

Calling In Educational Psychology Researchers

Session 1 - Building the Foundation: Research Paradigms

Google folder for this series: <https://bit.ly/motsigcritfolder>

Session review survey: https://ucdavis.co1.qualtrics.com/jfe/form/SV_1BItPiQzPVivy5M

Session recording:  [Session 1 - Calling in Ed Psych Researchers](#)

Resources mentioned in Session 1

- [ASK043 EDI_07 What should I know about starting to have classroom conversations on race and racism?](#)
- [Full article: What is the role of race in educational psychology? A review of research in Educational Psychologist](#)
- [Full article: Using critical race mixed methodology to explore the experiences of African Americans in education](#)
- [Full article: Can educational psychology be harnessed to make changes for the greater good?](#)
- [Race, Racism, and American Law \(Casebook... book by Derrick A. Bell](#)
- [the undercommons by Fred Moten and Stefano Harney](#)
- [Sister Outsider by Audre Lorde: 9781580911863 | PenguinRandomHouse.com: Books](#)
- [Intersectionality, 2nd Edition | Wiley](#)
- [White Logic, White Methods: Racism and Methodology - Google Books](#) by zuberi & bonilla-sлива
- [Critical Race Theory: The Key Writings That Formed the Movement by Kimberlé Crenshaw](#)
- [Race Frameworks | Teachers College Press](#)
- [Lose Your Mother](#)
- [In the Break — University of Minnesota Press](#)
- Decuir-Gunby, J. T., Decuir-Gunby, J. T., & Schutz, P. A. (2017). Race and ethnicity in the study of motivation in education. Routledge. <https://doi.org/10.4324/9781315716909>
- DeCuir-Gunby, J. T., Chapman, T. K., & Schutz, P. A. (2018). Understanding Critical Race Research Methods and Methodologies : Lessons from the Field (J. T. DeCuir-Gunby, T. K. Chapman, & P. A. Schutz, Eds.; First edition.). Routledge.
- Scholar to read: Eileen Parsons

More:

- Journals that welcome critical and multicultural research:
 - Educational Psychologist
 - Review of Ed Research
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Task 1: Let's get ready

Prepare for the intellectual engagement of today's session by reflecting on the following questions:

1. Where do you go to get knowledge about your discipline?
 2. In research, is there a single truth, multiple truths, or are truths negotiable?
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Task 2: Breakout Room Discussions

In your breakout room take a few minutes to reflect on your responses to the following questions. [This table](#) may help you consider some potential responses. You can also take notes on your group's discussion to your [jamboard slide](#).

1. Remind yourself of the latest study that you conducted or a research paper that inspires you. What view of reality was used?
 - a. Alternative: What view of reality would you like to advance in your own work?
 2. Is researcher bias explicitly discussed in the articles you read?
 - a. Alternative: How do you/could you address researcher bias in your research?
 3. Based on popular methods used in your field:
 - a. How is knowledge generated?
 - b. What does that say about who has the power to uncover knowledge?
 - c. Thinking of these methods, who has the power to uncover knowledge?
 4. Remember to add some takeaways from today's session to slides 1 and 2 of the [jamboard](#)!
 - a. What was something from the workshop that challenged/influenced your way of thinking about research?
 - b. What, from this workshop, are you going to carry forward in your research?
 5. If you have questions for the panelists add them to slide 3 of the [jamboard](#) or drop them in the chat.
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Task 3: Continue Your Learning

Don't let the end of the session end your learning about research paradigms in educational psychology research. Check out these resources to continue learning!

[Survey for feedback](#)

Paradigm Table

Table 1. Popular Paradigms

Element	Postpositivism	Constructivism	Participatory
Ontology What is the nature of reality?	Singular reality (eg. researchers reject/fail to reject hypotheses)	Multiple realities (e.g., researchers provide quotes to illustrate different perspectives)	Political reality (e.g., findings are negotiated with participants)
Epistemology What assumptions are made about the nature of knowledge and knowing?	Tend to be absolutist Truth and human processes are universal and knowable	Tend to be relativist "Truths" and human processes are contextual and can be understood only from particular contexts	Tend to be universalist There may be some basic "truths", however, those truths and human process are influenced by particular contexts
Researcher-Researched Relationship What is the relationship between the researcher and that being researched?	Distance and impartiality (e.g., researchers objectively collect data on instruments)	Closeness (e.g., researchers visit participants at their sites to collect data)	Collaboration (e.g., researchers actively involve participants as collaborators)
Axiology What is the role of values?	Unbiased (e.g., researchers use checks to eliminate bias)	Biased (e.g., researchers actively talk about their biases and interpretations)	Negotiated (e.g., researchers negotiate their biases with participants)
Methodology What is process of research?	Deductive (e.g., researchers test an a priori theory)	Inductive (e.g., researchers start with participants' views and build "up" to patterns, theories, and generalizations)	Participatory (e.g., researchers involve participants in all stages of the research and engage in cyclical reviews of results)
Rhetoric What is the language of research?	Formal style (e.g., researchers use agreed-on definitions of variables)	Informal style (e.g., researchers write in a literary, informal style)	Advocacy and change (e.g., researchers use language that will help bring about change and advocate for participants)

Table 1. Popular Paradigms (cont.)

Element	Postpositivism	Constructivism	Participatory
Ontology What is the nature of reality?	Singular and multiple realities (e.g., researchers test hypotheses and provide multiple perspectives)	Political, social, and cultural realities (e.g., reality is subjective but created based on power)	Reality is unknowable (e.g., truth claims may exist, but they are social constructions that are contradictory)
Epistemology What assumptions are made about the nature of knowledge and knowing?	Tend to be universalist There may be some basic "truths", however, those truths and human process are influenced by particular contexts and used for problem solving within those contexts	Tend to be universalist There may be some basic "truths", however, those truths and human process are influenced by particular contexts	Cannot know and we question the existence of truth
Researcher-Researched Relationship What is the relationship between the researcher and that being researched?	Practicality (e.g. researchers collect data by "what works" to address research question)	Collaboration	Mutual and interwoven
Axiology What is the role of values?	Multiple stances (e.g., researchers include both biased and unbiased perspectives)	Negotiated (e.g., researchers negotiate their values and power)	Biased
Methodology What is process of research?	Combining (e.g., researchers collect both quantitative and qualitative data and mix them)	Critique (e.g., researchers use whatever data will expose power structures, but has largely been qualitative)	Critique and Deconstruct (e.g., researchers question reality and critique/deconstruct how knowledge is constructed)
Rhetoric What is the language of research?	Formal or informal (e.g., researchers may employ both formal and informal styles of writing)	Advocacy and change (e.g., researchers use language that will help bring about change and advocate for participants)	Interrogate and deconstruct

Fill out your own paradigm table - Great for personal or instructional use

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