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Systematic Reviews in Educational Research

In this open access edited volume, international researchers of the field describe and discuss the systematic review method in its application to research in education. Alongside fundamental methodological considerations, reflections and practice examples are included and provide an introduction and overview on systematic reviews in education research.

Research Perspectives in Education

This book provides the reader with an introduction to the world of educational research. A two-pronged approach is adopted: to help the reader understand the concepts and terminology widely used in educational research and a range of methodological issues; and to provide the reader with guidance on initiating and implementing research studies. In this highly accessible book, the authors consider the perspectives, concepts and techniques in common usage in the field of research, and the variety of approaches that may be taken in researching different subjects. A glossary is also provided covering the relevant terms and concepts referred to and used in current educational research.

Researching Education

Every educational research project has challenges and obstacles that need to be managed and overcome. This book uses real case studies employing a wide range of research methodologies and drawn from educational contexts across Europe to explore these challenges offering flexible and universal guidance that you can apply to your own research. Published in partnership with EERA, this book is:

- Realistic and informed: It explores a range of perspectives on educational research, from planning to data collection to international collaboration
- Challenging: It integrates a holistic and critical view on the process of educational research
- Culturally aware: It covers a variety of research projects from different countries and encourages you to challenge dominant perspectives in education

This is

the first major English language textbook for postgraduate and postdoctoral education researchers that represents and explores the range of research traditions that exist throughout Europe and what they mean in practice.

What is Educational Research

"a powerful, well informed argument for the importance of pluralism... This book will tell young researchers what they need to know about doing educational research; it will encourage experienced researchers to see their own practice in context. It is a profound book that everyone should read." – Professor Jane Gaskell, Dean, OISE, University of Toronto "This brilliant guide to judging educational research examines the most basic questions about research practice that most people think are settled, and reveals them as problematic... Humorous, sharp, and thoughtful, this readable inquisition explores from differing perspectives 'what does good education research look like' in multiple forms including dissertations, journal articles, and grant proposals." – Sari Knopp Biklen, Laura and Douglas Meredith Professor, Syracuse University, USA This book explains and critically examines some key debates about the quality and value of education research, and shows how it must meet different demands in different places, times and conditions. A major part of the book provides detailed analyses and guidance to different areas in which education research is judged: from academic theses to the press; from highest level competition for prestigious grants to collaborative work with practitioners. Lyn Yates asks probing questions in six education research arenas – the thesis, the research grant application, the journal article, the consultancy application, book publishing, and the press: Who are the judges here? What expectations and networks do they bring to the task? What are the explicit and implicit criteria for good research in that area? What are the common failings? What does good research look like? The book is an indispensable companion to existing textbooks on research methodology. It provides a clear and provocative discourse about the banalities and disorderliness in which education researchers have to operate.

What is Educational Research?

Written from various perspectives, this book describes ways of using action research to improve teaching and learning. It includes contributions about action research related to: political action; school inclusion; distance learning; feminism; and initial teacher training. The coherent theme of the book is the consistent appraisal of action research as a means of supporting the transformation of educational praxis through practical enquiry and reflexive practice.

Educational Research

Now in its second edition, *Foundations of Education Research* defines, discusses, and offers applications for the central components of educational research, providing both novice and experienced researchers with a common ground from which to work. Fully updated throughout, the second edition adds a glossary of terms, additional examples, and includes a discussion of similarities and differences in education research. Eight concise, accessible chapters cover conceptual framework, epistemology, paradigm, theory, theoretical framework, and methodology/method. This unique primer demystifies jargon and makes the theoretical components of research accessible, giving students the tools they need to understand existing education research literature and to produce theoretically-grounded work of their own. Each chapter begins with perspectives from both novice and experienced researchers, whose guiding questions assist researchers engaging with theory for the first time and those looking to improve their understanding of the fundamentals. Practice exercises, examples, and suggested reading lists at the end of each chapter offer students resources they can apply to their own research and thinking in concrete ways. A perfect accompaniment to standard research courses, this book is designed to help students achieve a deeper understanding of what is expected of them and ideas about how to achieve it.

Research Perspectives in Education

This book provides an original perspective on a range of controversial issues in educational and social research through case studies of multi-disciplinary and mixed-method research involving children, teachers, schools and communities in Europe and the developing world. These case studies from researchers "across continents" and "across disciplines" explore a range of interesting issues, including the relevance of research approaches to very different national settings, and to the kinds of questions being asked; the barriers of language and culture between researcher and researched; articulating the

thinking and feelings of very young children; the challenges of dealing with "partiality" of data; issues of identity, subjectivity and reflexivity; and transferring research approaches from one national setting to the problems posed in another.

Doing Educational Research

Published for the American Educational Research Association by Routledge. The Handbook of Complementary Methods in Education Research is a successor volume to AERA's earlier and highly acclaimed editions of Complementary Methods for Research in Education. More than any book to date (including its predecessors), this new volume brings together the wide range of research methods used to study education and makes the logic of inquiry for each method clear and accessible. Each method is described in detail, including its history, its research design, the questions that it addresses, ways of using the method, and ways of analyzing and reporting outcomes. Key features of this indispensable book include the following: Foundations Section-Part I is unique among research books. Its three chapters examine common philosophical, epistemological, and ethical issues facing researchers from all traditions, and frames ways of understanding the similarities and differences among traditions. Together they provide a tripartite lens through which to view and compare all research methods. Comprehensive Coverage-Part II (the heart of the book) presents 35 chapters on research design and analysis. Each chapter includes a brief historical overview of the research tradition, examines the questions that it addresses, and presents an example of how the approach can be used. Programs of Research-Part III examines how research programs connected to eight specific lines of inquiry have evolved over time. These chapters examine phenomena such as classroom interaction; language research; issues of race, culture, and difference; policy analysis; program evaluation; student learning; and teacher education. Complementary Methods-As the title suggests, a central mission of this book is to explore the compatibility of different research methods. Which methods can be productively brought together and for what purposes? How and on what scale can they be made compatible and what phenomena are they best suited to explore? Flexibility-The chapters in Parts II and III are largely independent. Therefore, selected portions of the book can be used in courses devoted to specific research methods and perspectives or to particular areas of education. Likewise, established researchers interested in acquiring new techniques or greater expertise in a given methodology will find this an indispensable reference volume. This handbook is appropriate for any of the following audiences: faculty teaching and graduate students studying education research, education researchers and other scholars seeking an accessible overview of state-of-the-art knowledge about specific methods, policy analysts and other professionals needing to better understand research methods, and academic and research libraries serving these audiences.

What does Good Education Research Look Like?

Cuts through the complexities of educational research to give the novice reader a sound basis to define, develop, and conduct study, while providing insights for even the accomplished reader.

Professional Development Through Action Research

Written in friendly and accessible language, this concise guide includes numerous practical examples based on the authors' extensive experience in the field. The authors provide information and guidance on developing research skills such as gathering and analyzing information and data, reporting findings, and research design. They offer critical perspectives to help users reflect on research approaches and to understand the key issues in devising research questions.

Foundations of Education Research

"Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research offers a truly balanced, inclusive, and integrated overview of the processes involved in educational research. This text first examines the general steps in the research process and then details the procedures for conducting specific types of quantitative, qualitative, and mixed methods studies. Direct guidance on reading research is offered throughout the text, and interactive features provide opportunities for practice."--Publisher's description.

Multidisciplinary Approaches to Educational Research

In this volume cultural, social and cognitive influences on the research and teaching of mathematical modelling are explored from a variety of theoretical and practical perspectives. The authors of the current volume are all members of the International Community of Teachers of Mathematical Modelling and Applications, the peak research body in this field. A distinctive feature of this volume is the high number of authors from South American countries. These authors bring quite a different perspective to modelling than has been showcased in previous books in this series, in particular from a cultural point of view. As well as recent international research, there is a strong emphasis on pedagogical issues including those associated with technology and assessment, in the teaching and learning of modelling. Applications at various levels of education are exemplified. The contributions reflect common issues shared globally and represent emergent or on-going challenges.

Handbook of Complementary Methods in Education Research

This book explores different perspectives on the role, influence and importance of participants in education research. Drawing on a variety of philosophical, theoretical and methodological approaches, the book examines how researchers relate to and with their participants before, during, and after the collection and/or production of data; reimagining the rights of participants, the role/s of participants, the concept/s of "participant" itself.

Fundamentals of Educational Research

Practice-Based Education: Perspectives and Strategies. This book draws on the collective vision, research, scholarship and experience of leading academics in the field of practice-based and professional education. It presents multiple perspectives and critical appraisals on this significant trend in higher education and examines strategies for implementing this challenging and inspiring mode of learning, teaching and curriculum development. Eighteen chapters are presented across three sections of the book: Contesting and Contextualising Practice-Based Education Practice-Based Education Pedagogy and Strategies The Future of Practice-Based Education.

A Guide to Practitioner Research in Education

This text is a collection of case studies and readings on the subject of doing research in education. It takes a personal view of the experience of doing research. Each author presents a reflexive account of the issues and dilemmas as they have lived through them during the undertaking of educational research. Coming from the researcher's own perspectives, their positions are revealed within a wider space that can be personal, political, social and reflexive. With this approach, many issues such as ethics, gender, race, validity, reciprocity, sexuality, class, voice, empowerment, authorship and readership are given an airing.

Educational Research

Presents twenty-four research-based papers from many countries and deals with a wide range of contemporary issues.

Mathematical Modelling in Education Research and Practice

In **Education Policy Research**, Helen M. Gunter, David Hall and Colin Mills bring together contributions from a range of researchers, academics and practitioners. Each chapter draws on critical theoretical perspectives and showcases innovative research projects within educational settings to understand the current changes in schools, schooling and education, to explore critical questions. The varied accounts demonstrate the importance of partnerships between schools and higher education, and of putting educational research into context, specifically charting the ways in which schools and schooling have been reformed through government interventions. **Education Policy Research** presents new research findings on the realities of how educational practice can be understood and explained, so enabling researchers to take a reflexive stance towards their own work. The editors and contributors take seriously the need to rethink their data and consider the contribution of research dispositions and practices to ongoing change and development. At the same time, the chapters give recognition to what research and researchers can and cannot do, contributing to the ongoing debates about the value of - and the urgent ongoing need for - social science research.

The Role of Participants in Education Research

School improvement is at the centre of educational reform and is perceived by many as a key to social and economic advance. It contributes to determining the personal fulfilment and career paths of individual students and consequently engages the interest of parents and community members. It is an ever-present commitment of teachers and managers in schools. Policy makers and politicians at international, national and local levels devote much time and effort to their search for better schools. School improvement has also attracted the attention of researchers and scholars in many countries. They have been drawn from various disciplines and fields within the educational studies community, including psychology, sociology, history, evaluation, and studies in curriculum and assessment. There is now an established body of findings from studies conducted in many contexts. This book brings together leading experts drawn from many countries and several continents, reflecting diverse approaches to educational policy and practice, evaluation and research. Variations between countries and between local communities within countries are highlighted. The possibilities and difficulties inherent in transferring evidence from one educational system, at a number of levels, to another are clearly discussed. What emerges from the cross-national and cross-cultural evidence are several significant threads, currently under active investigation, including: school structure and management, classroom organisation, school leadership, teacher training and staff development, curriculum and assessment, community involvement, lifelong learning and special provision for students with special educational needs. "School Improvement: International Perspectives" is written for national educational policy makers, teachers and student teachers, governing bodies and parents from various levels of schooling, and university researchers and scholars.

Practice-Based Education

Research by universities plays an increasingly important role in shaping education policy around the world yet there is much dissatisfaction with the ways that they share that work. This much-needed, original book analyses efforts and systems in nine countries to mobilize research knowledge, describing the various factors that support or inhibit that work. Beginning and concluding chapters offer analytical lenses for understanding these various elements across the cases. Together, this collection from a wide range of experienced contributors, provides an unprecedented international view of the way education research is produced and shared, and provides excellent signposts for improvement for researchers and those interested in more impact from research in education.

Being Reflexive in Critical and Social Educational Research

Written specifically for education practitioners, *An Introduction to Educational Research: Connecting Methods to Practice* approaches research methods from a practice-first perspective that aligns research with professional experiences and identifies the tools and resources readers can use when conducting their own research. Throughout the book, authors Chad R. Lochmiller and Jessica N. Lester illuminate complex research concepts using problems of practice confronting educators to help readers make meaningful connections with key concepts and research practices. The authors present balanced coverage across research methodologies that is linked to practice, so readers clearly see research as a tool they can use to improve classrooms, schools, districts, and educational organizations.

International Research in Teacher Education

Concise, engaging and accessible, *Education Research: The Basics* discusses key ideas about the nature and purpose of education research: what it can and cannot achieve, how it has been used in the past and where and how it has an impact. Providing crucial insight into the work of education researchers, this book: Offers seven chapters, each representing a way of understanding the goals and methods of research conducted in the field Considers key thinkers in the field, such as Plato, Hirsch, Dewey, Montessori and Freire Explores case studies from a range of perspectives Provides key terms and further reading throughout The perfect pocket resource to dip into, *Education Research: The Basics* provides accessible support for those studying education as a subject, for practitioners concerned with developing their practice and for anyone who wants to know more about education and how it is researched.

Education Policy Research

Focused on fully discussing what is considered to be "good" research, *Research and Evaluation in Education and Psychology* explains quantitative, qualitative, and mixed methods, and incorporates the viewpoints of various research paradigms into its descriptions of these methods. The work covers

four major paradigms: postpositivist, constructivist, transformative, and pragmatic. Special emphasis is provided on conducting research in culturally complex communities, based on the perspectives of feminists, ethnic/racial minorities, and people with disabilities. In each chapter, Donna M. Mertens carefully explains a step of the research process, from the literature review to analysis and reporting. Additionally, she includes a sample study and abstract in each chapter to illustrate the concepts discussed in that section of the book. Now in its third edition, *Research and Evaluation in Education and Psychology* is perfect as a core text for research courses in departments of education, psychology, and sociology, as well as social work and other human services disciplines. It can be used by itself or in conjunction with other texts focusing on specific methodologies.

Key Features

- Explains quantitative, qualitative, and mixed methods in detail
- Covers four major paradigms: Postpositivist, constructivist, transformative, and pragmatic
- Emphasizes conducting research in culturally complex communities, based on the perspectives of feminist, ethnic/racial minorities, and people with disabilities
- Offers a step-by-step overview of the research process from literature review to analysis and reporting
- Presents sample studies and abstracts in each chapter to illustrate concepts

New to this Edition

- Accompanied with a Student Web site with links to flashcards, mini-cases, and SAGE journal articles
- Produced in an attractive 2-color format
- Includes thoroughly updated examples and references to current developments in research methods, evaluation and cultural issues throughout the text
- Presents more details on mixed methods design
- Incorporates the third edition of the Program Evaluation Standards
- Presents universal design principles in data collection
- Offers more examples throughout the text
- Provides more ideas on how to write a literature review and to plan a dissertation
- Contains more pedagogy including "Extending Your Thinking" added throughout
- Gives additional depth to the pragmatic paradigm presented in Chapter 1

School Improvement

This book brings together semi-autobiographical accounts from major educationalists about their influential research, focusing on the practical and personal aspects of the research process. The collection reflects the great changes that have occurred within educational research since the 1980s and deals with the issues and situations of the late 1990s. It includes accounts that cover the various stages of the research process, a sampling of topics, the diversity of methodologies used in educational research and a range of theoretical perspectives. There is coverage of qualitative and quantitative methodologies and of large and smaller scale research. Also discussed are: ESRC programme research, contract research and theoretical research.

The Impact of Research in Education

Student learning techniques, classroom management, teacher training, etc. are all varied yet significant aspects of educational research. This field contributes significantly towards developing advanced and focused pedagogy to facilitate better learning. This book aims to shed light on some of the unexplored aspects of educational research and the recent researches in this field. From theories to research to practical applications, case studies related to all contemporary topics of relevance to this field have been included in this book. As this field is emerging at a rapid pace, the contents of this book will help the readers understand the modern concepts and applications of the subject.

An Introduction to Educational Research

This book increases understanding of, and provides inspiration for, the conduct of research in primary/elementary education. It discusses and evaluates the selection and development of research methods used for their own innovative projects. They explore the relationship between their choice of research methods, the frameworks for analysis used and research findings. In so doing they address the topical and controversial issues posed by these methods and alternative data-gathering techniques. These include: the case for the use of random-controlled trials to inform policy-making and improve classroom practice the role of mixed methods to investigate the social aspects of inclusion children as researchers researching their peers the relationship between research and teacher development an analysis of the portrayal of teachers and education in the regional and national news the contribution of qualitative research in cross-national projects. In research on teaching and learning in primary schools, accessing the views and experiences of children is crucial. Consequently, the possibilities and limitations of data collection techniques for collecting the views of children are central and concerns about validity and ethics posed by the power relationships between researchers and research

participants are examined. This book was based on a special issue of Educational 3-13 International Journal of Primary, Elementary and Early Years Education.

Education Research: The Basics

Introduction to action research -- Choosing and learning about your research topic -- Approaches to action research -- Developing a plan of action -- Data collection tools -- Using assessment data in action research -- Data analysis and interpretation -- Writing, implementing, and sharing the research findings.

Changing Perspectives in Educational Research

This book will help you to plan, design and conduct quality research within the specific context of education and educational studies. An impressive cast of contributors discuss the reality of conducting research in different educational settings and provide practical advice for both undergraduate and postgraduate students and early career researchers doing research in education. The book discusses key philosophical issues such as understanding research paradigms, ethics and selecting appropriate methodologies but remains grounded in the practical experience of the researcher. It has comprehensive coverage of the whole research process from start to finish, is easy to navigate and helps develop key skills such as: Time management Creating good research questions and hypotheses Constructing the literature review Structuring a project Writing a proposal Managing data Analysing data Writing for specific audiences Packed full of learning features and showcasing a wide range of voices and opinions this book is an ideal guide for anyone conducting research in education or educational studies.

Research and Evaluation in Education and Psychology

"Educational research, methodology, and measurement: an international handbook is a unique collection of 139 articles which provides an up-to-date overview of educational research perspectives and practices throughout the world. The range and depth of treatment of articles in this handbook goes well beyond that previously assembled in other works in the field. It will be an important and necessary addition to every personal or reference library concerned with educational research, methodology, and measurement."--Page [4] of cover.

Doing Research About Education

Education has continued to grow in stature and significance as an academic discipline. In addition to world renowned research studies the growth of education has been seen in the methodology and methods underpinning its research. The BERA/SAGE Handbook of Educational Research provides a cutting edge account of the research and methodology that is creating new understandings for education research, policy and practice. Over two volumes, the handbook addresses educational research in six essential components: Section 1: Understanding Research Section 2: Planning Research Section 3: Approaches to Research Section 4: Acquiring Data Section 5: Analysing Data Section 6: Reporting, Disseminating and Evaluating Research Featuring contributions from more than 50 of the biggest names in the international field, The BERA/SAGE Handbook of Educational Research represents a very significant contribution to the development of education.

Educational Research: Current Perspectives

This unique book is an important source of information for all of those who educate future teachers and those who participate in teacher education as students, researchers, educators and policymakers. The volume also contributes to the international development of higher quality and research-led teacher education provision by providing clear evidence of policy impact. It draws on original research studies, conducted across eight countries in North America, Europe and Australia to analyse the impact of teacher education policy initiatives on 'insiders' in the fields, including education students, teacher educators and mentors in schools. In achieving this, the various chapters in the book analyse the commonalities and differentiations in the many policy reforms in teacher education currently being implemented by national governments. The book reveals some of the hidden consequences of these recent 'reform' efforts. It is also of use for leaders and policy makers in teacher education, providing them with insider perspectives from both theory and practice and making it possible for them to develop research-informed decisions that take into account the voices of insiders. Few texts have considered international policy trends alongside the impact they have had on significant stakeholder groups 'inside'

teacher education. In redressing this omission, the book contributes to a better understanding of and improved practice of work in teacher education, both pre- and in-service.

Researching Primary Education: Methods and Issues

This book demonstrates the value of approaching education from a sociological and philosophical perspective. Specifically, it addresses current and long-standing educational issues in the Asia-Pacific region, integrating sociological and philosophical insights with practical applications in four key areas: educational aims, moral education, educational policy, and the East-West dichotomy. It discusses educational aims in terms of rationality, philosophical thinking, and sustainable development and presents the literary, religious, and analytical approaches to moral education. Four educational policies are then considered: Hong Kong's language policy, Hong Kong's policy on the internationalization of education, East Asia's policies on English education, and Australia's policy on teacher education. Different aspects of the East-West dichotomy are analysed: Confucian rationalism versus Western rationalism, Confucian learning culture versus Western learning culture, and Asian research methodology versus Western research methodology. Taken as a whole, the book shows that issues in education are rarely simple, and looking at them from multiple perspectives allows for rich and informed debates. It presents a rare philosophical and sociological analysis of the cultures and experiences of education in the Asia-Pacific region, and promotes research that leads to more culturally rooted educational policies and practice.

Action Research in Education, Second Edition

The five volumes provide a compendium of the history of and discourse about antisemitism - both as a unique cultural and religious category. Antisemitic stereotypes function as religious symbols that express and transmit a belief system of Jew-hatred, which are stored in the cultural and religious memories of the Western and Muslim worlds. This volume explores the phenomenon from the perspectives of Philosophy and Social Sciences.

Research in Teacher Education

Focused on the needs of the new classroom researcher, and those studying education on Masters-level courses, this is a thorough and thoughtful guide to the research process, covering qualitative, quantitative and mixed research methods. It guides you through research design, data collection and analysis and how to write up your research findings. This third edition has been updated to provide further coverage on the best ways to approach, construct and carry out educational research within the classroom including: a new chapter on disseminating research knowledge expanded coverage of formulating research questions a reworked chapter structure better reflecting the research process This is essential reading for students on education degree programmes including a research methods component, including education studies, undergraduate (BEd, BA with QTS) and postgraduate (PGCE, School Direct, Teach First, SCITT) initial teacher education courses, MEd and professional development courses. Online resources expanding on and complementing the contents of the book can be found at: study.sagepub.com/wilsonsbr3e

Doing Research in Education

Educational Research, Methodology, and Measurement