



The Moral Foundations of Educational Research: Knowledge, Inquiry and Values

edited by

Pat Sikes, Jon Nixon and Wilfred Carr

Moral Foundations Of Educational Research Knowledge

Inquiry And Values

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Moral Foundations Of Educational Research Knowledge Inquiry And Values:

EBOOK: The Moral Foundations of Educational Research Pat Sikes, John Nixon, William Carr, 2003-04-16 This is a book for everyone doing educational research. It is not simply a routine provocation directed at positivists by a group of researchers advocating qualitative methods. The book makes a valuable contribution to the literature on the ethics of educational research by offering something more than opposition to the narrow utilitarian research agenda. British Journal of Educational Studies. The Moral Foundations of Educational Research considers what is distinctive about educational research in comparison with other research in the social sciences. As the contributors all agree that education is always an essentially moral enterprise, discussion about methodology starts not with the widely endorsed claim that educational research should be useful and relevant but with the attempt to justify and elaborate that claim with reference to its moral foundations.

Determining the nature of usefulness and relevance is not simply a matter of focussing on impact and influence but involves a radical re conceptualisation of the moral and educational significance of what is deemed to be useful and relevant. There is no argument with this emphasis on the generation of useful and relevant knowledge but it is suggested that educational research requires a fuller and more rounded understanding that takes account of the moral values of those who conduct it. Educational research is grounded epistemologically in the moral foundations of educational practice. It is the epistemological and moral purposes underlying the usefulness and relevance of educational research that matter

The Moral Foundations of Educational Research Patricia J. Sikes, Jon Nixon, Wilfred Carr, 2003 This title considers what is distinctive about educational research in comparison with other research in the social sciences. As the contributors all agree that education is always an essentially moral enterprise, discussion about methodology starts not with the widely endorsed claim that educational research should be useful and relevant but with the attempt to justify and elaborate that claim with reference to its moral foundations.

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[International Handbook of Interpretation in Educational Research](#) Paul Smeyers, David Bridges, Nicholas C. Burbules, Morwenna Griffiths, 2015-01-06 This handbook focuses on the often neglected dimension of interpretation in educational research. It argues that all educational research is in some sense interpretive and that understanding this issue belies some usual dualisms of thought and practice such as the sharp dichotomy between qualitative and quantitative research. Interpretation extends from the very framing of the research task through the sources which constitute the data the

process of their recording representation and analysis to the way in which the research is finally or provisionally presented The thesis of the handbook is that interpretation cuts across the fields both philosophically organizationally and methodologically By covering a comprehensive range of research approaches and methodologies the handbook gives early career researchers what they need to know in order to decide what particular methods can offer for various educational research contexts fields An extensive overview includes concrete examples of different kinds of research not limited for example to teaching and learning examples as present in the Anglo Saxon tradition but including as well what in the German Continental tradition is labelled p dagogisch examples from child rearing and other contexts of non formal education with full description and explanation of why these were chosen in particular circumstances and reflection on the wisdom or otherwise of the choice combined in each case with consideration of the role of interpretation in the process The handbook includes examples of a large number of methods traditionally classified as qualitative interpretive and quantitative used across the area of the study of education Examples are drawn from across the globe thus exemplifying the different opportunities and constraints that educational research has to confront in different societies

Emerging Methods and Paradigms in Scholarship and Education Research Ling, Lorraine,Ling, Peter,2019-08-30 There is a renaissance in the use of the term scholarship as it is being used to define areas of academic endeavour describe academic work and achievements and measure the quality of higher education Although all academicians are required to engage in scholarship it is difficult to navigate as there is a misunderstanding of this concept as new methods and approaches emerge Emerging Methods and Paradigms in Scholarship and Education Research is an essential academic book that is designed to explain the areas of scholarship and their contemporary relationship to key components of academic work research teaching service and engagement The chapter authors explore conceptions of scholarship paradigms and methods that fit a variety of contexts and needs Highlighting a wide range of approaches from scientific realism and neo positivism to interpretative transformative and pragmatic educational strategies and policy this book is ideal for researchers teachers educational leaders academicians educational policymakers and quality assurance agencies

Storying Pedagogy as Critical Praxis in the Neoliberal University Mark Vicars,Ligia Pelosi,2023-08-30 This book examines how teaching and learning and teacher and student identities are being reframed in higher education by neoliberal policies and practices It shares how teachers perform teaching and learning duties in relation to prescribed institutional policies and how teachers insert dissonant pedagogies as a critical practice The book explores narrative pedagogy as a disruptive presence and a space for critique It interrogates personal professional experience of educational systems that present educators juggling complexity and meeting competing demands to make learning meaningful for students Each contribution will act as a counterpoint and provide a synoptic method for comparison The book re constructs meaning from the generic narrative of the public face of education which homogenizes and diminishes collective understandings of teachers and teaching This book provides a contemporary account

of the social realities experienced within the higher education classroom across the globe **Defending the Value of Education as a Public Good** Katarzyna Wrońska, Julian Stern, 2024-02-20 Centred around a philosophical argument for contemporary education as a fundamental good this edited volume demonstrates the benefits that education brings in a civil and flourishing societal context while also critiquing the state's role in supporting and strengthening this educational focus. Chapters present in depth philosophical and historical arguments that explore core aspects of education that are frequently overlooked illustrating education's role as a non-partisan public good during contentious times. Through this volume diverse voices are heard from those with experience of life under communism as well as life in a stable democracy arguing for example that despite differing contexts the value of education is autonomous and intrinsic. Ultimately drawing on conceptual frameworks this timely volume reconciles the Anglo-American Continental dialogues on education and presents novel and challenging ideas to its readers. Striving to inspire new research through its various reflections on the relationship between education and the state the book will be useful to scholars, researchers and academics in the fields of philosophy of education, education policy, sociology of education as well as theory of education. The Introduction as well as Chapters 3, 5, 6 and 7 of this book are freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution ShareAlike CC BY SA 4.0 license. Chapter 9 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non-Commercial No Derivatives CC BY NC ND 4.0 license.

Research Methods for Social Justice and Equity in Education Liz Atkins, Vicky Duckworth, 2019-02-21 Research Methods for Social Justice and Equity in Education offers researchers a full understanding of very important concepts showing how they can be used as a means to develop practical strategies for undertaking research that makes a difference to the lives of marginalised and disadvantaged learners. It explores different conceptualisations of social justice and equity and leads the reader through a discussion of what their implications are for undertaking educational research that is both moral and ethical and how it can be enacted in the context of their chosen research method and a variety of others both well known and more innovative. The authors draw on real practical examples from a range of educational contexts including early childhood, special and inclusive education and adult education and cultures located in both western and developing nations in order to exemplify how researchers can use methods which contribute to the creation of more equitable education systems. In this way the authors provide a global perspective of the contrasting and creative ways in which researchers reflect on and integrate principles of social justice in their methods and their methodological decision making. It encourages the reader to think critically about their own research by asking key questions such as what contribution can research for equity and social justice make to new and emerging methods and methodologies. And how can researchers implement socially just research methods from a position of power. This book concludes by proposing a range of methods and methodologies which researchers can use to challenge inequality and work towards social justice offering a

springboard from which they can further their own studies *Changing Teacher Professionalism* Sharon Gewirtz,Pat Mahony,Ian Hextall,Alan Cribb,2009-01-08 Significant changes in the policy and social context of teaching over the last 30 years have had substantial implications for teacher professionalism This collection of work by leading international scholars in the field makes a unique contribution to understanding both how these changes are impacting on teaching and how teachers might change their practice for the better **Philosophy for Children in Transition** Nancy Vansieleghem,David Kennedy,2012-01-17 Philosophy for Children in Transition presents a diverse collection of perspectives on the worldwide educational movement of philosophy for children Educators and philosophers establish the relationship between philosophy and the child and clarify the significance of that relationship for teaching and learning today The papers present a diverse range of perspectives problems and tentative prospects concerning the theory and practice of Philosophy for Children today The collection familiarises an actual educational practice that is steadily gaining importance in the field of academic philosophy Opens up discussion on the notion of the relationship between philosophy and the child **Rigour & Complexity in Educational Research** Joe Kincheloe,Kathleen Berry,2004-09 Aimed at fourth year undergraduates masters and PhD students in education this title presents a new examination of scientific rigour and evidence based research in education **Boletin Internacional de Bibliografia Sobre Educacion** ,2003 **Reclaiming Universities from a Runaway World** Melanie Walker,Jon Nixon,2004 Examines the idea that the defining feature of academic professional identity is the search for understanding This work shows how questions of teaching research and management in universities are also questions about the struggle over deliberative democracy It details how higher education can contribute to building a prosperous society **Internationale Bibliographie der Rezensionen wissenschaftlicher Literatur** ,2004

History, Politics and Policy-making in Education Richard Aldrich,2007 Richard Aldrich Emeritus Professor of History of Education retired in 2003 after a 30 year career at the Institute of Education where he continues to serve as Public Orator In his scholarship Aldrich has particularly emphasized the importance of historical perspectives and the relationship between the educational past politics and policy making This volume of eleven essays by fellow historians of education who have been privileged to work closely with him takes up the theme of history politics and policy making and pays tribute to his leadership of the field in the UK and overseas **Book Review Index Cumulation** Dana Ferguson,2005-09 Book Review Index provides quick access to reviews of books periodicals books on tape and electronic media representing a wide range of popular academic and professional interests The up to date coverage wide scope and inclusion of citations for both newly published and older materials make Book Review Index an exceptionally useful reference tool More than 600 publications are indexed including journals and national general interest publications and newspapers Book Review Index is available in a three issue subscription covering the current year or as an annual cumulation covering the past year **Educational Foundations** ,1992 *International Bibliography of Book Reviews of Scholarly Literature Chiefly in the Fields of Arts and*

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