intrigued with phenomena and the surrounding beauty</i>	

Table 26 (cont'd)

The potential influences of significant life experiences related to family environment on participants' Habits of Mind

<b>Experiences</b>	<b>Intelligent behaviors</b>	<b>Habits of Mind</b>
Encouraging family members for continuous education despite the challenges	<i>Persevering in tasks through to completion</i>	Persisting
Creating family parliament	<i>Considering alternative point of views</i>	Thinking Flexibly
Sharing responsibilities among family members and solving problems in collaboration with family members	<i>Being able to work and learn from others</i>	Thinking Interdependently

The intelligent behaviors, which were potentially developed through associated life experiences (Dewey, 1933), were found to have common traits with educational theories. These common traits were identified using the conceptual framework. The analysis of data using the conceptual framework revealed that intelligent behaviors and Habits of Mind associated with family environment were connected to thoughtful (directive to learning) and mindful (supportive of learning) theories.

Table 27

Habits of Mind and associated educational theories for experiences related to family environment

<b>Habits of Mind</b>	<b>Intelligent behaviors</b>	<b>Educational Theories</b>	
		<b>Thoughtfulness</b>	<b>Mindfulness</b>
Finding Humor	<i>Being able to laugh at situations and themselves</i>		Emotional Intelligence
Listening with Understanding and Empathy	<i>Gently attending to another person demonstrating an understanding of and empathy for an ideas or feeling Making an effort to perceive others' point of view and emotions</i>		Emotional Intelligence

Table 27 (cont'd)

Habits of Mind and associated educational theories for experiences related to family environment

Habits of Mind	Intelligent behaviors	Educational Theories	
		Thoughtfulness	Mindfulness
Managing Impulsivity	<i>Remaining calm, thoughtful and reflective</i>	Self-Regulated Learning Theory	Emotional Intelligence
Remaining Open to Continuous Learning	<i>Being eager to learn throughout lifetime Striving for improvement, growing, learning, modifying, and improving oneself</i>	Constructivism Incremental Theory	
Responding with Wonderment and Awe	<i>Enjoying the challenge of problem solving and continuing to learn throughout their life times Being intrigued with phenomena and the surrounding beauty</i>	Incremental Theory	Mindfulness
Persisting	<i>Persevering in tasks through to completion</i>	Self-Regulated Learning Theory Incremental Theory	Emotional Intelligence
Thinking Flexibly	<i>Considering alternative point of views</i>	Self-Regulated Learning Theory	Emotional Intelligence
Thinking Interdependently	<i>Being able to work and learn from others</i>	Constructivism	Emotional Intelligence

All five participants defined one or both of their parents' attitudes as authoritative, but reasonable. They were supportive, permissive, responsive, and democratic, in other words, the parents had rules and high expectations of their children, but maintained a kind and supportive relationship. The participants also reported that their parents had positive attitudes toward human development (e.g., they supported continuous learning of their siblings by encouraging them for higher education or reading). The characteristics of good parenting, such as those listed by Gottman (1997), are found to be consistent with what participants expressed about their own

parents. For Gottman, good parenting involves many emotions; good parents empathize and provide their children guidance on how to overcome uncomfortable situations; set limits but are flexible; good parents do not try to impose their solutions on their children's problems and they give choices and respect their children's wishes; they are positive.

The father was considered to be an important figure for four of the participants (Ada, Gülşen, Pelin, Ekin Su). These participants associated their father with the following characteristics:

- Father was democratic and he would create family parliament.
- He was fair and he did not impose his own ideas on his children.
- He was sensitive toward the needs of others.
- He was responsive and he would listen to their children's problems like a friend.
- He was open to discussions.
- He valued education and that's why he encouraged his children for higher education.
- He enjoyed reading.
- He would encourage family relations based on love.
- He would enjoy life through hobbies and social gatherings.

These characteristics and actions of the father were identified in relation to their potential contributions to Habits of Mind in the table above (Table 27). For instance: the experience of creating a family parliament potentially contributed to participant's development of the Habit of Mind: Listening with Understanding and Empathy. Each

of the connections between intelligent behavior and significant life behaviors was identified in the same fashion using the conceptual framework.

In every society, fathers have important influences on their child's socio-emotional outcomes (Flouri, 2005; Lamb, 2010) and studies in the literature show that the father plays an important role in the family environment. Studies suggest that the father's engagement with their child positively affects their children's social competence (Leidy, Schofield & Parke, 2013) and other cognitive, educational, social, and family outcomes (Cabrera & Tamis-LeMonda, 2013; Flouri, 2005; Lamb, 2010; Nettle, 2008). Rosenberg and Wilcox (2006) claim that fathers have a direct impact on the well-being of children and the supportive presence of father may help children attain better educational outcomes. In addition to better educational outcomes, Rosenberg and Wilcox (2006) suggest that children with involved and caring fathers are more patient and can handle the stresses that are associated with schooling more readily compared to children with less caring fathers. Therefore, the quality of time that fathers play with their children is reported to influence child's emotional and social development. They suggest that fathers are mostly associated with promoting independence and often push for achievement while mothers are associated with nurturing. Likewise, positive parenting from mothers may be associated with a safe and warm environment (Langelhof, Komdeur & Oldehinkel, 2016). This is consistent with what was depicted in the narratives and more specifically; for example Ekin Su's description of her mother as nurturing and emotional whereas she associated her father with achievement and independence.

Another aspect that may be important for the development of participants' dispositions in relation to family environment is the father-daughter relationships.

Considering that all participants who took part in this study were female and four of them had supportive father figures, the father-daughter relationship may have played an important role on participants' dispositions. Research indicates that the father plays an important role on their daughter's personality and life satisfaction (Secunda, 1992). Allgood, Beckert & Peterson (2012) claim that engaged father-daughter relationship plays an important role on daughters' self-esteem and life satisfaction in later stages of life. The results of their study indicated that "nurturing" types of father involvement during adolescence is likely to have a positive impact on their daughters' self-esteem and life satisfaction during their young adult years.

So far, influences of family environment (which has been used interchangeably with home culture in the literature, see Greenfield and Suzuki, 1998) especially the influences of parents have been considered important in nurturing children's personality and personal dispositions (Becker, 1964; Cabrera & Tamis-LeMonda, 2013; Egberts, Prinzie, Dekovic, de Haan, & Akker, 2015; Greenfield & Suzuki, 1998; Knafo & Schwartz, 2004; Lamb, 2010; Langelhof, Komdeur & Oldehinkel, 2016; Nettle, 2008; Rosenberg & Wilcox, 2006; Suzuki, 2005). Given that there is substantial research on the importance of the role family environment and more specifically parents on one's beliefs and dispositions, it is not surprising that all the participants in this study considered family environment, and more specifically their parents' attitudes and practices (both parents or single parent), as the most significant life experiences that contributed to their dispositions as Habits of Mind.

As the literature on the influences of family environment and perceived parenting suggests, children's personality and personal dispositions are nurtured especially during childhood. Parents are one of the strongest influences on their children's



emotional intelligence and personal dispositions, which can be improved over time (Goleman, 1995; Mayer & Salovey, 1997). Parental attitudes (Langenhof, Komdeur & Oldehinkel, 2016) and parents' values (Knafo & Schwartz, 2004) are considered amongst the most significant influences on children's development as parents constitute important environmental influences on their children. They are the teachers and role models for children as they develop their thoughts, emotions, and behaviors (Langenhof, Komdeur & Oldehinkel, 2016). Knafo and Schwartz (2004) suggest that childhood period is the most malleable period in terms of identity formation before adolescence and the quality of parenting which children perceive and children's resemblance to their parents play an important role in personality traits in the later stages of life. Therefore, children may explore and absorb their parents' values, which they observe on a daily basis (Greenfield & Suzuki, 1998) and develop values that are similar to that of their parents or the values that are juxtaposing that of their parents (Knafo & Schwartz, 2004).

The results of the analysis of potential influences of life experiences on a variety of intelligent behaviors and dispositions as Habits of Mind showed that participants were brought up in supportive family environments. All participants, who have gone through positive experiences related to family environment (either with both or a single parent), might have developed similar dispositions to that of their parents and these dispositions as Habits of Mind may be projected in their classrooms.

*The potential influences of travelling, reading, professional development, spending time in nature, and having hobbies on participants' dispositions as Habits of Mind*

So far, the conceptual framework has been used to explore the potential influences of experiences related to family environment. The researcher also investigated the

potential influences of travelling, reading, professional development, spending time in nature, and having hobbies on participants' dispositions as Habits of Mind using the conceptual framework. The researcher revisited the conceptual framework (Figure 4) to find out the potential contributions of these experiences to Habits of Mind. This framework (Figure 14) was created based on the comprehensive framework and using the findings related to the influences of five life experiences on participants' dispositions. In a way, the researcher intended to check the applicability of the conceptual framework when findings of this study are concerned.

The results indicated that four life experiences (travelling, reading, professional development, and spending time in nature) were potentially influential on the Habits of Listening with Understanding and Empathy, Remaining Open to Continuous Learning, Responding with Wonderment and Awe, Striving for Accuracy, and Thinking Flexibly. The experiences were also found to be related to thoughtful (Incremental Theory and Self-Regulated Theory) and mindful (Emotional Intelligence and Mindfulness) theories. However, the experience of having hobbies was not easily associated with a Habit of Mind. The analysis of narratives and a significant number of research studies indicates that hobbies may contribute to one's psychological well-being by keeping calm and happy, staying calm in the face of conflict, and developing empathy and understanding towards others (Costa, Paul & McCrae, 1980; Lu & Hu, 2005; Pressmen, Matthews, Cohen, Martie, Scheier, Baum & Schulz, 2009).

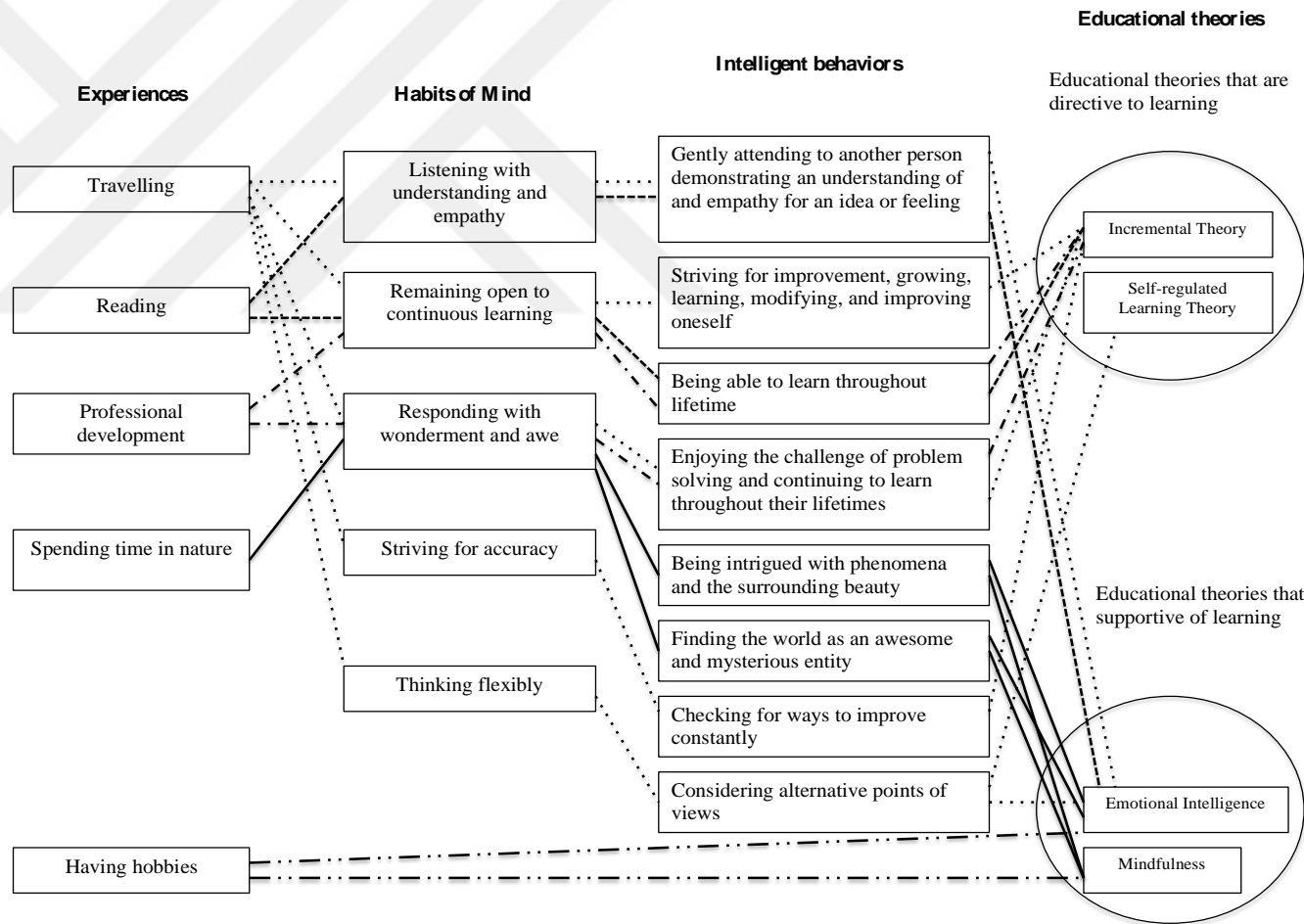


Figure 14. Re-visiting the conceptual framework to investigate the influences of travelling, reading, professional development, spending time in nature and having hobbies

Based on the results of narrative data analysis using the conceptual framework it was revealed that participants mostly associated travelling with new learning opportunities, developing empathy and understanding towards others, discovering new cultures, improving themselves, enjoyment, reducing stress, relaxing, and thinking flexibly. The participants associated reading with remaining open to continuous learning, developing communication skills, understanding others, and feeling more confident. Likewise, the participants associated professional development with gaining new perspectives and therefore, feeling more confident as a teacher. These results are consistent with some literature. In the following section the findings are discussed in relation to a) which Habits of Mind the significant life experience potentially contributed to, b) insights from the narratives, and c) how educational theories and findings from related literature support the findings.

*Having hobbies and travelling.* The experiences of having hobbies and travelling are referred as “leisure activities” in the literature (Pressmen et al., 2009). Leisure activities are defined as “pleasurable activities that individuals engage in voluntarily when they are free from the demands of work or other responsibilities” (Pressmen et al., 2009, p. 1). The results of the narrative data analysis indicated that participants associated having hobbies with keeping calm and happy (Gülşen), improving imagination (Pelin), and staying calm in the face of conflicts and discovering oneself, and improving creativity (Ekin Su). Unlike other four experiences, which were easily connected to Habits of Mind, having hobbies was not easily connected to any of the sixteen Habits of Mind. On the other hand, based on the analysis of narrative data the researcher found out that having hobbies can be connected to educational theories

related to mindfulness and especially to emotional well-being. This is consistent with some literature as discussed below.

There is a growing body of research on association of “leisure activities” with psychological and physical well-being (Pressmen et al., 2009). These leisure activities include hobbies, physical exercise, socializing or spending time in nature. The list of leisure activities can be extended. Some leisure activities may serve as “breathers” that provide a chance to take a break; induce positive feelings, and reduce stress and other leisure activities may serve as “restorative” as they help individuals recover from stress and provide a sense of being away from the concerns of daily life (Pressmen et al., 2009, p. 1). The “restorative activities” include travelling. Both “breathers” and “restorative activities” are associated with psychological well-being and physiological functioning. In a study conducted with a group of people (n = 1399), who were engaged with leisure activities, the results based on participants’ self-report indicated that leisure activities helped participants cope with stressful life events and decrease their negative moods (Pressmen et al., 2009). While describing the traits of a happy person, Myers and Diener (1995) refer to engagement in leisure activities. The situations that contribute to our emotional well-being such as having hobbies are associated with happiness (Costa, Paul & McCrae, 1980). Lu and Hu (2005) also claim that the major outcomes of engagement in leisure activities are happiness and life satisfaction. However, the level of satisfaction may vary across different leisure activities. Most people associate leisure activities with “relaxation, enjoying life, self-growth, filling the time, social interaction, and health promotion” (p. 2). This argument is consistent with the

finding of the study as well as the theme (enjoying life) under which travelling, reading, having hobbies, and spending time in nature were grouped.

When it comes to the influences of travelling, the participants considered travelling as one of the most noteworthy experiences that potentially contributed to their dispositions in a variety of ways. The results of narrative data analysis showed that participants associated travelling with broadening horizons (Ada), keeping motivated and energized (Ada), thinking flexibly (Gülşen), learning about other cultures and parts of the World (Pelin), and building empathy and understanding toward people from different cultures (Pelin). Using the conceptual framework, the researcher found out that travelling potentially contributed to the Habits of Listening with Understanding and Empathy, Remaining Open to Continuous Learning, Responding with Wonderment and Awe, Striving for Accuracy, and Thinking Flexibly. The potential influences of travelling were also associated with Incremental Theory, Self-Regulated Theory, and Emotional Intelligence (Figure 14).

In the literature, the influences of travelling on individuals have not gained much attention yet. However, travelling is grouped under “restorative activities” and associated with psychological well-being (Pressmen et al., 2009). This finding is consistent with the finding of this study as participants mostly considered travelling as a way to explore new cultures and sometimes just to have fun.

*Spending time in nature.* The results of the narrative data analysis using the framework revealed that participants mostly associated spending time in nature with emotional and mindful attributes. The findings suggest that spending time in nature potentially contributed to the Habit of Responding with Wonderment and Awe. The

results of the narrative data analysis indicated that participants highly valued spending time in nature and in their narratives they associated spending time in nature with building peace, serendipity, and tolerance (Ada), reducing stress and staying calm (Ada, Pelin, Mor), triggering creativity (Ekin Su), and building a positive culture (Ekin Su). This finding is consistent with some literature.

Interacting with nature may provide positive benefits amongst which psychological well-being and physical health are particularly noticeable. Interacting with nature may have positive contributions to individuals' psychological well-being (Berman et al, 2012); behaviors, academic performance and social skills in children (Keniger, Gaston, Fuller & Irvine, 2013). Spending time in nature (e.g., interacting with nature through nature walks) may have cognitive and affective benefits for individuals suffering from depression especially individuals with Major Depressive Disorder (MDD). In a study with individuals suffering from MDD, even being exposed to an intense negative experience prior to going on a nature walk interacting with nature was found to positively affect MDD patients (Berman et. al, 2012).

The positive effects of interacting with nature on children's psychological and cognitive well-being are reported by a number of other studies as well (Kuo & Taylor, 2004; Taylor, Kuo & Sullivan, 2002; Wells & Lekies, 2006). Interacting with nature might enhance children's *self-discipline* (self-discipline refers to "concentrating, inhibiting initial impulses, and delaying gratification" and each of these is an important form of self-discipline, Taylor, Kuo & Sullivan, 2002, p. 1). Taylor, Kuo & Sullivan (2002) argue that there are possible links between near-home nature and three forms of self-discipline. However, the authors add that this case may

be valid for girls based on the finding of their study. This argument holds significant implications for the finding of this study as all participants were female and four of them (Ada, Gülşen, Pelin, Ekin Su) were brought up in either villages or near-home nature environment.

*Reading.* The analysis of narrative data revealed that all participants were brought up in a home environment where reading was highly valued. They associated reading mostly with remaining open to continuous learning (Ekin Su), developing communication skills (Ada, Mor), developing understanding and empathy toward others (Pelin), and enjoyment (Pelin). The results of the narrative data analysis using the conceptual framework indicated that reading potentially contributed to the Habits of Remaining Open to Continuous Learning and Listening with Understanding and Empathy, which were associated with Incremental Theory and Self-Regulated Learning Theory. These results are consistent with some literature.

Clark and Rumbold (2006) claim that growing up in a literacy rich environment is likely to support children's literacy as well as other capacities such as academic. They add that reading for pleasure has significant educational and social consequences and reading for pleasure may contribute to individuals' love of reading and intrinsic motivation to read. Teachers' reading habits and their beliefs about reading may have a significant impact upon their students' motivation for and engagement in reading (Gambrell, 1996). Teachers become models for reading when they share their reading experiences with their students. This is consistent with Ada's response to the impact of reading in her classroom.



I think students trust teachers who have reading habits. Having a book with me builds a connection with my students... Some of my students read books as I inspired them and they would like to discuss with me. This helps build a positive learning culture.

Teachers' reading habits have also been found to influence the instructional strategies they used in their classrooms. Morrison, Jacobs and Swinyard (1999) claim that teachers' instructional strategies may be affected by their reading habit. Teachers who are enthusiastic readers tend to use instructional strategies (e.g., discussion groups and debates) that promote students' engagement in learning. Teachers' beliefs are influential on choosing instructional strategies and teachers, who have enthusiasm for reading, tend to use discussion groups, book clubs, and debates that will likely help students engage in discussions (Applegate & Applegate, 2004).

*Professional development.* Teachers' professional development activities play an important role on teachers' learning in many ways and teachers' participation in professional development activities was reported to play an important role on their knowledge and classroom practice (Borko, 2004). The results of the narrative data analysis indicated that participants associated professional development with the Habits of Remaining Open to Continuous Learning and Being Able to Learn throughout Lifetime. They considered professional development as an effective strategy for learning new teaching strategies and being able to encourage their students to inquire. This finding is consistent with some other findings in the literature. Professional development activities are reported to have positive effects on teachers' knowledge and skills; opportunities for active learning and changes in teachers' classroom practice (Garet, Porter, Desimone, Birman & Yoon, 2001).

Likewise, Desimone (2009) suggests that professional development is one of the keys to improve the quality of education.

So far, two major findings of the study have been discussed in relation to the analysis of narrative data using the conceptual framework and findings from related literature. Both findings indicated that the experiences of all participants related to family environment, travelling, reading, professional development, spending time in nature, and having hobbies potentially contributed to participants' dispositions as Habits of Mind in a constructive way. These findings hold significant implications as research supports that teachers' beliefs and dispositions are linked to their teaching practices (Diez, 2007; Fang, 1996) and teachers' beliefs, knowledge, and characteristics have long-lasting impact on their instructional practices (Hong, Greene & Hartzell, 2011). Considering the potential and positive influences of travelling, reading, professional development, spending time in nature, and having hobbies, these experiences may influence participants' teaching practices in a positive way. In the following section, the influences of these experiences on participants' teaching practices are discussed based on the results of the analysis of third interviews with participants (Chapter 4., Section 4.4).

### **Finding 3: Participants' significant life experiences and the perceived influence on their teaching practices**

The results of third interview data analysis indicated that travelling, reading, professional development, spending time in nature, and having hobbies influenced participants' teaching practices positively (*positively* refers to contributing to participants' teaching practices in a constructive manner and evokes positive

feelings). The influences of each life experience on participants' teaching practices will be discussed in the following sections.

*Travelling.* Participants considered travelling not only as a cultural exchange but also as a valuable educational opportunity.

Every trip is a new window to other cultures and people. As we, teachers, travel we get the chance to interact with teachers from other cultures. For example, during my trip to Italy I asked an educator living there if they teach students to read and write in the kindergarten. During another trip to Germany I asked colleagues how they teach Math. (Gülşen)

Travelling influenced participants' way of communication with their students positively: "I meet students and teachers from different cultures, which help me build empathy and effective communication with others who come from different cultures. Therefore, I can communicate with my students and colleagues more effectively" (Pelin). Exposure to another culture also influenced the classroom culture in a positive way: "I observe the behaviors of children in the country/city that I visit. I try to build similar culture in my classroom" (Gülşen).

*Reading.* Reading helped participants become more effective communicators with their students and they became role models for their students.

I think students trust teachers who have reading habits. Having a book with me builds a connection with my students. In time my students ask for books and suggest me books. Some of my students read books as I inspired them and they would like to discuss with me. This helps build a positive learning culture. (Ada)

Participants also considered reading as a way of professional learning: "I read books and articles that will help me strengthen my teaching practices in my classroom. I find it very useful. It helps me verify my strategies. For example, I read about how

Math is taught internationally” (Gülşen). Reading helped participants feel more confident as a teacher: “Reading has helped me welcome any kind of questions that my students asked. I don’t label their questions as “absurd” or “irrelevant”. I respect their opinions and I encourage them to find their own answers” (Ekin Su).

*Professional development.* Professional development helped participants feel more confident as a teacher by learning new teaching strategies. Participants associated professional development with developing new perspectives to respond to students’ inquiries and encourage them for novel ideas instead of what they already know.

*Spending time in nature.* Spending time in nature contributed to participants’ classroom culture positively: “Spending time in nature helped me build a positive culture in my classroom” (Ekin Su). I take my students to the garden as positive reinforcement and I always keep a bouquet of flowers in my classroom. I think this creates a happy and peaceful atmosphere in the classroom (Gülşen). Participants also used natural resources as teaching materials: “I use rocks, leaves and other natural resources as manipulative to teach Math. Using these resources creates peace as if we were by the sea or in the park” (Gülşen). Participants considered field trips as valuable learning opportunities: “I take my students to field trips and we spend time in nature. We observe the surrounding and then we draw what we observe. This helps to build closer connections with my students” (Ekin Su).

*Having hobbies.* The results revealed that hobbies fostered participants’ creativity and imagination and they used hobbies to make learning fun for the students: “I make puppets from wooden spoons and string. This is one of my hobbies. We use those puppets to play games and we communicate” (Gülşen). Participants also stated

that their (teachers') hobbies can be inspirational for the students and the students can get motivated and have their own hobbies.

As the results suggested, these life experiences contributed to participants' teaching practices positively. Findings from other studies related to the influences of teachers' reading habit (Applegate & Applegate, 2004; Morrison et al., 1999) and participation in professional development activities (Garet et al., 2001) on teaching practices are consistent with this finding. This finding holds significant implications for teacher education programs that will be discussed in the following section.

### **A final reflection on the use of narrative inquiry to prompt teachers share their significant life experiences**

As this study intended to investigate the potential influences of participants' significant life experiences on their dispositions as Habits of Mind, the researcher aimed to inquire into participants' significant life experiences using narrative inquiry as methodology. Over the course of the study, narrative inquiry made it possible for the researcher to develop collaboration with each participant and inquire deeply into participants' significant life experiences. The collaborative approach helped develop a sense of trust between the participants and the researcher and the teachers were willing to allocate sufficient time and energy for interviews—which were open-ended and sometimes lasted a few hours. The participants and researcher had multiple interchangeable roles during the research process and especially during interviews. They were colleagues, friends, researchers, and even confidants at times. Developing such bonds with participants helped the researcher to be involved in participants' stories and their lives. The researcher was aware of the risk of personal

bias and took steps to limit this influence by using strategies such as keeping a reflexive journal and member checking to contribute to the trustworthiness of the findings.

At times, the participants' narratives seemed to diverge from the purpose of the study and it was researcher's task to help participants keep focused on relevant life experiences. The researcher's task was challenging as he needed to help participants retrieve the most relevant life experiences based on the prompt given. This was a challenging task as all participants had many stories to share with the researcher.

Sometimes what the participants shared went beyond the researcher's initial expectations; these stories were fruitful for providing the researcher with a rich source of data and resulted in the development of extensive and detailed narratives.

### **Implications for practice**

The findings from this study hold two significant implications for practice for teacher education programs and teacher educators. The first is to integrate elements of certain constructive life experiences, which were reported to contribute to effective teaching dispositions, into teacher education programs. These experiences are recommended with the understanding that the environment of teacher education program should be taking into consideration just as the family environments of the participants were supportive but disciplined. The second is to use the conceptual framework in order to monitor and assist the development of pre-service teachers' dispositions as Habits of Mind.

As the literature on dispositions in teacher education suggests, teachers' dispositions are similar to professional beliefs and values systems (Diez, 2007b; NCATE, 2016),

but they are more than that. Dispositions are attributed characteristics of a teacher that summarize the trend of a teacher's tendencies to act in a particular manner (Borko, Liston & Whitcomb, 2007; Katz & Raths, 1985). Therefore, dispositions include teachers' actions in and out of classroom through which values and beliefs are displayed. Teachers with positive dispositions are likely to act in certain manners that will elevate the profession of teaching (Da Ros-Voseles & Fowler-Haughey, 2007). This holds significant implications for practice for teacher educators as they hold the responsibility to model, teach, and promote effective teaching dispositions. As the findings of the study revealed, the experiences of travelling, reading, professional development, spending time in nature, and having hobbies have potentially contributed to effective teachers' dispositions and their teaching practices. In order to help pre-service teachers develop effective teaching dispositions as Habits of Mind, teacher educators can integrate opportunities in the curriculum for pre-service teachers to enjoy these five experiences, and this can be possible with encouraging teacher educators to become aware of the potential influences of these experiences. Therefore, first teacher educators could be informed about the influences of these experiences and the strategies that could be used to enhance pre-service teachers exposition in these five experiences.

For instance, considering the positive impact of spending time in nature on individuals' psychological well-being, teacher education programs can provide opportunities for pre-service teachers to research about these impacts and experience spending time in nature perhaps through field trips or spending time in nature either during breaks or organizing short walks in nature. The need and benefits of incorporating environmental education into teacher education in Turkey (Tuncer,

Tekkaya, Sungur, Cakiroglu, Ertepinar, & Kaplowitz, 2009) have been discussed and it was suggested that environmental education can contribute to nature of pedagogy (Yavetz, Goldman, & Pe'er, 2013). Therefore, scholars worldwide suggest that pre-service teachers need to be introduced the ways for how to integrate activities about environmental education into curricula in all subjects (Yavetz et al., 2013; Grace & Sharp, 2000).

The impacts of reading and professional development on teachers' knowledge and instructional strategies have been researched and some literature was discussed in previous sections. The findings were associated with positive impacts of reading and professional development on teachers' knowledge and instructional strategies. However, the impacts of having hobbies and travelling on teachers have not gained attention yet. Therefore, the impacts of these two experiences can be researched and five significant life experiences can become a part of teacher education curriculum. By emulating these life experiences in teacher education effective teaching dispositions can be enhanced. However, it should be noted that the research was not about dispositions per se, but that the studies go to show that it is feasible to have these experiences in teacher education.

The second implication for practice is to use the conceptual framework to monitor and assist teachers' development of dispositions as Habits of Mind. The teacher educators can use the conceptual framework that consist of intelligent behaviors, which are associated with sixteen Habits of Mind, as cues to understand how and why their students respond the way they do to different situations and settings. After using approaches such as interviews, long-term observation, deliberation, and inquiry into the underlying motivators for pre-service teachers' actions, the behaviors can be



linked to one of the clusters of habits (dispositions) identified in the conceptual framework (Figure 4). Since the clusters are related to established theories, teacher educators can use the findings from empirical research associated with those theories to guide professional development of teaching dispositions. For example, research that supports Constructivism can be used to develop the Habit of Applying Past Knowledge to New Situations. The associated intelligent behaviors can be observed and measured to learn how the disposition is being developed. Likewise, research that supports Incremental Theory can be used to develop the Habit of Remaining Open to Continuous Learning. Pre-service teachers who have this Habit of Mind will exhibit behaviors such as *continuously searching for new and better ways and striving for improvement, growing, learning, modifying, and improving themselves*. In another case, the teacher educator might need to develop students' Habit of Thinking about Thinking (Metacognition). In this case, teacher educator can look into Self-Regulated Learning Theory to help students develop the intelligent behaviors such as *developing an action plan and being aware of one's own thoughts and their effects on others*. Another situation might occur when a methods teacher notices that a candidate overreacts to challenges and conflicts. The teacher educator might also be concerned that the student makes quick judgments and is not reflective. This instructor could research into Mindfulness Theory to identify strategies to develop mindful behaviors associated with the Habit of Managing Impulsivity. A similar situation can be when a teacher educator might be concerned that students are not sensitive to the needs of others. Then, the educator could research into Emotional Intelligence theory to help students develop the Habit of Thinking Interdependently. Each of the sixteen Habits proposed by Costa and Kallick could be addressed in this

fashion and teacher educators can benefit from using the conceptual framework to better understand their students' dispositions and help them develop effective teaching dispositions.

### **Implications for further research**

The findings of this study hold several implications for further research. The first and possibly the most noteworthy implication for further research is to apply the conceptual framework to teacher education program and monitor the effectiveness of the framework. So far, the conceptual framework has been used in order to investigate the influences of participants' significant life experiences on their dispositions as Habits of Mind. Utilizing the framework, the researcher concluded that the framework was useful in exploring the potential influences of significant life experiences on development of sixteen Habits of Mind. However, what has not been achieved so far, and was beyond the purpose of the current study, is the actual application of this framework in a teacher education program. In order to apply and assess the impact of the effectiveness of such a framework in teacher education program, experimental or quasi-experimental research design can be utilized. Researchers and teacher educators can look into the effectiveness of the framework regarding effective teaching dispositions and may suggest more connections between dispositions and theories.

The second implication for further research would be to explore the influences of the significant life experiences (travelling, reading, professional development, spending time in nature, having hobbies) on pre-service teachers' dispositions. This can be possible with a longitudinal study during which pre-service teachers are provided

opportunities to experience the “suggested life experiences” and the impact of these life experiences on their dispositions are monitored and recorded.

Another noteworthy implication for further research is to investigate to what extent the important life experiences revealed from this qualitative study can be replicated with or enriched in a larger sample using a quantitative study. In order to achieve this further research, a survey can be applied to a larger sample from the same and different cultural contexts. The list of teachers’ significant life experiences could be extended if this study would be replicated in a similar or different context with a larger sample with teachers from different generations. The current study can also be replicated with a larger group of female and male teachers in order to gain deeper insight into teachers’ significant life experiences from both genders.

### **Limitations**

Although precautions were taken to establish the trustworthiness of the findings and to contribute to the verity of participants’ recollection of their significant life experiences, several limitations to the study should be noted. In order to help prompt participants’ significant life experiences the researcher conducted an unstructured interview with any cues of participants’ past experiences that would help participants retrieve their significant life experiences. However, retrieving past experiences from autobiographical memory may include falsifiable and/or reconstructed version of the past experiences (McAdams, 2001). Although autobiographical memory has been considered as the most reliable type of memory when it comes to sharing the collection of notable memories, it is open to manipulation and defects (Hirst et al., 2012).

Another limitation to the study stems from the nature of narrative inquiry. The narrative texts are generated by the researcher based on a set of interviews and they are not simply the productions of participants. They are the outcomes of an interaction between the researcher and participants. However, it should be noted that “experienced meaning is more complex and layered than the concepts and distinctions in languages” (Polkinghorne, 2007, p. 481). Therefore, it is possible that narrative texts lack some details about the actual happenings of participants’ significant life experiences or the narratives may include details that were not actually experienced but still shared at the moment of the interview.

Another potential limitation to the study is about the model of dispositions as sixteen Habits of Mind delineated by Costa and Kallick and associated educational theories used by the researcher. It is possible that there are more dispositions that a person (teacher) may have, which are not listed in Costa and Kallick’s model. Likewise, there may be other theories (e.g., Perfectionism theory for *striving for accuracy*) that could be associated with sixteen Habits of Mind. Accordingly, this list is not complete and other scholars and practitioners can come up with other theories, and a different framing of the current may lead to different outcomes.

With narrative inquiry, population size and sampling is not an issue. Therefore, the number of participants is not a limitation for this study. Nonetheless, because the study focuses on perspectives from one gender within a specific culture and region, the findings of this study are not generalizable. Instead, as is often the case with qualitative research, other researchers are encouraged to examine the outcomes of the

current study and to investigate their relevance and applicability to their situations and populations.

### **Conclusion**

For long, there have been debates on the right set of characteristics or skills to define effective teachers within national (Turkish) and international teacher education contexts. Recently, these debates gravitated towards teachers' dispositions. Together with this shift in focus in teacher education programs, teacher educators and curriculum makers started to put dispositions as one of the objectives of the programs. However, *dispositions* was found to be a challenging concept to assist, monitor, and develop in teacher education programs. While some scholars suggested dispositions are fixed entities others suggested viewing dispositions as malleable entities that consist of clusters of habits.

The findings from this study have noteworthy implications for elevating dispositions in teacher education programs. This study has shown that viewing teacher dispositions as clusters of habits, more specifically as sixteen Habits of Mind as delineated by Costa and Kallick, may elevate the understanding and application of dispositions in teacher education. This study offers a conceptual framework for scholars and teacher educators to constructively define teacher dispositions as sixteen Habits of Mind. These intelligent behaviors were found to be common between established educational theories and Habits of Mind. Therefore, the conceptual framework can be used a) to define effective teaching dispositions as sixteen Habits of Mind, b) to assist and monitor pre-service teachers' dispositions using the intelligent behaviors as cues, and c) to use recommendations from studies in

established educational theories in order to investigate strategies, experiences to help pre-service teachers develop their dispositions.

The findings from participants' narratives have revealed that certain life experiences (travelling, reading, professional development, spending time in nature, having hobbies) contributed to a group of successful teachers' dispositions. The results have also shown that these experiences positively contributed to participants' teaching practices. These experiences were also found to help participants' psychological well-being. These findings are consistent with findings of other studies in the related literature and scholars may come up with more experiences that would lead to development of sixteen Habits of Mind by investigating findings from other studies. These experiences can be emulated within teacher education programs to help pre-service teachers develop effective teaching dispositions.

Teachers are one of the foremost agents in societies (Darling-Hammond, 2000). Whether in a village school or in a private school, teachers and their dispositions may have long lasting effects on their students. Within this respect, stories of successful teachers may provide useful data for pre-service teachers as pre-service teachers may learn strategies to help them develop similar dispositions. These findings can be applied to both national and international teacher education contexts, and curriculum makers, scholars, teacher educators, and teachers can benefit from the findings of the study.

## REFERENCES

- Allgood, S.M., & Beckert, T.E. (2012). The role of father involvement in the perceived psychological well-being of young adult daughters: A retrospective study. *North American Journal of Psychology, 14*(1), 95-110.
- Applegate, A. J., & Applegate, M. D. (2004). The Peter effect: Reading habits and attitudes of teacher candidates. *The Reading Teacher, 57*, 554-563.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Beattie, M. (2000). Narratives of professional learning: Becoming a teacher and learning to teach. *Journal of Educational Enquiry, 1*(2).
- Becker, W. C. (1964). Consequences of different kinds of parental discipline, In M. L. Hoffman & L. W. Hoffman (Eds.). *Review of child development research* (pp.169-208). New York: Russell Sage Foundation.
- Berman, M. G., Kross, E., Krpan, K. M., Askren, M. K., Burson, A., Deldin, P. J., Kaplan, S., Sherdell, L., Gotlib, I. H., & Jonides, J. (2012). Interacting with nature improves cognition and affect for individuals with depression. *Journal of Affective Disorder, 140*(3), 300-305.
- Bodner, G. M. (1986). Constructivism: A theory of knowledge. *Journal of Chemical Education, 63*(10), 873-878.
- Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher, 33*(8), 3-15.
- Borko, H., D. Liston, & J. Whitcomb. (2007). Genres of empirical research in teacher education. *Journal of Teacher Education, 58*(1), 3-11.

- Brewer, W. F. (1986). What is autobiographical memory? In D. Rubin (Ed.), *Autobiographical memory* (pp. 25-49). Cambridge: Cambridge University Press.
- Broderick, P. C., & Metz, S. (2009). Learning to BREATHE: A pilot trial of a mindfulness curriculum for adolescents. *Advances in School Mental Health Promotion, 2*, 35–46.
- Broderick, P. C., & Frank, J. L. (2014). Learning to BREATHE: An intervention to foster mindfulness in adolescence. *New Directions in Youth Development, 142*, 31-44.
- Bruner, J. (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press.
- Burant, T. J., Chubbuck, S. M., & Whipp, J. L. (2007). Reclaiming the moral in the dispositions debate. *Journal of Teacher Education, 58*(5), 397-411.
- Butt, R. L., Townsend, D., & Raymond, D. (1990). Bringing reform to life. *Cambridge Journal of Education, 20*(3), 255-268.
- Byrne-Armstrong, H. (2001). Whose show is it? The contradictions of collaboration. In H. Byrne Armstrong, J. Higgs, & D. Horsfall (Eds.), *Critical moments in qualitative research* (pp. 106-114). Oxford: Butterworth Heinemann.
- Cabrera, N. J., & Tamis-Lemonda C. S. (2013). *Handbook of father involvement: Multidisciplinary perspectives*. New York: Routledge.
- Caena, F. (2011). Literature review: Quality in teachers' continuing professional development. *European Commission Thematic Working Group 'Professional Development of Teachers' Brussels: European Commission*. Retrieved from [http://ec.europa.eu/dgs/education\\_culture/repository/education/policy/strategic-framework/doc/teacher-development\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategic-framework/doc/teacher-development_en.pdf)



- Campbell, J. (2006). Theorizing habits of mind as a framework for learning. *Computer and Mathematics Science*, 6, 102-109.
- Cavendish, L. M. (2011). *Stories of international teachers: A narrative inquiry about culturally responsive teaching* (Unpublished doctoral dissertation). University of Iowa, USA. Retrieved from <http://ir.uiowa.edu/etd/933>
- Chan, E. Y. (2012). The transforming power of narrative in teacher education. *Australian Journal of Teacher Education*, 37(3).
- Chawla, L. (2010). Life paths into effective environmental action. *The Journal of Environmental Education*, 31(1), 15-26.
- Clandinin, D. J., & Connelly, F. M. (1990). Narrative, experience and the study of curriculum. *Cambridge Journal of Education*, 20(3), 241-253.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco: Jossey-Bass Publishers.
- Clandinin, D. J., & Rosiek, J. (2006). Mapping a landscape of narrative inquiry: Borderland spaces and tensions. In D. J. Clandinin (Ed.), *Handbook of narrative inquiry: Mapping a methodology* (pp. 35–75). Thousand Oaks, CA: Sage.
- Clark, C., & Rumbold, K. (2006). *Reading for pleasure: A research overview*. London, United Kingdom: National Literacy Trust. Retrieved from <http://www.nationalreadingcampaign.ca/research/reading-for-pleasure-a-research-overview/>
- Combs, A. W., Soper, D. W., Gooding, C. T., Benton, J. A., Dickman, J. F., & Usher, R.H. (1969). *Florida studies in the helping professions*. Gainesville: University of Florida Press.

- Common denominator. (n.d.). In *Merriam Webster Online*. Retrieved June 14, 2016, from <https://www.merriam-webster.com/dictionary/common%20denominator>
- Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19(5), 2-14.
- Coppen, M. (2002). New directions for tomorrow's schools: A personal view from New Zealand. *PEB Exchange*, 2(46), 22-24.
- Costa, A. (1991). The search for intelligent life. In A. Costa (Ed.) *Developing minds: A resource book for teaching thinking* (pp. 100-106). Alexandria, VA: ASCD.
- Costa, A. L., & Kallick, B. (2000). *Discovering and exploring habits of mind*. Alexandria, VA: ASCD.
- Costa, A. L., & Kallick, B. (2008). *Learning and leading with habits of mind: 16 essential characteristics for success*. Alexandria, VA: ASCD.
- Costa, A. L., & Kallick, B. (2014). *Dispositions: Reframing teaching and learning*. Thousand Oaks, CA: Corwin.
- Costa, Jr., Paul, T., & McCrae, R. R. (1980). Influence of extraversion and neuroticism on subjective well-being: Happy and unhappy people. *Journal of Personality and Social Psychology*, 38(4), 668-678.
- Court, D., Merav, L., & Ornan, E. (2010). Preschool teachers' narratives: a window on personal- professional history, values and beliefs. *International Journal of Early Years Education*, 17(3), 207-217.
- Creswell. J. W., & Miller. D. (2000). Determining validity in qualitative inquiry. *Theory into Practice*. 39(3),124-130.

- Creswell, J. W., Plano Clark, V., Gutmann, M., & Hanson, W. (2003). Advanced mixed methods designs. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed method research in the social and behavioral sciences* (pp. 209--240). Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Los Angeles: Sage Publications, Inc.
- Crotty, M. (2003). *The foundations of social research: Meaning and perspectives in the research process* (3rd ed.), London: Sage Publications.
- Da Ros-Voseles, D., & Fowler-Haughey, S. (2007). Why children's dispositions should matter to all teachers. *Beyond the Journal: Young Children* on the Web, NAEYC. Retrieved from <https://www.naeyc.org/files/yc/file/200709/DaRos-Voseles.pdf>
- Damon, W. (2007). Dispositions and teacher assessment: The need for a more rigorous definition. *Journal of Teacher Education*, 58(5), 365-369.
- Darling-Hammond, L. (2000). How teacher education matters. *Journal of Teacher Education*, 51(3), 166-173.
- Darling-Hammond, L., & Baratz-Snowden, J. (Eds.) (2005). *A good teacher in every classroom: Preparing the highly qualified teachers our children deserve*. San Francisco: Jossey-Bass.
- Darling-Hammond, L., & Bransford, J. (with LePage, P., Hammerness, K., & Duffy, H.). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco: Jossey-Bass.

- Darling-Hammond, L. (2006). Constructing 21<sup>st</sup>-century teacher education. *Journal of Teacher Education*, 57(10), 1-15.
- Day, C., & Leitch, R. (2001). *Teachers' and teacher educators' lives: The role of emotion. Teaching and Teacher Education*, 17(4), 403-415.
- Denzin, N. K., & Lincoln, Y. S. (2005). *The handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181–199.
- Dewey, J. (1922). *Human nature and conduct: An introduction to social psychology*. New York: Henry Holt & Company.
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston: D.C. Heath and Company.
- Dewey, J. (1938). *Experience and education*. New York: Collier.
- Dickinson, E. (2012). Addressing environmental racism through storytelling: Toward an environmental justice narrative framework. *Communication, Culture & Critique*, 5, 57-74.
- Diez, M. E. (2006). Assessing dispositions: five principles to guide practice. In H. Sockett (Ed.), *Teacher dispositions: Building a teacher education framework of moral standards* (pp. 49–68). Washington, DC: American Association of Colleges for Teacher Education.
- Diez, M. E. (2007a). Assessing dispositions: Context and questions. In M. Diez & J. Raths (Eds.), *Dispositions in teacher education* (pp. 183-201). Charlotte, NC: Information Age Publishing.

- Diez, M. E. (2007b). Looking back and moving forward: three tensions in the teacher dispositions discourse. *Journal of Teacher Education*, 58(5), 388-396.
- Dottin, E. S., & Sockett, H. (2006). A Deweyan approach to the development of moral dispositions in professional teacher education communities. In H. Sockett (Ed.), *Teacher dispositions: Building a teacher education framework of moral standards* (pp. 27-47). New York: AACTE Publications.
- Dottin, E. (2009). Professional judgment and dispositions in teacher education. *Teaching and Teacher Education*, 25, 83-88.
- Dottin, E. S. (2010). *Dispositions as habits of mind: Making professional conduct more intelligent*. Lanham, MD: University Press of America.
- Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press.
- Dweck, C. S. (2016). The remarkable reach of growth mind-sets. *Scientific American Mind*, 27(1), 36-41.
- Egberts, M. R., Prinzie, P., Dekovic, M., de Haan, A. D., & van den Akker, A. L. (2015). The prospective relationship between child personality and perceived parenting: Mediation by parental sense of competence. *Personality and Individual Differences*, 77, 193-198.
- Etherington, K. (2009). Reflexivity: Using our 'selves' in narrative research. In S. Trahar (Ed.), *Narrative research on learning: Comparative and international perspectives* (pp.77-92). Oxford, United Kingdom: Symposium Books.
- Fang, Z. (1996). A review of research on teacher beliefs and practices. *Educational Research*, 38(1), 47-65.

- Ferro, R. T. (1993). The influence of affective processing in education and training. *New Directions for Adult and Continuing Education, 59*, 25-33.
- Florez, R. I. (2011). Developing young children's self-regulation through everyday experiences. *Young Children, 46*-51.
- Flouri, E. (2005). *Fathering and child outcomes*. Chichester: Wiley.
- Haimovitz, K., Wormington, S. V., & Corpus, J. H. (2011). Dangerous mindsets: How beliefs about intelligence predict motivational change. *Learning and Individual Differences, 21*, 747-752.
- Hatch, J. A. (2002). *Doing qualitative research in educational settings*. Albany: State University of New York Press.
- Hawkey, K. (2006). Emotional intelligence and mentoring in pre-service teacher education: A literature review. *Mentoring & Tutoring, 14*(2), 137-147.
- Herlihy, J., Jobson, L., & Turner, S. (2012). Just tell us what happened to you: Autobiographical memory and seeking asylum. *Applied Cognitive Psychology, 26*(5), 661-676.
- Hirst, W., Cuc, A., & Wohl, D. (2012). Of sins and virtues: Memory and collective identity. *Understanding Autobiographical Memory, 141*-159.
- Hong, E., Greene, M., & Hartzell, S. (2011). Cognitive and motivational characteristics of elementary teachers in general education classrooms and in gifted programs. *Gifted Child Quarterly, 55*(4), 250-264.
- Hoyt, M. (2016). Teaching with mindfulness: The pedagogy of being-with/for and without being-with/for. *Journal of Curriculum Theorizing, 31*(1), 126-142.
- Hsieh, H. F., & Shannon, S.E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research, 15*(9), 1277-1288.

- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational research: An introduction* (7<sup>th</sup> ed.). Boston: Mass: Pearson.
- Gambrell, L. B. (1996). Creating classroom cultures that foster reading motivation. *The Reading Teacher*, 50(1), 14-25.
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915–945.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- Goodson, I. F. (1992). Studying teachers' lives: Problems and possibilities. In I. F. Goodson (Ed.), *Studying teachers' lives* (pp. 234-249). London: Routledge.
- Goodson, I., & Gill, S. (2014). *Critical narrative as pedagogy*. New York & London: Bloomsbury.
- Gottman, J. (1997). *Raising an emotionally intelligent child*. NY: Simon & Schuster.
- Grace, M., & Sharp, J. (2000). Exploring the actual and potential rhetoric-reality gaps in environmental education and their implications for pre-service teacher training. *Environmental Education Research*, 6(4), 331-345.
- Greenfield, P. M., & Suzuki, L. K. (1998). Culture and human development: Implications for parenting, education, pediatrics and mental health. In W. Damon, R. M. Lerner, K. A. Renninger & I. E. Sigel (Eds.), *Handbook of child psychology: Child psychology in practice* (pp. 1059-1109). Hoboken, NJ, US: John Wiley and Sons.
- Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation*. Newbury Park, CA: Sage Publications.

- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Thousand Oaks, CA: Sage Publications.
- Interstate New Teacher Assessment and Support Consortium. (1992). *Model standards for beginning teacher licensing, assessment and development: A resource for state dialogue*. Washington, DC: INTASC. Retrieved from <http://programs.ccsso.org/content/pdfs/corestrd.pdf>
- Interstate New Teacher Assessment and Support Consortium. (2011). *Model core teaching standards: A resource for state dialogue*. Washington, DC: INTASC. Retrieved from [http://www.ccsso.org/resources/programs/interstate\\_teacher\\_assessment\\_consortium\\_\(intasc\).html](http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_(intasc).html)
- James, C. E. (2015). *Ethics, education, and the habit-making life* (Unpublished doctoral dissertation). Teachers College, Columbia University, New York, NY.
- Jarvis, P. (1987). *Adult learning in the social context*. London: Croom Helm.
- Jennings, P. A., & Greenberg, M. (2009). The pro-social classroom: Teacher social and emotional competence in relation to child and classroom outcomes. *Review of Educational Research, 79*, 491-525.
- Johnson, K. E., & Golombek, P. (2002). *Teachers' narrative inquiry as professional development*. New York, NY: Cambridge University Press.
- Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: past, present, and future. *Clinical Psychology: Science & Practice, 10*(2), 144-156.



- Katz, L. G., & Raths, J. D. (1985). A framework for research on teacher education programs. *Journal of Teacher Education, 36*(6), 9-15.
- Katz, L. G. (1993). Dispositions: definitions and implications for early childhood practice. *ERIC clearing house on elementary and early childhood education*. Retrieved from <http://files.eric.ed.gov/fulltext/ED360104.pdf>
- Keniger, L.E., Gaston, K.J., Irvine, K.N., & Fuller, R.A. (2013). What are the benefits of interacting with nature? *International Journal of Environmental Research and Public Health, 10*, 913-935.
- Knafo, A., & Schwartz, H. S. (2004). Identity formation and parent-child value congruence in adolescence. *British Journal of Development Psychology, 22*, 439-458.
- Kolb, D. A. (1984). *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- Kuo, F. E., & Taylor, A. F. (2004). A potential natural treatment for attention-deficit/hyperactivity disorder: Evidence from a national study. *American Journal of Public Health, 94*(9), 1581-1586.
- Kvale, S. (2007). Doing interviews. In U. Flick (Ed.), *The Sage qualitative research kit* (pp. 103-116). London: Sage Publications.
- Lamb, M. E. (2010). *The role of the father in child development*. New York: John Wiley and Sons.
- Langelhof, M. R., Komdeur, J., & Oldehinkel, A. J. (2016). Effects of parenting quality on adolescents' personality resemblance to their parents: The TRAILS study. *Journal of Adolescence, 51*, 163-175.

- Langer, E. J. (2000). Mindful learning. *Current directions in psychological science*, 9(6), 220-223.
- Leidy, M. S., Schofield, T. J., & Parke, R. D. (2013). Father's contributions to children's social development. In Cabrera N. J. & Tamis-Lemonda C. S. (Eds.), *Handbook of father involvement: multidisciplinary perspectives* (pp. 151-167). Routledge Handbooks Online. Retrieved from <https://www.routledgehandbooks.com/doi/10.4324/9780203101414.ch3>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage Publications.
- Lu, L., & Hu, C-H. (2005). Personality, leisure experiences and happiness. *Journal of Happiness Studies*, 6, 325-342.
- Marrying, P. (2014). *Qualitative content analysis: Theoretical foundations, basic procedures and software solution*. Social Science Open Access Repository. Retrieved from <http://nbn-resolving.de/urn:nbn:de:0168-ssoar-395173>
- Marzano, R. J. (1992). *A different kind of classroom: Teaching with dimensions of learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence* (pp. 3-31). New York: Basic Books.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27(4), 267-298.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2004). Emotional intelligence: Theory, findings and implications. *Psychological Inquiry*, 60, 197-215.

- Maynard, M. (1994). Methods, practice and epistemology: The debate about feminism and research, In M. Maynard & J. Purvis (Eds.), *Researching women's lives from a feminist perspective* (pp.10-27). London: Taylor and Francis.
- McAdams, P. M. (2001). The psychology of life stories. *Review of General Psychology*, 5(2), 100-122.
- McNergney, R. F. (2009). *Education: the practice and profession of teaching*. Upper Saddle River, NJ: Pearson/ Merrill.
- Merriam, S. B., & Clark, M. C. (1993). Learning from life experience: What makes it significant? *International Journal of Lifelong Education*, 12(3), 129-138.
- Mezirow, J. (1990.) How critical reflection triggers transformative learning. In J. Mezirow (Ed.), *Fostering critical reflection in adulthood* (pp. 1-20). San Fransisco: Jossey-Bass Publishers.
- MEB. (2008). *Öğretmen Yeterlilikleri Kitabı [Teacher Competencies Booklet]*. Retrieved from [http://otmg.meb.gov.tr/belgeler/ogretmen\\_yeterlilikleri\\_kitabi/Öğretmen\\_Yeterlilikleri\\_Kitabı\\_genel\\_yeterlilikler\\_parça\\_2.pdf](http://otmg.meb.gov.tr/belgeler/ogretmen_yeterlilikleri_kitabi/Öğretmen_Yeterlilikleri_Kitabı_genel_yeterlilikler_parça_2.pdf)
- MEB. (2010). Öğretmen yetiştirme ve eğitimi genel müdürlüğünün görev, yetki ve sorumluluklarına ilişkin yönerge. *Milli Eğitim Bakanlığı, Tebliğler Dergisi*, 73(2631), 227-238. Retrieved from [http://mevzuat.meb.gov.tr/html/2631\\_2.html](http://mevzuat.meb.gov.tr/html/2631_2.html)
- Meiklejohn, J., Phillips, C., Freedman, M. L., Griffin, M. L., Biegel, G., Roach, A., . . . Saltzman, A. (2012). Integrating mindfulness training into K-12 education: Fostering the resilience of teachers and students. *Mindfulness*, 3(4), 291-307.

- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: A sourcebook of new methods*. Thousand Oaks, CA: Sage Publications.
- Misco, T., & Shiveley, J. (2007). Making sense of dispositions in teacher education: Arriving at non- political aims and experiences. *Journal of Educational Controversy*, 2(2).
- Morrison, T.G., Jacobs, J.S., & Swinyard, W.R. (1999). Do teachers who read personally use recommended literacy practices in their classrooms? *Reading Research and Instruction*, 38(2), 81–100.
- Morse, J. M. (1991). Approaches to qualitative-quantitative methodological triangulation. *Nursing Research*, 40(1), 120-123.
- Mullin, D. (2003). *Developing a framework for the assessment of teacher candidate dispositions*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New Orleans, LA. Retrieved from <http://files.eric.ed.gov/fulltext/ED479255.pdf>
- Murray, F. B. (2007). Disposition: A superfluous construct in teacher education. *Journal of Teacher Education*, 58(5), 381-387.
- Myers, D. G., & Diener, E. (1995). Who is happy? *Psychological Science*, 6(1), 10-17.
- Myers, M. (2000). Qualitative research and the generalizability question: standing firm with Proteus. *The Qualitative Report*, 4(3).
- National Council for Accreditation of Teacher Education. (2008). *Professional standards for the accreditation of teacher preparation institutions*. Washington, DC: NCATE. Retrieved from

<http://www.ncate.org/Portals/0/documents/Standards/NCATE%20Standards%202008.pdf>

- Naylor, S., & Keogh, B. (1999). Constructivism in classroom: Theory into practice. *Journal of Science Teacher Education, 10*, 93-106.
- Nelsen, P. J. (2015). Intelligent dispositions Dewey, habits and inquiry in teacher education. *Journal of Teacher Education, 66*(1), 86-97.
- Nettle, D. (2008). Why do some dads get more involved than others? Evidence from a large British cohort. *Evolution and Human Behavior, 29*(6), 416-423.
- OECD. (2009). *OECD employment outlook 2009: Tackling the jobs crisis*. OECD Publishing: Paris.
- Ok, A., & Eret, E. (2012). Educational reform in the 21<sup>st</sup> century in the Balkan countries. *Teacher Education Reform Acts and the Question of Sustainability, 13*.
- Ollerenshaw, J. A., & Creswell, J. W. (2002). Narrative research: A comparison of two restorying data analysis approaches. *Qualitative Inquiry, 8*(3), 329–347.
- Orland-Barak, L., & Maskit, D. (2011). Novices in story: What first year teachers' narratives reveal about the shady corners of teaching. *Teachers and Teaching: Theory and Practice, 17*(4), 435–450.
- Ospina, S. M., & Dodge, J. (2005). It's about time: Catching method up to meaning – The usefulness of narrative inquiry in public administration research. *Public Administration Review, 65*(2), 143-157.
- Patton. M. Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park. CA: Sage.

- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Perez-Alvarez, F., & Timoneda-Gallart, C. (2007). *A better look at intelligent behavior; cognition and emotion*. New York: Nova Science Publishers.
- Perkins, D., Jay, E., & Tishman, S. (1993). Teaching thinking: From ontology to education. *Educational Psychologist*, 28(1), 67-85.
- Polkinghorne, D. E. (1988). *Narrative knowing and the human sciences*. Albany, NY: State University of New York Press.
- Polkinghorne, D. E. (1995). Narrative configuration in qualitative analysis. *Qualitative Studies in Education*, 8, 5-23.
- Polkinghorne, D. E. (2007). Validity issues in narrative research. *Qualitative Inquiry*, 13(4), 471-486.
- Polya, J., Laszlo, J., & Forgas, J.P. (2005). Its not what you say, its how you say it: The effects of different narrative perspective on perceptions of personality and identity. *European Journal of Social Psychology*, 35, 785-796.
- Powell, K. C., & Kalina, C. J. (2009). Cognitive and social constructivism: Developing tools for an effective classroom. *Education*, 130(2), 241-250.
- Pressmen, S. D., Matthews, K. A., Cohen, S., Martie, L. M., Scheier, M., Baum, A., & Schulz, R. (2009). Association of enjoyable leisure activities with psychological and physical well-being. *Psychosom Med*, 71(7), 725-732.
- Rattan, A., Good, C., & Dweck, C. S. (2012). “It’s ok — Not everyone can be good at math”: Instructors with an entity theory comfort (and demotivate) students. *Journal of Experimental Social Psychology*, 48, 731-737.

- Riessman, C.K. (1993). *Narrative analysis*. Qualitative research methods series. Newbury Park, CA: Sage Publications.
- Reissman, C. K. (2008). *Narrative methods for the human sciences*. Thousand Oaks, CA: Sage.
- Ritchhart, R. (2001). From IQ to IC: A dispositional view of intelligence. *Roeper Review*, 23(3), 143-150.
- Roeser, R. W., Skinner, E. A., Beers, J., & Jennings, P. A. (2012). Mindfulness training and teachers' professional development: An emerging area of research and practice. *Child Development Perspectives*, 6, 146-153.
- Rosenberg, J., & Wilcox, W. B. (2006). *The importance of fathers in the healthy development of children*. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau. Retrieved from Youth and Families Children's Office on Child Abuse and Neglect website: <http://nccanch.acf.hhs.gov/profess/tools/usermanual.cfm>
- Sandelowski, M., & Barroso, J. (2007). *Handbook for synthesising qualitative research*. New York: Springer.
- Schraw, G., Crippen, K., & Hartley, K. (2006). Promoting self-regulation in science education: Metacognition as part of a broader perspective on learning. *Research in Science Education*, 36, 111-139.
- Schunk, D. H, & Zimmerman, B. J. (1998). *Self-regulated learning: From teaching to self-reflective practice*. New York: The Guilford Press.
- Secunda, V. (1992). *Women and their fathers*, New York: Bantam Doubleday Dell.

- Serdyukov, P., & Ferguson, B. T. (2011). Teacher dispositions: What kind of candidates do we have in a teacher education program and how do we make them better? *Journal of Research in Innovative Teaching*, 4(1), 106.
- Shunk, D. (1996). Goal and self-evaluative influences during children's cognitive skill learning. *American Educational Research Journal*, 33, 359-382.
- Sikes, P., & Gale, K. (2006). *Narrative approaches to educational research: Research in education*. Faculty of Education: University of Plymouth.
- Spector-Mersel, G. (2010). Narrative research: Time for a paradigm. *Narrative Inquiry*, 20(1), 205-225.
- Spector-Mersel, G. (2011). Mechanisms of selection in claiming narrative identities: A model for interpreting narratives. *Qualitative Inquiry*, 17(2), 172-185.
- Spence, D. (1982). *Narrative truth and historical truth*. New York: Norton.
- Stake, R. E. (1980). The case study method in social inquiry. *Case Study Method*, 18-26.
- Stooksberry, L. M., Schussler, D. L., & Bercaw, L. A. (2009). Conceptualizing dispositions: Intellectual, cultural, and moral domains of teaching. *Teachers and teaching*, 15(6), 719-736.
- Strekalova-Hughes, E., Maarouf, S., & Keskin, B. (2015). Influences of childhood experiences on early childhood education students. *Journal of Education and Future*, 8, 1-14.
- Suzuki, T. (2005). Relationship between two aspects of perfectionism and obsessive-compulsive symptoms. *Psychological Reports*, 96, 299-305.



- Şimşek, H., & Yıldırım, A. (2001). The reform of pre-service teacher education in Turkey. In R. G. Sultana (Ed.), *Challenge and change in the Euro-Mediterranean region* (pp. 411-430). New York: Peter Lang.
- Taylor, A. F., Kuo, F. E., & Sullivan, W. C. (2002). Views of nature and self-discipline: Evidence from inner city children. *Journal of Environmental Psychology, 22*, 49-63.
- Thornton, H. (2006). Dispositions in action: Do dispositions make a difference in practice? *Teacher Education Quarterly, 33*(2), 53-68.
- Tuncer, G., Tekkaya, C., Sungur, S., Cakiroglu, J., Ertepinar, H., & Kaplowitz, M. (2009). Assessing pre-service teachers' environmental literacy in Turkey as a mean to develop teacher education programs. *International Journal of Educational Development, 29*, 426-436.
- Ültanır, E. (2012). An epistemological glance at the constructivist approach: Constructivist learning in Dewey, Piaget, and Montessori. *International Journal of Instruction, 5*(2), 195-212.
- Vazire, S. (2010). Who knows what about a person? The self-other knowledge asymmetry (SOKA) model. *Journal of Personality and Social Psychology, 98*, 281-300.
- Vazire, S., & Carlson, E. N. (2010). Others sometimes know us better than we know ourselves. *Current Directions in Psychological Science, 20*(2), 104-108.
- Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational Psychologist, 25*(1), 3-17.
- Zimmerman, B. J. (1994). Dimensions of Academic Self-Regulation: A Conceptual Framework for Education In D.H. Schunk & B.J. Zimmerman (Eds.), *Self-*

*regulation of learning and performance: Issues and educational applications*  
(pp. 3-24). Hillsdale, NJ: Erlbaum.

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice, 41*, 64-72.

Wasicsko, M. M. (2007). The National Network for the Study of Educator Dispositions. Retrieved from

<http://coehs.nku.edu/content/coehs/centers/educatordispositions.html>

Wells, N. M., & Lekies, K. S. (2006). Nature and the life course: Pathways from childhood nature experiences to adult environment. *Children, Youth and Environments, 16*(1), 1-24.

Worth, S. E. (2004). Narrative understanding and understanding narrative.

*Contemporary Aesthetics, 2*(9). Retrieved from

<http://www.contempaesthetics.org/newvolume/pages/article.php?articleID=237>

Yavetz, B., Goldman, D., & Pe'Er, S. (2013). How do preservice teachers perceive 'environment' and its relevance to their area of teaching? *Environmental Education Research, 20*(3), 354-371.

YÖK. (1998). *Eğitim fakültelerinin öğretmen yetiştirme programlarının yeniden düzenlenmesi*. Ankara: Yüksek Öğretim Kurulu Yayını. Retrieved from [http://www.yok.gov.tr/documents/10279/49665/aciklama\\_programlar/aa7bd091-9328-4df7-aafa-2b99edb6872f](http://www.yok.gov.tr/documents/10279/49665/aciklama_programlar/aa7bd091-9328-4df7-aafa-2b99edb6872f)

YÖK. (2007). *Öğretmen yetiştirme ve eğitim fakülteleri (1982-2007): Öğretmenin üniversitede yetiştirilmesinin değerlendirilmesi*. Ankara: Yüksek Öğretim Kurulu Yayını.

## APPENDICES

### APPENDIX A: Self-Report

Thank you for participating in the first stage of the research. Your responses for self-report as well as for other data collection instruments are an important part of my study. Neither your name nor any names that you mention during any stages of the research will be mentioned in my work. Please read the instructions carefully and be honest with your responses.

#### Educational Background

Provide information about your education history in the table below.

Schools	Date attended	City	Country
Nursery School/Kindergarten			
Elementary School (Grades 1-5)			
Secondary School (Grades 6-8)			
High School (Grades 9-12)			
Undergraduate Degree (Bachelor's degree)			
Graduate Degree (Master's degree)			
Doctorate Degree			
Post-Doctorate Degree			
Other:			

Read the questions/statements below. Respond to the questions with ONLY required answer. Please DO NOT provide further information.

Have you ever had a teacher/instructor who has inspired you to become who you are?

YES / NO

Have you ever had classmate/friends who have inspired you to become who you are?

YES / NO

Do you have a reading habit? YES / NO

If you have a reading habit, since when have you had your reading habit?

What type of literary work do you read?

How often do you read?

Have you got hobby/hobbies? YES / NO

What are your hobby/hobbies?

How long have you been having your hobby/hobbies?

### **Family History**

How many siblings have you got?

Which sibling(s) do you think had contributed to your current position the most?

## Parenting Styles

Read the parenting styles below. How would you describe your parents' role? Please choose the parenting style(s) that you think describe your parents' styles. Put a tick (✓) in the columns.

Parenting styles	Your perceived parenting style
<p><b>Authoritarian Parenting:</b> In this style of parenting, children are expected to follow the strict rules established by the parents. Failure to follow such rules usually results in punishment. Authoritarian parents fail to explain the reasoning behind these rules. If asked to explain, the parent might simply reply, "Because I said so." These parents have high demands, but are not responsive to their children.</p>	
<p><b>Authoritative Parenting:</b> Like authoritarian parents, those with an authoritative parenting style establish rules and guidelines that their children are expected to follow. However, this parenting style is much more democratic. Authoritative parents are responsive to their children and willing to listen to questions. When children fail to meet the expectations, these parents are more nurturing and forgiving rather than punishing. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative".</p>	
<p><b>Permissive Parenting:</b> Permissive parents, sometimes referred to as indulgent parents, have very few demands to make of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation". Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent.</p>	
<p><b>Uninvolved Parenting:</b> An uninvolved parenting style is characterized by few demands, low responsiveness and little communication. While these parents fulfill the child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the needs of their children.</p>	

*Note:* Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56-95.

## **APPENDIX B: Peer-Report**

Thank you for participating in the second stage of the research. Your responses for peer-reflection tool, as well as for other data collection instruments, are an important part of my study. Neither your name nor any names that you mention during any stages of the research will be mentioned in my work. Your responses will not be shared with your friend. Please read the instructions carefully and be honest with your responses.

“Listen to others. They may know more than you do—even about yourself”. There are aspects of our personality that we don’t know but our close friends do. To get a complete picture of our traits and personality we need both the perspectives of ourselves and that of close friends (Vazire and Carlson, 2010).

Read and respond to the questions /statements below.

Gender: Male / Female

How long have you been close friends?

How did you meet your friend? When? Where?

Do you think you know your friend well? YES / NO

Please pick adjectives to describe your friend. You can use as many adjectives as you like to describe your friend. Please justify your opinion. You can refer to your experiences with your friend.



## APPENDIX C: Informed Consent Form

### Introduction

“To survive, you must tell stories”, says Umberto Eco in his book *The Island of the Day Before*. Everybody has a story to tell and there is audience for every story.

Would you be willing to tell your stories that are significant for you?

### Purpose

This study aims to investigate the significant life experiences that have potentially helped you form your current ways of thinking and behaving. In order to achieve this:

- 1. Self-report:** You will be asked to reflect on your own background to provide further information for the researcher and audience.
- 2. Peer-report:** A male and a female friend of yours will reflect on your characteristics with a few open-ended questions.
- 3. Interviews:** Three open-ended interviews will take place based on your preference of time and place. These interviews aim to investigate your significant life experiences and their potential contribution to your dispositions. The first interview will be constructing life stories based on your recalling of significant life experiences. Upon the analysis of the first narrative interviews and construction of the stories, the second narrative interview will be arranged. The purpose of the second interview is to deeper explore the themes that have emerged in the first stories and the third interview will focus on member checking and deeper exploration of the influences of your significant life experiences. The third interview aims to further investigate the influences of your significant life experiences on your



teaching practices. The interviews time and place will be arranged based on mutual availability. The participant's availability and conform attach utmost importance for interviews.

### **Confidentiality**

Any names about and provided by the participants will be kept confidentially and the data will not be used unless the participant volunteers to take part in the research.

The findings of the study will be shared with the participants before it is finalized.

The participant has got the power to make changes on the written narratives. Thus, the narratives will be sent to the participants electronically after the interviews and the researcher will arrange meetings with each participant for their checking of the written narratives in order to justify that the narratives reflect participant's understanding truly. Participation in this research is based on volunteerism.

### **Who to contact**

In case of a problem you can reach the researcher through these email addresses:

[servetaltan@yahoo.com](mailto:servetaltan@yahoo.com) and [serverta@bilkent.edu.tr](mailto:serverta@bilkent.edu.tr). You have the all the rights to refrain from participation if you feel like to, or the researcher holds the right not to include a participant. The findings of the study can be published and reported for scientific purposes only if the participants' identities are kept confidential.

### **Certificate of consent**

I have read the foregoing information and it has been read to me. I consent voluntarily to be a participant in this study.

Name of participant: \_\_\_\_\_

Signature of participant: \_\_\_\_\_

Date: \_\_\_\_\_ (Day/Month/Year)

## **APPENDIX D: Interview II Protocol**

The following interview protocol provides detailed information about the role/s of the interviewer and interviewees, the purpose of each stage of the interview II and further explanations that can contribute to the common grounding for the discussion of significant life experiences and their influences on participants' way of thinking and thought processes.

Each interview is expected to take one to two hours. The arrangement for the time and location of the interview will be done two weeks before the interview takes place according to the interviewee's preference. The interviews are expected to take place till mid April.

### **Before the interview**

[The interviewer reads the following statements]\*

Thank you for continuing to collaborate with me to investigate. I appreciate the time and effort that you have allocated for this study. Each and every contribution of yours is very valuable for my research and I assure that all data (including your name, other names and institutions that you mention) gathered from this interview and others will be kept confidential. Instead, the pseudonym that you chose for yourself will be used. I will record the interview if you agree with me to do so [the interviewer waits for the approval of interviewee to start and then turns on the recorder].

### **Setting the stage and reflecting on the previous interview**

Before we start our interview today, I would like to take you back to a few months ago and remind you the first interview that took place.

During our first interview you shared your stories that were based the significant life experiences that have helped you shaped or contributed to your ways of thinking.

Based on the stories that you shared openly, narratives were constructed. Then the narratives were further analyzed to identify each significant life experience.

In order to proceed with our interview today, it is important to come to a common understanding of what significant life experience stands for.

### **Building a common understanding of “significant life experience”**

All life experience has the potential to be significant. “Life itself presents never-ending opportunities for learning. Whether a particular life experience leads to learning in adulthood seems dependent upon an individual’s orientation to the event at that point in time” [Merriam & Clark, 1990, p. 179].

Experiences are personal and unique as stated by [Dewey, 1938] and thus what is learnt from experiences is unique and personal. For this study significant life experiences are defined as subjectively valued by the individual and result in individual’s starting to form a new way of thinking [way of thinking in this context refers to Habits of Mind]; continue forming, expanding and/or changing his or her way of thinking.

Therefore, in order for an experience to be considered as significant for this study it should include the following aspects:

1. The significant life experiences are personally valued. An experience may be regarded as significant for one, but it may not be for another.
2. The significant life experience leads to some kind of change within the individual. This change is not always for the good (e.g. individuals may stop getting well with people after a traumatic experience). The significant life experiences may influence the individuals' present and future lives in a good or a bad way.

### **Clarifying the purposes of interview**

So far, your significant life experiences were identified from your narratives by the researcher based the aforementioned definition. The purposes of our meeting today are

1. To provide an opportunity to explore and understand if you consider the listed life experiences as significant. This aims to give you an opportunity to correct errors and/or change what are perceived as wrong interpretations.
2. To provide you with an opportunity to volunteer additional information about the significant life experiences or other life experiences that you consider as significant but not listed here.
3. To probe into in what way the significant life experiences contributed to your ways of thinking and behaving.

Now, we can proceed to our interview today. I will be giving you the prompt(s).

Please ask for further clarification if needed and feel free to stop the interview at any point if you feel uncomfortable.

### **Part I. Member checking**

Here is the list of life experiences that emerged from your narrative [The interviewer gives a hard copy of the list of participant's life experiences]. Please examine the list to see if you agree with each of these life experiences to be considered as significant for you [The interviewer remind: Please keep in mind that significant life experience is personally valued by you and it leads to some kind of change within you].

[The interviewer allocates time for the interviewee without interfering with further comments at this stage. The interviewee takes her time check each life experience. The interviewer will respond to any queries raised by the interviewee at this stage.]

... At this stage the interviewee will present her views on the list of significant life experiences and the ones that she agrees or disagrees.

### **Part II. Probing into significant life experiences**

[The interviewer shows a copy of the list of life experiences with themes next to each life experience].

Now, please have a look at life experiences and themes next to each life experience and tell me more about in what way these life experiences (and themes) contributed to you (your ways of thinking and behaving).

[The interviewer allocates time for the interviewee to check the list again and this time with themes next to them]

The interviewer asks open-ended questions to elicit responses from the interviewee:

- Which experiences are you choosing as significant? Why?
- In what way do you think this experience contributed to your ways of thinking?
- Did this experience help you overcome the challenges that you encountered in the later stages of your life? If it did so, in what way?
- How have you made use of this experience in the later stages of your life? This can be your personal life, professional life or your experiences as a student at school.

[At this stage the interviewee may start telling stories again which is in the nature of narrative inquiry: the re-construction of stories with collaborators]

### **Part III. Probing further into the themes that appeared or not**

The purpose of this last part of the interview is to find out if there are further significant life experiences that the interviewee has not mentioned yet.

[The interviewer shows the list of all themes that emerged from the narratives of all participants]

Please check this list to see if there are any further life experiences that you would like to add from this list that you haven't done so yet.

The interviewer receives the responses of the interviewee about any other life experiences that are not mentioned in her own list but she wants to add. If there are any, the interviewer will probe into the contributions of these life experiences to participant's way of thinking [at this stage the interviewer will make use the questions in part II].

### **Closure**

The interviewer thanks the interviewee for her responses and checks to see if the interviewee will agree for another interview if need be. The interviewer reminds the participants that they can e-mail, call, or invite him for an unofficial gathering if they have any questions, if they would like to make any further clarifications regarding the life experiences that they have told, or there are more significant life experiences that have been shared during the interview.

**APPENDIX E: Significant Life Experiences and Associated Themes that  
Revealed from the Narratives of Five Participants**

**Ada's significant life experiences.**

***Theme: Family environment***

- My father was a model for us. He didn't show his anger to us.
- My father created a family parliament.
- Education was very important for my father.
- My father did not give up easily.
- My father would always encourage family relations based on love.

***Theme: School environment***

- During my school life, I learnt a lot from my Physical Education teacher who was also my volleyball coach. I learnt teamwork with the help of my Physical Education teacher.

***Theme: Travelling***

- My trip to England was the most significant experience of my life because it did not only introduce a new culture to me but also helped me explore my own strengths and weaknesses.
- During my trip to England, I saw that there are interesting lives outside of Turkey.
- I had international friends. We were all very different. I learnt not to be prejudiced.
- I worked at different jobs in London. I used to help an elderly and I also worked in the house of a couple. I learnt a lot from these people. They took me to different place in London.



- The couple that I worked for affected me. They used to pour a glass of wine after work instead of worrying about things. This taught me that I should enjoy the moment.

***Theme: Reading***

- I developed my reading habit while we moved from one city to another. It was difficult to find books, newspapers, or magazines at that time in Turkey. Thus, I used to read the books slowly so that it would not finish long before the following ones arrived.

***Theme: Spending time in nature***

- We used to have a plum tree in our garden and I would climb that tree and read my books at the top of the tree. That was where I could stay alone and free.
- I used to play games outside in the garden with my friends till midnight.
- I grew up in a house surrounded by gardens. I love nature. Nowadays, I cannot throw away a fruit seed.

***Theme: Not giving up on one's endeavors***

- I would solve problems that occurred during our games in the garden.
- I did not want to finish a game even though I felt hungry. I used to find a way to eat something rather than going home.

***Theme: Finding a space of their own***

- I had to share my bedroom with my five sisters, but I enjoyed staying alone more. Therefore, I used to stay in the bathroom for ten minutes to read books and just to stay alone for some time.

## **Gülşen's significant life experiences.**

### ***Theme: Family environment***

- My sister was one of the most influential people in my life. She used to be an independent person and she was always successful at school. She used to share her stories with me.
- My mom used to burst into laughter when I told jokes.
- My parents would always encourage me to see the bright side.
- My mother had sense of humor. We could laugh at ourselves.
- My father was very sensitive about education. He would travel to big cities to buy books for us for the coming school year. At that time, not many people would send girls to school.
- My parents would encourage me to read newspapers aloud to the villagers who could not read.
- My mother used to be a role model for accuracy and being clear about her decisions.
- I am coming from a big family. So, we had to learn to share. When it was mealtime, everybody should have had the same amount of food.
- My brothers were not that interested in higher education. I think seeing my brothers' rejection for higher education and my sisters' little concern about being a caring person contributed to my personality in a positive way.
- I grew up in a big family in a small village where everybody helped each other and were sharing.

- Each person in the family had a different responsibility and my parents were fair allocating responsibilities. We used to have different responsibilities starting from the age of four.
- My parents were sensitive toward the needs of others. Our house used to be known as “the house of everyone” for those who visited our village.
- We used to have a tractor. I remember one day my father encouraged me to drive the tractor and carry something from one field to another. This was actually something that none of my siblings dared to do until that time.

***Theme: School environment***

- My teachers at middle and high schools would teach us to think as a global citizen. They would share books with us about how to become more sharing and efficient in our communities.
- My French teacher would give me the keys for her cupboard at school because she trusted me.

***Theme: Reading***

- As I read more about the world, I think there is a lot to discover.
- My sister and I used to sit under the trees in our garden and read books to each other in turn.

***Theme: Professional development***

- I always have a desire for education. Nowadays, I am attending Spanish courses.

***Theme: Spending time in nature***

- The nature has always been an important aspect in my life. I grew up in a house where I could watch the lake from the window of my bedroom.

- Whenever I felt stressed, I would escape to my hometown to the nature.
- Growing up in nature, I could observe and explore things in nature. Not like technological tools of today.

***Theme: Having hobbies***

- I have several hobbies and I learnt some from my mother.

***Theme: Striving for education***

- When I was at grade 5, I did not know if I could be able to attend middle school or not because at that time there was no middle school in our village. One day, when I was serving tea to my parents, my father said that they would not send me to middle school. I started crying. I was so determined to study and become a teacher.

***Theme: Not giving up on one's endeavors***

- During my first teaching experience, I worked at a school in the suburban side of a village. The garden of school was devastated. I was so determined to take care of the garden. I hired gardeners on behalf of the school. I planted trees. But, within a few days there was none. People living in the neighborhood stole all trees at night [laughs].
- I taught reading and writing to illiterate adults who could not study for a reason. Those classes were mainly offered for women. Although I experienced some obstacles offering the courses, it was a big accomplishment for me.

## **Pelin's significant life experiences.**

### ***Theme: Family environment***

- My cousin used to suggest me books to read and he did not suggest the ones that he did not fancy reading.
- Brother Fikret taught me to play chess. He also gave me resources to conduct research for my homework.
- Brother Fikret would listen to my problems and took them seriously.
- My father was ahead of his time. He was a good speaker. He was open to discussion. I could easily discuss my concerns and opinions. He was sometimes closer to me than my friends.
- My father and I would solve problems together just like two best friends.
- I would understand what my father meant even from his looks. My concern was not about to make any mistakes but to upset my parents. That's why I have always been careful and planned.
- I did the things that I wanted. One day while walking by the sea in İzmir, my father told me "Please do not hesitate to do the things if you really want to".
- My parents would read a lot and they would buy books as presents for me. I remember that my parents each had a reading corner.
- When I had a problem, my parents would tell me stay alone and solve my own problems.

### ***Theme: School environment***

- I used to have inspiring teachers who motivated me for further research and projects. Two of them were the Math and Turkish teachers. My Turkish

literature teacher would value my opinions and encouraged me to do more.

My Math teacher believed in me and encouraged me to inquire and ask more questions.

- I was teaching to my friends and I think I learnt more when I taught to my friends. My classmates were always curious about what more I had to share.

***Theme: Travelling***

- Travelling to different cities was fun to explore other cities. I used to enjoy walking in the streets by myself. In each city I could find a tall apartment or a clock tower to mark where I started walking. It helped me find my directions back.

***Theme: Reading***

- At that time there was an old bookstore in our street and we would rent books monthly. But we could only read the ones that were available in the bookstore. Therefore, I had to read many different books even though some of them were not my taste. Books have been like ports for me where I can refrain from sadness and difficulties. They helped me heal myself.
- When I am reading, I meet people from different cultures. I become a part of the characters' lives and their problems and happiness. This helps me develop empathy in real life.

***Theme: Professional development***

- I taught seventeen different subjects and I saw this as an opportunity for learning.

- When I was assigned to be a Physical Education teacher, because there was none at the school that I used to work for, I would meet a Physical Education teacher and learn the movements and other things from him.

***Theme: Having hobbies***

- I used to attend social gatherings such as tea parties. I was very sociable.
- I enjoy having some time to myself after work. I read and enjoy long conversations with friends after work.

***Theme: Not giving up on one's endeavors***

- I did not give up easily if I was assigned to do something.

**Ekin Su's significant life experiences.**

***Theme: Family environment***

- My father used to have interesting artistic skills. My father made the metal balcony fences in the shape of spaceships and solar system. Everybody in town knew him very well because he was extraordinarily creative.
- My grandmother would encourage me not to give up and work hard. She was a hardworking person.
- My grandmother was also very creative. She would come up with different games. For example; she would use the matches for games.
- My father was a role model for me. My father was very creative and education was very important for him. Once he said that he would sell his clothes to send us to school.
- We used to have gardens. During the Summer time, we would save fruits from our garden for winter. We all used to have responsibilities. We worked together.

- Anything that my father made was based on his aesthetic taste. His love of shaping steel and iron was impressive. He would shape the iron the way he wanted.
- My father did not try to impose his political views instead he provided resources and let us choose what we believed in.
- My mother was a less creative person, but she was warm-hearted. She would help people by sewing clothes for the ones in need in our village. That's maybe why I choose to participate in voluntary organizations nowadays.

***Theme: Neighborhood***

- We used to have a neighbor who inspired me a lot. She rented one of our apartments for two years. She was a radical person for that time. She would lend us classical books and assign tasks about the books.
- In my hometown, there used to be Armenians and Greeks. We were open to diversity. People in my hometown would read a lot.

***Theme: Spending time in nature***

- I was brought up in a small village and we were in the heart of nature.

**Mor's significant life experiences.**

***Theme: Family environment***

- My mother would give me and my brother pieces of advice and explain that everything we did was our own choice.
- My mother would always trust me.

***Theme: School environment***

- I would learn by using all of my senses and experiences. Once we were in a Chemistry class and I was curious about how silver nitrate tasted. I asked my



Chemistry teacher if I could taste it and he said that I could. Then I tasted it and he added that I would have a black tongue for ten days.

- My Chemistry teacher was very open-minded which was inspiring for me.

***Theme: Travelling***

- Travelling has been more than a hobby for me. I enjoy being a member of the culture that I visit. I am a risk-taker when it comes to travelling. I trust local people.

***Theme: Reading***

- When I was in Kindergarten, I used to read stories from around the world and checked all pictures in detail.
- I used to read a lot.

***Theme: Professional development***

- I learnt different languages to be able to read the writings on historical artifacts.
- I visited different schools in different parts of the World.

***Theme: Not giving up on one's endeavors***

- When I was a kid I was roller-skating and I used to fall down a lot, but I continued roller-skating.
- I had to fight a lot to become an elementary teacher rather than a music teacher. My mother wanted me to become a music teacher just like her. I pursued what I enjoyed doing. I enjoyed music but I knew I had broader interests.

## APPENDIX F: Definitions of Categories and Themes, and Associated Life

### Experiences that Emerged from Narratives

<b>Category</b>	<b>Definition</b>	
Learning environments	Learning environments refer to diverse physical locations, contexts, and cultures in which individuals develop personally. More specifically learning environments refer to participants' home and school environments, and the neighborhood in which the participants grew up.	
<b>Themes</b>	<b>Definitions</b>	<b>Experiences</b>
Developing personally through supportive environments	Developing personally through attributes of the surrounding environments that influence individuals (e.g., family environment, parental attitudes, school environment, school teachers' characteristics, relations with peers, friends and neighbors).	Family environment School environment Neighborhood
<b>Category</b>	<b>Definition</b>	
Personal attributes	Attributes or characteristics of a person that may have acquired as a result of significant experiences that the person purposefully initiated.	
<b>Themes</b>	<b>Definitions</b>	<b>Experiences</b>
Crossing frontiers	Venturing out and visiting new and different place; cultural exchange; broadening one's perspectives through experiences and observing novel and different places, events, and lifestyles.	Travelling
Branching out	To expand; to go into new areas; to become involved in a wider range of activities that will contribute to personal and professional repository of knowledge and experience; to find opportunities to expand professional knowledge; to be open to continuous learning and view challenges as opportunities to grow.	Reading Professional development
Enjoying life	To appreciate the natural world; to be aware of and have ways to satisfy oneself; to take pleasure in creating and collecting; to enjoy the moment; to unwind.	Spending time in nature Having hobbies
Being unique and different	To pursue being original and different from others (e.g., siblings and peers) in the same community; to make different choices than others in the same community; to value spending time alone.	Finding a space of their own Leaving home at an early age
Persisting	To purposefully pursue a course of action in spite of opposition; to follow one's individual endeavors despite the opposing conditions or people.	Striving for education Not giving up on one's endeavors

## VITA

Servet Altan was born in Diyarbakır, Turkey, on March 24, 1983. After graduating from Ziya Gökalp High School in Diyarbakır, in 2001, he entered Ankara University, Faculty of Letters in Ankara, Turkey. Servet earned his Bachelor of Arts degree with a major in English Language and Literature from Ankara University in 2005. Then, he entered Bilkent University to complete his Master of Arts degree in Teacher Education. During his MA program, Servet got the chance to work with a group of inspiring and leading teacher educators of Graduate School of Education, Bilkent University. During the MA program he was able to observe and teach at prestigious schools both in Turkey and in the U.S. In 2007, he was awarded full scholarship from the U.S. Embassy of Ankara in collaboration with Bilkent University and Iowa State University for an educational trip to Ames, Iowa. In Ames, Iowa he attended and taught classes in Ames High School. Upon graduating from MA program at Bilkent University in 2007, he started working as a teacher at Bilkent Schools. In 2011, he was awarded full scholarship by the U.S. Embassy of Ankara for taking part in Turkish-Armenian Summer Teaching Institute in Indiana University. Servet entered Bilkent University Graduate School of Education in order to earn a Doctor of Philosophy degree in Curriculum and Instruction. In 2014 he accepted the position of Workshop Leadership and Consultancy at the International Baccalaureate Organization. Currently, he works as the International Baccalaureate Middle Years Program Coordinator at Özel Bilkent Schools and he serves as a leading educator on the International Baccalaureate Organization.