ILAC 6033-222: Critical Research Paradigms

Course Description:
Compares research paradigms and epistemologies and examines critical and transformative research approaches

Class Dates, Location and Hours:

Dates: March 31 – April 5, 2020
Location: Stuttgart, Germany. See site director for classroom location.
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: March 2, 2020

Site Director:
Email: apstuttgart@ou.edu. DSN: 431-3304 or CIV 07031-15-2580.

Professor Contact Information:

Course Professor: Timothy Ford, Ph.D.
Telephone Number: (918) 660-3990
E-mail Address: tgford@ou.edu
Professor availability: The professor will be available via email 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 Bookstore Website at https://ou.textbookx.com/institutional/index.php. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

2. Materials posted on the OU Canvas learning management system: Access Canvas at https://canvas.ou.edu, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>1. Order textbook and become familiar with Canvas class site.</td>
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<tr>
<td>March 3-9</td>
<td>2. Respond to the Week 1 online discussion prompt</td>
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<td>3. Identify an inquiry/research topic of interest and enter that topic onto the Google Doc (link on Canvas)</td>
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<tr>
<td>Week 2</td>
<td>1. Online discussion for Week 2 (respond to prompt)</td>
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<td>March 10-16</td>
<td>2. Read Egbert and Sanden Chapters 1-3 and 8</td>
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<td>3. Begin compiling research articles on your topic</td>
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<tr>
<td>Week 3</td>
<td>1. Online discussion for Week 3 (respond to prompt)</td>
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<tr>
<td>March 17-23</td>
<td>2. Read Egbert and Sanden Chapters 4-6</td>
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<td></td>
<td>3. Continue compiling research articles for your topic</td>
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<tr>
<td>Week 4</td>
<td>1. Online discussion for Week 4 (respond to prompt)</td>
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<tr>
<td>March 24-30</td>
<td>2. Read Egbert and Sanden Chapter 7</td>
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<td></td>
<td>3. Finish compiling research articles for your topic, make sure to have 10 available for class either electronically or printed out</td>
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During In-Person Class meetings (Schedule subject to change as needed): March 31-April 5

<table>
<thead>
<tr>
<th>Day</th>
<th>Readings/Activities</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>Introduction and syllabus</td>
<td>E&amp;S Chp 1</td>
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<tr>
<td>Tuesday</td>
<td>Conceptual Frameworks</td>
<td>Problem and Research question (in class writing)</td>
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<td></td>
<td>Writing a research question</td>
<td>Bring research articles</td>
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<tr>
<td>Class 2</td>
<td>Introduction Epistemology and Paradigms</td>
<td>E&amp;S Chapters 2, 3</td>
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<tr>
<td>Wednesday</td>
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<td>Bring research articles</td>
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<tr>
<td>Class 3</td>
<td>Comparing and contrasting paradigms</td>
<td>E &amp; S Chapter 4</td>
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<tr>
<td>Thursday</td>
<td></td>
<td>Bring research articles</td>
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<tr>
<td>Class 4</td>
<td>Theories and Theoretical Frameworks</td>
<td>E&amp;S Chapters 5, 6</td>
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<tr>
<td>Friday</td>
<td></td>
<td>Theoretical Framework (in class writing)</td>
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<td>Class 5</td>
<td>Methodologies and Methods</td>
<td>E &amp; S Chapter 7</td>
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<tr>
<td>Saturday</td>
<td></td>
<td>Methodology/Methods plan (in class writing)</td>
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<td>Bring research articles</td>
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<tr>
<td>Class 6</td>
<td>Myths, Misconceptions, and Planning for Inquiry</td>
<td>E&amp;S Chapter 8</td>
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<tr>
<td>Sunday</td>
<td>Critiquing research articles</td>
<td>Anticipated Findings &amp; Implications (in class writing)</td>
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<td>Bring research articles</td>
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Following In-Person Class Meetings: April 6- April 27

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<tr>
<th>Date</th>
<th>Assignment</th>
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<tr>
<td>Week 6</td>
<td>Submit Article critiques by April 13 @ 11:59pm</td>
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<tr>
<td>Week 7</td>
<td>Submit Memo on Research Proposal progress by April 20 @ 11:59pm</td>
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<tr>
<td>Week 8</td>
<td>Submit Final Research Proposal paper by April 27 @ 11:59pm</td>
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Assignments, Grading and Due Dates:

Online discussion on Canvas (5 points X 4 = 20 points):
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. I will begin each discussion with a question and/or prompt and short description.

Research article critiques (10 points X 3 = 30 points):
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.

- 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. You will use these articles as the literature review of your inquiry proposal.
- 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.
- Rubric will be posted on Canvas.
- We will practice critiquing articles during the in-person class.

Study Proposal (drafts, in class writing, 5 points X 4 = 20; 20 points final; 10 points reflection = 50 points)
This assignment will unfold throughout the semester and is an opportunity to begin to capture your interests and ideas associated with possible research projects. After assigned readings and course discussions, you will do/create six (6) things that will be modeled, drafted, and amended over the course of the semester. More information about each will be provided.

1) Problem Statement and Research Question(s)
2) Theoretical Framework
3) Methods
4) Anticipated Findings and Implications
5) Final Submission including items 1-4 and responded to feedback
6) Reflection

A rubric will be posted on Canvas.

Class Participation (30 points):
You are expected to act professionally during the class, including being prompt to class and staying for the entire time; actively participating 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.

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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Online discussions</td>
<td>Weekly during Weeks 1-4</td>
<td>20 (5 points x 4 posts)</td>
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<tr>
<td>Activity</td>
<td>Due Date</td>
<td>Points</td>
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<tr>
<td>Research critiques</td>
<td>Week 6</td>
<td>30</td>
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<tr>
<td>Inquiry/research plan Drafts</td>
<td>Face-to-face sessions April 27</td>
<td>50</td>
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<tr>
<td>Final paper</td>
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<tr>
<td>Class Participation</td>
<td>Ongoing</td>
<td>30 (5 points x 6 onsite sessions)</td>
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<tr>
<td>NA</td>
<td><strong>Total Points</strong></td>
<td>130</td>
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A = 200-180; B = 179-160; C = 159-140; D = 139-120; F = below 119

**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 make 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](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/](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](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/eeo.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

Timothy G. Ford, Ph.D.

Education

- Ph.D., Curriculum, Teaching, & Educational Policy, Michigan State University, August 2010
- M.A., Curriculum & Instruction, University of Kansas, Lawrence, KS, May 2004
  Major: Teaching English as a Second Language
- B.S., English, Truman State University, Kirksville, MO, December 1998
  Emphasis: Linguistics; Minor: Spanish

Current Positions

- Assistant Professor, Educational Administration, Curriculum and Supervision Program,
  Educational Leadership and Policy Studies Department, Jeannine Rainbolt College of Education,
  University of Oklahoma, August 2014 to present.
- Program Area Coordinator, Educational Administration, Curriculum and Supervision Program,
  Educational Leadership and Policy Studies Department, Jeannine Rainbolt College of Education,
  University of Oklahoma, July 2019 to present.

Previous Employment

- Assistant Professor, Department of Curriculum, Instruction and leadership, University of
  Louisiana at Monroe, Monroe, LA. August 2010 to August 2014
- Director, Ed.D. Program in Curriculum & Instruction, University of Louisiana at Monroe,
  Monroe, LA. August 2010 to August 2014

Major Areas of Teaching and Research Interest

- Social Studies Teaching and Learning
- Interdisciplinary Instruction
- Visual Literacy in Social Studies
- Teacher Professional Development

Representative Publications and Presentations

Peer Reviewed Journal Articles

- Ford, T. G., & Lavigne, A., Gilbert, A.*, & Si, S.* (conditional accept). Understanding district
  support for leader development and success in the accountability era: A review of the literature

- Urick, A., Liu, Y., Ford, T. G., Wilson, A.* (2019). Does instructional leadership mediate effects
  of student home resources on opportunity to learn and math reasoning skills? A cross-national
  https://doi.org/10.1080/13603124.2019.1629697

  for teacher psychological needs on teacher burnout, commitment, and intent to leave. Journal of
  Educational Administration, 57(6), 615-634. https://doi.org/10.1108/JEA-09-2018-0185

- Ford, T. G. (2019). Does the use of informal control mechanisms increase trust among teachers?
  https://doi.org/10.1016/j.sueduc.2019.06.001 Updated 10/23/2019

- Ware, J. K., & Ford, T. G. (2018). From Teacher to Student Self-Regulatory Climate: Exploring
  how leader support of teacher psychological needs shapes teacher support of student

  teachers’ use of Compass high stakes teacher evaluation data. Educational Assessment,
  Evaluation, and Accountability, 30(3), 251-283. https://doi.org/10.1007/s11092-018-9280-x


Peer-Reviewed Book Chapters:


Other Book Chapters:

Edited Books:

Other Publications:

In Process:
- Ford, T. G.** & Forsyth, P. B.** (under review). Teacher corps stability: Articulating the social capital enabled when teachers stay.
- Ford, T. G.** & Hewitt, K.** & (under review). Integrating summative and formative goals in designing next generation teacher evaluation systems. Accepted paper for special issue, “Policies and Practices of Promise in Teacher Evaluation.”

Representative Presentations
- Ware, J. K., & Ford, T. G. (2016, November). From Teacher Self-Regulatory Climate to Student Self-Regulatory Climate: Principal effects on learning conditions. Paper presented at the Annual Meeting of the University Council of Educational Administration. Detroit, MI.


• Clark, L. V., & Ford, T. G. (2012, March). ‘I’m here to help’: The importance of establishing trust in professional development school partnerships. Paper presented at the Annual Meeting of the National Association for Professional Development Schools, Las Vegas, NV.


Invited Presentations:

• Jeon, S., Ford, T. G., Kwon, K., & Choi, J. Y. (2019, June). Instability in family and childcare settings and developmental outcomes for infants and toddlers in Early Head Start Programs. Presentation for OU Early Childhood Education Institute Advisory Board

Representative Honors and Awards Received

• Junior Faculty Award, Jeannine Rainbolt College of Education, University of Oklahoma, 2019.
• Most Promising Faculty Award, Department of Educational Leadership and Policy Studies, University of Oklahoma, 2016.
• Erickson Research Fellowship, Michigan State University, 2005-2009.
• Graduate Student Research Enhancement Award, Michigan State University, 2007.
• Department of Teacher Education Fellowship, Michigan State University, 2005-2006.

Professional Memberships:

• American Educational Research Association
• American Sociological Association
• University Council of Education Administration (institutional)
• Louisiana Council of Professors of Educational Administration