

Northern Arizona University, College of Education

Vision Statement: We develop educational leaders who create tomorrow's opportunities.

Mission Statement: Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

# **ECI 730 – Paradigms for Research in Curriculum & Instruction**

Fall, 2013

## **Course and Instructor Information**

**Instructor:** Jeff Bloom **Office:** EEB 143 **Phone:** 523-0665 **Email:** jeff.bloom@nau.edu

**Office Hours:** TTTh 1:00 pm—2:00 pm & 3:45 pm—4:30 pm W 12:00 pm—2:30pm

**Course Website:** <http://schoolsteachersparents.wikidot.com/groups/eci730>

**Class Times:** *Saturdays* 10:00—3:00 pm (except as noted) – bring lunch

**Class Dates:** *Sep.* 7 (1:30—4:00), 28; *Oct.* 5, 12, 26; *Nov.* 9, 16; *Dec.* 7

**Some Discussions** may occur on our forum: <http://schoolsteachersparents.wikidot.com>

## **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 Goals and Objectives**

Students 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 Structure and Approach

This course will take on more a seminar approach. In all cases students need to be prepared to discuss all readings and assignments.

## Readings and Materials

### Required Books:

Fleener, M. J. (2002). *Curriculum dynamics: Recreating heart*. New York: Peter Lang. → ISBN 978-0-8204-5540-2

Pinar, W. F., Reynolds, W. M. Slattery, P. Taubman, P. M. (2006). *Understanding curriculum* (5th ed.). New York: Peter Lang. → ISBN: 978-0-8204-2601-3

Additional readings available at: <http://schoolsteachersparents.wikidot.com/groups:eci730>

### Additional Readings & Materials:

All written work should follow APA guidelines:

- American Psychological Association. (2010). *Concise rules of APA style (6<sup>th</sup> ed.)*. Washington, DC: American Psychological Association.

**OR**

- American Psychological Association. (2010). *Publication manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: American Psychological Association.

**OR**

- <http://www.apastyle.org/learn/index.aspx>

## Course Policies

1. If you must be absent, you are responsible for getting class notes, announcements, etc. from another student.
2. All assignments must be 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. AND, keep all graded assignments.
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 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.

## Evaluation Methods

Grades range from A+ (12 points) to F (0 points). Final grades are computed as a weighted average of all assignments.

### Grading Scale:

A+ = 12	B+ = 9	C+ = 6	D+ = 3	F = 0
A = 11	B = 8	C = 5	D = 2	
A- = 10	B- = 7	C- = 4	D- = 1	

### Criteria and Explanation of Grades

- A**
- Excellent work.
  - All written work and presentations are well thought out, thorough, and complete.
  - Considerable evidence of critical, original, and/or creative thinking with sound rationales is present in all work and classroom participation.
  - Depth of understanding is highly evident.
  - Student participation and engagement is respectful and relevant, and the student consistently makes valuable contributions to investigations and discussions in the classroom and beyond.
  - Effort is *well-beyond* basic expectations.
  - Consistently scores at the highest levels on formative and summative assessments.
- B**
- Good to very good work.
  - Written work and presentations are generally well thought out, thorough, complete, and of high quality.
  - Thinking and understandings exceed basic expectations.
  - Students put in substantial effort during classroom activities and in completing assignments.
  - Students score nearly all of the time at the high to highest levels on formative and summative assessments.
- C**
- Satisfactory Work
  - Written work and presentations range from generally well thought out, thorough, complete, and of high quality to needing significant editing, re-thinking, re-structuring, and re-submission for final assessment; inconsistent quality.
  - Thinking and understandings are consistent with basic expectations.
  - Students put in sufficient effort during classroom activities and in completing assignments.
  - Students score nearly all of the time at average levels on formative and summative assessments.
- D**
- Unsatisfactory Work
  - Written work and presentations need significant editing, re-thinking, re-structuring, and re-submission for final assessment; consistently poor quality.
  - Thinking and understandings are generally below basic expectations.
  - Students put in little effort during classroom activities and in completing assignments.
  - Students score nearly all of the time at below average levels on formative and summative assessments,
- F**
- Unacceptable work.
  - Generally unprepared for class.
  - Low class attendance and participation.
  - Little or no effort demonstrated.
  - Assignments are incomplete or never turned in
  - Thinking is minimal with regard to classroom concepts and procedures.
  - Insufficient conceptual understanding of content and/or pedagogy.

# Tentative Class Schedule

## Readings are from:

- Fleener's *Curriculum Dynamics*
- Pinar, et al.'s *Understanding Curriculum*
- Password Protected Readings at: <http://schoolteachersparents.wikidot.com/groups:eci730>

DATE	TOPIC	READINGS DUE	ASSIGNMENTS DUE
Sep. 7	Introduction and Overview Theories Assumptions Paradigm Academic Writing Research Methods	Readings Booklet – pp. 1—49; 135—156	
Sep. 28	Paradigms of Curriculum and Instruction Modernity and Logic of Modernism Scientific revolutions	Pinar – pp. 3—65 Fleener – pp. 1—73 Readings Booklet – pp. 157—193; 242—262	
Oct. 5	Logic of relationship Logic of systems Logic of meaning Schools as learning organizations	Fleener – pp. 77—159 Readings Booklet – pp. 51—133	<b><i>Paradigmatic Analysis</i></b>
Oct. 12	Curriculum dynamics Transformation Explorations of Curriculum Theory	Fleener – pp. 163—196 Readings Booklet – pp. 194—241; 263—282	
Oct. 26	Curr. as historical text 1828— 1927; 1928—1969; 1970—1979; 1980—1994 Curriculum as political text Curriculum as racial text Curriculum as gender text	Pinar – pp. 69—357	<b><i>Curricular Research Critique</i></b>
Nov. 9	Curriculum as phenomenological text Curriculum as poststructuralist, deconstructed, postmodern text Curriculum as autobiographical/biographical text Curriculum as aesthetic text Curriculum as theological text	Pinar – pp. 358—660	
Nov. 16	Curriculum as institutionalized text: a) curriculum development b) curriculum and teachers c) curriculum and students Curriculum as international text	Pinar – pp. 661—868	
Dec. 7	Paper discussions and final discussions		<b><i>Final Paper</i></b>

# Assignments

## 1. Paradigmatic Analysis

Weight: 20%

This paragraph should be written as an academic argument that analyzes your own paradigmatic alignment. You should include assumptions, orientations, and worldviews. Use examples from your own self-analysis to support your claims. This paper should be no longer than 500 words.

## 2. Curricular Research Critique

Weight: 35%

Select an article from a peer-reviewed research journal. The article must be a primary research article, not a position paper or meta-analysis (or review of research). The article must focus on curricular issues, including teaching, curricular implementation, etc. Write a short 3—4 page (double-spaced) critique of this article. Your paper should include the following sections:

- a. **Abstract** – a short paragraph that describes the major question(s), research approaches, and findings.
- b. **Paradigmatic Analysis** – an analysis of the assumptions, worldviews, and paradigm(s) that underlie the research in this article. Be sure to support your claims with evidence from the paper.
- c. **Strengths** – Describe the strengths of this article. Be sure to support your claims with evidence from the paper.
- d. **Weaknesses** – Describe the weaknesses of this article. Be sure to support your claims with evidence from the paper.

→ Be sure to include a **copy of the paper** you critiqued.

## 3. Final Paper – *Theoretical Position Paper*

Weight: 45%

Ideally, this paper should serve as a basis for your dissertation. If this is not the case, you should select an area of interest within the area of Curriculum and Instruction. The paper you write should be in publishable. You are encouraged to submit this paper to a journal or to a conference for presentation.

Your paper should present a theoretical—paradigmatic position paper, which could serve as part of your theoretical background and/or methodology sections. Your paper should address one or more of the following:

- theoretical support for your position (why your research is important, significant, etc.)
- paradigmatic placement
- underlying assumptions, presuppositions, and orientations
- methodological tools and approaches

The paper should demonstrate the following characteristics:

- a cohesive argument in support of your projected research or position or claim.
- the paper should demonstrate research rigor
- excellent academic writing

The paper should consist of at least the following sections:

- a. **Introduction** (doesn't have to be labeled) – provide an introduction to your problem or position and an overview of what is to come in your paper
- b. **Background** – develop a cohesive theoretical and/or paradigmatic argument for the problem or position
- c. **Analysis** – provide an in-depth analysis of the position in the context of the theoretical background and
- d. **Position** -- develop a concise and cohesive argument for your position based on the previous developments

**\*\*\* A different nature, focus, and lay-out of this paper can be negotiated with the instructor.**

## Other Important Information

If the **fire alarm** sounds, please leave the building immediately through the nearest exit door. If this occurs during an exam or quiz, place your exam face down on the table and then depart. Please take valuables (purses, etc.) with you, if they are at your present location. Otherwise, leave them behind. The room door will be locked after the last person leaves.

**Email:** If you do not use your dana account, please go into the dana account, access "Manage Your Email Account", and make the change to have your email forwarded to the address you do use.

**Course evaluations:** Please take a few minutes during the last couple of weeks in the semester to complete a course evaluation. This is very important. Course evaluations can be accessed at [http://www.nau.edu/course\\_evals/](http://www.nau.edu/course_evals/).

**Cells Phones:** The university has requested that all cell phones be turned off and put away during class.

**Food and drinks** may be brought into the room during class. Please do not disrupt others while eating and drinking.

## NORTHERN ARIZONA UNIVERSITY – POLICY STATEMENTS

### SAFE ENVIRONMENT POLICY

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website <http://www4.nau.edu/diversity/swale.htm>. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312).

### STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at <http://www2.nau.edu/dss/>.

### INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB *Policy and Procedures Manual* is available in each department's administrative office and each college dean's office or on their website: <http://www4.nau.edu/ovp/regulatorycompliance/irb/index.htm>. If you have questions, contact Melanie Birck, Office of Grant and Contract Services, at 928-523-8288.

### ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete

policy on academic integrity is in Appendix G of NAU's *Student Handbook*  
<http://www4.nau.edu/stulife/handbookdishonesty.htm>.

### **ACADEMIC CONTACT HOUR POLICY**

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

***The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.***