

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

Critical Research Paradigms

Course Number:

ILAC 6033-220

Course Description:

Compares research paradigms and epistemologies and examines critical and transformative research approaches.

Class Dates, Location and Hours:

Dates: May 16 – 21, 2017

Location: Classes held at Building 2775, Rooms 10 and 11, Kapaun Air Station on Vogelweh Air Base.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: April 17, 2017

Site Director:

Email: apramstein@ou.edu. Phone: DSN 480-6807, Civilian 06371-47-6807.

Professor Contact Information:

Course Professor: Sara Ann (Sally) Beach, PhD

Mailing Address: 812 Van Vleet Oval, Rm 114
Norman, OK 73019

Telephone Number: (405) 325-3590

E-mail Address: sbeach@ou.edu

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Egbert, J. & Sanden, S. (2014). *Foundations of education research: Understanding theoretical components*. New York: Routledge. ISBN 9780415715799.
2. Baranov, D. (2012). *Conceptual foundations of social research methods* (2nd ed.) New York: Routledge. ISBN 9781594517389.
3. Materials posted on the OU Canvas learning management system: Access Canvas at <https://oklahoma.instructure.com/>, enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Objectives:

1. Understand the difference between conceptual framework, epistemology, paradigm, theoretical framework, methodology and methods, and use that knowledge to critique existing research
2. Distinguish, compare and contrast different epistemologies/paradigms that guide research
3. Demonstrate the ability to plan a research study that is guided by a conceptual framework and demonstrates a particular paradigm/epistemology using an appropriate theoretical framework and methodology.

Course Outline:

Prior to In-Person Class Meeting

Date	Assignment
Week 1 April 17- 23	Order textbooks, become familiar with Canvas class site. Respond to the Week 1 online discussion prompt and to your peers Choose an inquiry/research topic and enter that topic onto the Google Doc (link on Canvas) Begin looking for research articles on your topic
Week 2 April 24-30	Online discussion for Week 2 (respond to prompt and peers) Read Egbert and Sanden Chapters 1-3, completing an ARR/R chart thoughtfully for each chapter Read the Introduction and Chapter 8 of the Baranov text and an ARR/R chart. Complete the paradigm group survey on Google Docs (link on Canvas) Continue compiling research articles on your topic
Week 3 May 1-7	Online discussion for Week 3 (respond to prompt and peers) Read Egbert and Sanden Chapters 4-6, completing an ARR/R chart thoughtfully for each chapter Begin skimming the chapters in the Baranov book, focusing on the sections in each chapter about what it is, the main elements of the paradigm and its implications (you do not have to complete an ARR/R chart for these but you do need to become familiar some of the ideas) Check Canvas for your paradigm group assignment Continue compiling research articles for your topic
Week 4 May 8-14	Online discussion for Week 4 (respond to prompt and peers) Read Egbert and Sanden Chapter 7, complete an ARR/R chart Read the Baranov chapter about your paradigm for the group you are assigned to and complete a detailed ARR/R chart for that chapter only Finish compiling research articles for your topic, make sure to have 10 available for class either electronically or printed out

During In-Person Class meetings:

Day	Readings/Activities	Assignment Due
Tuesday	Introduction and syllabus Conceptual Frameworks Writing a research question	E &S Chp 1 ARR/R Research question

Day	Readings/Activities	Assignment Due
Wednesday	Epistemology and Paradigms	E &S Chps 2,3 ARR/R B Intro, Chp 8 ARR/R Bring research articles
Thursday	Comparing and contrasting paradigms Small group discussions	E &S Chps 4,5 Guiding Questions Worksheet Bring research articles
Friday	Small group discussions Teach In	E &S Chp 6 ARR/R Methodology/Methods plan Bring research articles
Saturday	Theories and Theoretical Frameworks Complete Guiding Questions worksheet in class Methodologies and Methods Begin methodology and methods plan (bring text from previous research class or notes)	ARR/R for the chapter describing your paradigm Notes from other paradigm chapters that you skimmed Paradigm handout Compare/contrast chart
Sunday	Myths, Misconceptions, and Planning for Inquiry Critiquing research articles	E &S Chp 7 ARR/R Bring research articles

Following In-Person Class Meetings: May 22-June 11

Date	Assignment
Week 6	Submit Article critiques by May 28 at 11 pm
Week 7	Submit Electronic journal of inquiry proposal planning process by June 4 by 11 pm
Week 8	Submit Final Inquiry Proposal paper by June 11 at 11 pm

Assignments, Grading and Due Dates:

Online discussion on Canvas:

The purpose of the online discussion is to provide a forum for you to try out ideas as you plan a possible research study based on your own conceptual framework and epistemology as well as to provide feedback to other members of the class on their ideas. The discussion will begin on Week 1 listed in the course outline and continue through Week 4. It will begin again on Week 6 and continue through Week 8. I will begin each discussion with a question and/or prompt and short description. **Each person should respond to my question/discussion for that week by Wednesday and then respond to at least 3 other posts by Saturday of each week at 11 pm.** Please make sure as you look at the posts that everyone has at least 2 responses to their post that are thoughtful and helpful (i.e., provide your view of strengths and ideas for improvement, clarity, understandability).

Week 1: Inquiry topic

Week 2: What is your conceptual framework?

Week 3: Paradigms and Knowledge

Week 4: Theories and Research

Week 6: Critiquing research

Week 7: Reflecting on the planning process for research

Week 8: Reflecting on learning

Paradigm group activity:

The purpose of this assignment is for you to delve more deeply into one or more of the paradigms in the Baranov text so that you can help others understand it/them and you can compare/contrast it/them with other competing paradigms.

Paradigm Survey:

Read the Introduction and Chapter 8 of the Baranov text. Based on that introduction, make a first, second and third choice of paradigms you would like to become an expert on. Go to the Google Docs (link provided on Canvas) and complete the survey that indicates your choices (do this by the end of Week 2). I'll get back to you by the beginning of Week 4 with your paradigm assignment.

ARR/R Chart:

Carefully and actively read your chapter. Before reading, jot down what you know about the paradigm in an ARR/R chart. As you read, note key vocabulary or terms that others would need to understand to make sense of the paradigm; key points that summarize the main tenets of it, including beliefs about knowledge and reality and other key ideas you think others would need to know in your ARR/R chart. Only complete the first two parts of the chart.

Group Handout Assignment:

During the in-person class, work with the other members of your group to discuss the center column of your ARR/R chart and complete the final column. As a group, create a handout that can be given to your classmates that includes key terminology, main tenets of the paradigm, and implications for research.

Teach-in Participation:

Plan how to teach about your paradigm in an interactive way to your classmates.

Participate in the "teach in" about paradigms. Construct (as part of a small group) a visual/graphic that compares the paradigms.

A rubric for this assignment will be uploaded on Canvas.

Research article critiques:

The purpose of this assignment is twofold: a) compile potential research articles for your inquiry/research project to help you identify potential theories/theoretical framework for the research you will plan and b) provide practice in identifying different aspects of published research and critiquing their appropriateness.

1. Find 10 research articles that are relevant to your inquiry/research project topic and research question. You should find articles that use a variety of different research methodologies.
2. Choose 3 of the research articles to critique. They should each use a different research methodology. Using the form provided on Canvas, identify and critique the different aspects of each article.

We will practice critiquing articles during the in-person class.

ARR/R (Activate, Read, Revisit/Reflect):

The purpose of this assignment is to help you activate your background knowledge about the topics in the texts, read critically and actively, and then revisit what you knew before reading and reflect on and consolidate what you learned. For each of the chapters that you read in the texts, you will construct and complete the following chart:

Activate	Read	Revisit/Reflect
<p>In this part of the chart for each chapter in the Egbert and Sanden text, you will complete the reflect activity at the beginning of the chapter. This activity provides an opportunity for you to think about what you already know or think you know about the questions that guide the chapter before you read. For the Baranov text, brainstorm what you know about the chapter topic It is key that you complete this activity before you read the chapter.</p>	<p>In this part of the chart, you will make notes of new information that you encounter as you read, note ideas that conflict with what you wrote in the previous section, note questions that you have that you would like to discuss, and list key vocabulary that you find important to understanding the chapter and research paradigms. If there are reflection questions as part of the chapter, respond to them here.</p>	<p>In this part of the chart, you will reflect on your own learning about the chapter topic. You may need to revisit what you wrote in the A section to take note of misconceptions or try to reconcile new ideas with old ones. You might want to make connections or respond to what you read in order to integrate it into your existing knowledge.</p>

Please bring all of the charts to the in-person class each day. They will be used in class discussions and collected on the dates indicated in the course outline.

Inquiry/research plan:

The purpose of this assignment is to provide practice in planning a research study to better understand how research is guided by a researcher’s views of the world, what counts as knowledge, and theoretical framework. Much of the work of planning will be done as part of other assignments and in class. You will need to keep track of the planning in an electronic journal and include artifacts from the other assignments when the plan is turned in. **Note: You will not actually be doing data collection and analysis but will be creating a proposal for an inquiry that is grounded in a conceptual framework, appropriate paradigm and theoretical framework, and matched to an appropriate methodology.**

1. Choose a topic of interest in education that you would like to find out more about. The topic may come from a previous education class or be one of interest to you that you know very little about. Your journal should include brainstorming of topics, pieces from the online journal, and your final choice.
2. With the help of the instructor, write a research question that encompasses what you wonder about the topic. Include this in the planning journal.
3. Complete the Guiding Questions Worksheet in Appendix A of the Egbert and Sanden text.
4. Choose (using knowledge from your previous research class on research methods) an appropriate methodology and plan the methods you would use to collect data to answer your question. Include this in the planning journal.
5. Using your planning journal and the activities completed in class to help you plan, as well as the research articles that you compiled, write a paper that is a proposal for your inquiry/research project. The paper should include an introduction, a theoretical framework, a review of the literature (the articles you collected) which indicates a gap in our knowledge, and a methodology section which situates the study in a research paradigm, describes the methodology and indicates why it is appropriate, and describes the methods (sample, data sources, how to collect data). This paper should be 10-15 pages in length (exclusive of bibliography) and follow APA format for cites in the paper, headings, and bibliography.

A rubric will be posted on Canvas.

Class Participation:

You are expected to act professionally during the class, including being prompt to class and staying for the entire time; actively participating in in large and small group discussions and activities; actively and respectfully listening and responding to the comments and questions made by fellow students; and being prepared for each class session.

Grading:

This is a letter-graded course: A, B, C, D, or F.

A = 200-180; B = 179-160; C = 159-140; D = 139-120; F = below 119

Assignment	Due Date	Points
Online discussions	Weekly except for Week 5	5 points per week for a total of 35 points
Paradigm group activity 1. Google docs survey 2. ARR/R chart for paradigm chapter 3. Group discussion and handout preparation 4. Paradigm comparison chart	1. End of Week 2 2. Saturday of In-person class 3. Saturday of In-Person class 4. Saturday of In-Person class	30 points (see rubric for breakdown)
Research critiques	Week 6 (May 28 at 11 pm)	10 points per article for a total of 30 points
ARR/R chart 1. Egbert and Sanden chapters 1-7 2. Baranov Introduction, Chapter 8	At beginning of Week 5 (in-person class)	5 points per chapter for a total of 45 points
Inquiry/research plan 1. Topic 2. Research question 3. Guiding questions worksheet 4. Methodology and methods plan 5. Electronic journal of planning process 6. Final paper	1. End of Week 1 2. End of Tuesday in-person class 3. End of Thursday in-person class 4. End of Friday in-person class 5. Week 7 (June 4 at 11 pm) 6. Week 8 (June 11 at 11 pm)	50 points (see rubric for breakdown)
Class Participation	Ongoing	10 points
Total Points	NA	200 points

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Sara Ann (Sally) Beach, Ph.D.

Education

- Ph.D. June, 1991, University of California, Riverside, Emphasis: Reading, Curriculum and Instruction, Research Methods
- M. Ed. 1981, Texas A&M University, College Station, TX, Curriculum and Instruction, Reading
- B. A. 1975, University of Dallas, Irving, TX, Major: Elementary Education

Current Positions

Professor and Grant Family Presidential Professor, Literacy Education, Department of Instructional Leadership and Academic Curriculum, The University of Oklahoma

Frequently Taught Advanced Programs Courses

ILAC 6033 Critical Research Paradigms

Major Areas of Teaching and Research Interest

- **Teaching:** Research methods, Theoretical foundations (ILAC, curriculum, literacy), early literacy, literacy leadership
- **Research:** early literacy, opportunities for engaged learning, critical literacy for democracy, new literacies

Representative Publications and Presentations

Recent Publications

- Beach, S.A., Ward, A., Lorinczova, K., Maslova, M. (2013). Slovak Students as Readers and Writers: What Engages Them in Classrooms. Notes (Journal of Orava Association for Democratic Education [Zdruzenie Orava pre demokraciu vo vzdelavani], 10-13.
- Beach, S.A. & Ward, A. (2007). Opportunity to learn: Supporting engagement in literacy. *Kielikukka* (Journal of the Finland Reading Association), 4, 2-5.
- Griffith, P., Beach, S.A., Ruan, J., & Dunn, L.(2008). *Literacy for young children: A guide for early childhood educators*. Corwin Press.
- Beach, S.A., Ward, A., Dorsey, J., Limbrick, L, Paris, J., Lorinczova, K., Maslova, M., & Mirseitova, S. (2013). Early Adolescents' Views of Good Readers and Writers in School and Their Literate Identities: An International Exploration. In Dunston, Fullerton, Bates, Stecker, Cole, Hall, Herro, & Headley (Eds.). *62st Yearbook of the Literacy Research Association*, 157-170.
- Beach, S.A. & Ward, A. (2013). Insights into engaged literacy learning: Stories of literate identity. *Journal of Research in Childhood Education*, 27, 239-255.
- Huntley, C., Beach, S. A., and Geary, A. (2012). Supporting teacher development for critical reflection. *Literacy and Diversity: Proceedings of the 17th European Conference on Reading*.
- Collins, J. & Beach, S.A (2012). Profiles of literate identity. *Literacy and Diversity: Proceedings of the 17th European Conference on Reading*.
- *Recent Presentations*
- Beach, S.A. (2014, October). *Engaged teachers, engaged learners*. Workshop presented at 15th celoslovenska konferencia s medzinarodnou ucastou Inovacie v skole (the 15th National Slovak Conference on Innovations in Education), Podbanske, Slovak Republic.
- Beach, S.A., Ward, A. Limbrick, L., Paris, J., Mirseitova, S., Maslova, M., Lorinczova, K, Johnson, J. (2013, September.) *Literate identity and engagement in literacy activities: An international exploration*. Presentation at the British Educational Research Association Annual Conference, Brighton, UK.
- Beach, S.A., Ward, A., Limbrick, L., Paris, J., Mirseitova, S., Maslova, M., Lorinczova, K, Johnson, J. (2013, August). *Engaging practices at home and school: listening to the voices of*

young adolescents in five countries. Symposium presented at the 18 European Conference on Reading, Jonnkoping, Sweden.

- Beach, S.A., Willner, E.H., Collins, J., Hinkle, V., McElroy, L. (2013, August). *From passive listeners to active learners: A model for participation in teacher education*. Symposium presented at the 18 European Conference on Reading, Jonnkoping, Sweden.
- Ward, A., Beach, S.A., Limbrick, L., Paris, J., Mirseitova, S., Lorinczova, K., Maslova, M., Dorsey, J. (2013, June) *Exploring Students' Literate Identities and Engagement in Language Arts across Five Countries*. Symposium presented at the Canadian Society for the Study of Education, Victoria, BC, Canada.
- Beach, S.A., Ward, A., Limbrick, L., Paris, J., Mirseitova, S., Maslova, M., Lorinczova, K. (2012, November). *Early Adolescents' Views of Good Readers and Writers in School and Their Literate Identities: An International Exploration*. Paper presented at the Annual Conference of the Literacy Research Association, San Diego, CA.
- Beach, S.A. and Ward, A. (2012, October). Slovak students as readers and writers: What engages them in classrooms. Presentation as part of the Plenary Session at 13 celoslovenska konferencia s medzinarodnou ucastou Inovacie v skole (the 13th National Slovak Conference on Innovations in Education), Podbanske, Slovak Republic.
- Beach, S.A. & Ward, A. (2011, October). Learning about students leads to motivating students. Workshop presented at 12 celoslovenska konferencia s medzinarodnou ucastou Inovacie v skole (the 12th National Slovak Conference on Innovations in Education), Podbanske, Slovak Republic.
- Beach, S.A., Geary, A. & Huntley, C. (2011, July). Supporting Teacher Development for Critical Reflection. Workshop presented at the 17th European Conference on Reading, Mons, Belgium.
- Beach, S.A. & Collins, J. (2011, July). What is good reading and writing: profiles of literate identity. Paper presented at the 17th European Conference on Reading, Mons, Belgium.
- Beach, S.A., Ward, A., Collins, J. & Geary, A. (2010, December). Towards a theory of opportunities for engaged literacy learning. Paper presented at the annual meeting of the Literacy Research Association/National Reading Council, Ft. Worth, TX.
- Beach, S.A. (2010, November). New Literacies for 21st Century Learning Environments. Workshop presented at 11 celoslovenska konferencia s medzinarodnou ucastou Inovacie v skole (the 11th National Slovak Conference on Innovations in Education), Podbanske, Slovak Republic.

Representative Honors and Awards Received

- Spring, 2013: Thomas Sherman Grant & Lizzie Lou Otter Grant Presidential Professor
- April, 2010: Jeannine Rainbolt College of Education Teaching Award
- November, 2008: Orava Association Award (for long lasting contributions to education in Slovakia), Orava Association for Democratic Education, Slovakia
- April, 2003: College of Education Citizenship/Leadership Award

Major Professional Affiliations

- JRCoE Representative, Reading and Writing for Critical Thinking International Consortium
- International Reading Association
- Literacy Research Association