

## **A Review of Critical Thinking Formative Assessment Framework: Coping with Teachers Resistance to Critical Pedagogy**

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**Abstract :** The practice of critical pedagogy is challenged by resistance from teachers. This study presents a discussion on teachers' resistance to critical pedagogy and previous practical frameworks for assessing critical thinking in formative assessment in the classroom through a critical review of the related literature. The authors found out that the main issue of teachers' resistance is not whether teachers should possess theoretical knowledge of critical thinking but how they apply that knowledge in their classroom teaching. In addition, critical thinking in formative assessment may provide teachers with a comprehensive understanding of critical pedagogical planning, implementing, and reflecting. Therefore, this paper intends to discuss a practical step-by-step framework for critical thinking formative assessment to address this resistance. Such discussion is based on a thorough examination of the related theories and frameworks. This review paper will benefit teachers in understanding and reducing their resistance to critical pedagogy as well as in implementing critical pedagogy.

**Keywords :** critical thinking, critical pedagogy, critical thinking formative assessment framework, teachers resistance

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