



# NORTHERN ARIZONA UNIVERSITY

The mission of the College of Education at Northern Arizona University is to prepare education professionals to create the schools of tomorrow

Northern Arizona University  
College of Education

## **ECI 730: Paradigms for Research in Curriculum and Instruction**

**Summer 2005**

**Mondays – Thursdays 10:15 – 12:30**

COE room 151

Instructors:	Frances Riemer &	MaryLynn Quartaroli
Email	<a href="mailto:frances.riemer@nau.edu">frances.riemer@nau.edu</a>	MaryLynn.Quartaroli@nau.edu
Phone:	523-0352	523-1488
Office:	COE, 162	TBA
Office Hours:	Wed. 1:00 – 4:00	TBA

### **Course Description**

This course provides the foundational framework for conducting research related to curriculum and instruction. The course will include the investigation of alternative paradigms for research and compare these perspectives according to assumptions about sources of knowledge, how we acquire knowledge, and the reapplication of knowledge. Disciplines of inquiry will be examined, and disciplined inquiry will be defined. Differing definitions of causality and validity also will be addressed. Finally, actual studies employing alternative paradigms will be studied and compared.

### **Course Objectives**

The student will:

- analyze research according to fundamental conceptual frameworks;
- recognize the meaning of essential concepts related to knowledge acquisition;
- understand the significant components of disciplines of inquiry in curriculum and instruction research;
- develop criteria for comparing paradigms according to stable characteristics;
- develop standards for distinguishing between disciplined and undisciplined inquiry
- learn how to compare and contrast actual studies that reflect different disciplined perspectives related to the study of curriculum and instruction;
- demonstrate a grasp of the design and method associated with alternative paradigms as well as related validity and causality issues
- demonstrate the ability to select among paradigms in order to design their own studies.

### **Course Text and Readings**

DeMarrais, K., & Lapan, S.D. (2004). *Foundations for research: Methods of inquiry in education and the social science*. Mahway, NJ: Lawrence Erlbaum Associates. (FFR)

Articles and readings to be accessed via Cline Library course website

## Class Schedule and Reading

Tuesday, June 7	Introduction – Definition of terms <ul style="list-style-type: none"><li>• FFR, Ch 1</li></ul>
Wednesday, June 8	Ethics: IRB <ul style="list-style-type: none"><li>• FFR, Ch 2</li><li>• Robert Gephart, “Paradigms and Research Methods”\ <a href="http://www.aom.pace.edu/rmd/1999_RMD_Forum_Paradigms_and_Research_Methods.htm">http://www.aom.pace.edu/rmd/1999_RMD_Forum_Paradigms_and_Research_Methods.htm</a></li></ul> <p style="text-align: center;">Bring a journal from your field to class</p>
Thursday, June 9	Survey <ul style="list-style-type: none"><li>• FFR, Ch 17</li></ul>
Monday, June 13	Experimental/single subject <ul style="list-style-type: none"><li>• FFR, Ch 18 &amp; 19</li></ul>
Tuesday, June 14	Case study/Critical Incident <ul style="list-style-type: none"><li>• FFR, Ch 13 &amp; 15</li></ul>
Wednesday, June 15	Ethnography <ul style="list-style-type: none"><li>• FFR, Ch 10</li></ul>
Thursday, June 16	Ethnomethodology <ul style="list-style-type: none"><li>• FFR, Ch 9</li></ul>
Monday, June 20	Qualitative interviews/Phenomenology <ul style="list-style-type: none"><li>• FFR, Ch. 4 &amp; 7</li></ul>
Tuesday, June 21	Philosophic Inquiry <ul style="list-style-type: none"><li>• e-reserve: Section V: <i>Philosophic Inquiry Methods in Education</i>, in Jaeger, R.M. (Ed.) (1997). <u>Complimentary methods for research in education</u></li></ul>
Wednesday, June 22	Evaluation/Participative evaluation <ul style="list-style-type: none"><li>• FFR, Ch 14 &amp; 6</li></ul>
Thursday, June 23	Action research/Focus groups <ul style="list-style-type: none"><li>• FFR, Ch 15</li></ul>
Monday, June 27	Feminist and Post Structuralist Research <ul style="list-style-type: none"><li>• FFR, Ch 12</li></ul>
Tuesday, June 28	Narrative Inquiry <ul style="list-style-type: none"><li>• FFR, Ch 8</li></ul>
Wednesday, June 29	Critical Ethnography <ul style="list-style-type: none"><li>• FFR, Ch 11</li></ul>
Thursday, June 30	Historical Research <ul style="list-style-type: none"><li>• FFR, Ch 3</li></ul>
Monday, July 4	HOLIDAY
Tuesday, July 5	Multimethods Research/ Multiple methodologies <ul style="list-style-type: none"><li>• FFR, Ch 16 &amp; 20</li></ul>
Wednesday, July 6	Comprehension and synthesis

- e-reserve: Maxwell, J.A. (2004). Causal explanation, qualitative research, and scientific inquiry in education. *Educational researcher*, 33(2), pp. 3-11.
- e-reserve: Henson, K.T. (2003). Writing for professional publication: Some myths and some truths. *Phi delta kappan*. 84(10), pp. 788-791.

Thursday, July 7

Final Day

### Assignments

1. Class attendance and participation		18 days @ 5 points each	90 points
2. Article analysis	on going	14 @ 5 points each	70 points
3. Framing questions	on going	14 @ 10 points per topic	140 points
4. Paradigms Paper	final draft due June 16		60 points
5. Final paper	list of 15 – 20 studies by June 21		5 points
	annotated bibliography by June 27		10 points
	final draft due July 7		<u>125 points</u>
Total points			500 points

### Grading Scale

A =	90 - 100%	450 – 500 points
B =	80 - 89%	400 – 449 points
C =	70 – 79%	350 – 399 points
D =	60 – 69%	300 – 349 points
F =	0 - 59%	299 or below

**Article Analysis and Discussions (5 points each/90 points total):** These analyses are reviews of studies that exemplify a particular research approach. Based upon the approach/es being discussed, you will be assigned a study to review. Your analysis of the study, guided by the “Paradigm Rubric” and informed by the reading, is to be completed the night before (handwritten in pencil) the method is discussed in class. The purpose of this assignment is to develop your ability to recognize underlying research paradigms, along with the assumptions associated with each. Papers are assigned points based on completion.

**Framing questions (10 points each; 140 points total):** Framing questions for each methodological chapter reading provide an opportunity to situate your topic of interest in diverse methodologies. For each methodology, you will be asked to “Write a research question/s on your topic that is appropriate for this methodology,” and to “List relevant data collection methods.” Responses are to be typed and submitted the day after the requisite methodology/methods are discussed. Your responses will be graded for theoretical and methodological consistency and accuracy.

**Paradigms Paper (60 points):** This paper is to provide a context to explore your emerging understandings of the key concepts of this course: epistemology, ontology, and methodology. Assume an audience of individuals who are interested in research issues, but uncomfortable with the whole notion of “paradigms”. Your job is to explicate the concepts addressing how each (epistemology, ontology, and methodology) influences one’s understanding of research and the ways they shape a researcher’s perspective. In essence you are to explain what the concepts are and why they are important. Specific examples will help your audience. Your paper will be edited by a classmate and the edits incorporated you’re your final draft. The paper should be a maximum of six pages, including the one-page peer editing reflection that critically examines and comments on your work. The paper is to be typed, doubled spaced, and in APA style (#12 font).

Draft to peer editor	June 14
Peer edited comments	June 15
Final draft	June 16

**Final Paper (140 points total):** This paper is a review of the methodologies and methods employed in published empirical research in an area of interest to you. For this assignment, you are to:

- a. Select a research topic that is of interest to you.
- b. Develop an annotated bibliography of at least 10 empirical research studies conducted during the last two years, published in a range of journals on your research topic.
- c. Categorize the types of research according to the Paradigms Rubric used for article analyses.
- d. Based on the information you collect, discuss the research methods and methodologies utilized in the studies. Describe the methodological trends in this published research, and relate the trends to the paradigms that currently shape the field.
- e. Discuss your tentative research design in light of the findings of your literature review. How do you position your work given the currently published studies in your field?

Paper should include the annotated bibliography and five to ten pages of discussion, typed, doubled spaced (#12 font), and in APA style. Refer to detailed rubric for this assignment.

This assignment is submitted in sections:

- |   |                  |
|---|------------------|
| 1) a list of 15 – 20 studies for possible review      | Tuesday, June 21 |
| 2) annotated bibliography of the ten selected studies | Monday, June 27  |
| 3) synthesis and analysis                             | Thursday, July 7 |

### **Course Policies**

1. If you must be absent, arrange for another student to pick up handouts for you. You are responsible for getting class notes, announcements, etc. from another student.
2. All assignments must be typed or completed on a word processor. Writing errors, such as spelling, punctuation, and grammatical errors will be taken into consideration and may lower the grade. All assignments should be professional in appearance, such as you would submit to your principal or other employer.
3. Students are permitted and encouraged to proofread each other's assignments.
4. Make a copy of every assignment before you submit it to the instructor.
5. Assignments should be submitted on the due date to receive full credit. Any assignment may be turned in earlier than the due date.
6. Assignments cannot be redone for additional credit, nor may additional assignments be done for extra credit.
7. Assignments submitted as a requirement for another class should not be submitted for this class. All assignments should be the original work of the students completed for this class.
8. Any form of academic dishonesty obviously cannot be knowingly permitted in a university course. Academic dishonesty includes plagiarism, cheating, fabrication or fraud. If an individual engages in any one of these activities, the instructor has the right to apply the policy on academic dishonesty in the NAU Student Handbook. This may result in some type of penalty ranging from extra course work to a failing grade in the course.

**NAU Classroom Management Statement, Safe Environment Policy, and information concerning Students with Disabilities, the Institutional Review Board, Academic Integrity, and Academic Contact Hour Policy can be found at <http://jan.ucc.nau.edu/academicadmin/plcystmt.html>**