EMPIRICAL / ANALYTICAL PARADIGM
Also called: Objective - Quantitative - Deductive - Normative - Positivist-Authoritarian This worldview believes that you can explain-predict-control. Scientists see the world from this perspective

UNDERLYING ASSUMPTIONS:

1. Cause and effect is real and can explain the world 2. Research is context-free 3. Believes in detached role of observer 4. Uses statistical analysis 5. Generalizes from the specific
6. Reality exists and can be predicted
7. Investigation is neutral
8. Theory and Practice are separate
9. Subject / Object relationship
10. Aristotle, Locke, Hume

TYPES OF RESEARCH MODELS:

Developmental - experimental psychology - people respond mechanically

Epistemological - knowledge origin is from without - common goal - known text (universitas)

Experimental - natural science - true knowledge

THEORISTS:

Socrates Teacher leads the learner to the answer by using “artful questioning”

Mortimer Adler All members of the species have the same nature, perennialist
Aristotle Teacher instructs learner
Albert Bandura People develop behaviors by observing others- behaviorist
Warren Bennis Knowledge is testable by scientific method
Alfred Binet Developer of the IQ test.
Benjamin Bloom Bloom’s Taxonomy - Six progressively complex levels of cognition
Auguste Comte Men should recognize the overriding authority of science
René Descartes Modern school of mathematics
William Glasser Control theory is about fulfilling the needs of the individual
Marian Edelman Children will model what they see
Erik Erikson Eight stages of psychosocial development
Fredrich Hegel Students must conform to institutional order and laws of reason but believed in self-consciousness – laid foundation for social philosophy
E. D Hirsch Core knowledge exists
Thomas Hobbes Cause and effect- geometry and physics answer questions without human nature
David Hume All knowledge comes from experience
Ayn Rand  Objectivism is a complete, systematic, integrated system of thought

Bertrand Russell  Reality grounded in mathematics - *Principia Mathematica*
Lawrence Kohlberg  Theory of moral development influenced by Jean Piaget and John Dewey
John Locke  Knowledge is publicly verifiable, measurable
Ivan Pavlov  Conditioning
Jean Piaget  Five stages of cognitive development
B. F. Skinner  Behaviorist, Operant conditioning and schedules of reinforcement
Lev Vygotsky  Scaffolding - private speech
Edmund Husserl  Principal founder of phenomenology

THEORETICAL BASE
Assimilationist - majority rules and absorbs less powerful cultures
Behaviorist - all behavior is a response to stimuli - predictable - B.F. Skinner (Pavlov's dog)
Objectivism - complete, systematic, integrated system of thought
Rationalist - human reason is starting place for construction of knowledge – Descartes
Empiricist - knowledge foundation of human experience
Determinist - no random events - determined by past behaviors and events
Essentialist - hard work, mental discipline, core of knowledge - 3 R's
Structuralist - believes there are societal universal structures
Perrennialist - underlying principles of existence are constant - we can pass on a body of knowledge – Edelman
Positivist - logical - the what - quantitative study of human phenomena – Comte
Realist - concepts exist (not just names) knowledge and values are independent of human mind - Aristotle

METHODS / PROCEDURES / TECHNIQUES

1. Nomothetic (General laws) – agree on general truths
2. Survey Verbal or written questions administered to subjects
3. Experiment - A test measuring an effect.
4. Randomized Sampling - The selection of subjects using a random system
5. Pre/post Test - A test given before and after the treatment.
6. Statistical Analysis Correlational studies - one variable’s change is affected by change in another variable
7. Correlational Studies - One variable’s change is effected by a change in another variable
8. Use of Control Group, i.e. a group that is not given the treatment.

INTERPRETIVE / SYMBOLIC PARADIGM Also called: Qualitative - Subjective - Inductive - Existentialist - Non-Authoritarian  This worldview is idiomatic and believes in nonstatistical interpretations of events. It values individual or specific observations and seeks to understand rather than to generalize into absolute truth.

UNDERLYING ASSUMPTIONS:
1. Attempts to understand
2. Believes the world is contextual
3. Observer-participant
4. Holistic inquiry 5. Reports out with narrative description
6. Believes realities are multiple social phenomena
7. Believes investigation is context laden
8. Believes theory and practice are interactive and specific
9. Subject / Subject relationship
10. Anthropological approach- ethnography

TYPES OF RESEARCH MODELS:

**Hermeneutics** - paths have fallen together - knowledge from within - study of text

**Anthropology** - study of culture and social characteristics - Mead

**Phenomenology** - classify experience at face value - how individuals make sense of world , pre-reflective

**Phenomenological Human Science** - study of essential meanings of life world –van Manen

**Symbolic Interaction** - focus on the world of the subjective and the meanings and symbols that represent them - no suggestions for remediation - the now

THEORISTS:

Max Van Manen  Phenomenological Human Science, practice, reflection
Immanuel Kant  German philosopher and founder of Critical Philosophy; made first decisive break with empiricism
Jerome Bruner  Students construct new ideas by integrating new material
Noam Chomsky  Students understand the world through the arduous process of controlled inquiry
John Dewey  Grandfather of Pedagogy – Progressivism. Relies upon the use of scientific method to solve problems
W. E. B. DuBois  Every argument rests on an unproven postulate
Elliot Eisner  Qualitative research
Frederik Frobel  Free self-activity, discovery play.
Howard Gardner  Multiple intelligences Linguistic, Musical, Logical, Spatial, Kinesthetic, Intrapersonal, and Interpersonal. Roger an
David Johnson  Cooperative Learning
Maxine Greene  Purpose of education is for teachers and students to create meaning in their lives
Jean-Jacques Rousseau  The common, natural man, *Emile*, original nature of man is good but corrupted by society
Margaret Mead  Anthropologist - individual experience of developmental stages could be shaped by cultural demands and expectation
Daniel Golman  Emotional Intelligence
William F. Pinar  Cultural character of the curriculum
Jean Paul Sartre  Existentialism - emphasizes the ultimacy of human freedom
Carl R. Rogers  Client-centered therapy-humanist
Martin Heidegger  Metaphysics – relativist - social critic - educated in
phenomenological tradition of Husserl

Abraham Maslow  The father of Humanistic Psychology  Hierarchy of Needs

Maria Montessori  Education is not what the teacher gives; education is a natural process spontaneously carried out by the human individual

THEORETICAL BASE:

"Eastern Thought" - starts with the inner world - reaches to the outer world of thought  Voluntarist - humans exercise free will

Ethnographist - in-depth analysis of a specific cultural situation

Constructionist - believes in intact realities, students develop own frames of thought

Relativist - everything goes, meaningless

Reconceptualist - lived experience (lived experience)

Anti-Positivist - knowledge origin from within - people respond to given situation

Pragmatist - anticipated consequences-informed judgment-becoming (not being) application.

Progressivist - learning is rooted in questions developed by the learners - Process not Product – Dewey

Naturalist - don't disrupt just record and understand axioms: 1. realities are multiple, 2. knower and known are interactive, 3. no generalizations, 4. inductive, no cause and effect, 5. inquiry is value bound, always biased

"Native American Thought" - connection to nature - cyclical oneness

Nominalist - abstract theme - only can name things, never real

Existentialist - reality in the lived experience - Sartre, Kierkegaard

METHODS / PROCEDURES / TECHNIQUES USED FOR RESEARCH

1. Role play  5. Scenario

2. Interview  6. Script taping

3. Participant observation  7. Case study

4. Probing  8. Descriptive Research

CRITICAL PARADIGM This world view attempts to reveal the tacit values that underlie the enterprise or hidden agenda.  Click here for a lecture on Semantics... Critical Theory discussion

UNDERLYING ASSUMPTIONS:

1. Looking for underlying assumptions

2. Looking for internal contradictions and politics

3. Advocates social action

4. Believe society is controlled by power

5. Believes reality is contextual

6. Believes self-reflection is the beginning

TYPES OF RESEARCH MODELS:

Post Structural Analysis - looking for underlying assumptions

Literary Theory

Archaeology - looking for historical implications

Cultural Criticism - critical sociology or anthropology

Discursive - explore organization or ordinary talk
**Hermeneutics** - study of known text

**THEORISTS:**

<table>
<thead>
<tr>
<th>Theorist</th>
<th>Theory/Philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karl Marx</td>
<td>Basic reality is material- knower and known are in a continued process of mutual adaptation</td>
</tr>
<tr>
<td>Henry Girouix</td>
<td>Critical Theorist – all things are power and politics</td>
</tr>
<tr>
<td>Friedrich Nietzsche</td>
<td>Existentialist - facts do not exist, only interpretations</td>
</tr>
<tr>
<td>Soren Kierkegaard</td>
<td>Existentialism – believed in religion, indirect communication</td>
</tr>
<tr>
<td>Jean Paul Sartre</td>
<td>Existentialism- a philosophical approach that emphasizes the ultimacy of human freedom.</td>
</tr>
<tr>
<td>Paulo Freire</td>
<td>Brazilian educator – phenomenologist , students must construct knowledge from knowledge they already possess  Conscientization’ - consciousness-raising</td>
</tr>
<tr>
<td>Jurgen Habermas</td>
<td>Most eclectic modern Marxist - speech act theory, hermeneutics</td>
</tr>
<tr>
<td>Michael Apple</td>
<td>Educational critical theorist – criticizes education as factory model</td>
</tr>
<tr>
<td>Lev Vygotsky</td>
<td>Scaffolding- private speech.</td>
</tr>
</tbody>
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**THEORETICAL BASE**

**Feminist Critique** - feminist/gender issues  
**Neo-Pragmatist** - concerned with language  
**Neo-Marxist** - maintain most issues in our lives are economic/historical  
**Critical Theorist** - looks at underlying assumptions - contradictions - improve society, synthesis of philosophy and a scientific understanding of society – Habermas  
**Reductionist** - way to understand is to relate to small independent parts  
**Deconstructionist** - analyzes internal contradictions (Norris, Benjamin) language theory  
**Social Reconstructivist** - focus is to improve society – Girouix  
**Post Structuralist** - looks at underlying assumptions - no universals – Foucault  
**Postmodernist** - never generalize - each case has its own peculiarities - coming to know is centered on self - role of social critic is to play language game - exchange symbols  
**Post Positivist** - if knowledge exists, use science to describe and find out WHY data appears as it does  
**Humanistic** - humans are born free and good but are enslaved by institutions, individuals are not objects to be measured - Rousseau

**METHODS / PROCEDURES / TECHNIQUES**

1. **Rhetorical Close Reading** - read for multiple levels of reading
2. **Decentering** - to move from the center of focus of inquiry - look at relationship  
   
   not subject/object
3. **Coding/Decoding Text or Verbal** - look for code - WHY they use the word
4. **Case Study** - a snapshot - focuses on an individual or group
5. **Text Analysis** - underlying meanings
6. **Reflection**