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Orginal Article

"Caring Thinking" as a Skill to Link Cognitive and Emotional Domain in "Community of Inquiry": The Case of History

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Abstract

According to specialists, fostering "national identity" is not achievable through memory-oriented teaching of history course. Rather, this goale is accomplished through the active participation of learners and their attainment of high-level objectives in both cognitive and emotional domains in Bloom's Taxonomy. The "Community of Inquiry" is an educational approach that provides the opportunity for active and collaborative learning by fostering criticue, creation, and caring thinking. This research focuses on investigating the possibility of teaching an objective and retrospective lesson such as "history" through this approach; and additionally, it explores how to increase enthusiasm and connection with this identity-shaping subject through the cultivation of caring thinking. This fundamental and applied research employs an inferential analytical method, throught reviewing and analyzing texts and resources. The results indicate that increasing emotional sensitivity through historical awareness, the desire to embrace national identity, selective attention to the identity-shaping concepts in the history course, enthusiastically act to understand the national history, and valuing national identity occurs through the cultivation of caring thinking in community of inquiry; and it have a positive effect on the formation of the national identity among students. The subject of history in schools is not merely a knowledge-based lesson, rather, it is an effort focoused on exploring sterategies for shaping a better future of human life, through objectives such as the development of student's personality, identity, and thinking skills, and consequently in society as a whole."Caring Thinking" involve both cognitive and emotional goales. Lack of attention to these goals, especially in the history- as an identity-shaping course- can provide the way for cultural invasion. By employing active and reflective teaching approaches and cultivating various higher-order skills, especially caring thinking, it is possible

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to contribute to the formation and sastainbility of the national identity of Iran's future builders.

Keywords: Hystory, Cognitive and Emotional domains in Bloom's Taxonomy, Caring Thinking, Community of Inquiry.

Extended Abstract

Introduction

The history course is the most clearly defined component of the national education curriculum that is directly related to the national identity. Every society is obliged to transmit national identity to future generation through its historical heritage and to strengthen individuals' sense of belonging to the national community and its constitutive elements. From the point of view of education experts, fostering "national identity" is not achievable through memory-oriented teaching of historical or national components. Rather, this goal is accomplished through the active participation of learners and their attainment of high level objectives in both cognitive and emotional domains in Bloom's Taxonomy. Caring Thinking is a one of Higher Order Thinking skills that behind of Critical and Creative Thinking skills can help foster enthusiasm and active participation in the learning process. In addition, the Valuative, Affective, Normative, and Active componants of this thinkingskill specifically link the cognitive and emotional goals of education. It is expected that the development of caring thinking will be effective and nessesary for identity construction. Fostering Caring Thinking Skill needs to Reflective Education methods. One of these methods is "Community of Inquiry". The "Community of Inquiry" is an educational procedure that provides the opportunity for active and collaborative learning by utilizing tools such as critique, creation, and caring thinking skills. From this perspective, the research problem focuses on investigating the possibility of teaching an objective and retrospective lesson such as "history" in Community of Inquiry through reflective dialogue; and additionally, it explores how to increase enthusiasm and connection with this identity-shaping subject through the cultivation of caring thinking in the Community of Inquiry.

Method

This study falls within the category of applied fundamental research. In terms of methodology, this research employs an analytical-inferential method, through reviewing educational texts. After conducting theoretical studies and reviewing prior sources and research, taking notes, and reflecting, a clear description of the reflective teaching method, the "community of inquiry", Bloom's cognitive and emotional taxonomy, and caring thinking was made. Using the inferential method, the feasibility of teaching history through the "community of inquiry" approach was examined. In addition, the possibility of strengthening national identity through fostering caring thinking was also discussed and analyzed.

Results

The results of this study indicate that increasing emotional sensitivity through historical awareness, the desire to embrace national identity, selective attention to the identity-shaping concepts in the history course, enthusiastically act to understand the national history, and valuing national identity occurs through the cultivation of caring thinking in community of inquiry; and this method of teaching have a positive effect on the formation of the national and historical identity among students.

Discussion

The subject of history in schools is not merely a knowledge-based lesson, rather, it is an effort focused on exploring strategies for shaping a better future of human life, through objectives such as the development of student's personality, identity, and thinking skills, and consequently in society as a whole. However, in schools this subject is treated as a memory-based course, and for this reason most students are reluctant to study it, or they forget its content shortly after the exam. Consequently, the primary objective of the history course- namely the formation of national identity, national pride, and a sense of belonging to the community- are not achieved. "Caring Thinking" is one of the higher order thinking skills that involve both cognitive and emotional goals of educatin. The componants of this thinking skill, including Valluative, Affective, Normative and Active Thinking can lead to a sense of belonging to national values and norms and strengthen students' national identity. Developing caring thinkingin for history course by "Community of Inquiry" procedure leads students to reflect on national values and belifs, by creating opportunities for dialogue and deep thinking. Lack of attention to these goals, especially in the history education as an identity-shaping course, can provide the way for cultural invasion. By employing active and reflective teaching approaches and cultivating various

higher-order skills, especially caring thinking, it is possible to contribute to the formation and sustainability of the national and historical identity of Iran's future builders.

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