Building a Framework: Critical Pedagogy in Action Research

by

Mary Mathis Burnett

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Graduate Supervisory Committee:

Leigh Graves Wolf, Chair
Meredith Toth
Kevin Gannon

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ABSTRACT

This study employed Participatory Action Research (PAR) which applied critical pedagogy, actor-network theory, and social network theory to create and implement an *Application Framework for Critical Pedagogy* (AFCP) with the goal of making critical pedagogy more broadly accessible to a wider range of faculty in higher education. Participants in the study included faculty, staff, and students from Watts College of Public Service and Community Solutions of Arizona State University, and data was collected in the form of surveys, interviews, written interactions, and video observations of multidisciplinary committee meetings to build the framework. The study concluded with a functional framework from which faculty and instructional designers alike can work to create better, more effective courses. Including participants of diverse backgrounds, varying power levels, and sometimes opposing perspectives in the study created a diversity of thought and experience which offered the opportunity to refine the purpose, expectations, and specific language of the tool. While the framework is not intended to be a definitive source of critical pedagogy application, this refinement allows the possibility that more faculty, instructional designers, and other higher education stakeholders may find utility in the revised framework as a tool for self-advocating and for professional pedagogical growth.

DEDICATION

I dedicate this dissertation to Black Lives Matter, oppressed individuals, victims of white supremacy, and to those who fight against it. We can do better, and we must.

To my mom, my north star, you have given me so much through the years. Your insistence that I direct my own path and persistent love and acceptance through mistakes and missteps are as present in this document as they are in me. To my sister, my forever cheerleader, your love and support have given me more than I could say, and your persistence is an inspiration. To my brother, I miss you forever. You gave me so much, and I wish you were here.

To my nieces and nephew: Ariana, you are our sun, our joy, and the reason I was here to meet my real life. You are right where you belong and loved so much. Tristan, you are our moon, controlling our tides, stabilizing our rotation, and giving us a slight tilt. Your smile can move mountains. Sidney, you are our wind, cooling our days and bringing us rain, a quiet kiss in times of struggle. I adore you. You three have changed me forever, and I can't wait to see the grown-ups you become.

To Nicole, my best friend and partner in life and crime, you are always there. You never waver, and you never let me.

To my husband, the breath of love in my life, I could not have done this without you. You met every challenge, stood in for me, shielded me, cheered me on, brought me perspective, and so much more. You are an incredible man, the best I could imagine doing this life with. Thank you for choosing me and for helping make this possible. We did it!

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INTRODUCTION AND PROBLEM OF PRACTICE

Online education is growing rapidly in the United States both in enrollment

numbers and in course offerings. In the fall semester of 2014, there were approximately

5,750,417 students enrolled in online courses, 2,824,334 of whom were exclusively

enrolled in online or distance education courses (NCES, 2018). By 2015, those numbers

had grown to 5,954,121 and 3,082,333, a 3.5% and 9.1% increase respectively (Ginder,

2014; NCES, 2018). To meet the demands of a growing market, universities across the

country have begun to confront issues of delivering courses at scale. The rhetoric in and

around higher education is dominated by data in the form of enrollment, retention, and

persistence numbers. The importance of assisting student success is undeniable for

colleges and universities, but with the focus more on the numbers and less on the

humans, it comes at the cost of the possibilities of deep conversations about pedagogy.

According to Kim (2019) "the concern with online education as it scales is that it will

move from a relational to a transactional model" (para. 9). Maxine Greene (2007)

expressed concern about the increasing reliance on technology and the temptation for

online education to become more efficient:

> I am troubled by technicism...in spite of the increases in speed and efficiency
> brought about by advances in technology. What I am also troubled about, among
> other things, is the growing tendency of schools to define their objectives in
> technical or in quantitative terms. It is increasingly disturbing to depend on
> assessments and accountability, to spend so little time on what it means for
> individuals to become--to create themselves among beings who are different, to
> choose themselves as thoughtful human beings, decent and engaged, wide-awake
> to the world. (Greene, 2007, p. 1)

This increasing reliance on technology also points to an increase in the transactional nature of education when it is mediated by technology that prioritizes the administrative perspective rather than the student or faculty perspective (Narayanan, 2019). Sean Michael Morris (2019) presented the keynote address to the Teaching and Learning with Technology Symposium at Metropolitan State University and challenged the transactional mindset, "but what if we propose a more community-centered approach to both the design of our programs, and to the pedagogy reinforcing them? Might we raise the quality and expectations of our online teaching?" (Morris, 2019, para. 46).

This study explores the creation and implementation of a framework for reviewing individual online courses for their application of critical pedagogy. This dissertation is organized as follows: In this chapter, I will discuss the need for this research, my professional background in higher education, the local context in which I will conduct my research, and the larger context situated within a large research university in the United States. In chapter two, I will review relevant literature and explain the concepts of critical pedagogy, actor-network theory, and social network theory as they relate to the study. In chapter 3, I will discuss participatory action research and its relationship to my study, describe relevant details of prior cycles of research, and provide a detailed description of my intervention and the proposed methods for the next phase of research. In chapter 4, I will discuss the data analysis and results of the study describe relevant details of the process of creating and piloting the framework, and offer a summative descriptive of the new framework. In chapter 5, I will discuss findings, limitations, implications for practice and action research, and future directions.

Higher Education and Social Change

Social transformation can be tumultuous for any culture, and the United States has undertaken many social transformations in its 243 years. From foundations of slavery contrasted with the rhetoric and fight for freedom to the persistent struggle for equality, America seems to simultaneously seek and resist social redefinition periodically. The sheer abundance of critical social events such as these points to a systemic problem of oppression and white supremacy in this country (Kendi, 2016). Critical pedagogy seeks to alert people to their oppression and remind them of their natural freedom and power. Paulo Freire (1985), one of the most prolific authors of critical pedagogy, insisted there is no neutral stance related to the freeing of the oppressed. He wrote that absolving ourselves of the responsibility to act in the conflict between the powerful and the oppressed is not neutral but an act on the side of the powerful. He went on to coin the term "conscientization" to describe the process by which oppressed individuals develop a critical awareness of their social reality and are therefore freed to change it.

In a social environment which includes large swaths of oppressed peoples who are fighting for their right to exist in a world which would subdue them, the oppressed speak on their own behalf using their own voices and permeate social, print, and online media. Nikole Hannah Jones, for example, worked with scholars from across the country to collate *The 1619 Project*, in connection with *The New York Times* and The Pulitzer Center, to meet the 400th anniversary of the first African American slaves' landing on American shores and change the conversation about race, slavery, and the residual effect on this country and on Black Americans (Hannah-Jones, 2019). In the first few weeks,

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the *Project* sold out in multiple printings, including an extra 200,000 copies printed to be given for free. While sales may be a modest measure of actual social change, it does seem an indicator of the increasing volume of those calling for change. The question before us is whether higher education has a role to play in creating or facilitating social change.

At least one prominent university suggested that "the boundaries of the university are the boundaries of the state," essentially asserting that the university should produce knowledge toward social, cultural, political, and economic prosperity for individuals and the state (Gamoran, 2018). According to John Caldwell, we in higher education are primed to influence these social changes. In his address to the American Council of Fellows as Chancellor of North Carolina State University at Raleigh in 1970, Caldwell said "higher education is deeply involved in social change. It helps cause it, it helps people adjust to it, and in turn is affected by social change" (p. 1). He went on to say that the central principle of education is that one of its goals is the behavioral change of the learner and that the idea that learning increases the ability of humans to be more effective and productive in human society is implicit in higher education (p. 2-4). Caldwell expresses that universities and institutions of higher education are not themselves advocates but protectors of the space within which people are free to create, express, critically examine, and attempt advocacy.

Like John Caldwell in the 1970s, modern critical pedagogy theorist, Henry Giroux (2011), postulated that education is a fundamental necessity for a democracy. He continued, writing that democratic society cannot survive without "a formative culture shaped by pedagogical practices capable of creating the conditions for producing citizens

who are critical, self-reflective, knowledgeable, and willing to make moral judgments and act in a socially responsible way" (Giroux, 2011, p. 3). As an instructional designer at a public university, I can think of no better way to fulfill Caldwell's hope in academia, Giroux's survival of democracy, and Freire's call to arms than to better support students' effective self-advocation.

My path as an instructional designer

I began my work in the field of instructional design in 2007, working for a large, private, for-profit university. This university was one of the first to teach at scale and managed the high student load with highly structured courses and a prescribed methodology for course design. Each course went through iterative reviews from instructional developers, instructional designers, editors, and approvers before going live for student consumption. The course reviews were based on instructional quality and integrity, instructional clarity, quality of assessments, and copyediting. This prescribed structure was intended to ensure unity in course creation in various formats, so program leadership, accrediting bodies, faculty, and students could be assured the same quality of course was available regardless of instructor, format, or location.

I also spent several years after that working for private academic services companies who contracted with large and well-known public and private universities in California, Illinois, Pennsylvania, Massachusetts, and other states. Each college or school directed its own course structure and course components, including aesthetics and instructional requirements. While faculty and instructor expertise and preparation may vary widely, these universities designed courses to stand soundly regardless of who was

facilitating. This stems from a philosophy which allows faculty to focus on inscribing their own personal and professional experiences into their course facilitation rather than expending energy on instructional design and gathering course materials.

I am now an instructional designer in Watts College of Public Service and Community Solutions (Watts College) of Arizona State University (ASU) working primarily with the Schools of Social Work (SSW) and Criminology and Criminal Justice (CCJ). In this setting, I work most closely with faculty and staff within the SSW where we have a slightly more traditional approach to instructional design, focused on lectures, papers, and presentations, and described in more detail in the local context. The traditional approach to the courses in this college offers a distinct opportunity to innovate in evaluating course quality to move beyond the form and function of online courses.

National and Local Context for Online Pedagogy

Pedagogy as a concept has taken various forms over many centuries and has been defined as simply as "the art, occupation, or practice of teaching" as in the Oxford English Dictionary but has also been used to describe the nurturing of the whole person to be considered separate from the teaching of content (Smith, 2019). Over time the role of the pedagogue has shifted from enslaved person caring for children to the one in power in the classroom and still allows for much room to debate, disagree, practice, theorize, and apply a personal style (Smith, 2019). There are different formal and informal types of pedagogy, but they generally point to a belief in improving student learning. Some pedagogies are teacher-centered, while others are student-centered. Some allow students to freely construct their own learning, and others operate with more rigid expectations.

Critical pedagogy, on the other hand, is more focused on the humanity of the students and their ability to interact well in the world. According to Ann Beck, critical pedagogy is a philosophy that:

> applies the tenets of critical social theory to the educational arena and takes on the task of examining how schools reproduce inequality and injustice...and a movement to connect the development of individual ethical responsibility to social change through education. (Beck, 2005, p. 393)

Beck (2005) also writes that schools participate in the perpetuation of power relationships by legitimizing knowledge and practice that serve the interests of the dominant group and that critical pedagogy offers the means to equalize the classroom environment such that students can practice active citizenship by "confronting and taking action against the social inequalities and injustices perpetuated through texts and discourses" (p. 394). For those of us inspired by the ideals of critical pedagogy, certainty that we are applying critical pedagogy and whether we are doing so effectively is vital information.

Despite the rapidly growing demand for online education, there is no central authority outside of national accreditation bodies to determine or verify the overall quality of programs or courses. There is an institutional accreditation for online programs which applies to the entire college or university. For an institutionally accredited school, there is no specific requirement for online programs to meet for their own accreditation. They simply operate under the accreditation umbrella of the school. There is also a program accreditation, which is offered in addition to the institutional accreditation, by agencies vetted and recognized by the Department of Education (DOE) or the Council for Higher Education Accreditation (CHEA) (Friedman, 2016). Arizona State University is institutionally accredited by the Higher Learning Commission (HLC) of the North

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Central Association of Schools and Colleges. The School of Social Work's Bachelor of Social Work (BSW) program at ASU is accredited by the Council on Social Work Education (CSWE) which is an agency recognized by CHEA (USDOE, 2013; CSWE, 2018).

Whether the accreditation comes from the HLC or from CSWE, neither organization requires expertise or experience in the area of pedagogical or delivery expectations (HLC, 2016; CSWE, 2018). This means that each university, college, school, or program is on its own in determining appropriate educational criteria and for providing the course and program design to ensure student learning as appropriate to the field. For their part, program leaders in Watts College who work with the Instructional Designers in the Office of Education Innovation have expressed desire to apply the Quality Matters (QM) Model to ensure the quality of online courses, but there is not yet an official mechanism by which they are able to do so.

QM began as a group of colleagues who wanted to improve and certify the quality of courses in their institutions. It has become an operational community of practice with national recognition and a certification process for individuals (Quality Matters, n.d.). There is a system in place to ensure those who are attempting to either implement or measure the implementation of the QM standard are qualified themselves to do so, but there is not yet a College-wide system to be certain all courses follow the QM model. Instructional designers who are trained in QM, though, work to apply the model for courses in which they are involved.

In the case of preparing faculty to teach online, however, the lack of guidance from accrediting bodies disallows the ability to ensure and improve effectiveness of teachers in higher education by any set of accepted standards. While QM focuses on and guides course design, there is no equivalent system for guiding the pedagogical practices of teachers. For a college, school, or program to prioritize teaching skills would require an awareness and willingness to either vet faculty for online teaching experience or to provide training to get them up to speed. These are both costly affairs in an industry that holds a cultural expectation of academic achievement with or without professional teaching development.
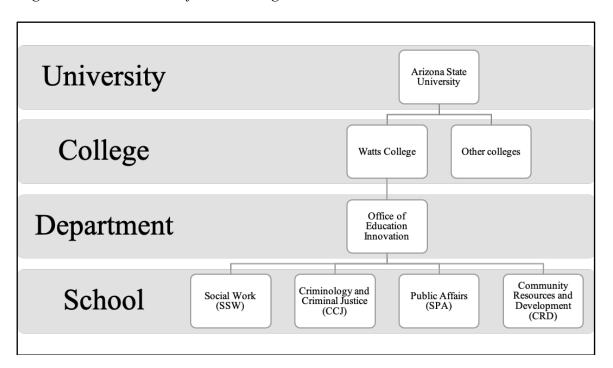
While there are tools available for evaluating the application of instructional design principles in online courses, none venture into the evaluation of critical pedagogy practices in the online classroom. Given the proliferation of radical social thought, social justice, and discussions of equity and inclusion, this is a profound gap in the arena where pedagogy and evaluation co-exist.

When considering the context of a higher education institution, it is important to remember that each institution is slightly different from the next, though, they also share many characteristics and participate in a shared culture. Universities are often diffuse organizations depending on the size, social organization, and support for and participation in the transactional or what Freire called the "banking" model of education. Arizona State University (ASU) is a large Research I school with a highly diffuse structure and a stated mission of innovation and inclusivity. Watts College, as a constituent of ASU, is expected to meet the same mission.

Watts College of Public Service and Community Solutions (Watts College) at ASU houses the School of Social Work, School of Public Affairs, School of Criminology and Criminal Justice, and School of Community Resources and Development. The Office of Education Innovation works at the college level in Watts College and, therefore, supports each of the individual schools as displayed in Figure 1.

Figure 1.

Organizational Structure of Watts College

Watts College contains a plethora of different networks and institutional cultures which layer and overlap to create a dense but penetrable system of higher education. Watts is home to a diverse faculty and student population which coalesce around a single vision which is to serve and improve the community around us and the world at large. In a September 2019 faculty and staff meeting, college leadership reported that the college

had a total enrollment of 7,095 students, 362 of whom were first year students, for the fall semester of 2019. 69% of the first years reported identifying as a racial or ethnic minority. These factors influence the culture of the university experience in myriad ways.

The School of Social Work was authorized by the Arizona Board of Regents in 1961, awarded its first casework-oriented Master of Social Work (MSW) degrees in 1965, and began online implementation of the MSW program during the Fall 2015 semester (Arizona State University School of Social Work, n.d.). ASU boasts the SSW as one of the largest and most diverse in the world, as well as the most diverse student population—including the highest number of first-generation students within ASU (Arizona State University ASU Online, n.d.). After initial enrollment drastically exceeded original projections, program leadership (including tenured faculty, school and college administration, and staff) sought scaling solutions from those already successfully applying them within ASU. The SSW looked to Mary Lou Fulton Teachers College who had previously developed a scaling model, Master Instructor model, for their online courses. This model was designed in a way that allowed high-enrollment online courses to operate functionally as much smaller versions and to preserve the student and faculty experience of those smaller online classes while also accommodating large numbers of students. Beginning with the Spring semester of 2016, Watts College MSW program personnel agreed to adapt the Master Instructor model as a pilot to determine its effectiveness in the MSW program in an attempt to allow for high enrollment courses to be taught by full-time instructors with the help of part-time Academic Associates.

Due to continued high enrollment in the MSW program, the Master Instructor Model, which has been renamed to the Primary Instructor Model (PI), has continued to run without evaluation by the college or school since it was initially applied in Spring 2016. Courses are generally assigned to the PI model once the enrollment cap has been passed. A primary instructor is assigned to teach the course, and the expected enrollment dictates the hiring of additional Academic Associates (AAs) to teach the overflow sections. The groups function in Canvas allows for students to be assigned randomly into equal sections up to the per-instructor cap. AAs are hired and assigned as needed to keep the number of students under the threshold. The primary instructor is a full-time faculty member and leads the entire class, while the AAs facilitate only their assigned groups. The primary instructor may take on a smaller section of students (5-10) to enhance their ability to mentor and lead the AAs in addition to dealing with course-wide instruction, problems (e.g. technical issues, assignment or content corrections, major student issues), and facilitating their own student group. Faculty are encouraged to complete an online orientation to the PI structure and introduced to the requirements but are not formally trained in online teaching or pedagogy.

Faculty in Watts College have access to online faculty resources and support by the Office of Education Innovation, including periodic workshops, but are not required to participate in any professional teaching development in the area of online teaching skills. With access to resources but no requirement to participate, faculty participation is low across the board in the college and requires their independent research and development.

This problem is not unique to Watts or ASU, Gardner (2005) writes about the pervasive problem this way:
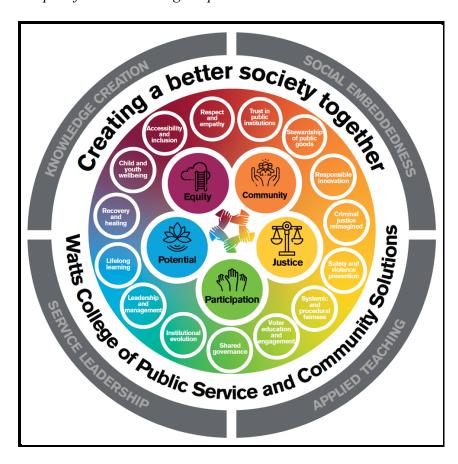
> In striking contrast to business enterprise...higher education continues its longstanding custom of investing little in the preparation of its teachers for their work as educators, not in graduate school and not as working professionals after they secure their faculty appointments. Where faculty and staff professional development programs exist, more often than not they are weak, participation in them is voluntary, and they are given only desultory moral and financial support by senior administrators. Consequently, they reach relatively few members of the staff. For those who do participate, their involvement is often episodic and disjointed rather than progressing systematically through coherent professional curricula relevant to their specific needs. (Gardiner, 2005, p. 12)

My prior cycles of action research (which will be discussed in detail in Chapter 2) have shown that while some faculty do actively search for and participate in various forms of professional development, they are both (a) in the minority and (b) rarely encounter concepts of pedagogy. Most training is focused on mastering the technology of teaching (e.g. course management systems). Without intentional instruction of even basic concepts of teaching philosophy and pedagogy, my expectation that the majority of faculty in the college were not exposed to critical pedagogy was confirmed during a content analysis in a previous research cycle.

Many MSW faculty, however, have expressed high levels of comfort with the concepts of critical theory and critical pedagogy in informal personal interactions, and there is at least one critical theory course included in the curriculum. Under strong and focused leadership, Watts College endeavors to uphold the ideals of social justice, equity, active participation, community solutions, and a belief in ever-present potential. Figure 2 was unveiled in September 2019 to faculty and staff as the new representative graphic of Watts College, highlighting the priorities and functions of the college as expressed by

faculty and staff during a months-long project to determine the collective identity of the college. In line with these goals and ideals, some faculty across the college are also already working on their own to apply instructional techniques in their face to face classes which are reminiscent of the guiding philosophy of critical pedagogy, and they may serve as exemplars for the practice of critical pedagogy teaching.

Figure 2.

Representative Graphic for Watts College Aspirations

Problem of Practice and Purpose

The purpose of this study was to create and implement a course-level application tool for faculty and instructional designers' use in online course design which encourages

the use of critical pedagogy in online course facilitation. This study employed *critical pedagogy, actor-network theory*, and *social network theory* to understand the creation and implementation of an online course evaluation tool. This action research dissertation studied the creation and implementation of the *Application Framework for Critical Pedagogy* (AFCP) and was guided by three primary research questions. The first question focused on the process of creating and designing an *Application Framework for Critical Pedagogy* and included observations on the institutional roles and other social factors that influence the process. The second question focused on the implementation of the created framework, including the institutional roles and social factors that influence the implementation process, and the third question focused on the characteristics of the framework after it has been created and undergone one round of revision.

RQ1: How is an *Application Framework for Critical Pedagogy* (AFCP) created by a team of faculty, staff, and students in Watts College?

    RQ1A: How do institutional roles influence communication during the AFCP design process?

    RQ1B: What social factors influence communication and participation during the AFCP design process?

RQ2: Once created, how does the *Application Framework for Critical Pedagogy* (AFCP) get implemented in Watts College?

    RQ2A: How do institutional roles influence communication during the AFCP implementation process?

RQ2B: What social factors influence communication and participation during the

AFCP implementation process?

RQ3: What are the characteristics of the created and revised AFCP?

Chapter 2

THEORETICAL PERSPECTIVES AND RESEARCH GUIDING THE STUDY

In this chapter, I will review the relevant literature and explain the concepts of critical pedagogy, actor-network theory, and social network theory as they relate and apply to the study. First, I explore critical pedagogy for its benefits to learning and society and as the foundation for the framework to be created during this study. Next, I explain actor-network theory as a means to describe the non-relational factors which influence the creation and implementation of the AFCP, and finally, I apply social network theory to aid descriptions of the relational factors which influence the creation and implementation of the AFCP.

When considering the ways in which power and culture influence and define interactions in higher education, critical pedagogy and actor-network theory work very well together. Both critical pedagogy and actor-network theory concern themselves with the power dynamics in and around the classroom and the necessity of leveling the field for all players involved. They complement each other in that actor-network theory (ANT) is useful for exploring the ways in which knowledge is created, accepted, and distributed while critical pedagogy is useful for disrupting the dynamics of inequity in the classroom. Social network theory (SNT) enters the field with the intent not simply to disrupt the power dynamics and manufacture or empower equity but to support and strengthen the disruptive initiatives. SNT is useful for identifying existing informational channels and engaging them in productive ways.

Critical Pedagogy

Critical pedagogy has been revered by some like Peter McLaren (2017), Michael Apple (2017), Henry Giroux (2017), Patti Lather (1998), and Maxine Greene (2017) and heavily critiqued by others such as Elizabeth Ellsworth (1989), Alison Jones (1999), and bell hooks (1994), the last of whom has served as critic and promoter of the theory. Advocates have held onto critical pedagogy to restore the natural power and freedom of oppressed individuals (hooks, 1994; Greene, 2017), while critics direct attention to the priority placed on white men (Ellsworth, 1989; Jones, 1999; hooks, 1994). bell hooks (1994), for example, has been an admirer and a critic of Freire's language. hooks' position is that Freire approaches problems from a white, patriarchal point of view. He endeavors to include all relevant perspectives and to see the ways in which sociopolitical problems affect individuals, but according to hooks, he approaches the people involved as subjects rather than as equals. This is not to subtract from the emancipatory nature of his writing or the way he encourages and empowers subjugated and subordinated individuals to understand their realities, to structure a theoretical response, and to meet their theoretical solution with the willingness to act. hooks found herself racially validated and encouraged in the work of Freire and addressed him personally on his use of language which disregarded and marginalized women. In response to the feminist critiques of his work, Freire did not update his previous works to better reflect his theoretical evolution, but he changed his tack in later writings by adjusting his language to include and liberate women and account for the intersections of race, sex, and class (hooks, 1994). He is credited as an open scholar who practices the behaviors he espouses as a theorist and who is open to critique at every point.

Feminist criticism notwithstanding, Freire's practice and theory are liberating. hooks described her willingness to accept the promise of his work alongside its flaws this way:

> I came to Freire thirsty, dying of thirst (in that way that the colonized, marginalized subject who is still unsure of how to break the hold of the status quo, who longs for change, is needy, is thirsty), and I found in his work (and the work of Malcolm X, Fanon, etc.) a way to quench that thirst. To have work that promotes one's liberation is such a powerful gift that it does not matter so much if the gift is flawed….Paolo's work has been living water for me. (hooks, 1994, p. 50)

Critical pedagogy is not easily explained, understood, or applied, because it exists on the fringe of acceptable society by its nature. Critical pedagogy is a form of radical thought, continually pushing the margins of the status quo to expand, grow, and make progress. According to Giroux (2011), "it also provides tools to unsettle commonsense assumptions, theorize matters of self and social agency, and engage the ever-changing demands and promises of a democratic polity" (Giroux, 2011, p. 3).

Related Studies

With a theory so difficult to pin down, using it to build a framework for online courses can be challenging. Despite the difficulty a person might have in wrestling the concept of critical pedagogy into a fitting box, it does have reliable markers that make it recognizable wherever it is applied. Critical pedagogy is, itself, fundamentally committed to freeing the oppressed, abolishing class, and transforming society (Freire, 1971; Darder et al., 2017; Serrano et al., 2017). If the theory, method, or solution in question does not commit to change, freedom, and equality, then it does not qualify as critical pedagogy.

hooks (1994) wrote that when practicing freedom as pedagogy, students are not the only ones to benefit:

> [S]tudents are not the only ones who are asked to share, to confess. Engaged pedagogy does not seek simply to empower students. Any classroom that employs a holistic mode of learning will also be a place where teachers grow, and are empowered in the process (p. 21).

On the other hand, critical pedagogy is less about identifying the players and more about connecting them as humans and equalizing the field. With a high number of students from marginalized populations attending universities and in a time when politicians are stoking fear, the staff and faculty in institutions of learning have an obligation to prepare students for the world they live in. This is the bill of goods society has been sold where it comes to education, and it is something schools are expected to strive toward (Caldwell, 1970). This striving means that we cannot ignore the ways in which we uphold white supremacy and nationalism, heteronormativity, and the patriarchy. We cannot ignore the ways in which we establish truth and knowledge when it disenfranchises or dismisses individuals, and we owe it to students to model paths to solutions in the way we behave. We must involve students in the process of their own education, however uncomfortable they may be with that at first. No learning ever came out of the status quo, according to Piaget and Vygotsky (Blake & Pope, 2008). Instead, we need to inject disequilibrium. I argue that critical pedagogy and actor-network theory designed to do just that.

Ivan Illich was a mid-20th century philosopher and priest who exercised radical social thought in the form of resisting modernity. He believed that social dynamics and power structures, e.g. compulsory mass education, were not only illusions but were

undermining self-sufficiency, freedom, and dignity (Cooley, 2018). He writes in *Deschooling Society* (1970) that classroom roles are determined by setting the "curriculum of conditions" students must meet to get a grade. Illich argues that this practice is neither liberating nor educational, because "school reserves instruction to those whose every step in learning fits previously approved measures of social control" (Kindle Location 280). He goes on to say that the idea of school rests on an erroneous assumption that teaching leads to learning and learning is the product of teaching. While I will not argue alongside Illich that we should deschool America entirely, I will explore the ideas that, in fact, students are their own best teachers and that the system of education sustains external social class dynamics.

Many humanist educators would argue that learning is an inevitable part of the human experience. Johnson (2014) writes "humans have a natural inclination to learn, to grow, and develop fully. As such, education is most effective when it aligns with this natural inclination" (p. 1). Who, though, determines what is to be learned, how it is to be taught, who is an authority, and what even is accepted as knowledge? American society holds that education is the way up, the way to change class designations and to improve our station in life as evidenced, and perhaps initiated, by President Johnson's Higher Education Act (1965) which was described as a way to reduce poverty (Bankston, 2011). The Bush and Obama administrations ensured that primary and secondary schools were monitored for "adequate yearly progress" by way of high stakes testing performed at the state level according to state and federal standards with the No Child Left Behind (2001) and Every Student Succeeds Acts (2015) respectively. Students are enculturated into an

understanding that grades and test scores are the measures that define aptitude, learning,

progress, and even propensity for success. In a longitudinal study by Jan Crocker (2002),

the research found that 80% of students based their self-worth on grades or academic

competence. By the time students enter higher education institutions, they are already

well aware of the way the system works. They understand that textbooks have authority,

that professors are experts in the best cases (Law, 2009) and judges of their competence

in the worst, that grades are the arbiters of success or failure or self-worth (Crocker,

2002), and that, whether or not they attend classes, they must learn the right things to say

or write to prove their worthiness for the grade (Illich, 1970). We are all conditioned by a

system which elevates and honors knowledge while failing to question how this

knowledge came to be in the first place and whether the system is able to operate another

way.

> The greatest threat to our future is not widespread illiteracy, but to have a large passive and docile population who can be exploited by industrialists and politicians for their own ends.
> Unnamed Bangladeshi educator (Ryan, 2011, p. 94)

Some proponents of critical pedagogy, like O'Shea and O'Brien (2011) and Ryan

(2011), argue that not only is the system able to function in other ways but that this

prioritizing knowledge over the process of creating it is detrimental to student learning

and to the progress of society at large. Anne Ryan (2011) reaffirms Freire's belief that

education itself is never neutral but always either pacifying learners to accept the status

quo as an "externalized perception of reality" or liberating them so they will become

aware of and transform their realities (p. 86). Critical pedagogy encourages students to

question the status quo and to look critically at the way things are and who has the power as opposed to the transactional model which inspires students to passively receive.

> The more students work at storing the deposits entrusted to them, the less they develop the critical consciousness which would result from their intervention in the world as transformers of that world. The more completely they accept the passive role imposed on them, the more they tend simply to adapt to the world as it is and to the fragmented view of reality deposited in them. (Freire, 1970, p. 73)

Teachers are considered as influencers and moral leaders, because they espouse and sustain the norms and expectations of society, funneling students toward consensus in supporting the interests of those in power already. This reproduction of external hegemonic systems inside the schools works to sustain those that produce cultural and economic power differentials within society (Darder et al., 2017, p. 7). Social power, though, is more nuanced than it is stark, and according to Gramsci, this type of cultural hegemony exists as a "complex combination of thought and practices" (Darder et al., 2017, p. 7), which is related to Freire's *conscientization*, or the liberation of consciousness (Freire, 1971; Serrano et al., 2017; MacArthur, 2010).

Actor-Network Theory

The origins of actor-network theory are generally attributed to Michael Callon, Bruno Latour, and John Law in the early 1980s with Latour being the most prolific and best known of the three authors (Cressman, 2009, p. 1). Early on, the post-structuralist ANT was conceptualized as a way to understand innovation in science and technology realms, but it has evolved to be applied usefully in multiple contexts (Latour, 1988; Fountain, 1999). As a relatively "young" theory, the vocabulary is still being formed, debated, and accepted in a way as details and applications are still being ironed out.

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Many academics have objected to the use of the word "network," for example, but Latour himself has doubled down on it as the clearest word for what the theory is describing and claimed that the word has no a priori definition which would preclude his intended use (Fountain, 1999; Law, 2009; Fenwick and Edwards, 2010; Sarauw, 2016).

Michael Foucault was an influencer of Bruno Latour's contributing thoughts to actor-network theory, and focused on the way society legitimates knowledge through relationships with various degrees of power differential between participants. Gramsci, on the other hand, explained the change over time from brute force social control to the use of moral leaders (Darder et al., 2017). These leaders could be in any field and any position but were influencers who upheld and reified a society's assumptions of truth.

Importantly, actor-network theory makes three specific arguments: 1) knowledge is, itself, not "coherent, transcendent, generalisable, unproblematic, or inherently powerful" (Fenwick and Edwards, 2014, p. 47), 2) the item, object, or agent is not separate from the idea of it and can be enacted or realized in multiple forms or ontologies, and 3) knowledge and truth are not inherent properties of agents, actors, or objects but are ascribed to them by a network through a process (Latour, 1988; Fountain, 1999; Law, 2009; Fenwick and Edwards, 2014; Sarauw, 2016). The implications of these arguments are radical in terms of the most typical functions of higher education. Where content is king, ANT would question why, how, and who? Where faculty wield power over students, ANT would want to know why, how, and who? Not only is everything fair game for study within ANT, everything is necessary for adequate knowledge within ANT.

ANT is inherently interested in the relationships which form and support knowledge, and it assumes that nothing exists outside of these relationships, that the idea of something is actually inseparable from the something itself (Law, 2009; Fenwick and Edwards, 2014; Sarauw, 2016). The actor-network is infinite, ultimately composed of all human and non-human entities and ideas all of which have the potential to act on other entities in the network (Law, 2009; Sarauw, 2016). This network, composed of an infinite number of smaller networks, contains all things which contribute to the authorization of accepted knowledge. Animate and inanimate entities alike are foundational to the network's functionality, and each is considered to be an actant if it has potential to influence another. Once that potential is realized, that actant becomes an actor (Latour, 1988; Fountain, 1999; Law, 2009; Fenwick and Edwards, 2010; Sarauw, 2016). A person in the driver's seat of a vehicle stopped at a red light might be considered an actant with regard to the accelerator and an actor with regard to the brake, acting upon the latter with potential to act upon the former. The traffic light is an actor in this scenario as its status affects the person's action onto the brake or accelerator.

ANT is especially useful in examinations of higher education institutions, because higher education, as we know it now, is "fundamentally constituted by knowledge practices," making the field ripe for the picking (Fenwick and Edwards, 2014, p. 36). Where ANT focuses its attention, however, is not on the knowledge itself but on agency and power, on how knowledge becomes authorized as knowledge, how it is distributed within the network, and its purpose, both intended and actual. If the actors involved with the creation of an idea are accepted at a high enough level, their idea may be accepted as

knowledge more readily and less critically. This phenomenon is exemplified in the widespread acceptance of former Dr. Andrew Wakefield's fraudulent publication in 1997 which falsely claimed the Measles, Mumps, and Rubella vaccine was a cause of autism in children (Public Health, n.d.). Wakefield was a British surgeon who later admitted he had fabricated the evidence used in his publication and was forced to surrender his medical license as a result. However, by the time he had done so, his article had already been widely distributed and found a parental following which has continued to accept his claim uncritically in the decades since he wrote it, at least partly a result of his privileged position as an accepted authority (Public Health, n.d.).

Related Studies

In referring to ANT's idea that all things are hybrid and unstable, Laura Louise Sarauw (2016) writes "that we must first and foremost consider how our object of study is continuously fabricated, mediated, negotiated, translated, and contested in an infinite network of actors with no stable power relationships" (p. 182). She also makes note of the importance of vocabulary in discussions involving actor-network theory to ensure appropriate analysis and discussion. While not everyone agrees that the word *network*, and even the word *theory*, are appropriate, and with some arguing that ANT is more of an approach than a theory, *translation* is universally understood to be the mechanism by which actants transform into actors. Translation is the process through which they realize their potential and involves transporting or conveying meaning materially or semiotically to another actor/actant (Law, 2009; Fenwick and Edwards, 2010; Sarauw, 2016).

In her discussion of the higher education reform she analyzed, Sarauw (2016) spends significant time clarifying and delineating the importance of the hyphen in actor-network theory and its implications. More specifically, the hyphen operates as a means to distinguish actor-network theory from other network theories, indicating that an actor-network is distinct from any other. Sarauw (2016) outlines the hyphen ontology as:

- Actor-networks are entirely entangled and mutually constitute each other.
- All actors, human as well as non-human, must be described at the same level and within the same vocabulary, and there are no a priori privileged positions.
- Actors and power relationships are always unstable and unpredictable.
- All power relationships are considered results of a battle, negotiation, or translation.
- Actors and structures, relationships, objects and concepts cannot be separated from one another without losing their attributes, and do not exist as natural demarcated entities.
- Research is ultimately a question of stabilising the unstable by creating (artificial) demarcations, and the research process cannot be separated from the product.
- The research process is an agent on its own. (p. 185)

Sarauw's study is useful for the purposes of this study in that it provides explication of the language used by ANT and the means to describe the participants, relationships, and external factors at play throughout my study.

Fenwick and Edwards (2010) also applied actor-network theory to higher education using some of the same principles. This study offers the foundation for the idea of my study to explicitly account for the ways in which knowledge is accepted and honored in an institute of higher education and the ways in which this system of knowledge acceptance can and does affect the relationships among actors and actants in my study. They describe the knowledge practices of higher education as purporting to "establish the authority of knowledge based upon some criteria of truth or canon about quality," but this creates questions about who has the authority, how they moved into a

position of authority, and what constitutes knowledge among others (Fenwick, 2010, p. 35). Actor-network theory acknowledges that no matter how readily accepted and unquestioned certain knowledge is, it is supported and maintained by "capillaries" of relationships, associations, negotiations, mediations, and agreements and sets about to identify and analyze the capillaries and to use the capillaries to study the culture and knowledge within the network (Latour, 1988; Fountain, 1999; Law, 2009; Fenwick and Edwards, 2010; Sarauaw, 2016). Once an object of knowledge escapes its sustaining associations and relationships, or more accurately succumbs to our tendency to accept the authority of truth and therefore not see the pulleys and strings upholding the knowledge, actor-network theory describes it as a "black box" which most people believe is static, immutable truth with "clear boundaries and reliable content" (Latour, 2005; Fenwick and Edwards, 2010).

Fenwick and Edwards also note that higher education tends to place high importance on "disciplinary bodies of knowledge, definable standards of achievement, competitive structures, timetables and measurable outcomes" which create and activate different assumptions than might be found outside of higher education about what is legitimate knowledge (2016, p. 44). We begin to find trouble when we fail to realize that there is a difference between a material or knowledge object which is held in different perspectives and one that manifests differently in different worlds. This idea leaves me with two questions: What if we let our differences coexist? What if differences were not reconciled with what we each experience but accepted as they are?

Faculty from the Department of Philosophy at San Jose State University (SJSU) took a view of massive open online courses (MOOCs) through a social justice lens and, while my study does not involve a MOOC, it does involve high-enrollment courses attempting to meet the needs of large numbers of students at once. The SJSU faculty determined the likely outcome was that

> should one-size-fits-all vendor-designed blended courses become the norm, we fear two classes of universities will be created: one, well-funded colleges and universities in which privileged students get their own real professor; the other, financially stressed private and public universities in which students watch a bunch of video-taped lectures. (The Department of Philosophy, 2013)

The nature of actor-network theory is resistant to any specific formula or prescriptive application, so the analysis must be defined in terms of the specific network being studied (Fountain, 1999; Law, 2009; Fenwick and Edwards, 2010; Sarauw, 2016). Latour (2005) wrote that the defining and ordering should be taken on by the actors and actants within the network rather than by the analyst or researcher, because any restrictions applied before the study began would, in fact, undermine the study (Fenwick and Edwards, 2010). While analyzing an unrestricted network is impossible given its infinite nature, the restriction of the network should occur as naturally as possible to maximize the accuracy and authenticity of the network's functionality for analysis (Fenwick and Edwards, 2010; Sarauw, 2016).

Social Network Theory

Social network *theory* has existed in various forms since the early 1930s when Jacob Moreno created his sociogram, the visual representation of a given social structure (Fredericks & Durland, 2005). Over time, others, like Kurt Lewin, Dorwin Cartwright,

and Frank Harary who were all mathematicians, contributed graph theory as a mechanism of SNT. Analysis and calculation in graph theory moved slow, because of the difficulty until SNT ultimately found its legs by synthesizing the influences with new computer-based techniques in the 1970s (Fredericks & Durland, 2005). In its current form, SNT intentionally focuses on the relationships between actors rather than the individual actors themselves (Granovetter, 1973; Granovetter, 1983; Fredericks & Durland, 2005; Kezar, 2014; Liu et al., 2017).

Throughout the literature, social network *analysis* operates most frequently as the methodological manifestation of social network theory. Some authors, though, use SNA as the primary designation while differentiating between the theory of and methodology of SNA (Kezar, 2014). Whether discussing theory or analysis, both attempt to describe the "dynamic interactions between formal structures and informal relationships, examining participants' peers, friends, and colleagues" (p. 94). In this section, I will use both theory and analysis interchangeably, staying true to the author's uses. According to Fredericks and Durland (2005), there are three main lines of inquiry for social network analysis: 1) the institution as a whole, 2) the subnetworks formed within the institution, and 3) the individuals within the network. These inquiries lay the groundwork for the macro- and micro-level investigations and the ability to describe these investigations. Granovetter (1973, 1983) focused his attention on the usefulness of weak network ties sometimes disregarded in research in favor of much stronger relationship ties.

While Granovetter focused on the "strength of weak ties," he also argued for a distinct weakness of strong ties. His work found that weak ties are often the strength of

an organization, because they bridge the gaps between different people and between different groups/subgroups and because they enable greater diversity of thought and experience. The stronger a relationship tie is, the more similar the two individuals or groups are (Granovetter, 1983; Kezar, 2014; Liu et al., 2017). As a result of their strong similarity, their experiences and styles of thinking can also be assumed similar. Strong ties have been shown to limit the exposure and experience of individuals and can, according to Granovetter (1983), also limit their cognitive flexibility which shows up relationally as "arrogance and a sense of infallibility" (p. 205).

Granovetter's work was primarily focused on job hunting, but he was able to draw conclusions based on urban or rural settings, education levels, socioeconomic status, and class. Citing two ethnographic studies by Stack (1974) and Lomnitz (1977), Granovetter (1983) highlights the necessity of strong ties for poor, marginalized, and insecure populations. They have fewer alternatives in the form of weak ties, relying on their close relationships for survival in times of food and housing insecurity, while the wealthy are privileged to be able to explore their weak ties to transform their worlds without concern for their survival. As the network strengthens its ties and minimizes its weak ties, it also reduces its ability to access information born outside of the network (Granovetter, 1973; Granovetter, 1983; Kezar, 2014; Liu et al., 2017).

Kezar (2014) identified three ways that social networks enable change: 1) offering a set of mechanisms such as accountability, communication, or shared attitude, 2) learning a social capital, and 3) reducing the individual risk by sharing the action. As schools are inherently social systems where each actor has a certain amount of autonomy,

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there is no linear action to be taken to diffuse the change (Frank, Zhao, and Borman, 2004). Kezar and Lester (2009) found in their research that the success or failure of change efforts is predictable based on the type of networks engaged and whether or not they existed prior to the effort. Existing networks are much more likely to lead successful change efforts than if the group was formed for the purpose of the change and, in fact, unless structures were established to sustain the new networks, participants were likely to leave the group in favor of their previously known networks upon completion of the change effort (Frank, Zhao, and Borman, 2004; Kezar and Lester, 2009; Kezar 2014).

Organizations which rely on their hierarchical structure can often make it difficult not just for subgroups to function but for them to even form in the first place. There can be mistrust in a hierarchical organization because of the distance between the leaders and the employees when they exist without the benefit of independent subgroups. As such, these organizations are much less likely to have successful change efforts, whereas organizations with dense networks are able to lead important change efforts (Tsai, 2002; Kezar, 2014).

Related Studies

The use of social network analysis in higher education exists in recent literature, but its uses have thus far largely excluded relationships and networks with many varied roles (Kezar, 2014). Studies have used SNA to analyze the influence of centrality and prestige on student performance in an online classroom, to map research collaborations and faculty pedagogy discussions, to measure student engagement, or even to prevent student cheating (Topîrceanu, 2017; Kezar, 2014; Quardokus and Henderson, 2015; Saqr

et al., 2018). These studies do not, however, investigate the relationships among faculty, staff, and students.

Kezar (2014) performed a social network theory-based literature review for change efforts in higher education and discovered a successful change initiative will make six specific efforts:

1. to make use of existing groups where possible,

2. identify central actors relevant to the change initiative,

3. create groups and apply structures to maintain them where needed,

4. determine the ties and networks most likely to enable the change effort prior to beginning,

5. identify subgroups where attitudes may be changed, and

6. cultivate connectedness where change participants are able to interact significantly with each other even if the change subgroup is small relative to the institution at large.

Topîrceanu (2017) performed social network analysis to identify student friendships in a face to face classroom. Through interviews and analysis of Facebook friendship networks, Topîrceanu concluded students who were friends outside of class had a higher chance of interacting in class and, therefore, during exams (p. 174). The study went on to test different methods of student placement during exams to compare observational data of student demeanor, attitude, and interaction along with test scores to determine the effectiveness of each placement method (p. 174-175). Topîrceanu's study

assumed students intended to cheat on the exams and tested methods designed to disrupt the cheating behaviors.

While not directly related to my study, Topîrceanu does articulate some helpful conclusions and assumptions along the way. He observed, for instance, that controlling proximity is a way to disrupt undesirable friendship networks. Applied to my study, I will use proximity in similar ways to intentionally create connections, to disrupt known connections in favor of newer ones, or to observe the natural connections happening without intervention. Based on the networks associated with each student, social network analysis allowed Topîrceanu to manipulate the seating arrangement to disrupt friendship networks. A similar tactic may be used in an unknown network. In my study, where participants have varied roles and exist in networks which are less likely to overlap than they would be if the participants were all students or all faculty, creating a seating chart for participants could be a viable means of ensuring proximity for weaker connections.

Quardokus and Henderson (2014) performed a study of five academic departments in a single institution to describe the nature of teaching discussion networks as they inform instructional change initiatives. Quardokus and Henderson go on to write that understanding the current social state of an academic department can "inform the creation of an innovation" (p. 318). While this study is applying SNA to predict the outcome of a change initiative whereas my study will be using SNT to describe the relationships involved in the collaborative effort to create and implement a framework for evaluation, Quardokus and Henderson present useful descriptions and implications for the formation of groups to "introduce variability into the environment to facilitate the

development of ideas for change" (p. 319). Quardokus and Henderson also applied self-report surveys where participants used a dropdown menu to identify others in their departments and to indicate the frequency of interactions. This method could prove productive in my study as a means to describe and quantify the communications and collaboration of participants.

Russo and Koesten (2005) tested a theory that a student's centrality, determined by number of connections within the network, and prestige, the degree to which others in the network intentionally connect with them, are good predictors of academic performance (Para. 6). Again, the subject of the study is students, but this time the network is an online classroom. Russo and Koesten used a single class with a small sample size (n=21), and the study examined online interactions between students in a discussion board and compared this data to their final grades (para. 8). The results of this study found that centrality, primarily, and prestige, secondarily, were good predictors of students' ultimate academic performance (para. 14).

Russo and Koesten's results offer an opportunity to consider the ways in which the relationships within a small network form and operate. While the study was conducted online, the positive effects of centrality and prestige are good indicators of the positive power of connections. While my study is not looking to measure the success of participants, prioritizing the number and direction of connections can serve as an indicator of who the central players are, the strength of their influence within the network, and whether the network "supports or limits individual action" (Russo and Koesten, 2005, p 259).

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Sarq et al. (2018) also studied an online classroom focusing on group cohesion and interactivity, and the intervention. Building on studies completed by Wenguang et al. (2010), Sarq et al. hypothesized that collaboration was more successful when "active coordination of group dynamics, mutual engagement of the learners, discussion moderators, scaffolding by instructors, and a stimulating environment that maximizes efficient interactions among participants" were employed (p. 2). The study included "in-degree" and "out-degree" centrality as an indicator of the direction of connection, but maintained the idea that centrality is the most important indicator of a person's influence in a network. Sarq et al. also allude to identifying each participant's role in the classroom or group, that is whether they are a leader, coordinator, active or peripheral based on their level of activity in the group (p. 7).

Sarq et al. (2018) has two major findings which are relevant for my study. 1) student participation heavily influences the success of collaborative efforts, and 2) teachers in a non-collaborative role has a negative effect on collaboration and the flow of information (p. 17-18). The authors also found that intentionally intervening to increase participation also increased performance and academic achievement, it is sensible to wonder whether a group of mixed roles such as in my study will function more effectively with a collaborative participant in place to help guide discussions and increase interaction (p. 18).

Prior Cycles of Action Research Informing the Study

I conducted two previous cycles of action research, Cycle 0 in Spring 2018 and Cycle 1 in Fall of 2018. Cycle 0 was focused on verifying a hypothesized problem of

practice during which time I explored a connection in the literature between SSW's faculty self-efficacy and overall job satisfaction (Bandura, 1994; Cevik, 2017; Wang et al., 2015; Wasilik and Bollinger, 2009). I employed a purposive sample of seven participants who were invited based on the recommendation of the Online Program Coordinator because of their expected willingness and availability to participate along with their experience in the MSW program.

I developed interview questions based on recommendations from Brinkmann and Kvale (2015). The response rate was 100% (N= 7) , and each participant was individually invited to participate in the study. Following the interview, I used my notes and recordings to develop four assertions using a grounded theory approach (Charmaz, 2014):

1) Faculty generally appreciate the act of teaching and their ability to so with a flexible schedule. The institutional hindrances contribute to a lower level of satisfaction than they might otherwise have.

2) Instructors are uncertain that administration cares about their satisfaction or development. Instructors are concerned about the integrity of the program and the integrity of the social work profession as a result of class sizes, workload, and inconsistent course rigor.

3) Instructors have specific areas of concern with regard to their professional development. They are less concerned with technology assistance and more concerned with pedagogy and online facilitation skills. Too little feedback contributes to a general sense of confusion regarding their self-efficacy.

4) Instructors want to be able to collaborate with each other to be able to think through problems. More experienced faculty also want to be able to grow and benefit from peer relations professionally but find it difficult in the current environment.

For Cycle 1 of my research, I used an exploratory-sequential mixed method approach with two strands of inquiry, first qualitative interviews which would inform the quantitative data collection (Ivankova, 2015) and second a pre- and post-intervention survey which collected quantitative data. I conducted qualitative interviews to determine the desired content for a training intervention to determine what type of influence the training may have on faculty self-efficacy. I used a pre- and post-intervention survey for the self-reported self-efficacy for the small, purposive sample of 3 online faculty members.

Cycle 0 and Cycle 1 data included a small convenience sample (n=7, n=3) of willing participants and indicated an overall high level of faculty job satisfaction in Watts College. The observations which led me to declare faculty satisfaction a problem in the college seem to be off-base when discussing the actual job of teaching. Based on Cycle 0 and Cycle 1 interviews, the areas of dissatisfaction are almost exclusively with college- and school-level policies related to teaching time, clarity of expectations, faculty connections, and available training opportunities. The faculty participants were, across the board, happy and satisfied with the students and the instruction itself but expressed a desire to improve and do more. "More," in this case, became determining how to create a framework that would allow them to review their own courses for critical pedagogy and

build them into something more effective and more engaging than the traditional online courses.

Synthesis

Critical pedagogy stands in the margins demanding an end to oppression. It asks to be deployed for the oppressed rather than asking the oppressors to change. It promotes reminding marginalized persons of the power they already have, so they are able to speak in their voices and stand for themselves. Freire called for engaged praxis rather than limiting ourselves to theoretical rhetoric, and that is where this study begins. It is my belief that that working members of a higher education institution are in the best position to do this.

This study intends to apply the goals and ideals of critical pedagogy for the express purpose of improving the equity, accessibility, inclusivity, and, ultimately, quality of instruction for online courses. The aim of this study is to create and implement an *Application Framework for Critical Pedagogy* (AFCP), to determine how such a framework would get created, to identify the social, cultural, environmental, and relational factors which influence the process, and, ultimately, to encourage the use of critical pedagogy by a broader audience. It is in the active and intentional deployment of equitable practices where critical pedagogy and actor-network theory complement each other.

Actor-network theory exists in this context in two main ways. It joins critical pedagogy as a tool to explicitly apply equal priority to the voices involved in the study, and it connects with social network theory as a tool to review, explore, and describe the

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influences involved in the creation and implementation processes for the AFCP. Critical pedagogy asserts that the voices of student-, faculty-, and staff-stakeholders be invited and collected, and actor-network theory provides the means to make that work successfully. Actor-network theory actively and intentionally equalizes the voices in a network such that the technology and physical locations will have equal priority as the voices of tenured faculty as the voices of adjunct faculty and students. Social network theory, on the other hand, is primarily present to determine and describe the ways in which participants interact with each other, the strength of connections, and even to predict the success of a change effort based on the AFCP.

Chapter 3

METHODS

Introduction

In this chapter, I begin by discussing the action research approach guiding my study. Following that, I will introduce the setting and participants, my role as researcher, the intervention, two phases of data collection, data analysis, threats to validity, and the timeline for data collection.

Participatory Action Research

Participatory Action Research (PAR) endeavors to accomplish six primary objectives: (a) develop a participatory model wherein participants are also researchers, (b) apply practical knowledge intended for action rather than perform research for the sake of generating theory alone, (c) enable and empower local communities to effectively solve their own problems, (d) develop policy interventions, (e) include stakeholders in policy creation, and (f) correct power imbalances in the creation and communication of knowledge (Coghlin and Brydon-Miller, 2014; Grant et al., 2008). PAR upholds these ideas as values and asserts that mutual understanding and collaboration lay the path toward new knowledge and allow the researchers and participants to share ownership of the research project and determinations of its success or failure (Grant et al., 2008, p. 590). Influenced early by Freire's idea of conscientization, PAR came to represent the idea that marginalized people can improve their own circumstances through organized action based on their own critical analysis (Coghlin and Brydon-Miller, 2014) and aims to build their capacity to do so (Grant et al., 2008). In the early 1980s, the central tenet of

PAR became "that if development was for the people, then as primary stakeholders in the development processes, people themselves should represent their case in the stage of knowledge generation as well as of its use" (Coghlin and Brydon-Miller, 2014, p. 584).

Swantz (2008) argues that PAR requires identity as a condition of participation, and Kemmis (2008) describes the necessity of self-reflection on the part of the practitioner. "The 'self' may now be read not as a singular and isolated individual, but as implying a plurality, a sociality that has shaped it as a 'self'" (Kemmis, 2008, p. 127). In PAR, there is collaborative creation and communication of knowledge, and roles of researcher and researched may reverse during the process. In this way, PAR upholds the radical social theories which acknowledged that the lower and working class are those who build nations (Swantz, 2014). PAR is known to build on people's interests and is equally as interested in changing the collective as it is changing the individual (Kemmis, 2008).

> In critical participatory action research, the 'self' must thus be understood as a situated and located self. Each self is formed through a particular and unique developmental history; it is constructed in a particular cultural-discursive history; it is located in a particular and unique set of social connections and solidarities; and it sits within a particular history of material and economic exchanges in the world. (Kemmis, 2008, p. 127)

This study is designed to apply PAR consistently with its principles of empowered participation, commitment to action and social change, and collaborative and equitable research (Swantz, 2014). The prior cycles of research have clarified lack of critical pedagogy in the online curriculum as an issue, and this study is working to fulfill the motivation of PAR to create awareness and attention for problems at hand and to generate an acknowledgement of the need to take action toward solutions (Coghlin and

Brydon-Miller, 2014). This study utilizes PAR to take an active role in the change process, to intervene intentionally in the individual and collective practice as the need arises, and to embed myself as researcher with the intent to improve the situation along the way (Kemmis, 2008).

PAR "aims to blur the lines between the 'researchers' and the 'researched' and attempts to transform the theories and practices of researchers, practitioners and participants whose perspectives and practices may help to shape the conditions of life and work" (Goto, 2008, p. 3). This study seeks to uphold the central tenet of PAR, that the people expected to be affected by the development of knowledge, policy, or process should be involved in its creation (Coghlin and Brydon-Miller, 2014).

> Participatory research processes aim to develop participants' voices and actively involve them in transforming education. They also speak to a broader responsibility that educational research has to influence human development through including elements of participation as opposed to doing research 'on' or 'about' the participants….[making a case] for the 'deparochialisation' of research towards a more inclusive perspective on who the producers of knowledge are and who is able to access it. (Walker & Loots, 2017, p. 168)
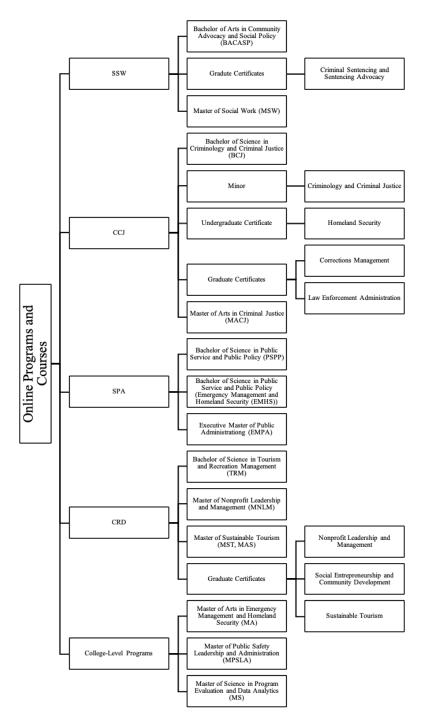
Operating in accordance with this idea, I will invite members of all stakeholder groups (i.e. faculty, staff, and students) to participate in the study. One risk with PAR is that, absent practical and active follow through, it could become a lone opportunity and space for critical thought (Goto, 2008). The overall design of this study, therefore, is set up to encourage individual and collective engagement of members of the Watts College community, to disrupt current power dynamics by elevating the marginalized voices to a position of equal power, and to inspire follow up action for change.

Setting and Participants

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Arizona State University (ASU) is a large research university in the southwest United States. Watts College is situated within the larger ASU organization and contains the Schools of Social Work (SSW), Criminology and Criminal Justice (CCJ), Public Affairs (SPA), and Community Resources and Development (CRD). All four of the schools offer online courses and programs at both the undergraduate and graduate levels. While the SSW's Master of Social Work (MSW) and the SPA Master of Public Administration programs use similar scaling models for pre-designed high enrollment courses, this model is limited to the separation of students. Faculty generally have discretion over the content of their courses whether teaching online or in person. SSW and CCJ faculty teaching online work out of pre-designed courses, created under the guidance of a lead instructor and an instructional designer, while most faculty in SPA and CRD are fully responsible for their courses and the content. For the courses that are created, faculty are able to determine how much or how little of the designed content they use but are provided with a template to begin. All online faculty have access to an online academic resource center and the opportunity to participate in an asynchronous, online training program but are not required to do so.

Figure 3.

Online Programs, Certificates, and Courses within the Schools of Watts College

There are approximately 227 part-time faculty associates and 210 full-time faculty in Watts College who have varied levels of experience teaching and teaching online, are of mixed genders, may have an agreement to teach as tenure track or nontenure track, and include diverse cultural, ethnic, nationality, and language backgrounds. Because there is significant crossover with faculty teaching both face-to-face and online, there is no available demographic data that separates online faculty. Online faculty at all levels may be located locally or at a distance within or outside the United States. Table 1 describes the demographics of Watts College full-time faculty.

Table 1.

Watts College Full-Time Faculty Population Demographics

Demographic	Sub-demographic	Percent	Category
Tenure/Tenure-Track (n=114)		1.8%	College-level
		22.8%	SCCJ
		18.4%	SCRD
		25.4%	SPA
		31.6%	SSW
Fixed Term (n=96)		5.2%	College-level
		19.8%	SCCJ
		15.6%	SCRD
		18.8%	SPA
		40.6%	SSW
Gender (n=210)		53.3%	Female
		46.6%	Male
Race/Ethnicity (n=210)		7.6%	Asian
		3.8%	Black/African-American
		7.1%	Hispanic/Latino
		0.9%	Native American
		2.4%	Two or more races
		5.7%	Undeclared
		72.4%	White

Education level (n=114)	Tenure/Tenure-track	100%	Ph.D.
Education level (n=96)	Fixed Term	37.5%	Ph.D.
		1.0%	Ed.D.
		3.1%	J.D.
		58.3%	Masters

Online students in the college are a diverse group of individuals representing undergraduate, graduate, and doctoral level studies. In 2019, there were 5,004 Watts College students participating in online programs at all levels. While the majority of those students identify as white, the college has been identified as a Hispanic-serving institution given the relatively high percentage of Hispanic/Latino-identifying students. Table 2 describes the demographic makeup of Watts College online student body in 2019 in detail.

Table 2.

Watts College Online Student Population Demographics

Demographic	Percent	Category
Race/Ethnicity	57.9%	White
	22%	Hispanic/Latino
	9.5%	Black or African-American
	4.2%	Two or more races
	2.7%	Asian
	1.6%	American Indian/Alaska Native
	0.05%	Native Hawaiian/Pacific Islander
Gender	62.7%	Female
	37.3%	Male

Age (mean = 30.9)	26%	< 25 years old
	30.3%	25 - 29 years old
	29.6%	30 - 39 years old
	13.9%	40 - 49 years old
Academic Level	7.4%	Freshman
	11.1%	Sophomore
	21.1%	Junior
	19.7%	Senior
	0.8%	Post-Bacc Undergraduate
	47.9%	Graduate
First Generation College Student	12.2%	
Pell Grant Eligible (Undergraduate only)	50.3%	

This study applied critical pedagogy to the sampling process by inviting all online faculty, students, and staff to allow those who were willing and available to participate. In consultation about this dissertation, College leadership suggested ways to maximize participation and avoid the perception administrative coercion to participate. One option offered was to request that the school directors send the invitation to faculty to signal that the initiative is receiving strong support from College leadership. The second option floated was to have members of administration to identify specific faculty for invitation via snowball sampling. The goal of sampling these ways was to have as many people to be part of the process as possible. The logistics of this goal, however, were challenging. As a result, the study was designed to be conducted with both online and face to face components, and I created a flexible system of grouped participation,

described in Data Collection, based on how many people expressed interest in participating. Upon the deadline for participation responses, the final committee would be formed and begin participation as described in Phase 1.

Role of the Researcher

In this study, I am both a participant in and designer of the participatory action research experience. I am an instructional designer in the Watts College within the Office of Education Innovation (EI). My role in the College is supporting faculty in instructional design, pedagogical, and technological considerations, and, as such, I am a member of the community being studied. It is my goal, through this process, to use the strengths and resources which already exist in the community to serve and facilitate the change.

Assumptions

My personal, professional, and academic experiences, values, and assumptions not only provided the impetus for this study but also guided my design decisions along the way. It is my sincere desire to influence the way higher education wields its power and the ways in which we all participate in the system that is higher education specifically and the world more generally. I believe in the basic tenets of critical pedagogy and its potential to transform the long established and upheld teacher-student power dynamics. I also assume the inherent personal and transformational power of individuals in every station of life and the superhuman capabilities of, as the saying often attributed to Margaret Mead goes, "a small group of thoughtful people [to] change the world" (Keyes, 2006).

I was raised in Memphis, TN, in a divorced family, the youngest of three siblings. My mother's house was in a working class, white neighborhood where I attended a predominantly African-American high school. My father's house was in an upper-middle class white neighborhood where my step-siblings attended a mostly white high school. The juxtaposition of the lifestyles was always present for me, making me acutely aware of the class and wealth differences around me. My experiences as part of the racial minority in high school, though, wrongly convinced me for most of my life that I was not racist, not participating in the white supremacist culture that surrounded me. Ibram Kendi (2019), though, argues that a racist is "one who is supporting a racist policy through their actions or inaction or expressing a racist idea" (Kendi, 2019, p. 13), and I was inactive at best.

As I grew older, moved from Tennessee, and experienced more of the world, I began to see vast populations of oppressed individuals, most notably those with black and brown skin. The class structure in the United States glared at me as I realized that wealth and social class could buy power and status as a counted human but could not protect even Serena Williams, an African-American celebrity athlete, from medical discrimination in the form of dismissing her pain and knowledge of her own body (Haskell, 2018). Equal social class also could not prevent an African-American city commissioner from being wrongfully arrested and facing reprimand when he called out the offending officer (Farzan, 2019), and it did not prevent an African-American man from being shot by a police officer inside the walls of his apartment (Allyn, 2019). These are singular examples but are representative of the system of oppression that permeates

this country. Similar experiences exist for people marginalized for being LGBTQ+, Muslim, undocumented, neurodiverse, and for many other reasons.

It is from this place of increasing awareness of my own biases, those unavoidably enculturated from the society around me and the new socially just ones created in the vacuum as I shed the old, that I approached this research study. PAR and critical pedagogy operate symbiotically to disrupt the apparent power of the higher education classroom and advocate for the equity of social justice.

Intervention: Participatory Action Research Cycles to Develop & Implement an
Application Framework for Critical Pedagogy

This study employed Participatory Action Research to create and implement an *Application Framework for Critical Pedagogy (AFCP).* The design of this study and grouped participation model were set up to allow for the potential of participation to wax and wane throughout the course of the research. The expected timeline was most of the Spring semester of 2020 and required a time commitment of several hours from those who participate start to finish. Applying the ideals of critical pedagogy, participants were allowed to come and go as they needed or wanted. Those who remained until the end of the study, even those who entered the study late, were afforded the same co-researcher status.

Phase 1: Creating the Framework

Kezar (2014) identified three ways that social networks enable change: 1) offering a set of mechanisms such as accountability, communication, or shared attitude, 2) learning a social capital, and 3) reducing the individual risk by sharing the action. This

study intended to create and engage a social network and actor-network in Watts College to apply critical pedagogy for the purpose of improving the equity, accessibility, inclusivity, and quality of instruction for online courses and occurs in two phases: creating the framework and implementing the framework.

The first phase of intervention focused on the creation of the *Application Framework for Critical Pedagogy (AFCP)* and included mixed methods data collection. Preparation for Phase 1 began with inviting participants and sorting respondents into groups of participation based on their availability. Given the ideas within critical pedagogy of student empowerment and humanization, the equalizing of power dynamics in the classroom, and social justice ideals, the ideal process for creating the framework included forming a committee with representatives from all primary stakeholder groups in the College. Phase 1 proceeded in two stages: preparation and data collection.

Preparation

1. Invitations
2. Initial surveys to determine group
3. Separate participants into groups
4. Create Slack workspace

Phase 1 data collection

5. Surveys
6. Interviews
7. Slack discussion
8. Follow-Up survey

9. Committee meetings

10. Pilot test (recommendations from committee)

Phase 2: Implementing the Framework

The second phase of intervention focused on the implementation of the *Application Framework for Critical Pedagogy* as created in Phase 1. During the first half of Phase 2, participants used the tool to evaluate both online courses and the tool itself. The latter half of Phase 2 was designed to gather feedback and impressions from the participants and to validate and evaluate the tool itself as a proper guide for evaluating the use of critical pedagogy in an online course.

Phase 2A (June 2020)

Faculty/Staff use of the tool (same course(s))

- Results - final use of the tool

Phase 2B (June 2020)

Feedback and Impressions

- Survey

    o Feedback and impressions of the tool

    o Open-ended questions

Data Collection

PAR opens the opportunity for each participant to inform the research process and to be considered and act as an expert on their own experiences, emotions, and expectations as they relate to the study. Additionally, this PAR study used critical and constructivist paradigms which allowed for the multiplicity of reality and perspectives

with the lenses of researcher and participants (Creswell and Miller, 2000). This study, then, allowed for participants and co-researchers to collectively determine the types of data to be gathered throughout the process, this section details the types and processes of data collection that are already planned.

Phase 1: Creating the Framework

In preparation for Phase 1, invitations to a pre-intervention survey were sent via ASU email. This survey included faculty, staff, and students and asked respondents if they were willing to participate in the study and, if so, to what extent they were willing to participate. If willing responses had exceeded 30 participants, they were to be sorted into groups based on availability to participate:

- Group 1: surveys only (N= TBD)
- Group 2: surveys and focus group(s) (N=30 max)
- Group 3: surveys, interview(s), full committee participation (N=15 max)

In January 2020, I began the first round of data collection in the form of participant surveys. These surveys included demographic data and five subconstructs (Appendix B): (a) comfortability with critical pedagogy as a theory, (b) comfortability with critical pedagogy as a practice, (c) online classroom power dynamics, (d) presence of social connection in online classrooms, and (e) recommendations for improving online course social and power dynamics. The first four subconstructs used a 6-point Likert scale, and the last included open-ended reflection questions.

Within two weeks after the survey distribution, I planned to begin focus group interviews with Group 2 participants and semi-structured, individual, conceptual

interviews with Group 3 participants. The focus group was intended as an exploratory device, useful for collecting differing ideas and viewpoints on the theory and application of critical pedagogy, while the conceptual interviews are useful to "uncover respondents' discourse models, that is, their taken for granted assumptions about what is typical, normal, or appropriate" (Brinkmann and Kvale, 2015, p. 177). This method applied principles of both critical pedagogy and actor-network theory in the opportunity to give equal weight to the voices of all types of stakeholders. Ultimately, the focus groups were dropped from the study in favor of the interviews, because the two methods had significant overlap. Interviews focused on the following questions:

- What is critical pedagogy as you know it?

- How would you identify critical pedagogy in a classroom environment?

- How would you identify critical pedagogy in an online classroom?

- What might a critical framework for evaluation of online courses look like?

- What are your expectations for the process of creating a Application Framework for Critical Pedagogy of online courses?

At this point in the study, Group 1 and Group 2 participation was complete. Group 3 participants began the active portion of Phase 1. Each Group 3 participant received an unnamed email address and was added to an AFCP Slack workspace using the anonymized email addresses. This approach was borne of critical pedagogy and of actor-network theory as a way to intentionally equalize the voices of all participants. In a college where many faculty know and interact with each other with knowledge of title and tenure status and in higher education in general where students may respect the

voices of instructors over their own, the processes of hearing each other may have been complicated. In an anonymized setting, the goal was to remove all sense of roles, experience, age, gender, and any other social or political factors that may have interfered with productive and focused social interaction. Once added to the Slack workspace, the individuals were placed in groups of two or three, depending on the number of participants, and were asked to post and explain their reflective responses to the question: *what are your top three priorities for the practice of critical pedagogy in online courses?* The small groups were tasked with coming to consensus on the top three considerations for critical pedagogy in online higher education. Due to low participation in the Slack discussion, explained in detail in Chapter 4, I added a follow-up survey in which respondents ranked the importance of characteristics of critical pedagogy as drawn from the interview and Slack data.

The final part of Phase 1 was the active creation process wherein the committee would define evaluation, define the practice of critical pedagogy, define the expectations and layout of the framework, and the way the framework would be evaluated and implemented. To begin this phase, all Group 3 participants were to attend 3 approximately 1.5-hour synchronous committee meetings with face to face and online access available. Due to the in-person restrictions in place as a result of the COVID-19 pandemic, all committee meetings were held via Zoom with no face to face component. All meetings were recorded using a webcam. Heath et al. (2010) argue that the social and collective context of the participants' actions is equally important as the action itself.

> the sense and significance of social actions and activities is inextricably
> embedded within the circumstances in which they arise...[and] with regard to the

contributions of others...Therefore the sense and significance of actions is treated, by the participants themselves, with respect to the circumstances in which the actions arise. (Heath et al., 2010, p. 82-83)

During Phase 1, I used the video recordings to perform field observations using an observational checklist which applies critical pedagogy, social network theory, and actor-network theory (Appendix A) which also allowed me to view myself as an actor. Observations focused on the frequency of behaviors, verbal references, or types of engagement rather than the length of time a specific behavior is exhibited (Heath et al., 2010).

Phase 2: Implementing the Framework

The second phase of intervention focused on the implementation of the *Application Framework for Critical Pedagogy (AFCP)* and began upon the approval of the final framework by the committee. The democratic nature of PAR demanded the protocol for the implementation of the framework remain open for committee members and co-researchers to contribute thoughts and expectations for the process. As a group, the committee would develop action plans and ongoing goals for the framework.

The committee selected 2 online courses within Watts College that had been delivered to students at least once. Participants applied the protocol for using the framework created during Phase 1. Participants submitted their results and finished with a post-pilot survey of all participants who use the tool. The survey focused on the following:

- Whether they believed the tool successfully measured the use of critical pedagogy as they would have,

- What they thought of the tool's functionality,

- Whether there were too few or too many resources,

- Whether they were more familiar with critical pedagogy after using the tool,

- Whether they were more likely to apply critical pedagogy after using the tool, and

- Their overall feedback on the tool.

Data Analysis

This study used a qualitatively driven mixed methods design; therefore, qualitative data was the primary source for data analysis. During Phase 1, quantitative data was sourced from the initial participation survey and from the Slack workspace interactions, while Phase 2 offered both qualitative and quantitative data. Both the survey and Slack messages provided qualitative data. With the quantitative data, I used descriptive statistics to determine overall population characteristics and to describe the types and number of interactions through the Slack interface.

The first round of video observation analysis was a preliminary review for cataloging based on very simple descriptions as recommended by Heath et al. (2010), and the second round was a substantive review using the same observation checklist as in field observations. To uphold the constructivist and critical research paradigms and the ideals of critical pedagogy and PAR, the co-researchers were invited to collaborate with me to apply three rounds of coding analysis to the qualitative data. For the first round of coding, I applied concept analysis to help "transcend the local and particular of the study to more abstract or generalizable contexts….toward the *ideas* suggested by the study" (Saldaña, 2016, p. 120, emphasis in original). Concept analysis prioritized the big picture

of the study. In the second round of coding, I applied pattern analysis to "identify an emergent theme, configuration, or explanation" within a large variety of materials (Saldaña, 2016, p. 236).

For each cycle of coding, I used MaxQDA to organize and track my codes and process. The MaxQDA software optimized the coding process by automating some coding processes, enhancing or confirming manual codes, creating mind maps and other visualizations, and assisting with theory building. Between cycles of coding analysis and the use of MaxQDA, I double checked my codes and reflected both on the codes and the process to ensure I did not miss any key insights or contributions to the development of theory based on data.

Special Considerations

In enacting a PAR study, participants were labeled as co-researchers for the purposes of this study. Many of the research decisions were made by the team of co-researchers where we were able to do so. Every attempt to apply the inclusive, humanizing, and respectful ideals of critical pedagogy was made in the design of the study and in the practice thereof. This study was designed to fulfill the research requirements of the dissertation in a Doctor of Education program and, therefore, required some predetermined expectations of timing and data collection as outlined in the Timeline for Data Collection section.

Threats to Validity

I took precautions to help minimize threats to validity throughout the research process. Validity for qualitative studies can be thought of as the accuracy with which the

study represents the participants' perspectives and experiences (Frey, 2018). According to Hayashi Jr, Abib, and Hoppen (2019), validity in a qualitatively driven research study "cannot be seen as a product or something isolated. There are no protective measures. It is an ongoing process and should be confronted from the beginning of the research until its publication" (p. 103). To mitigate the threat to descriptive validity, all meetings and interviews were video and audio recorded to ensure all quotes from participants and descriptions of events or discussions were accurate rather than relying on my memory. I applied open-ended questions in all interviews which allowed participants to elaborate on and clarify their responses to help reduce the possibility of interpretation invalidity. In keeping with the concept of the multitude of perspectives and realities and in using the lenses of researcher and participants throughout the study, Creswell and Miller (2000) recommend specific techniques to reduce the likelihood of invalidity. Disconfirming evidence is a process which seeks to overcome researcher confirmation bias by specifically and intentionally seeking information in the data which disconfirms preliminary themes identified during a concept analysis (p. 127). Using prolonged engagement and collaboration with the participants helps to build trust and relationship with them as co-researchers which increases the likelihood of honest and open discussions and affords them the opportunity to confirm my understanding of their perspective before it is published or included as data (p. 127-128). I also performed multiple rounds of coding analysis at each stage to ensure the reliability of my own interpretations.

Timeline for Data Collection

Upon committee and IRB approval of this proposal, data collection began according to the timeline in Table 3. Data collection was completed at the end of Spring term 2020.

Table 3. *Timeline for Data Collection & Analysis*

Expected Completion	Procedures	Phase 1 - Creation		Phase 2 - Implementation	
		Data Collection	**Data Analysis**	**Data Collection**	**Data Analysis**
December 2019	Invite participants Collect Survey 1 (participation)				
January 2020	Collect Survey 2 (demographics and online course experience) Conduct interviews • Transcribe • Review • Code	Survey responses Interview recordings and transcripts	Descriptive Statistics Coding analysis 1. Concept 2. Versus (including attribute, magnitude, and in vivo) 3. Pattern		
February - March 2020	Conduct observations on Slack discussions Observe committee meetings	Slack message text Qualitative observation checklist Observation notes	Descriptive Statistics Coding analysis 1. Concept 2. Versus (including attribute, magnitude, and in vivo) 3. Pattern		

March - April 2020	Conduct course evaluations		Evaluation results	Descriptive Statistics
	Conduct interviews		Recorded interviews and transcripts Observation notes	Coding analysis 1. Concept 2. Versus (incl. attribute, magnitude, and in vivo) 3. Pattern
April 2020	Complete data collection Begin data analysis			
April - June 2020	Completed data analysis			

Chapter 4

DATA ANALYSIS AND RESULTS

In this chapter, I will discuss the results and analysis from my study. As discussed in Chapter 3, this study was a participatory action research study which employed a qualitatively driven mixed methods approach.

Answering the first research question, which asked *how an Application Framework for Critical Pedagogy (AFCP) is created in Watts College and how institutional roles and social factors influence the process*, led to the creation of the AFCP through multidisciplinary committee meetings completed during Phase 1. Phase 1 generates the bulk of the data for the study which culminates in a functional framework designed not only for the application of critical pedagogy but with the specific stakeholders of Watts College in mind. The diverse group of participants expressed their needs, desires, and concerns regarding the online classroom and the committee used that information to create a tool that would ultimately benefit the entire Watts community. The second research question, which focused on *how the AFCP would be implemented and the influence of institutional roles and social factors on the implementation process*, was answered during the pilot process of Phase 2. The last research question, which asked about the *characteristics of the framework*, was answered in part during both phases of the study. Each phase of the study employed both quantitative and qualitative data collection, but the majority was qualitative in nature.

The study had a total of 33 participants, described in Table 4, who were able to enter and leave the study and participate in different stages and phases of research at will.

Of the 33 in the study, 12 participated in the build sessions, and of those 12, all but one both responded to the initial survey and participated in the individual interviews. Only one of the committee participants pilot tested the completed framework. Phase 1 quantitative data collected represents student, faculty, and staff respondents' familiarity with critical pedagogy, power to influence, and feeling of connectedness in the online classroom, while phase 2 quantitative data focused on the experiences of the participants using the novel framework during a pilot test. Qualitative data focuses on individual opinions on improving the online classroom, priorities for an application framework for critical pedagogy, understanding and application of good pedagogy, and observations on the process of creating the framework.

Table 4.

Participation in study by data source for each participant

Participant	Data Source					
	Phase 1					Phase 2
	Initial Survey	Interview	Slack Discussion	Follow-up Survey	Committee Participation	Pilot Test Framework
1	X	X			X	
2	X	X	X		X	
3				Anonymous participation (n=10)	X	
4	X	X	X		X	
5	X	X			X	
6	X	X	X		X	
7	X	X			X	
8	X	X			X	
9	X	X			X	
10 (self)					X	
11	X	X			X	X
12	X	X	X		X	
13	X	X	X			
14	X	X	X			
15 - 16	X	X				
17 - 26	X					
27 - 33						X

In the sections that follow, I will discuss data and results from Phase 1 of the study which included the process of creating the team that would build the framework,

determining the priorities for the framework, and designing the framework in three build sessions including video observations. Following that, I will describe data and results from Phase 2 which included pilot testing and reviewing the AFCP.

Phase 1

Phase 1 of the study focused on the process of creating an *Application Framework for Critical Pedagogy* for Watts College which began with creating the team of people by inviting the members of Watts College to complete a survey. The survey and interviews assessed what the participants knew about critical pedagogy, what value they saw in using it, what characteristics they thought would mark the process for creating a framework for critical pedagogy, and what they would want from a tool designed to help faculty apply critical pedagogy for online courses. Anticipating that many participants would have limited time to offer to the project as they would be participating voluntarily in addition to their normal professional and personal responsibilities, the meetings in which the committee would be actively building the framework were limited to three 1-hour sessions with an expectation that an additional session may become necessary based on the productivity of the team. Because the build time would be limited, I used the data from in-person interviews to gather some collective agreement on the priorities of critical pedagogy as it would be applied in Watts College.

Once the sessions began, I provided a brief introduction to bring the committee up to speed on the views of the student, staff, and faculty study participants who were not present for the meetings. This introduction provided insight into the primary product expected from the sessions and the data which declared much of what the tool would

need to prioritize. From there, the participants drove the discussion based on the guiding questions provided in the introduction. As the technology expert in the group, I noted, interpreted, and created the framework based on the team's expressed interests and needs and sought feedback and approval as the meetings continued.

The process used for this study was designed both to extract the information needed to build a framework and, recognizing the distinct power dynamics at play in higher education institutions, intentionally apply equal priority to all participants' voices. Institutional roles affected the process from the beginning because I was disallowed from sending the invitations to a majority of Watts College students, and those who were able to participate early in the process were unavailable later. Having no students to participate in the actual build sessions meant that there was very little role diversity among the participants. There were two staff members present in the meetings, including myself, and all other participants were faculty. During the meetings, there were many mentions or references to institutional roles, but they only rarely involved the participants in the meeting. Instead, they were directed at the hierarchy and organization of the institution itself and classroom roles and experiences; so while power seemed quite level in the meeting, participants were very aware of the ways in which they have and wield power relative to the ways in which students are able to do so. I would like to have had students in the meetings so they were able to contribute in their own voices and to observe the ways in which the dynamics may have been altered, but those who had participated early on left the study before the meetings began.

Creating the Team

The quantitative data of phase 1 was limited to the initial survey which included 12 Likert-style items covering five constructs. All participants responded to 10 items on the first four constructs: 1) familiarity and comfortability with the concepts and language of critical pedagogy and their perceptions of their 2) role and authority, 3) power, and 4) feeling of connectedness in the online classroom. The last construct used 2 items to assess only staff and faculty and their perceptions of their own ability to apply critical pedagogy in the online classroom. Each response was coded numerically where "Strongly Disagree" was equal to one and "Strongly Agree" was equal to six, and responses were separated by institutional role.

Student and staff respondents expressed collective unfamiliarity with the concept of critical pedagogy and its related language, while faculty were equally as likely to express familiarity as not. Regarding perceptions of power in the classroom, the groups diverge from each other. Nearly all students indicate disagreement with the idea that they have the power to influence course content and structure. Staff responses were more disparate, split in half for all three questions, while faculty responses show significant agreement across all three items. The final construct was collected from faculty and staff only. Both groups of respondents reported differing perspectives with roughly half of respondents expressing agreement and half expressing disagreement with the statement "I am comfortable applying critical pedagogy in online classrooms."

The initial survey also included five open-ended questions intended to solicit information which would inform the following stages of the study. These questions asked

participants for their ideas to improve the quality of online education, methods for applying critical pedagogy, increasing social connection, and changing the power dynamics in online classrooms in addition to soliciting additional ideas, concerns, or questions they may have.

For faculty respondents, the ideas for improving online education clustered around improving and increasing students' ability to connect with each other, build community, and connect with the instructor to improve engagement and learning. In 11 faculty responses to the question "If you were to work to improve the online classroom, what would your top 3 priorities be?", there were 13 references to connection, discussion, and community. Other ideas included greater faculty engagement, improved use of online tools to create better presentations, increased opportunities for reflection and critical thinking, and, notably, not only to increase the involvement of the content "deliverers" in course creation but to have "more transparency for how/why course structure is created." Student responses can be summarized to a desire for greater instructor participation from feedback speed and quality of responses to student questions and concerns, more focused reading that is readily applied to the course and assignments and greater flexibility, and access to materials with no locked modules.

Determining Priorities for Critical Pedagogy Framework

Respondents to the initial survey (n=24) had the opportunity to choose to continue in the study and to indicate which parts they would be willing to participate further: interviews, focus groups, or full committee participation. Of those who elected to continue (n=20), 2 were available for interviews only, 9 for interviews and focus groups,

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and 9 for all three. Of 20 respondents to schedule interviews, I was able to schedule and complete 14 individual interviews. At this point, the planned focus groups seemed to be collecting the same data, so I canceled the focus groups in favor of the data from interviews. All interviews were recorded and transcribed for coding. Following the interviews, participants were placed in small groups to take part in an anonymized, asynchronous discussion using Slack. While all 14 interview participants agreed to participate in the Slack discussion, only 6 were available and able to do so. I applied two cycles of coding to the interview transcripts and Slack data.

To begin the first cycle for this coding approach, I applied process coding. This method is useful for capturing the "complex interplay of factors that compose a process" (Saldaña, 2016 p. 114). Because so much of critical pedagogy, and pedagogy more generally, is conceptual, process coding allowed me to start thinking about the intentions and consequences of individual actions, techniques, and answers. After Cycle 1, I applied code mapping to create categories and further narrow the results of the coding process to gain an initial idea of the recurring ideas present in the data.

For Cycle 2, I applied pattern coding and was able to draw more significant conclusions. For a small data set as I am using for this study, pattern coding allowed me to "holistically capture the spirit of the…theme" which also opened the possibility of inferring the context of what Saldaña calls the dominant discourse in the data (Saldaña, 2016, p. 238). Subsequent to Cycle 2 coding, which is displayed in Appendix G, there were 635 codes and three major themes emerged from the coded data and presented in Table 5: a) how we should treat our students, b) what the course should look like, and c)

what the framework should be. Of these themes, the first was more than twice as likely to appear as the second and four times as likely as the third. Table 6 displays each theme with a representative quote.

Table 5.

Cycle 2 Themes, Assertions, and Representative Quotes

Theme	Assertion
How We Should Treat Our Students	How we should treat students may encompass something different for everyone, but the theme emerged from ideas such as prioritizing human interaction, considering the student experience, and protecting and producing student agency, power, and freedom. There were also many related references including prioritizing presence in the course, being responsive to student needs, and creating student-teacher and student-student connections in the course. In each instance of these mentions, there appears an underlying intention to acknowledge and honor the full humanity in each individual member of the course community. One participant noted her personal evolution as an online instructor from seeing students as simply students to understanding more about their lives.
What the Course Should Look Like	The data seems to suggest that participants place high priority on the clear, intentional design of a course which displays value in multiple and diverse perspectives and examining and acknowledging existing power structures. The prominence in the interviews and Slack discussions of creating space within the structure and function of a course to accommodate or enhance student ownership, experience, agency, and power could not be overstated. One student participant suggested the ability to give feedback was important to her.
What the Framework Should Be	Two major arcs comprised the third theme: building the framework and thinking about critical pedagogy. Faculty, students, and staff explored the idea of critical pedagogy, expressed concerns alongside hope, and discussed what it might look like in practice. One big concern for the implementation of critical pedagogy was the overtly political nature of the theory.

Table 6.

Cycle 2 Themes and Representative Quotes

Theme	Representative Quote
How We Should Treat Our Students	"[W]hen I started doing this, I just thought a lot of [online students] were just lazy. [Having] introduced, in all of my classes, their little video introductions where you get to know them. One of the things I'm starting to realize and I think I appreciate more now that I see their videos and they tell me about themselves. I don't think I understood how complicated most of their lives are….[L]ike 95% of them have full time jobs. I have people with families; I have single moms; I have people multiple jobs. And I'm finally -- it's taken me a long time, but I'm finally starting to appreciate that about them. It's not that they're lazy." (Participant 1)
What the Course Should Look Like	"[I felt empowered because] I always had the opportunity and I was welcomed with my opinion and my way of thinking and I was with my professors. I was not only welcomed but I was pushed and forced to give my way of thinking, the way I see things because- I'm a minority, I'm a female. I'm Hispanic. English is my second language so I was always comfortable providing my opinion and the way I see things in my classes." (Participant 15)
What the Framework Should Be	"The whole critical theory itself is a political movement. There's no question about it....And so when you start attaching political movements to core university functions, you begin to go 'oh the university's just an advocacy group or support certain advocacy groups…. if you were to stay away from the political aspects, then I think it's worth it." (Participant 5)

Follow-Up Survey Data

The intention of the Slack discussion was to facilitate a means of garnering

agreement about the priorities for critical pedagogy in the online classroom without the

burden of power and authority entering the picture. In practice, though, Slack required too much intervention and training to use; participants were too busy; and we were entering the early days of the novel coronavirus pandemic at the time of implementation. This was a period of increased stress and insecurity as the COVID-19 crisis reached its peak in March and April 2020 (Williams II et al., 2020). As a result, participation was low and achieved no collective agreement. I reviewed the data from Slack and the interview transcripts and was able to identify 21 characteristics of critical pedagogy from which I created a follow-up survey for participants. Respondents (n=10) were asked to rank the importance of each characteristic on a scale of 0 to 10; 0 = not at all important, 10 = of highest importance. Characteristics were randomized for each respondent to avoid anchoring bias. Full survey responses are shown in Appendix F, and descriptive statistics are displayed in Table 7.

Notable in the data is that, while there tended to be a lot of agreement around the relative importance of each characteristic which might be expected from a small sample, there were a few characteristics which had higher variability and a few with very little. Because there were so many characteristics with high means, I selected the items with means greater than 9.0 to move forward: highly engaged instructor/facilitator (μ=9.9), instructor/facilitator self-awareness (μ=9.8), highly participative environment and acknowledging student experience and expertise (μ=9.7), critically examining self (μ=9.6), flexibility/adaptability (μ=9.33), and acknowledging power structures in the classroom (μ=9.1). This data created the starting point for the AFCP build sessions.

Table 7.

Follow-up Survey Descriptive Statistics (n=10)

Characteristic	Mean	Median	Standard Deviation
Highly participatory environment	9.70	10.00	0.46
Critically examining self	9.60	10.00	0.80
Highly engaged instructor/facilitator	9.90	10.00	0.30
Instructor/facilitator self-awareness	9.80	10.00	0.40
Acknowledging student experience and expertise	9.70	10.00	0.46
Flexibility/Adaptability	9.33	10.00	1.05
Acknowledging power structures in the classroom	9.1	10.00	1.64

Designing the Framework

The framework build sessions were originally intended to be conducted using an in-person and remote participant option, but early- to mid-March 2020 saw the beginning of university-wide shutdowns in response to the COVID-19 pandemic. During this period, President of ASU, Michael Crow, ordered all university activities to be conducted remotely if possible with heavy restrictions on in-person and group activities. As a result, this study eliminated the in-person component of the meetings and relied on solely remote attendance.

The committee held three meetings lasting from one to one and a half hours each over a nine-day period in May. Participation in the meetings varied, with all students dropping out of the study prior to the build sessions. Including myself as participant

observer, there were ten participants in session 1, seven participants in session 2, and five participants in session 3. All meetings were recorded, and data for this section comes in the form of transcript coding and video observations.

Participants in the sessions, displayed in Table 8, included faculty from all four schools in Watts College: 1 tenure-tenure-track faculty (TTF) faculty from the School of Public Affairs, 1 non-tenure-tenure-track faculty (NTTF) from the School of Community Resources and Development, 1 TTF and 1 NTTF from the School of Criminology and Criminal Justice, 2 TTF, 4 NTTF, and 1 staff member from the School of Social Work, and myself as a college-level staff member and participant researcher. With such a disparate group of colleagues, many had never interacted with each other before. The six faculty and staff from the School of Social Work had shared committee and program meetings, and the two faculty from the School of Criminology and Criminal Justice had similar interactions. Watts College also has two All Faculty and Staff meetings each academic year where participants may have crossed paths, but are unlikely to have actually connected as the meetings require no interaction from attendees. As a result and as a college-level instructional designer, I was the weak tie in the group, the only participant in any of the three build sessions who had a connection to all other participants.

Table 8.

Participant Numbers, Roles, and School Associations of Participants

Participant	Role	School Association	Session Participation
P1	Tenure/Tenure Track	Criminology & Criminal Justice	1 & 2
P2	Non Tenure/Tenure Track Faculty	Criminology & Criminal Justice	1, 2, & 3
P3	Tenure/Tenure Track Faculty	Social Work	1, 2, & 3
P4	Non Tenure/Tenure Track Faculty	Social Work	1
P5	Tenure/Tenure Track Faculty	Public Affairs	1
P6	Tenure/Tenure Track Faculty	Social Work	1
P7	Non Tenure/Tenure Track Faculty	Community Resources & Development	1
P8	Non Tenure/Tenure Track Faculty	Social Work	1 & 3
P9	Staff	Social Work	1 & 2
P10 (myself)	Staff	College-level	1, 2, & 3
P11	Non Tenure/Tenure Track Faculty	Social Work	2 & 3
P12	Non Tenure/Tenure Track Faculty	Social Work	2 & 3

Build Session 1

The first session began with a reminder of the purpose of the meeting, an introduction to the data and process thus far, and a discussion of the collective priorities

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for a critical pedagogy framework from the follow-up survey. There were no participant introductions, and participants simply referred to other participants by the names visible in Zoom. With these data, priorities, and the goal of building a useful framework in mind, I introduced four guiding questions to frame the overall agenda to determine the purpose, must have features, primary function, and form of the framework. I created a Google Sheets document, displayed in Figure 4, and shared screen which allowed me to take notes without disrupting the flow of the meeting while the other participants acknowledged, confirmed, or corrected anything noted incorrectly. These notes also serve as a partial answer for the third research question which focused on the characteristics of a critical pedagogy framework (e.g. promote good pedagogy, scaffold new users, flexible, taking faculty through a critical process).

Figure 4.

Screencapture of AFCP Build Session 1 Notes Document

		AFCP Build Session Notes		
Purpose	**Features**	**Function**	**Form**	**Notes**
Advocate for faculty effort and energy	Decision tree (questions)	Guide new and experienced faculty	Decision tree (questions)	
Create means for appropriate faculty evaluation	Levels or tiers of application	Take people through a critical process	Flexibility	
Disclaim expected outcomes and difficulty	Scaffolding for new users or nontenured faculty	Mock case or simulated experience	Sliding scale, rating slider, or contingent path	
Audience = online faculty to include remote faculty	Models/examples	Teach faculty to make the difficult decisions of CP		
Promote good pedagogy	Include soft skills that may be useful (e.g. conflict resolution)			
faculty incentive (admin support and endorsement)	Community of practice			
	Acknowledge the existing system			
	Acknowledge modality			
	Acknowledge other mitigating factors (e.g. class size, risk to student evals, class level)			
	Acknowledge lack of training across higher education			
	Promote connection			
	Layout various tools and their recommended uses			
		End Session 1		

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To begin the first cycle for this data, I worked with the meeting transcripts and videos separately and applied concept coding to the transcripts. Concept coding is useful for seeing the "'bigger picture' beyond the tangible and apparent" (Saldaña, 2016 p. 119) and allowed me to start thinking about the ideas and intentions behind the participants' words. After Cycle 1, I applied code mapping to create categories and narrow the results to determine the recurring ideas present in the data. I used pattern coding again for Cycle 2 which enabled me to identify the theme and infer the context of the dominant discourse (Saldaña, 2016, p. 238). The approach seemed to yield a more nuanced understanding of the Cycle 1 codes and the overall themes.

Subsequent to Cycle 2 coding, there were 190 codes used from which four major themes emerged: 1) what is in the tool, 2) things to keep in mind, 3) building the tool, and 4) what are we doing with it. Of these themes, the first was more than twice as likely to appear as the second and three times as likely as the third, an indication that participants spent the majority of the meetings discussing the practical elements of the tool relative to pedagogy, critical pedagogy, and the faculty experience before the form of the tool.

Overall, the data show that participants focused heavily on discussing the priorities, outcomes, and structure of the tool, but the clearer picture of the sessions lies in the chronological data as in Table 9. During the first build session, for instance, 18 of 60 codes related to identifying the purpose of the framework and its primary form and function. This discussion yielded the exploration of the idea to have a flexible structure that honored both the subjective and personal nature of critical pedagogy and the vast variance of faculty pedagogical preparedness. The committee ultimately decided to

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employ a question-based format that would encourage users to decide for themselves

whether or not the course or course component applied critical pedagogy while also

allowing for professional growth through the process and providing scaffolded support

for those faculty who need basic pedagogical training and those who might be considered

more advanced users.

> My experience is that we're not taught critical pedagogy, not that we're taught to
> teach period. We get PhDs to do research, and then we get hired. And then we're
> supposed to keep doing the research. And oh, by the way, teach so there's that
> issue. So for me, critical pedagogy was an evolution of my career. And because of
> that, I also discovered that it was easier to do once I was tenured. I mean, I could
> bring in principles of critical pedagogy when I really didn't care about student
> evaluations making or breaking my career. So that's not a good thing, but that's a
> reality. So...for me, it's been an evolution. And I'm not sure we can - unless we
> have structures that don't penalize us for potentially creating uncomfortable
> moments in classrooms that then get reflected in bad evaluations. It's something
> that I would advise to evolve into. (Participant 6)

Table 9.

Codes and Subcodes from Build Session 1

Code	Subcode	(n=)
Build community	Using zoom, sync interaction	6
Challenge of teaching online	██████████████	3
Proper course evaluation	██████████████	3
COVID	██████████████	3
	Acknowledge difficulty of CP	2
	Class size	4
	Community of practice	2
	Faculty readiness	2
	Growth	4
	Identify purpose	10
Important considerations	Leadership	1
	Modality	2
	Modeling (need for)	2
	Self-evaluation	1
	Structure	8
	Support	3
	Training	4
Instructor evaluation	██████████████	2
Rewards (teaching online)	██████████████	1
Self-reflection (for faculty, need for, practice of)	██████████████	4

Within the first session, participants also discussed the need for proper course

evaluations which incentivize and acknowledge the difficulty of teaching online and the

use of critical pedagogy. Those with more experience using critical pedagogy also

brought up the use of student evaluations for faculty performance reviews and the

potential to use this framework as a means of advocating for faculty time and effort.

Participant 7 commented on the ways faculty are evaluated on their performance:

> So when we speak about what needs to come out of this framework, there needs to be definitely something that speaks to administration about the importance and the value of this and to consider course evaluations, I, my own personal recent experience, just found out or the School of Community Resources and Development, this past review cycle, just used student course evaluations to evaluate our performance, no other criteria. No other criteria. So the fact that I created master course shells, the fact that I've mentored faculty, and critical pedagogy, none of that was considered and it was just course evaluations and I teach these courses that force students into these courageous conversations, some difficult conversations, and so they're not always great reviews.

Another, Participant 5, acknowledged the concerns and had this to say regarding the

difficulty of applying critical pedagogy in the classroom and disclaiming that in advance:

> If you're going to incorporate these ideas, it's going to make students uncomfortable. Consequently, that has to be acknowledged upfront and it has to be acknowledged in the context of the institutions we work with….For me, it works when a student walks away, truly upset in the sense that they've seen things they have not seen before, it challenges them at their core. And the consequent effect is a high level of being uncomfortable. And I mean, when you tear down people's prior held views, right? Or challenge them, they respond in a couple of different ways. And one of them is to become extremely defensive, right, which is sort of that negative outcome. So I do think that's kind of important that that kind of should be clearly stipulated in the framework that this is an expected outcome. It's like kicking a beehive. They're not all going to just go away and leave you alone...I would argue if you don't encounter some turbulence, it's probably not working.

Both participants were heavily affirmed, verbally and nonverbally, by other participants.

Build Session 2

Prior to the start of Session 2, I used my notes from Session 1 to begin building a

mockup for the AFCP using Twine, a browser-based tool commonly used for telling

interactive, nonlinear stories which helped to accommodate the idea of making the AFCP

accessible, interactive, and flexible. Because Twine is designed for beginning-level users and required very little up front learning for a workable product, I was able to complete a working version of the AFCP, shown in Figure 5, for participant review during the second session. Using the same Google document as from Session 1, I created a brief agenda for Session 2, shown in Figure 6, with specific gaps I had identified during the initial build, again taking notes on screen as the discussion flowed.

Figure 5.

Screencapture of the Overview Page of the Working First Iteration of AFCP
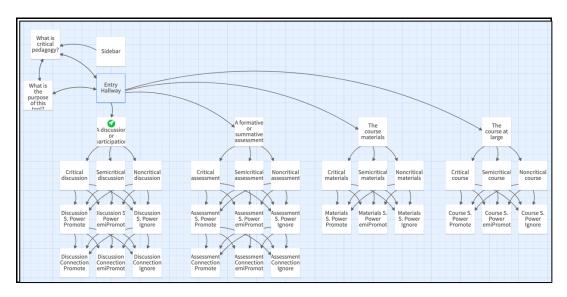
Figure 6.

Screencapture of AFCP Build Session 2 Notes document

AFCP Build Session Notes				
Session 2 Agenda				
What are characteristics of course materials that promote student power?	How do we characterize high faculty participation?	How do we identify faculty self-awareness in courses? Syllabus, policies, choice of materials, language?	How do we identify critical thinking in a course and constituent parts?	Tech tools
student ownership		outline, due dates, assessment - determining where we can share power up front	more than regurgitating text/slides/content back, start seeing them make connections with outside problems and apply material in a coherent way	https://www.nwea.org/blog/2019/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/
ask for feedback (valuing student experience in the course, way for them to give back, midterm evaluation)		including feedback from students throughout - what worked, what didn't	using vocabulary and vernacular appropriately	
contained freedom		mindful of workload in due dates, building in flexibility	asking for application, authentic application, set up to produce authentic results	
risky to evaluate anothers work when there's no/little connection		building in opportunities to fail	pathway from text to critical engagement, articulating in their own words key concepts and then applying to fields	
giving feedback increases ownership bc they take responsibility for helping their peers		space for students to advocate for themselves	critical thinking is a value, valuing that people have taken the time to write and select reading and texts	
building a skill to effectively challenge status quo, beliefs that reinforce white supremacy, what about this is critical?		how to make adjustments in short courses	invite students to be critical of text/materials.	
students becoming more reflective about their roles in an institution with a role to paly in creating and perpetuating power		online/f2f/8wk/15wk courses different content	does the text add value to the course and to student experience? how do we ensure it does?	
don't let folks off the hook		whose voices are represented?	cultural effect on parsing language of text and materials	
End Session 2				

During Session 2, participants were much more focused on the content of the framework than in Session 1. In fact, 60 of the 80 codes created for Session 2 were related to the content of the AFCP. There was general approval for the format, layout, structure, and direction, but there was much discussion about particular word choices made for certain sections of the framework. The word *power*, for instance, garnered some specific attention during the discussion:

> P2: Is anyone concerned with faculty looking at the word student power and frowning. I only say that because I think we need to empower, right? I don't want someone to- those that aren't invested in this process, we need to capture, and I don't want them to get the wrong idea of what the goal is here. It isn't for the student to take power over the class or take. It's to empower them to feel engaged.

> P1: The term I use in my class is; you take ownership of your learning. You take ownership of your project. I could definitely, [Participant 2], you're in [School of

Criminology and Criminal Justice] like me, us [criminal justice] folks don't like anything that's going to- the power thing won't go well with the majority of our faculty.

Participant 9 also cautioned the group using her experience in unexpectedly furthering the marginalization of already marginalized students:

> So there's been cases where, you know, we have used peer evaluations as part of the scoring. And, you know, we will take the workgroup and have them evaluate each other. So I do agree that peer evaluations and peer feedback is critical in this shared power environment and it's a great learning tool. However, I've seen that marginalization has occurred in those situations as well, to further oppress or marginalize those that are [already] marginalized, so that...was [an] unexpected consequence. I think, I know that was my blind spot, but so how we weight that is important.

Build Session 3

The final AFCP build session began with an overview of the final draft of the framework, displayed in Figures 7-11, for review by participants. More than anything else, this session involved tying up some of the loose ends such as deciding how we would pilot test the final framework and what adjustments to the structure or function were necessary. After the discussion of the word *power* in Session 2, I replaced it with the word *autonomy* to accommodate the group's feelings about the implied construct of *power*. Power dynamics being an essential part of any critical pedagogy review, the discussion was important to frame the concept in an appropriate way for a diverse group of faculty. Interestingly, those who had expressed an initial reaction to the word *power* were unbothered by *autonomy*, but those unbothered by *power* reacted strongly to *autonomy*.

Following this, the committee focused on the layout of the results page, navigational structure, phrasing, and specific resources being offered to improve or

increase the application of critical pedagogy. Figure 7 shows the overall structure of the framework which had become more streamlined and focused since the first draft.

Figure 7.

Screencapture of the Overview Page of the Final Draft of AFCP
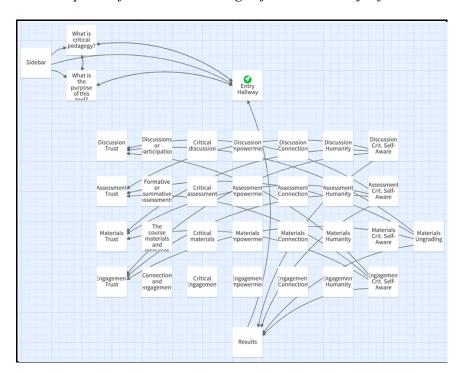
Figure 8 shows the initial landing page for users which operates as a welcome, an introduction, and the navigational starting point for each section of the framework. From here, users are able to determine their own needs and navigate accordingly to find help, critical pedagogy resources, and sections for review.

Figure 8.

Screencapture of Final Draft of AFCP Starting Page

Figure 9 shows the What Is the Purpose of this Tool? page of the framework. This page offers a brief description of the tool, its intention and design, the same critical pedagogy resources section as on the starting page, and a return to the starting page from which users are able to navigate.

Figure 9.

Screencapture of Final Draft of AFCP Purpose Page
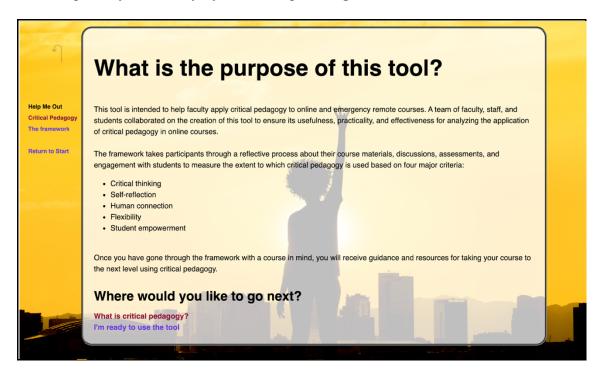
Figure 10 shows the What is Critical Pedagogy? page which houses a handful of curated video resources which focus on different aspects and perspectives of critical pedagogy to provide context for users who are unfamiliar with the theory.

Figure 10.

Screencapture of Final Draft of AFCP Critical Pedagogy Overview Page
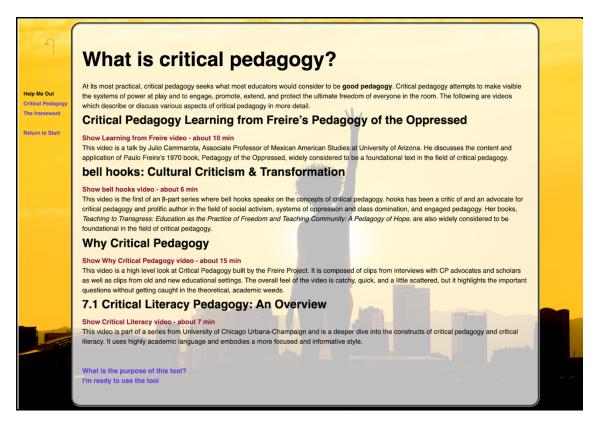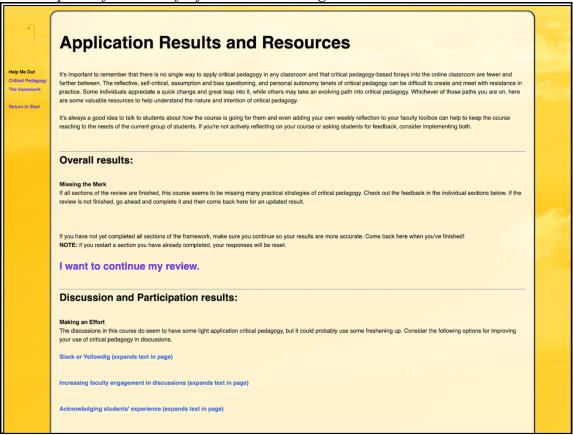
Figure 11 shows an example of the Results page of the framework, in this case having calculated only the Discussion and Participation section. Users have the opportunity to decide to continue their review of the remaining sections or to explore the resources offered in the discussion results.

Figure 11.
Screencapture of Final Draft of AFCP Results Page

Video Observations

Because the study of social factors influencing communication in the design process for the AFCP were disrupted, I made adjustments to the observation checklist to account for ways in which I could see the participants interacting with each other. This meant that measuring the number of times each participant spoke, the number of times participants were interrupted or interrupted others, number of times speakers were affirmed by others, and direct connections between participants became more important while observing the social clusters participants formed, eye contact, and other nonverbals became impossible. Using these metrics, I could see that there was generally a lot of

agreement between faculty. Participants very liberally gave each other space to speak, affirmed each other with verbal and nonverbal gestures, and seemed to assume that everyone in the meeting had as much right to speak as everyone else. Perhaps with greater role diversity, the idea of role equity might have required more management on my part, but as the meetings occurred, I did not manage the discussion or participation.

The original checklist, shown in Appendix A, required a description of the physical space and specific codes that became untenable or less meaningful than they may have been in an in-person environment. The new codes are viewable in Appendix H. The Social Network Theory codes, shown in Figure 12, were all removed or replaced with the new virtual environment in mind. Specifically, the codes for friendly cluster (FC) and new cluster (NC) were no longer possible as participants would not be selecting seats in a room. I removed the code for references to connections (RC) because it appeared to be duplicating the information from the direct connection (DC) and outside committee connection (OC) codes. Additionally, the code for watching speaker (WS) was more difficult to assess in online meeting recordings because participants were not required to turn on their video, Zoom only recorded 5 participant videos when screen sharing was active, so there were video participants who were unobservable for periods of the meeting. Additionally, if a participant had their Zoom meeting on a monitor separate from their camera, they might be watching the speaker while they appear to be looking elsewhere. The ANT code for eyes elsewhere (EE) was similarly ineffective, so the method for this code changed to accommodate the difficulties. The new behavior to warrant the EE code was if I saw the participant turning their bodies away from the

computer, talking to someone out of frame, or leaving the frame entirely. The ANT codes for in-person (IP) or online (OL) attendance were also removed because all attendance was now online. In the adjusted checklist, I added codes for the active speaker (SP) and for speaker affirmations (SA) which could be verbal acknowledgement or nonverbal indicators of agreement. I continued to use the DC, OC, IS, RR, RP, RA, RG, and RJ codes as originally intended.

Figure 12.

Original Behavior Codes

Meeting date/time:	**Behavior codes**	
Room description:	**Social Network Theory** FC - friendly cluster (sitting with known or connected persons); NC - new cluster (sitting with unknown persons); RC - references to connections; WS - watching speaker;	**Both Social Network and Actor-Network Theory** DC - direct connection/conversation between participants; OC - reference to outside committee connection; IS - interrupted speaker;
	Actor-Network Theory IP - in person attendance; OL - online attendance; RR - reference to institutional role(s); EE - eyes elsewhere (distraction by computer or other device);	**Critical Pedagogy** RP - reference to power/oppression; RA - reference to authority; RG - reference to grade or grading; RJ - reference to justice or social justice

After two rounds of coding using the adjusted observation checklist, there were a few notable findings. The most common behavior observed was speaking affirmations (n=691) which were observed more than 2.5 times as many as speaking (n=275) was noted. Even when the participants were not in agreement, they affirmed each other.

I didn't have [a reaction to the word autonomy], you know, my, my word is power. So, I hear [Participant 3] has that same kind of reaction to autonomy. So I'm respectful because I know in our world, the [criminal justice] world, power is a big one. (Participant 2)

The next most frequently occurring behavior was referencing roles (n=176), which I defined as any specific mention of institutional roles (e.g. student, staff, faculty, or director) while I defined more general allusions to the hierarchy of the school, college, university, or higher education as references to authority (n=16).

Interestingly, the number of coded references to justice (n=6) and power or oppression, which included references to marginalization (n=23), was quite low when compared to the amount of time the committee spent discussing the content of the framework, given that it is itself centered on critical pedagogy. This is likely an indication that the value of critical pedagogy and its tenets was what Latour would have called "black box," or what was universally understood by the participants. As discussed, there was debate among the participants about the use of the word power, but there was no debate or disagreement about the nature of the power dynamics at play in the classroom and in the institution at large.

A central node in SNA would be predicted to have the highest number of direct connections, while the prestige of a node would be determined by the number of direct connections pointed in the direction of the node (Russo and Koesten, 2005). In the session observations, I defined direct connections as those where a person in the meeting referred to or directed a question or comment to another by name. A weak tie could theoretically expect to have a large number of direct connections and a smaller number of others' direct connections aimed toward them. Of the 84 direct connections coded among

all 12 participants, 21 (25%) belonged to Participant 10, myself. Secondarily, only 11 of

the total 84 direct connections were directed at Participant 10.

Phase 2

Piloting the Framework

In the final framework build session, participants prepared for Phase 2 and

discussed the best way to pilot test the framework. The process of implementing the

Application Framework for Critical Pedagogy for Watts College involved creating a

means to pilot test the framework before moving on to any other implementation. The

committee decided to have members of the target audience to pilot test rather than testing

the tool themselves. With little delay, they settled on applying the framework to two

courses which were volunteered by participants who are also lead instructors on the

courses to avoid issues gaining permission. One of the selected courses was a graduate

course from the School of Social Work and the other was an undergraduate course from

the School of Criminology and Criminal Justice, to be copied without student data and

pilot tested. I performed the course copies and prepared the framework, instructions for

use, and a follow-up survey for the participants in the pilot test. The data from this pilot

will help to answer research question 2, but because the method selected for pilot testing

was an individual effort for participants, there was no communication to speak of from

which to glean information regarding the institutional roles and social factors at play:

RQ2: Once created, how does the *Application Framework for Critical Pedagogy*

(AFCP) get implemented in Watts College?

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RQ2A: How do institutional roles influence communication during the AFCP implementation process?

RQ2B: What social factors influence communication and participation during the AFCP implementation process?

The first course selected by the committee was CRJ 443, an undergraduate course out of the School of Criminology and Criminal Justice, and the second was SWG 502, a graduate course out of the School of Social Work. For the pilot, I copied each master course shell in Canvas into a separate course shell created specifically for the pilot test, and I set the participation to be open from Tuesday, May 26, 2020, until Friday, June 12, 2020. I included an instructions page, shown in Figures 13 and 14, in the courses as the landing page, which meant that the moment participants entered the course, they saw the instructions.

Figure 13

Screencapture of Pilot Instructions Page (Part 1)

TRAINING - CRJ Review Crit Ped A▾

Edit ┆

Thank you for participating in the review process for the Application Framework for Critical Pedagogy. This tool was created by a small team of faculty, staff, and students across Watts College with the intent to help improve the effectiveness of our online courses.

Please read this page in its entirety as this is a novel tool.

The review process, which you are participating in, is an opportunity to apply the framework in its beta state and offer feedback for improvement. Two courses (CRJ443 and SWG502) have been volunteered for this process. You may complete the reviews in any order you like.

The whole process will use an interactive framework which is available from the modules page and here (once you have submitted the consent form):

↻ Critical Pedagogy Framework Final 1.0.html

The framework is best used in a separate browser tab or window from your view of the course. Each screen of the framework will have the same look and feel, so the navigation will become familiar quickly. The framework is guided, and there is a sidebar where you can explore a few supplemental resources about critical pedagogy if you are interested (#3 in the image below).

The framework's questions will focus on four major categories (Discussions, Assessments, Materials, and Engagement) which will require you to look through the course with each in mind. The estimated time to complete the review is 15-30 minutes per course.

Please take note of the following during your review as the tool will NOT save your answers or results:
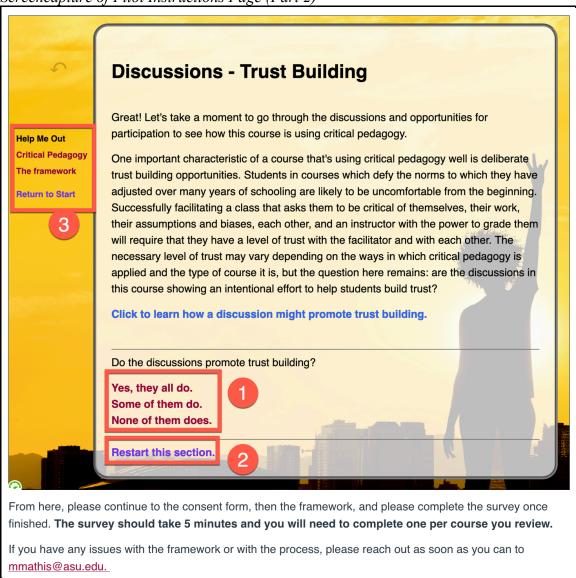
- **the total time it takes for you to complete each course**
- **the overall results**
- **and the results from each category**
- **any specific course related impressions or recommendations (submitted separately)**

For each section of each category, you will given a prompt, an opportunity to expand the prompt, and a question. Your available responses (#1 below) appear immediately following the prompt and expanded prompt, and you may only select one as your answer. When you have reached the end of a section, you will be able to review another section or see your results so far. **Please continue until you have completed all 4 sections and received your final results.**

Clicking on "Restart this section" (#2 on the image) will return you to the home screen where you can choose to review a different section or restart the current one. **Restarting will erase your previous responses in that category.**

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Figure 14

Screencapture of Pilot Instructions Page (Part 2)

For this phase, I applied a stakeholder sampling technique to invite participants

which "involves identifying who the major stakeholders are who are involved in

designing, giving, receiving, or administering the program or service being evaluated"

(Given, 2008a). I accessed the faculty directories for each school to identify each faculty

member with whom I had had significant and direct contact, defined as three or more

email exchanges or an in person meeting, during my tenure in the college. I also sent the invitation to staff members around the college with whom I had had significant and direct contact. The total number of invitations sent was 47, and I received 19 agreements to participate.

At this point, I added each of those who agreed to both courses. After having used the framework to determine whether and to what extent each course was using critical pedagogy, participants were directed to an online survey to report their results and impressions. At the deadline for participation, June 12, 2020, I received 7 responses for each course shell.

The survey consisted of three sections: results, experience with the framework, and demographics. The results section included items asking participants to identify which course they were reviewing and the time it took to complete the review. This section also included items where participants could report the results of their review by section of the framework: Overall, Discussions, Assessments, Materials, and Engagement. These items were multiple choice with the available selections of Exemplary, Making an Effort, Missing the Mark, and Not Trying.

The second section dealt with the participants' experience with the framework in practice. It included 10 Likert-style items, listed below, each using six categories: strongly disagree, disagree, slightly disagree, slightly agree, agree, and strongly agree.

1. I am more familiar with critical pedagogy as a concept than I was when I started.
2. I believe the questions and answer choices were appropriate for the tool.
3. I think there should be more resources offered.

4. I think there are too many resources offered.

5. I am more likely to use critical pedagogy in my course than I was before I used the tool.

6. I believe the framework accurately reflected my assessment of the course.

7. The tool was easy to use as it was set up.

8. I struggled to use the tool online.

9. I needed more guidance regarding the tool itself.

10. I needed more guidance regarding critical pedagogy

The Likert-style items were followed by two open-ended questions: What were your overall impressions of the framework as produced? and What feedback do you have regarding the tool (content, resources, format, user experience, or other notes)?. The remaining items gathered information regarding participants' experience level with online learning and institutional role along with demographic information.

One major goal for the framework was that it would deliver results somewhere in the middle ground between perfectly consistent and entirely subjective. Accomplishing this goal would suggest that the framework is providing the service we are asking of it and that it is an individually driven experience. Table 10 shows the descriptive statistics for the reported results by course which were calculated in the framework overall and by section. Of note in the results is the difference between the courses and the variation among the results for each course as reflected by the standard deviation.

Table 10.

Descriptive Statistics for Reported Results by Course

Course Reviewed	CRJ443 (n=7)			SWG502 (n=7)		
Reported Results Section	Mean	Std. Deviation	Median	Mean	Std. Deviation	Median
Overall	3.43	.787	4	3.86	.378	4
Discussions	2.71	.951	2	3.71	.488	4
Assessments	3.00	.816	3	3.57	.535	4
Materials	3.43	.787	4	3.86	.378	4
Engagement	3.14	.900	3	3.86	.378	4

Note. Scale used for all sections: 4, Exemplary; 3, Making an Effort; 2, Missing the Mark; and 1, Not Trying.

For SWG502, the results were somewhat clustered. The Overall results (M=3.86, SD=.378) are identical to the Materials and Engagement sections, with the Discussions (M=3.71, SD=.488) and Assessments (M=3.57, SD=.535) dropping slightly. All median scores for this course were 4 which would indicate that more than half of responses in every section indicated an Exemplary result.

For CRJ443, on the other hand, there was more variation in reported results. The Overall results (M=3.43. SD=.787) were the same as those from the Materials section, but higher and more consistent than the other three sections. The Discussion results (M=2.71, SD=.951), for instance, came in particularly low and with higher variability

relative to the other sections. There was variation within the median for this course as well, as Discussions, Assessments and Engagement, and Materials and Overall came in at 2, 3, and 4 respectively.

Table 11 shows the descriptive statistics for all responses to the survey items focused on the experience of using the framework broken down by user group: faculty (n=11), staff (n=2), and student (n=1).

Table 11.

Descriptive Statistics for Responses to Post-Pilot Survey (n=14)

Survey Item	Faculty (n=11)			Staff (n=2)			Student (n=1)
	Mean	Std. Dev.	Median	Mean	Std. Dev.	Median	Mean
I am more familiar with critical pedagogy as a concept than I was when I started.	5.36	.505	5	4	0	5	6
I believe the questions and answer choices were appropriate for the tool.	5.27	.647	5	4.5	.707	4.5	4
I think there should be more resources offered.	3.64	1.120	4	4.5	.707	4.5	5
I think there are too many resources offered.	2.00	.775	2	3	0	3	1
I am more likely to use critical pedagogy in my course than I was before I used the tool.	5.36	.647	5	4	0	4	6
I believe the framework accurately reflected my assessment of the course.	4.91	.539	5	4.5	.707	4.5	3
The tool was easy to use as it was set up.	4.18	.874	4	5	0	5	6
I struggled to use the tool online.	3.91	.944	4	2	0	2	4
I needed more guidance regarding the tool itself.	3.27	1.348	4	2	0	2	5
I needed more guidance regarding critical pedagogy.	1.91	.944	2	2.5	.707	2.5	3

With regard to the experience of the framework, all respondents agreed that they felt more familiar with and more likely to use critical pedagogy after having used the framework. Across the faculty and staff user groups, respondents generally agreed that the framework accurately represented their assessments of the courses and that the answer choices within the sections were appropriate. In the open-ended questions, though, two respondents offered the perspective that perhaps the questions and answer options in the framework were not nuanced enough.

> R1: It was a bit tough because it doesn't seem like the class is fully set up. When I evaluated the human connection with the instructor and went to the meet the instructor video, nothing was there. There are some things that didn't meet the mark, but there wasn't an option unless everything in the entire section didn't meet the mark. For example this class didn't really have an option for students to be involved in the assessment or have flexible due dates, but at the end, the score was good because other items in that section were acceptable.

> R2: I like the conversational style of the text. I thought it was pretty engaging. It might be helpful to have some examples. I often wondered if it was enough that the course had one assignment that met some of these criteria. Is an intro discussion and a short essay for feedback a feedback loop or good engagement? Hmm...not sure?

By far, the areas where there was the most variability in responses were related to the use of the framework with six faculty at least slightly agreeing both that they struggled to use the tool as it was implemented and that they could use more guidance. Interestingly, two faculty respondents slightly agreed that they struggled but disagreed that they needed more guidance. This suggests to me that these participants were able to figure out how to use the tool without additional assistance but did not find it intuitive to do so. Additionally, nine faculty respondents reported at least slight agreement that the framework was easy to use. Another area with highly variable responses was whether

there were enough resources offered based on the results for each section and overall. Six

faculty at least slightly agree that there should be more resources, and five faculty at least

slightly disagree with the same idea. No participant reported feeling that there were too

many resources offered.

The last section of the survey offered the respondents the chance to answer two

open-ended questions to give overall impressions and feedback on their experience using

the framework. Most of the respondents reported that they found the framework

interesting, engaging, and informative as it stands, but they also offered a few specific

areas for improvement on revision:

> R1: This felt rather repetitive, so I wonder if there is a better way to structure the framework review so that it doesn't seem so repetitive? For example, I reviewed all the discussions first, then moved on to the assignments which included the discussions, the moved on to the modules, which included reviewing all the discussions and other assignments again. I would prefer to review the course materials first and then the assignments - then the discussions. Or, review everything and answer the questions for each major part of critical pedagogy - i.e., everything related to connectedness. Just an idea.

> R2: Format was confusing because at first it looked like I was just getting the same page over and over.

> R3: Would have been great to see a diagram of all the components on the home page. Graphics up front would have been helpful.

> R4: Hard on the brain to switch back and forth on the tabs using the evaluator and reviewing the modules on canvas. Without two screens, it was challenging.

Summative Description of the Framework

The participants were quite clear in expressing their needs from a framework for

critical pedagogy and in anticipating the needs of both novice and advanced users of

critical pedagogy. Specifically, the framework needed to be interactive in nature, not

simply a checklist or other document. They wanted to be able to embed the framework in their courses or to otherwise have access to it online. The framework needed to be flexible and to honor the subjective nature of critical pedagogy. It would have to challenge users and to educate them on the nature and benefits of critical pedagogy. The framework needed to be useful for faculty to advocate for themselves and for administration and students to be able to more appropriately evaluate their performance as teachers. The framework would need to require and encourage critical self-reflection on the part of the faculty, and also to allow instructors to "evolve into" more appropriate or effective uses of critical pedagogy. The framework also needed to be somewhat self-contained, shareable, and offer results on a continuum along with resources to match.

Considering all of these needs, the framework used Twine, a browser-based design system that is most commonly used for story-telling. This format allowed me to create a branched functionality where users could determine their own starting and ending points. The framework asks users for their own assessment of a course's use of each characteristic of critical pedagogy within 4 categories, all determined by the committee. Based on the users' answers, the framework will give them an overall rating and a rating for each category (i.e. discussions, assessments, materials, and engagement). There are no scores for this rating, but there is an estimation of the success with which the course is applying critical pedagogy. Based on that estimation, the framework offers resources for the user to apply or adapt for their own purposes, leading with the philosophy of critical pedagogy rather than a prescriptive to do list.

In its current state, the Application Framework for Critical Pedagogy does accomplish many of the expressed needs for a framework of this sort. Figures 8 – 11 all show the flexible and self-directed function of the framework, while Figure 9 offers insight into the ability of the framework to meet the need of offering basic resources on critical pedagogy. The framework also contains a set of resources curated to educate users in the specific areas recommended by the participants in the committee and language that encourages users to challenge themselves, their thinking, and the status quo. The framework does not yet meet every need expressed by the participants, however, as it could use additional resources, a less repetitive or more visually diverse interface, and the ability to be used in more discrete and nuanced ways.

Chapter 5

DISCUSSION AND IMPLICATIONS

The purpose of this study was to create a framework which could be useful for the application of critical pedagogy for faculty and instructional designers of online courses. This study employed *critical pedagogy, actor-network theory*, and *social network theory* in pursuit of this goal. The study used three primary research questions; one focused on the process of creating the Application Framework for Critical Pedagogy including observations on the institutional roles and other social factors that influence the process, one focused on the implementation of the framework including the institutional roles and social factors that influence the implementation process, and one focused on the characteristics of the framework after it has been created and pilot tested.

In chapter 5, I will discuss my overall findings, limitations, implications for practice, and implications for action research. I will also conclude the chapter with a discussion of implications for the future.

Discussion of Findings

While I had some ideas and expectations for what a course using critical pedagogy might look like and what might be a good, functional tool for the purpose, I was surprised to find that I had not taken the idea far enough for Watts College stakeholders. As the study progressed, it became clear that a simple visual framework or checklist would not accomplish what we had set out to create. Faculty and staff involved in the process of creating the framework shared the ways in which they work, the characteristics of tools that are effective for them, and ways in which they would or

would not be able to use this framework as we discussed the language and purpose of the tool. These discussions made clear that the tool of the framework would need to be interactive, flexible, and accessible, so I saw the scope of the project grow to fill the time allotted for it.

As predicted by social network theory, inviting participants from every stakeholder group proved to be beneficial to the outcome of the study. With myself as the single weak tie connecting the rest of the participants, they often looked to me for guidance or answers which I referred back to them, and the resulting diversity of thought and experience in the room offered the opportunity to refine the purpose, expectations, and specific language of the tool. While the framework is not intended to be a definitive source of critical pedagogy application, this refinement allows the possibility that more faculty may find utility in the revised framework. With actor-network theory, the obvious differential in power of the participants served as an opportunity to elevate the messages heard from student participants in a way the faculty participants could acknowledge without resistance. The hope had been to have students involved throughout the build sessions so they could carry their own message, discussed in more detail in limitations, but the addition of ANT created a path for me to ensure their thoughts were represented in the build sessions. That being the case, having more students involved in the study, particularly in the build sessions, would have been ideal. Future researchers may consider creating an incentive structure for students who may have multiple reasons for not participating in studies of this nature.

Time was also an influential factor in the completion of the study. Often faculty, staff, and students in higher education are stretched thin in their everyday obligations, so in asking them to participate in a project like the creation of a novel pedagogical framework, we are asking them to add to their already long list of duties. By the time the study had concluded with surveys, interviews, Slack discussion, build session meetings, and the pilot testing, participants in the study had devoted a combined estimated 57 hours, the bulk of that time falling on the shoulders of 5-6 individuals. While the study was voluntary and participants were able to come and go as they needed, the time required to complete a project of this sort must be considered and accommodated where possible. Overall, the study proved to successfully create the desired framework, because the faculty and staff who participated were dedicated to its creation.

Limitations

This action research study encountered limitations including the small number of participants, lack of student participants in the build sessions, COVID-19-based restrictions, the duration of the study, and my participation. Each limitation is discussed in detail below.

Small Sample Size

A study applying critical pedagogy would encourage as many affected voices as were possible to be present and accounted for. While this study was open and available for all members of Watts College in faculty, staff, and student roles, only a small number responded to the initial survey invitation from where all future Phase 1 participants were drawn. This could be considered a limitation because it creates difficulty in drawing

generalized conclusions or predicting opinions or needs for any of the target populations; however, given that the purpose of the study, like the purpose of action research, was not to create generalizable results but to create and implement a framework specifically for Watts College, the small sample size is less a limitation than it might ordinarily be.

Lack of Student Participants in Build Sessions

Similar to the small sample size, the absence of student participants in the active build sessions was another limitation of the study. Critical pedagogy places high value on the perspective of students with regard to decisions that will affect their experiences and ultimately freedom and power in the classroom. The initial survey received 7 responses from students in Watts College, but only two students were available for interview, and no students were able to participate in the build session meetings. While some participants identified as both student and faculty or student and staff, all of the participants in the framework build sessions identified as faculty or staff first and student second. Though the data from students' early participation was included in the follow-up survey and build sessions, student representation came only in the form of those with dual institutional roles.

COVID-19-Based Restrictions

Like colleges and universities across the United States, Arizona State University restricted on-campus activity as a result of the COVID-19 pandemic which placed some limitations on the study as well. While this study was designed to allow for remote participation and did so without disruption, the pandemic required faculty and students to make major adjustments in working style and to increase their reliance on meeting and

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classroom technologies. The need to adjust course content on the fly in the middle of the

Spring term in 2020 to accommodate remote learning meant that faculty and staff were

tasked with far more than in terms past. For students, too, being thrust into remote

learning for on-campus students was a challenge worth noting.

For millions across the United States, the pandemic also caused disruption in

routine, work, mental health, and health security. Unemployment increased in the US to

near record levels at a peak of 14.4% during the height of the US pandemic response

between March and May 2020 (Kochhar, 2020), so Americans were also experiencing

higher levels of financial and housing security as a result. This study was conducted

during a time when one-third of Americans reported "stress, anxiety, or great sadness that

was difficult to cope with" and 31% reported having experienced negative economic

consequences caused by the pandemic (Williams II et al., 2020). These challenges,

among others, may reduce the amount of time a participant is willing or able to commit to

the project, or they may have other unknown effects. These unknown effects are a

limitation on this study.

The study was designed to include participant-observer journals throughout both

phases of data collection. Participants and co-researchers would have been asked to keep

observation notes to capture their thoughts about the social situation, setting, and the

subjective and objective behaviors of the humans involved in the study. These notes

might have been a rich source of qualitative data and offers the researcher a "broader

view of what is occurring [and] the opportunity to detail what is communicated and what

is implicit in the situation," but this part of the study was abandoned due to the COVID-

19 pandemic effect on both participants' time and ability to complete observations. (MacDonald, 2012, p. 42).

Duration of the Study

Because this study was designed as part of a dissertation project, the timeline to complete it was limited. This limitation was most pronounced during the framework build sessions and in preparing for the pilot. The build sessions occurred over a period of nine days, which meant from the initial idea-creating first session I had eight days to bring a functional draft of the framework to the committee for approval. This compressed timeline prevented the committee's ability to explore technical options for building and using the framework in addition to limiting the time available to explore some of the specific nuances of the framework's functionality. There was discussion in the meetings of requiring a training session, which would include critical pedagogy, online pedagogy, and the technical aspects of the framework and potentially a faculty and course readiness assessment, but the shortened timeline for this project meant that we were unable to produce either the training or the readiness assessment.

The overall function of the framework was good enough for a first draft of a tool of this nature, but it was missing several important features that came up in the experiences of the participants. The ability to embed a functional version of the tool which did not require participants to either have multiple screens or two move back and forth between the framework and the course they were reviewing would have simplified the experience for participants in the pilot test. The framework, as built, was also unable to remember and report the results for users. This meant that they needed to complete the

review of the course using the framework and then complete the post-review survey remembering each of their results. The written instructions did lay this process out for participants, but it still proved to be problematic for some as indicated by the questions I received beforehand and their feedback in the survey.

The directional perspective of the framework may also have been a limitation during the pilot test. The framework was designed by the committee to separate, first, the expected components for each course and then repeated the description of the critical pedagogy characteristic for each component. One participant offered the idea that, rather than repeating explanations, to reverse the perspective of the framework. Instead of reviewing discussions for connection, trust, empowerment, and critical self-awareness then repeating the same review for assessments, materials, and engagement, for example, this person recommended that the framework be set up so users can opt to review the course for connection in discussions, assessments, materials, and engagement. This may be a less confusing, less repetitive set up for the tool. More time would also have allowed the committee to identify a better working system to house the framework which would have eliminated some of these issues.

On the other hand, committees in higher education are notorious for using inordinate amounts of time and accomplishing very little. That is not to say committees are worth very little or that the installation of a committee necessitates a bad outcome. The notoriety of committee work, however, is an indicator of the difficulty of working effectively in groups. Perhaps it is the challenge of reaching consensus with a sea of decision influencers, or maybe it is the human tendency to believe someone else in the

group will take the action intended by the group or any other of myriad reasons. With this in mind, it is also possible the limited time frame for the framework committee's objective was small enough that there was no time to waste. A small group with a specific job and similarly motivated participants accomplished a great deal in a short time for this study, so it could be that the short time for deliberation is a feature rather than a limitation.

My Participation

It is possible that my presence as both participant and researcher influenced the process of creating this framework, but there is no indication whether that influence would be positive or negative. It is likely that were we not creating a tool to be used for my dissertation that we would have allowed significantly more time between meetings and between iterations of the framework itself. Because we did not have unlimited time, and because we are operating under abnormal circumstances in the midst of a global pandemic, I was grateful to get three meetings and to have a seemingly fully engaged participant list in all three meetings.

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Implications for Practice

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This study creates several implications for practice in higher education, I will outline five that I think are especially important: a) improved course design practices, b) improved faculty access to the principles and practices of critical pedagogy, c) mechanism to advocate for and evaluate faculty performance, d) enhanced learning experience for students, and e) a process and opportunity for faculty and instructional designer professional development.

Improved Course Design Practices

As instructional designers for online courses, we can exercise some influence over the direction a course takes and the practices necessary to run it well, and that influence can vary by institution, program, course, and even faculty member. The job of the instructional designer, though, is to ensure the instructional soundness of a course which requires an eye on the student and faculty experiences, pedagogical choices, programmatic and course-level outcomes and priorities, and technology functionality. The framework can be a tool for instructional designers to use themselves as part of their quality assurance process and as a teaching tool for faculty with whom the designers work.

One of the stated requirements for the AFCP was that it promote good pedagogy more generally, so instructional designers are able to use the framework to proactively identify principles and practices of pedagogy that could be applied to individual courses in addition to promoting the ideals of critical pedagogy. Because the framework is designed with a questions-based format, it is a thinking tool which can promote the type of critical thinking about courses that the courses themselves are wont to produce.

Improved Faculty Access to the Principles and Practices of Critical Pedagogy

A participant noted during a build session that what we were discussing was actually "good pedagogy," and wondered aloud what makes the pedagogy critical in nature when all the characteristics of critical pedagogy, for her, were just what teachers should already be doing. There is a well-documented lack of pedagogical training in

higher education, and the idea for this tool is to bring good and critical pedagogy into reach of more faculty.

While the framework has not been distilled to simply good practice pedagogy, one of the primary goals was to allow for faculty to evolve into the use of critical pedagogy. In practice, critical pedagogy is difficult and requires a certain readiness to self-reflect in a critical way, so asking a new faculty member with no pedagogical training to do this from the beginning is unfair to that instructor and to their students. To accommodate that growth, the committee created a tool with resources to meet faculty and to support them wherever they are in their journey.

Mechanism to Advocate for and Evaluate Faculty Performance

Instructor and course evaluations completed by students in higher education are a common tool for faculty reviewers to use in their official evaluations. The trouble with this method of evaluating faculty, according to the participants in the study, is that critical pedagogy necessarily makes faculty and students uncomfortable which can cause a drop in traditional evaluation outcomes. Faculty in the build sessions agreed that the evaluations are not seeking to measure the actual indicators of good teaching and learning, and the priorities of the framework can be used to rewrite the evaluations which would also allow faculty a chance to self-advocate. One faculty member put it this way:

> [thinking] about the back end of the evaluation piece when we were all discussing about the success of this of critical pedagogy as maybe offering suggestions on evaluation questions such as "this course is intended to integrate a high level of student engagement. To what extent did your instructor require student engagement?" like that being a fair question and evaluating our content. Another one would be "This course challenges you in thinking, feeling, and knowing. To what extent did this course challenge your way of thinking, feeling,

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and knowing?" you know, like, providing those kinds of questions, so that we can give administrators a way to evaluate us fairly? (Participant 7)

This framework was created in a way to allow for flexibility and individual application, so a faculty community could make appropriate adjustments based on their own needs and expectations or even follow a similar process to create their own framework which applies critical pedagogy in a way that makes sense for them and their students, and this framework could be used as a mutually agreed upon measure of pedagogical success. This type of flexibility was a priority of the participants in the study to uphold the very personal nature of critical pedagogy while also making it more accessible for other faculty.

The other benefit of this framework is that it is designed to accommodate and scaffold faculty at many points in their professional journeys. Some faculty may have had some training or good models in their own experiences as students, but others may have been thrust into the field as practitioners with no formal training. The framework is designed to meet both at their level and offer resources to improve their teaching experiences.

Enhanced Learning Experience for Students

Students will always benefit from better pedagogy, but the advantages of this framework offer more than that. The system of education generally places instructors in the power seat and students following passively along, but critical pedagogy challenges that model. The authority in the classroom changes hands and students are empowered to make choices and to provide critical feedback for the instructor. Rather than the traditional read-a-book-write-a-book method common in higher education, critical

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pedagogy will prioritize the authentic learning of students, their connection with each other, their ability to self-reflect, and their ability to affect the world around them. The framework not only gives faculty a better means of monitoring the quality of their courses, but it contributes to a shared language between students and faculty which facilitates students' ability to advocate for themselves and their learning.

Faculty and Instructional Designer Professional Development

Given the well-documented lack of pedagogical training in higher education institutions, there is a distinct need for improved access to professional development for faculty. This framework, whether applied in its current or revised state or undertaken as a new framework designed within a new context, can operate as a professional development tool in its own right. The feedback from our pilot test also indicate there is a distinct opportunity for creating a workshop or training to accompany the first use of the framework. While the tool does work on its own, additional context for use could prove helpful. The framework is designed to acknowledge and encourage the personal evolution of professional pedagogy in practice, because it serves as a thinking and growing tool. Faculty, instructional designers, and students who apply this tool with no previous pedagogical training and those who apply it as more advanced or experienced users will both have the opportunity to improve their professional practice.

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Implications for Action Research

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The study emerges with three implications for action research: a) a functional framework for critical pedagogy and b) a design process created to level power structures.

Functional Framework for Critical Pedagogy

The product created by the study, the functional framework for the application of critical pedagogy, is what some have called impossible or unwise. Impossible because critical pedagogy is subjective and, by its nature, always exists on the radical fringe of society challenging the status quo of the moment. Unwise for similar reasons, that critical pedagogy is resistant to framing or boxing and that attempts to do so necessarily limit its credibility.

An acquaintance at the Digital Pedagogy Lab conference in 2019, in fact, suggested to me that the idea of creating a framework for critical pedagogy to be used for the design of online courses was difficult to imagine because you are asking people with very little pedagogical knowledge to apply an advanced form of pedagogy. The other problem he saw with the idea for this study was the difficulty of applying critical pedagogy online. I thought of his words when one of the participants in the study said, "I don't want to abandon critical pedagogy just because I have a large class or because I'm teaching online."

Considering the idea that critical pedagogy is never satisfied, I was still unsettled by the idea that we could not find some way to make it more broadly accessible. If part of the issue is that we are asking untrained faculty to apply an advanced concept of pedagogy, then the idea that the answer would be simply not to ask them to try is unsatisfying as a solution. Likewise, if applying critical pedagogy online is difficult, the answer seems to be to help faculty do so rather than to abandon the idea in its entirety.

The committee then reaffirmed my basic premises that a) the framework should be flexible and subjective and b) that it would be challenging, but we should try it.

The outcome of the study is a functional framework from which faculty and instructional designers alike can work to create better, more effective courses. The framework is in its beta state and will need some adjustments to become a more valuable resource as discussed in the limitations, but it is functional now.

A Design Process Created to Level Power Structures

The study was conceptualized as a process that would solicit opinions, experiences, and feedback from all participants equally regardless of their institutional role or perceived power status. To do so effectively, I applied critical pedagogy and actor-network theory to the overall design of the study. Critical pedagogy would require that all stakeholders be included in the process so their voices have a means to be heard, while actor-network theory would require an intentional process to equalize the priority of participant data to mitigate any personal biases.

As an action research study, the process also outlines an adaptable flow both for data collection and for the more practical aspects of the framework creation itself. Any tool may be used to build the framework as long as it appropriately handles the needs of the stakeholders. The inclusion of multiple modalities allowed for participants to choose their method of engagement, and the observation checklists offered a means of studying both in-person and remote participants. The use of Slack to anonymize the participants' contributions to the discussion, if applied successfully, eliminates the ability to apply biases related to role or status. For my study, the Slack discussion did not go well, but

this experience also offers insight for future researchers in that knowing your participants' comfort level with whatever anonymous modality you select and allowing time for them to acclimate to the tool, if newly introduced, will likely improve the effectiveness of this portion of the study.

Conclusion and Future Directions

Critical pedagogy is more than a teaching philosophy, because it carries with it a worldview and a political voice. During my study, some participants expressed concern about the overtly political nature of critical pedagogy and the politics evoked when using the words "critical pedagogy." When considered as a sum of its constituent parts, though, these concerned faculty agreed that the value of the practice of critical pedagogy outweighed the political implications of it.

In the wake of the social and political unrest that has been one identifying mark of 2020 in the United States and the system of white supremacy which dictates so much of the human experience here, the idea of a neutral education which acknowledges neither seems somewhat dated. It is not that academia should dictate the thoughts and behaviors of its constituents; it is that one job of academia is to prepare them for the world that is rather than the world that should be. Critical pedagogy centers on the freedom of the individual to make choices, their ability to think critically about what is presented to them, their power to affect their world, and the innate value of each individual human. In a world which has become filled with misinformation, failing to encourage critical thinking in students could be seen as an educational malpractice according to critical pedagogy.

This study used a team of people from diverse backgrounds and sometimes opposing perspectives to distill the principles and practices of critical pedagogy into an accessible format which does not avoid or revel in the political side of critical pedagogy. The AFCP created by the team is a step toward change for those faculty and staff who want to participate in the social changes afoot but who may not know where to begin.

My hope is that this tool is an early contribution to the improvement of higher education and a late contribution to the dismantling of the systems of white supremacy at play within and outside of higher education and that interested people would both benefit from and contribute to the life of the tool. Future researchers, faculty, staff, and students are able to use the both the process and the created tool for their own contexts and purposes.

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APPENDIX A

OBSERVATIONAL CHECKLIST

I will use this checklist to document the frequency of the observed behaviors by individual actors in the group, including myself as a participant observer, using the video recordings of meetings. A sketch of the room with seating chart to list each participant by assigned participant number will be completed for each meeting. This procedure will allow for the layers of observation to include demographic data known about each participant. The intensity and duration of the behavior will not be tracked.

Meeting date/time:	**Behavior codes**	
Room description:	**Social Network Theory** FC - friendly cluster (sitting with known or connected persons); NC - new cluster (sitting with unknown persons); RC - references to connections; WS - watching speaker;	**Both Social Network and Actor-Network Theory** DC - direct connection/conversation between participants; OC - reference to outside committee connection; IS - interrupted speaker;
	Actor-Network Theory IP - in person attendance; OL - online attendance; RR - reference to institutional role(s); EE - eyes elsewhere (distraction by computer or other device);	**Critical Pedagogy** RP - reference to power/oppression; RA - reference to authority; RG - reference to grade or grading; RJ - reference to justice or social justice
Observations		
Participant [role, online or F2F]	**Behavior codes**	
Participant 1		
Participant 2		
Participant 3		
Participant 4		
Participant 5		
Participant 6		
Participant 7		
Participant 8		
Participant 9		
Participant 10		

Participant 11	
Participant 12	
Participant 13	
Participant 14	
Participant 15	

Observation Checklist Sample:

Meeting date/time:	**Behavior codes**	
Room description: *oval table, seating for 25, video screens on three walls (indicated by lines)*	**Social Network Theory** FC - friendly cluster (sitting with known or connected persons); NC - new cluster (sitting with unknown persons); RC - references to connections; WS - watching speaker;	**Both Social Network and Actor-Network Theory** DC - direct connection/conversation between participants; OC - reference to outside committee connection; IS - interrupted speaker;
	Actor-Network Theory IP - in person attendance; OL - online attendance; RR - reference to institutional role(s); EE - eyes elsewhere (distraction by computer or other device);	**Critical Pedagogy** RP - reference to power/oppression; RA - reference to authority; RG - reference to grade or grading; RJ - reference to justice or social justice
Observations		
Participant [role, online or F2F]	**Behavior codes**	
Participant 1 *[adjunct faculty, online]*	*OL, EE, WS, EE, WS, RP, RJ*	
Participant 2 *[student, F2F]*	*IP, NC, WS, DC, RG, RJ, RG, RA, EE*	
Participant 3 *[Tenured professor, F2F]*	*IP, FC, WS, IS, RR, RA, RG*	
Participant 4		

Participant 5	
Participant 6	
Participant 7	
Participant 8	
Participant 9	
Participant 10	
Participant 11	
Participant 12	
Participant 13	
Participant 14	
Participant 15	

Summary Table:

Behavior	Count-Participant	Count-Role	Total Count
FC	*1-P1, 1-P8, 1-P15, 1-P17*	*2 – adjunct faculty* *2 – Professor*	*4*
NC			
RC			
WS	*1-P1, 3-P8, 2-P15*	*1 – adjunct faculty* *3 - student* *2 - professor*	*8*
DC			
OC			
IS			
IP			
OL			
RR			
EE			
RP			
RA			
RG			
RJ			
Other: [specify]			

APPENDIX B

PARTICIPATION SURVEY

Open-ended items:
Please respond to the following questions:

1. What is your age?
2. What is the race/ethnicity you identify with?
   White, Hispanic or Latinx, Black or African-American, Asian, American Indian/Alaska Native, Native Hawaiian or Pacific Islander, Two or more races
3. What gender do you identify with?
   Male, Female, Other – please specify
4. What is the institutional role with which you primarily identify?
   Faculty, Staff, Student
5. If student, how many online courses have you participated in?
6. If faculty or staff, how many years of higher education teaching experience do you have?
7. If faculty or staff, how many online courses have you taught?
8. If faculty or staff, how many online courses have you designed?

Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree
Please indicate your level of agreement with the following statements:

9. I am familiar with critical pedagogy as a concept.
10. I am comfortable with the language of critical pedagogy.
11. I am comfortable applying critical pedagogy in online classrooms.
12. I do apply critical pedagogy to the online classroom.
13. I understand my role in the online classroom.
14. I am comfortable with my role in the online classroom.
15. I have authority in the online classroom.
16. I am able to affect the course content.
17. I am able to affect the course structure.
18. I am able to affect the course outcomes.
19. I feel connected to other participants in the online classroom.
20. I am able to foster greater connection in the online classroom.

Open-ended items:
21. If you were to work to improve the online classroom, what would your top 3 priorities be?
22. If you were to apply critical pedagogy to your online classroom, what would you do?
23. If you were to increase social connection to your online classroom, what would you do?
24. If you were to change the power dynamics in your online classroom, what would you do?
25. What other related ideas or thoughts do you have?

APPENDIX C

RECRUITMENT LETTER

Dear Watts College Online Community:

As an instructional designer in the Office of Education Innovation in Watts College at Arizona State University, I am interested in providing the highest quality online instruction. I am also a doctoral candidate in the EdD program in the Mary Lou Fulton Teachers College and I am working under the direction of Dr. Leigh Graves Wolf, a faculty member of the College. We are conducting a research study to create and implement a *Application Framework for Critical Pedagogy*. Knowledge of critical pedagogy is not necessary for participation in the study.

We are requesting your participation in study which may include an online survey, two interviews, a focus group, and in-person or online participation in a 2- to 4-week process to create the framework. We invite you to participate as a co-researcher for the duration of the project. We anticipate the total time commitment to be approximately 10-12 hours over the course of the Spring semester.

The survey will take approximately 10-20 minutes and will focus on your level of comfort with the concepts and language of critical pedagogy and your goals or desires for the online classroom. We estimate the focus group will take approximately 1 hour, and each interview will last approximately 20-30 minutes. The largest time requirement is a series of in-person and online group meetings with fellow participants and co-researchers over an expected period of 2-4 weeks. Every effort will be made to schedule these meetings according to the needs of the committee.

The committee is expected to be made up of online community members from throughout Watts College, including faculty, staff, and students. Your participation in this study is voluntary, and there is no penalty at all if you choose not to participate or to withdraw from the study at any time. You must be 18 years of age to participate.

Your participation will benefit the overall success of the Watts College online programs, including the student and faculty experience. Results will inform future design and development of online courses. There are no foreseeable risks or discomforts to your participation.

Your responses to the survey will be confidential and no personally identifiable information will be collected. Participants who become members of the committee will be known to other participants and co-researchers, but all data collected will remain anonymous for publication. Results of this study may be used in reports, presentations, or publications but your name will not be known.

At the time of the first interview or focus group, we will ask you to provide your verbal consent to participating in the study and having your responses audio recorded. The recordings will be used for transcription observation purposes and will be destroyed upon completion and successful dissertation defense on or before December 31, 2019.

Thank you,

Mary Mathis Burnett, Doctoral Candidate
Leigh Graves Wolf, Clinical Associate Professor

If you have any questions concerning the research study, please contact the research team— Leigh Graves Wolf (Leigh.Wolf@asu.edu) or Mary Mathis Burnett (Mary.MathisBurnett@asu.edu). If you have any questions about your rights as a participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board through the ASU Office of Research Integrity and Assurance at (480) 965-6788.

APPENDIX D

INTERVIEW AND FOCUS GROUP QUESTIONS

Pre-intervention semi-structured interview and focus group questions:

1. What is critical pedagogy as you know it?

2. How would you identify critical pedagogy in a classroom environment?

3. How would you identify critical pedagogy in an online classroom?

4. What might a critical framework for evaluation of online courses look like?

5. What are your expectations for the process of creating a Application Framework for Critical Pedagogy of online courses?

Post-intervention semi-structured interview questions:

1. What institutional role do you primarily identify with?

2. What were your expectations for the use of the framework?

3. What were your impressions of the tool as you used it?

4. What were your overall impressions of the process of creating the tool?

5. What changes do you think should be made to the tool after having used it?

6. What do you believe are appropriate next steps for the creation and distribution of the tool?

APPENDIX E

PLANNING TABLE

	Data to be collected	How it will be analyzed

RQ1: How does a Application Framework for Critical Pedagogy (AFCP) get designed in the SSW?
    RQ1A: How do institutional roles influence communication during the AFCP design process?
    RQ1B: What social factors influence communication and participation during the AFCP design process?
	Preparation (Fall 2019 - upon approval)
	Survey
	• Role(s)
	• Willingness
	• Participation tier
	
	Phase 1 (early Spring 2020)
	Interviews
	• Semi-structured
	   o Professional/academic experience
	   o Expectations or early impressions, awareness of CP
	   o Post framework experience, awareness of CP
	
	Observations
	• Slack group interactions
	   o Count/frequency of messages
	   o Qualitative review of message content
	Survey
	   • Role(s)
	   • Professional experience
		Interviews
		• First round Coding Analysis
		   o Attribute
		   o Magnitude coding
		   o In Vivo
		   o Versus
		   o Concept
		   o Holistic
		• Second round coding analysis
		   o Pattern
		
		Survey
		• Descriptive stats, frequency, count
		
		Slack group interactions
		• Descriptive statistics
		• Coding Analysis
		   o Attribute
		   o Magnitude coding
		   o In Vivo
		   o Versus
		   o Concept
		   o Holistic
		
		Group Meetings
		• Observation checklist
		• Transcript coding (see above)

	• Interactions with group members
	
	Phase 1 (mid Spring 2020)
	Observations
	  • Slack group interactions
	    ○ Count/Frequency
	    ○ Qualitative review of message content
	  • Group meetings
	    ○ Observation checklist (draft based on ANT, SNT)	

RQ2: How does a Application Framework for Critical Pedagogy (AFCP) get implemented in the SSW?
 	
    RQ2A: How do institutional roles influence communication during the AFCP implementation process?
    RQ2B: What social factors influence communication and participation during the AFCP
	Phase 2A (late Spring 2020)
	Faculty/Staff use of the tool (same course(s))
	  • Results - final use of the tool
	  • Contemporaneous notes
	
	Phase 2B (late Spring 2020)
	Feedback and Impressions
	  • Interviews
	    ○ Semi-structured
	      ▪ Feedback and impressions of the tool
	      ▪ Next steps (implications)
		Document/Notes
		  • Coding analysis (same method as phase 1)
		  • Direct comparison of outcomes
		
		Interviews
		  • Coding Analysis
		    ○ Same as phase 1

implementation process?	• Final written evaluation remarks
	   ○ Guided reflection
	   ○ Open-ended questions	

APPENDIX F

FOLLOW-UP SURVEY DESCRIPTIVE STATISTICS

Characteristic	Mean	Median	Std. Deviation
Student Choice	7.90	7.50	1.92
Role equity	7.50	7.50	2.06
Highly participatory environment	9.70	10.00	0.46
Peer feedback	7.80	8.00	1.72
Acknowledging power structures in the classroom	9.10	10.00	1.64
Student-only space for discussion	6.50	7.00	1.96
Mechanisms for anonymous feedback	5.60	7.00	3.04
Interrogating central assumptions	8.80	8.50	1.08
Critically examining self	9.60	10.00	0.80
Flexibility/Adaptability	9.33	10.00	1.05
Highly engaged instructor/facilitator	9.90	10.00	0.30
Instructor/facilitator self-awareness	9.80	10.00	0.40
Acknowledging student experience and expertise	9.70	10.00	0.46
Practical and Authentic assessment	7.90	9.00	2.70
Synchronous Communication	5.90	6.50	2.55
Asynchronous communication	5.10	5.00	3.59
Collective or group work	7.60	8.00	1.28
Balancing power in the classroom	8.00	8.00	1.73
Structured critical reflection	7.60	8.00	2.84
Constant evolution (course design, facilitation, expectations, content, etc)	8.80	9.00	0.98
Personal agency	6.90	8.00	2.88

APPENDIX G

THEMES, COMPONENTS, AND CODES FROM INTERVIEWS AND SLACK

Theme (n=)	Theme Components	Codes
How we should treat our students. (377)	Prioritizing human interaction	Instructor presence vital
		Instructor engagement
		Interaction
	Protecting and producing student agency, power, and freedom	Using dialogue to see power and effect change
		Valuing diverse perspectives
		Creating space for student ownership
		Looking at power
		Agency
		Improving teaching and learning with discussion
		Invite students to contribute
		Varied experiences
	Considering the student experience	Valuing compassion
		Teaching with compassion
		Setting a respectful tone
		Different kinds of marginalization
		Examining student engagement
		Creating community
		Prioritizing student motivation
		Preparing new students

		Student humanity
		Student engagement
What the course should look like. (168)	Prioritizing critical thinking	Encouraging critical thinking
		Faculty driving inquiry
		Creative problem solving
	Designing the course intentionally	Designing for reflection
		No assessment
		Online different from F2F
		Using coursework to prepare for career
		Using real-life examples
		Justify design decisions
		Being intentional
		Personal teaching style
		Excess curated resources
		Challenging asynchronous models
		Clarity of expectations
		Reflection
What the framework should be. (97)	Building the framework	Framework Ideas
		Flexible framework
	Thinking about critical pedagogy	Concerns about the theory
		Considering the non-universality of critical pedagogy

		Describes critical pedagogues
		Defining critical pedagogy
		Conscientization
		Rejecting the status quo
		Creating change in fast paced environment
		Praxis

APPENDIX H

REVISED OBSERVATIONAL CODES

Associated Theory	Behavior Code	Code Description
	RC	Reference to connection – verbal reference to connection to another person
	WS	Eyes on speaker [dropped for online meetings]
	DC	Direct connection – verbal reference to another person in the meeting
	OC	Outside connection – verbal reference to person outside the meeting
	IS	Interrupted speaker – beginning to speak before current speaker is finished
	SA	Speaker affirmation – verbal and nonverbal actions to express agreement, disagreement, or acknowledgement
	SP	Speaking – active speaking
	RR	Reference roles – verbal reference to institutional roles
	EE	Eyes elsewhere – reference to eyes away from the speaker (revised to larger actions such as leaving the screen entirely or turning bodily from the screen)
	RP	Reference to power/oppression
	RA	Reference to authority
	RJ	Reference to justice or social justice
	RG	Reference to grading or ungrading

APPENDIX I
IRB EXEMPTION

EXEMPTION GRANTED

Leigh Wolf
Division of Educational Leadership and Innovation - Tempe
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Leigh.Wolf@asu.edu

Dear Leigh Wolf:

On 11/26/2019 the ASU IRB reviewed the following protocol:

Type of Review:	Initial Study
Title:	Application Framework for Critical Pedagogy
Investigator:	Leigh Wolf
IRB ID:	STUDY00011137
Funding:	None
Grant Title:	None
Grant ID:	None
Documents Reviewed:	• protocol 25-11-2019.docx, Category: IRB Protocol; • recruitment_methods_25-11-2019.pdf, Category: Consent Form; • supporting documents 25-11-2019.pdf, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions);

The IRB determined that the protocol is considered exempt pursuant to Federal Regulations 45CFR46 on 11/26/2019.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Sincerely,

IRB Administrator

cc: Mary Mathis Burnett
   Mary Mathis Burnett
   Leigh Wolf