

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
Edward Thorndike Law of Effect, Law of Readiness, Law of Exercise
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

Perennialist - 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 with empiricism	German philosopher and founder of Critical Philosophy; made first decisive break
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 Froebel	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, <i>Emile</i> , 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

Abraham Maslow phenomenological tradition of Husserl
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

Ethnographer - 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
2. Interview
3. Participant observation
4. Probing
5. Scenario
6. Script taping
7. Case study
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:

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

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 – Giroux

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

