



PHILOSOPHY & EDUCATION

Fiction written under Oath?

*Essays in Philosophy and
Educational Research*

David Bridges

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Fiction Written Under Oath Essays In Philosophy And Educational Research

**Paul Smeyers, David Bridges, Nicholas
C. Burbules, Morwenna Griffiths**



Fiction Written Under Oath Essays In Philosophy And Educational Research:

Fiction written under Oath? David Bridges, 2006-04-18 The essays bring to contemporary debates about educational research both a first hand familiarity with the practices and arguments of the educational research community and a clear grasp of the ways in which philosophical sources and analysis can inform them They are both measured and passionate sparked by an intense personal curiosity which takes Bridges into unexpected resources and territory such as the insights of museology into debates on educational research as narrative fiction as well as more familiar material relating to for example issues about the assessment of quality of educational research and the concern for its relevance The book makes an articulate case by its own example as well as in its argument for the continuing contribution of philosophical thinking to the development and critique of educational research It will be essential reading for researchers already engaged in this development and for masters and doctoral students who are coming to terms with educational research and it offers a contribution to the literature in philosophy of education which is richly grounded in the wider field of educational research

Philosophy in Educational Research David Bridges, 2016-12-01 This book provides critical and reflective discussions of a wide range of issues arising in education at the interface between philosophy research policy and practice It addresses epistemological questions about the intellectual resources that underpin educational research explores the relationship between philosophy and educational research and examines debates about truth and truthfulness in educational research Furthermore it looks at issues to do with the relationship between research practice and policy and discusses questions about ethics and educational research Finally the book delves into the deeply contested area of research quality assessment The book is based on extensive engagement in empirically based educational research projects and in the institutional and professional management of research as well as in philosophical work It clarifies what is at stake in international debates around educational research and teases out the nature of the arguments and where argument permits the conclusions to which these point The book discusses these familiar themes using less predictable sources and points of reference such as codes of social obligation in contemporary Egypt and New Zealand the Soviet and the inspiration of the nineteenth century philosopher Abai in contemporary Kazakhstan seventeenth century France Pascal and the disputes between Jesuits and Jansenites eighteenth century Italy Giambattista Vico and la scienza nuova educational magic in traditional Ethiopia and ends at a banquet with Socrates and dinner with wine and a conversation loving Montaigne

Educational Research: Ethics, Social Justice, and Funding Dynamics Paul Smeyers, Marc Depaepe, 2018-03-22 This book examines the conduct and purposes of educational research It looks at values of researchers at whose interests are served by the research and the inclusion or exclusion of practitioners and subjects of research It asks if educational research should be explicitly committed to promoting equality and inclusion and whether that requires research to be more aware of the cultural and global contexts of research questions It explores the ethical challenges encountered in the conduct of research and the potential ethical and

social justice constraints imposed by comparative research rankings Next it discusses the research funding aspects of the above issues both philosophically and historically thus examining the changing sources patterns and effects of educational research funding over time Since the conduct of most educational research increasingly requires institutional and financial support the question is whether funding shapes the content of research and what counts as research The book discusses if funding is a factor in the shift of efforts of researchers from pure or basic research to more applied research and if it encourages the development of large research teams to the detriment of individual scholars It looks at the ownership of the content results and data of publicly funded research Finally it tries to establish whether scholars solicit funding to support research projects or generate research projects to attract funding This publication as well as the ones that are mentioned in the preliminary pages of this work were realized by the Research Community Philosophy and History of the Discipline of Education

Purposes Projects and Practices of Educational Research Alan D. Reid, E. Paul Hart, Michael A. Peters, 2013-11-11 This volume offers a unique commentary on the diverse ways that educational inquiry is conceived designed and critiqued An international team of scholars examines cross cutting themes of how research in education is conceptualised characterised contextualised legitimated and represented Contributions include specially commissioned essays critical commentaries vignettes dialogues and cases Each section discusses the significance of a complex terrain of ideas and critiques that can inform thinking and practice in educational research The result is a thorough and accessible volume that offers fresh insights into the perspectives and challenges that shape diverse genres of research in education

Philosophy and Theory in Educational Research Amanda Fulford, Naomi Hodgson, 2016-06-10

Philosophy and Theory in Educational Research Writing in the margin explores the practices of reading and writing in educational philosophy and theory Showing that there is no right way to approach research in educational philosophy but illustrating its possibilities this text invites an engagement with philosophy as a possibility and opening possibilities for educational research Drawing on their own research and theoretical and philosophical sources the authors investigate the important issue of what it means to read and write when there is no prescribed structure Innovative in its contribution to the literature this edited volume enlightens readers in three ways The volume focuses on the practices of reading and writing that are central to research in educational philosophy suggesting that these practices constitute the research rather than simply reporting it It is not a prescriptive guide and should not be read procedurally Rather it is intended to illustrate the possibilities for this kind of research and to suggest starting points for those pursuing research projects Finally attention is given to the ways in which conducting educational philosophy can be educative in itself both to the researcher in writing it and to its audience in reading it With contributions from international scholars in the field of educational philosophy this book is a valuable guide for practitioner researchers taught postgraduate and doctoral students and early career researchers in university education departments Academic staff teaching research methods and seeking to introduce their students to

philosophy as research without wishing to offer a prescriptive how to guide will also find this book of particular interest

Philosophy, Methodology and Educational Research David Bridges, Richard D. Smith, 2007-10-22 This book evaluates the increasingly wide variety of intellectual resources for research methods and methodologies and investigates what constitutes good educational research Written by a distinguished international group of philosophers of education Questions what sorts of research can usefully inform policy and practice and what inferences can be drawn from different kinds of research Demonstrates the critical engagement of philosophers of education with the wider educational research community and illustrates the benefits that can accrue from such engagement

Theory and Philosophy in Education Research John Quay, Jennifer Bleazby, Steven Stolz, Maurizio Toscano, R. Scott Webster, 2018-04-09 The issue of methodology is a fundamental concern for all who engage in educational research Presenting a series of methodological dialogues between eminent education researchers including Michael Apple Gert Biesta Penny Enslin John Hattie Nel Noddings Michael Peters Richard Pring and Paul Smeyers this book explores the ways in which they have chosen and developed research methods to style their investigations and frame their arguments These dialogues address the specialized and technical aspects of conducting educational research conceptualize the relationship between methodology and theory and provide in depth discussion of concerns including falsifiability openness interpretation and researcher judgement Foregrounding the researchers first hand experience and knowledge this book will provide future and current researchers with a deeper comprehension of the place of theory in education research An illuminating resource for undergraduate and postgraduate researchers alike *Theory and Philosophy in Education Research* confronts the intricate complexities of conducting education research in a highly engaging and accessible way

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 *pädagogisch* 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

Disciplines of Education John Furlong, Martin Lawn, 2010-09-13 Is there a crisis in the disciplines of education In this book leading scholars explore how the changing epistemological and political debates of the last 20 years have resulted in the progressive demise of the disciplines in relation to the study of education Finally the book asks whether the disciplines have a place in education in the 21st century

Educational Research: Proofs, Arguments, and Other Reasonings Paul Smeyers, Marc Depaepe, 2009-10-08 This book focuses on the language of educational research as well as on the language of education It conceives both as social practices and investigates how rhetoric plays a part in the complex process of historically situated argumentation The book aims to answer such questions as What is the nature of the arguments and the kinds of sources one relies on and What kind of reasoning is offered to convince practitioners Taking postmodern criticism seriously the contributors argue that the scholar or researcher cannot indulge in relativism or be satisfied with a description of particular cases Instead theoreticians as well as practitioners have to engage in sound thinking and dialogue The chapters in this volume highlight relevant characteristics of the language of educational research In addition attention is paid to the language of particular debates which figure prominently in the wider educational context such as the language of goals of parenting citizenship and capability

Educational Research: Material Culture and Its Representation Paul Smeyers, Marc Depaepe, 2014-02-10 This collection discusses and illustrates how educational research is affected by the economic institutional and physical contingencies of its time and in our time even increasingly is driven by them It is argued that the antidote to this is however not to aspire to thought itself but instead to do justice to its own rootedness in the material including textuality From an historical point of view such an innovative approach can itself revamp the material scholarly culture and the way it is represented The chapters address a variety of topics such as the cultural heritage of the school desk the significance of images for research into long term educational processes the way iconic signs function and how modes of enquiry relate to the materiality of education Attention is also given to standards for reporting on educational research studies and how these limit the scope and communication and moreover shape researchers to the forms of citation practices as substantially influencing methods and content and to the centrality of conversation not just as the means to an end but as what matters further to representational and to non representational theories for educational research Some examples are drawn from the area of arts based educational research from mathematics education and from the discourse on universities

Educational Research: The Attraction of Psychology Paul Smeyers, 2012-10-23 The closely argued and provocative contributions to this volume challenge psychology's hegemony as an interpretive paradigm in a range of social

contexts such as education and child development They start from the core observation that modern psychology has successfully penetrated numerous domains of society in its quest to develop a properly scientific methodology for analyzing the human mind and behaviour For example educational psychology continues to hold a central position in the curricula of trainee teachers in the US while the language of developmental psychology holds primal sway over our understanding of childrearing and the parent child relationship Questioning the default position of modern psychology as a way of conceptualizing human relations this collection of papers reexamines key assumptions that include psychology's self image as a scientific discipline Authors also argue that the dogma of neuropsychology in education has demoted concepts such as emotion feeling and relationship so that they are now blind spots in educational theory Other chapters offer a cautionary analysis of how misshapen notions of psychology can legitimize eugenics as in Nazi Germany and poison racial attitudes Above all has psychology with its focus on individual merit been complicit in hiding the impacts of power and privilege in education This bracing new volume adopts a broader definition of education and childrearing that admits the essential contribution of the humanities to the proper study of mankind This publication as well as the ones that are mentioned in the preliminary pages of this work were realized by the Research Community FWO Vlaanderen Research Foundation Flanders Belgium Philosophy and History of the Discipline of Education Faces and Spaces of Educational Research *Reimagining Liberal Education* Hanan Alexander, Hanan A. Alexander, 2015-01-29 This challenging and provocative book reimagines the justification substance process and study of education in open pluralistic liberal democratic societies Hanan Alexander argues that educators need to enable students to embark on a quest for intelligent spirituality while paying heed to a pedagogy of difference Through close analysis of the work of such thinkers as William James Charles Taylor Elliot Eisner Michael Oakeshott Isaiah Berlin Martin Buber Michael Apple and Terrence McLaughlin *Reimagining Liberal Education* offers an account of school curriculum and moral and religious instruction that throws new light on the possibilities of a nuanced rounded education for citizenship Divided into three parts Transcendental Pragmatism in Educational Research Pedagogy of Difference and the Other Face of Liberalism and Intelligent Spirituality in the Curriculum this is a thrilling work of philosophy that builds upon the author's award winning text *Reclaiming Goodness Education and the Spiritual Quest*

Education for Self-transformation Duck-Joo Kwak, 2011-10-12 Exemplifying what it advocates this book is an innovative attempt to retrieve the essay form from its degenerate condition in academic writing Its purpose is to create pedagogical space in which the inner struggle of lived experience can articulate itself in the first person Working through essays the modern post secular self can guide understand and express its own transformation This is not merely a book about writing methods it has a sharp existential edge Beginning by defining key terms such as self transformation Kwak sketches the contemporary debates between Jürgen Habermas and Charles Taylor on the status of religious language in the public domain and its relationship to secular language This allows her to contextualize her book's central questions how can philosophical

practice reduce the experiential rift between knowledge and wisdom How can the essay form be developed so that it facilitates as praxis pedagogical self transformation Kwak develops her answers by working through ideas of George Lukacs and Stanley Cavell of Hans Blumenberg and Søren Kierkegaard whose work is much less familiar in this context than it deserves to be Kwak's work provides templates for new forms of educational writing new approaches to teaching educators and new ways of writing methodology for educational researchers Yet the importance of her ideas extends far beyond teaching academies to classroom teachers curriculum developers and to anyone engaged in the quest to lead a reflective life of one's own

Evidence-Based Education Policy David Bridges, Paul Smeyers, Richard Smith, 2009-06-15 This book raises important questions about the extent to which policy can be derived from research and about the kind of evidence which should inform policy Challenges contemporary orthodoxies and offers constructive alternatives Critiques the narrower conceptions of evidence which might inform policy advanced by the what works movement Investigates the logical gaps between what can be shown by research and the wider political requirements of policy Examines the different educational research traditions e.g. large population studies individual case studies personal narratives action research philosophy and the romantic turn Calls for a more subtle understanding of the ways in which different forms of enquiry may inform policy and practice Discusses the recognition and utilisation of the insights offered by the rich variety of educational research traditions available to us

Educational Research: Why 'What Works' Doesn't Work Paul Smeyers, Marc Depaepe, 2007-01-07 Education and educational research according to the current fashion are supposed to be concerned with what works to the exclusion of all other considerations All over the world and particularly in the English speaking countries governments look for means of improving student achievement as measured by standardized test scores Although such improvements are often to be welcomed they do not answer all significant questions about what constitutes good education Also the research on which they are based is not the only legitimate way to do educational research Social research and therefore educational research cannot ignore the distinctive nature of what it studies a social activity where questions of meaning and value cannot be eliminated and where interpretation and judgment play a crucial role In this book distinguished philosophers and historians of education from 6 countries focus on the problematical nature of the search for what works in educational contexts in practice as well as in theory Beginning with specific problems they move on to more general and theoretical considerations seeking to go beyond over simple ideas about cause and effect and the rhetoric of performativity that currently has educational thinking in its grip Freedom of inquiry in educational research can no longer be taken for granted Narrow definitions of what constitutes scientific research funding criteria that enforce particular research methods and policy decision processes that ignore any research that is not narrowly utilitarian create a context in many countries that discourages scholarship of a more speculative exploratory or critical sort This book brings together an exceptional combination of international and cross disciplinary scholars who bring the perspectives of history and philosophy of science

to ask How did we arrive at this place and Where is educational research heading Thebook illuminates the anti intellectual consequences of a what works mentality in education and shows that the ostensibly scientific revolution in educational research in fact reflects an ahistorical and conceptually muddled understanding of what actually constitutes science This book could not be more timely and important Nicholas C Burbules Grayce Wicall Gauthier Professor University of Illinois With research increasingly tied to State policies with the instrumental purpose of guiding school reforms the volume provides an important historical and philosophical questioning of the possibilities limitations and challenges of education research Internationally leading scholars engage in a significant conversation that is sophisticated and nuanced for understanding contemporary debates Thomas S Popkewitz the University of Wisconsin Madison USA This publication is realized by the Research Community FWO Vlaanderen Research Foundation Flanders Belgium Philosophy and History of the Discipline of Education Evaluation and Evolution of the Criteria for Educational Research *Poststructuralism, Philosophy, Pedagogy* J.D. Marshall, 2006-01-18 This book has been quite long in the making In its original format but with some different chapters and with the then publisher it foundered as did other volumes in the planned series At the in press stage when we obviously thought it was going ahead it was suddenly canned Quite distraught I closed it away in a desk drawer for a year or so But then Joy Carp of Kluwer Academic Publishers expressed an interest in it and we were in business again Most of the contributors to the original volume have stayed with it only to be delayed by myself for a variety of reasons but see the dedication I had been writing on Michel Foucault for a number of years but had become concerned about mis appropriations of his ideas and works in educational literature I was also concerned about the increasingly intemperate babble in that literature of the notion of postmodernism Indeed at one major educational conference in North America I listened to a person expounding postmodernism in terms of Destroy Destroy Destroy Like Michel Foucault I am not quite sure what postmodernism is but following Mark Poster s account of poststructuralism as merely a collective term to catch a number of French thinkers I thought that what we had to do in education was to look at what particular thinkers had said and not become involved in vapid discussion at an abstract level on isms Thus the book was conceived **Navigating the Education Research Maze** Dolene Rossi, Francis Gacenga, Patrick Alan Danaher, 2016-11-25 This book depicts rigorous and vigorous accounts of strategies used successfully by researchers to negotiate their way through the research maze The metaphor of the maze evokes several different and sometimes contradictory elements of contemporary education research including complexity confusion messiness multiplicity and risk While these are not necessarily or wholly negative attributes it is important for researchers to be able to articulate and implement effective strategies for engaging wholeheartedly with these situations to navigate the education research maze The book is structured around three main themes politics ethics philosophies and theories of education research mazes mazes in and with specific research methods and mazes in and with specific research tasks and technologies Each account develops broader lessons for enhancing the impact quality relevance

and significance of research in other disciplines as well as education Contemporary Qualitative Research Peter Charles Taylor, John Wallace, 2007-07-26 This volume offers a unique set of research exemplars for science mathematics and technology educators The volume explores the important challenge of how to translate leading edge methodologies into practical research strategies and techniques The book is divided into three major sections The Golden Age of Research Meeting the Research Crises and A New Era of Research with chapters exploring a variety of methodologies and representational forms and texts These include historical narrative literary phenomenological autobiographical virtual and performance texts among others Qualitative Research in Postmodern Times is an exciting and accessible book that will be essential reading for science mathematics and technology educators interested in new forms of educational research Beginning researchers will find it practically helpful in planning and conducting their research studies while experienced researchers will welcome new theoretical insights into postmodern methodologies *Beyond Empiricism* Paul Smeyers, Marc Depaepe, 2003

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