TERMINOLOGY, RESEARCH PARADIGMS, CRITICAL THEORY

CLASS AGENDA

- Check-in: how's everyone doing?
- Overview of key terminology, research paradigms, and critical theory
- Discussion of assigned readings
- Small group learning activity
- Next steps...



HOWARE YOU?

ANY ISSUES, CONCERNS, CELEBRATIONS, QUESTIONS, PROVOCATIONS, DESIRES THAT WE SHOULD KNOW ABOUT?

How would you define qualitative and quantitative research?

Qualitative Research

An approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem

Quantitative Research

An approach for testing objective theories by examining the relationship among variables

BEYOND INTERNAL/EXTERNAL VALIDITY

| Validity Type | Definition | |
|---------------|--|--|
| Construct | To ensure that analyses recognize the impact of history and structures of injustice on individuals and communities | |
| Ecological | To document the multiple levels of the "problem," including macro, meso, and micro | |
| Expert | To value and democratically bring together varied bases of knowledge including local, critical, professional, and outside perspectives | |
| Impact | To ensure that the research is designed as action, for action, and in solidarity with movements for social change | |

| Term | Definition | |
|--------------|------------|--|
| Paradigm | | |
| Ontology | | |
| Epistemology | | |
| Axiology | | |

| Term | Definition | |
|--------------|---|--|
| Paradigm | A set of interrelated assumptions about the world; Researcher's worldview; Conceptual framework to organize the study | |
| Ontology | | |
| Epistemology | | |
| Axiology | | |

| Term | Definition | | |
|--------------|---|--|--|
| Paradigm | | | |
| Ontology | Concerned with the nature of reality and being: "what is the form and nature of reality, and what can be known about it?" | | |
| Epistemology | | | |
| Axiology | | | |

| Term | Definition | | |
|--------------|---|--|--|
| Paradigm | | | |
| Ontology | ntology | | |
| Epistemology | Concerned with the knowledge building process and the relationship between the researcher and researched: "What is knowledge and how is it acquired?" | | |
| Axiology | | | |

| Term | D efinition | |
|--------------|---|--|
| Paradigm | | |
| Ontology | | |
| Epistemology | | |
| Axiology | The role of researcher values throughout the scientific process | |

UNPACKING PARADIGMS

Positivism

Critical

Research Paradigms

Post-positivism

Constructivism Interpretivism

IKNOW MOUP POWE out of a revision of Marx's cr revolution with the intent of n Critical Theory Hegemony, Knowledge Production, and Communicative Action rizing the nature of aesthe Critical theory is the extraordinary intellectual pr upheavals, galloping infla institute and its (mostly Nazism; and disappointment with the excesses of Stalinist socialism and the Institute of Social Research in Frankfurt (more popularly known as the Frank-Trational and demanding bers of the Frankfurt School, notably Max Horkheimer, Theodore Adomo, Once in America, r Erich Fromm, and Herbert Marcuse (among others), were primary architects onalization of a mat in the development of a systematic critique of social conditions, with the wider orkheimer, and Ma goal of envisioning and implementing a better (i.e., a more just, meaningful and worthwhile) world (Kincheloe & Mclaren, 1994; Steffy & Grimes, 1986) to be the mindlessn With the demise of the Institute, their ideas were given a fresh lease of life by

German philosopher Jurgen Habermas who invigorated many of the Frank-

furt School's major theoretical contributions by giving them a new founda-

on theory (Murray & Ozanne, 199

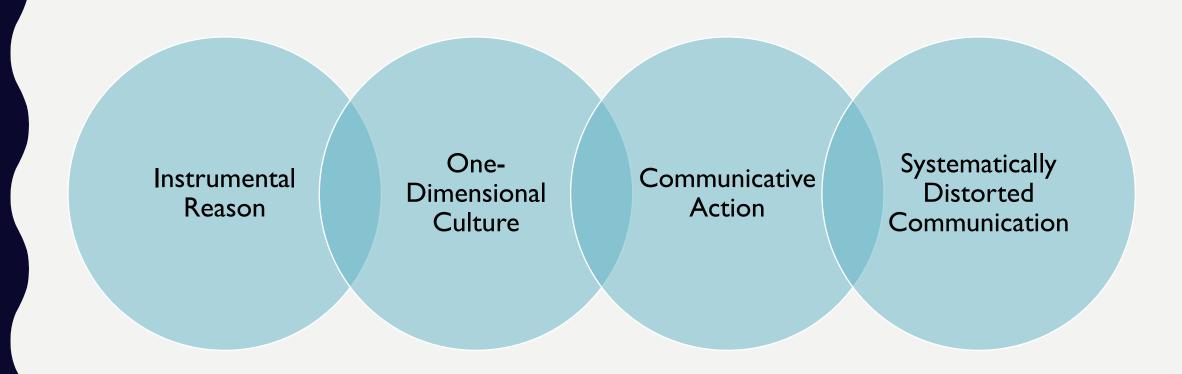
ence. Much of their

ing in cultural cr

CRITICAL THEORY

- Critical theory is committed to the goals of social justice (axiology – value laden science)
- There is no single way to "do" critical theory
- Ideology-critique: "the incessant and systematic critique of ideological forces in every aspect of social life"
- The goal is to enhance public awareness of the sources of domination and initiate changes

CONCEPTS IN CRITICAL THEORY



LEARNING ACTIVITY

- Qualitative versus quantitative terminology
 - Working in small groups, complete the handout talking through and jotting down your thoughts, rationales, disagreements, struggles, questions, embodiments...
 - Generate a list of questions inspired by this exercise (e.g., Can you give me an example of deductive analysis" "Does every study need to offer verisimilitude?" "What is the point of doing a study that is not generalizable?")
 - Return to the large group to discuss the activity and unpack any questions that you may have

NEXT WEEK

| S | Session | Date | Торіс | Assignments Due |
|---|---------|------|--|----------------------------|
| | 3 | 9/15 | Who am I? And Who am I Accountable to? | Subjectivity statement due |