

## Chapter 6

# Educational Research and Policy<sup>1</sup>

**Abstract** This chapter touches on some of the issues discussed in Chap. XX in the context of educational research and practice, but here it is concerned with the relationship between educational research and policy and, more specifically, with the sort of knowledge which can and should inform educational policy. The chapter treats this as an epistemological question and distinguishes it from the more extensively explored question of what sort of knowledge in what form policymakers do in fact commonly take into account.

The chapter examines the logical and rhetorical character of policy and the components of policy decisions, and argues that policy demands a much wider range of information than research typically provides. Either the research task or commission has to be substantially extended or the gap will be filled by information or thinking which is not derived from research.

One of the gaps between research of an empirical kind and policy is the normative gap. The final section of this chapter points to the inescapably normative character of educational policy. Of course the values which inform policy can be investigated empirically or deconstructed through discourse analysis, but this kind of inquiry cannot tell us what we should do. There is, however, a role for research/scholarship and more, rather than less, intelligent and critical argumentation in addressing these normative questions, as well as the empirical questions which underpin policy.

This chapter might be read alongside Chap. XX on the role of the philosopher in policymaking.

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<sup>1</sup> This chapter is mainly derived from a paper that I originally wrote with Michael Watts in the context of an Economics and Social Research Council Teaching and Learning Research Programme (ESRC TLRP). It was published first in a supplementary issue of the *Journal of Philosophy of Education* (2008) edited by Bridges, D., Smeyers, P., and Smith, R., and subsequently (2009) by Wiley Blackwell as *Evidence-based education policy: What evidence? What basis? Whose policy?* I am grateful to Michael Watts and to Wiley Blackwell for allowing me to draw substantially on this paper.

# Educational Research Policy And The Press Research As News

**Wing On Lee, Phillip Brown, A. Lin  
Goodwin, Andy Green**



## **Educational Research Policy And The Press Research As News:**

**Education Research, Policy, and the Press** Robert F. McNergney, 1992      Education Research and the Media Aspa Baroutsis, Stewart Riddle, Pat Thomson, 2018-12-07 Universities around the world now actively encourage academics to engage in public scholarship publishing in traditional and new media newspapers television radio blogs and social media Education Research and the Media addresses this situation using empirical and reflexive accounts to interrogate and advance the ways in which this shift is usually discussed Drawing on Australian and international scholars and contexts this edited collection probes the effects of these engagements Taken together the book offers new conceptualisations of the junctures and disjunctures of local national and transnational mediascapes in education research working across both traditional media and social media platforms The book takes as its starting point that traditional national media while still significant are now embedded in practices and discourses that transcend geographic and spatial boundaries Global media logics challenge the profitability and operations of media corporations as the production of news and information is paradoxically both democratised and fragmented There is a limited body of research about how this mediatised landscape impacts on public scholarship This is the first book in the field of education to systematically investigate this landscape using empirical examples and analysis as well as a range of theoretical and conceptual approaches      News Media and the Neoliberal Privatization of Education Zane C. Wubbena, Derek R. Ford, Brad J. Porfilio, 2016-03-01 This edited volume contributes to a burgeoning field of critical scholarship on the news media and education This scholarship is based on an understanding that the news media has increasingly applied a neoliberal template that mediates knowledge and action about education This book calls into question what the public knows about education how the public is informed and whose interests are represented and ultimately served through the production and distribution of information by the news media about education The chapters comprising this volume serve to enlighten and call to action parents students educators academics and scholars activists and policymakers for social political and economic transformation Moreover as the neoliberal agenda in North America intensifies the chapters in this book help to deepen our understanding of the logics and processes of the neoliberal privatization of education and the accompanying social discourses that facilitate the reduction of social relations to a transaction in the marketplace The chapters examine the news media and the reproduction of neoliberal educational reforms A Nation at Risk Teach For America charter schools think tanks and PISA and resistance to neoliberal educational reforms online activism and radical Black press while also broadening our conceptual understanding of the marketization and mediatization of educational discourses Overall the book provides an in depth understanding of the neoliberal privatization of education by extending critical examinations to this underrepresented field of cultural production the news media coverage of education The contribution of this edited volume therefore helps to build an understanding of the contemporary dynamics of capital accumulation to inform public resistance for social transformation      *Media Literacy and*

*Media Education Research Methods* Pierre Fastrez, Normand Landry, 2023-11-27 This handbook interrogates the foundations of media literacy and media education research from a methodological standpoint It provides a detailed illustrated overview of key methods used in the study of media literacy and media education Further it reveals the diversity of this research field and organizes this diversity by using three categories of investigation media practices educational initiatives and prescriptive discourses The book offers valuable reference points and tools for exploring the range of research methods used to study media literacy and media education and how these methods connect to epistemological stances theoretical frameworks and research questions It serves as a guide for researchers who wish to position themselves reflect on the methods they use or are considering using and compare and contrast them against alternative or complementary approaches After reading this book readers will be better able to identify and define the objects of study in media literacy and media education research the preferred ways of conducting investigations the phenomena issues and dimensions that these are likely to bring to light and the knowledge that they generate This comprehensive and up to date overview of the field of media literacy education research methods will be of great interest to scholars and students of education studies media studies media literacy cognitive science and communication studies Chapter 2 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution CC BY 4.0 International license

*Preventing Abuse and Neglect in the Lives of Children with Disabilities* E. Paula Crowley, 2016-04-02 This book addresses the development of our understanding of the abuse and neglect in the lives of children with disabilities Disabilities in childhood uniquely dispose children for their abuse and neglect Additionally abuse and neglect dispose children for disabilities The care and education of children with disabilities requires unique knowledge and skills and so does the consideration of their abuse and neglect This book is based on data generated from an analysis of cases involving the abuse and neglect of children with disabilities as well as on an analysis of the data based literature in this area Readers are provided with analysis and reflection exercises throughout the text so that they may analyze and reflect on their own awareness of the abuse and neglect of children with disabilities Each chapter also contains a set of implications for research and practice The final chapter focuses directly on prevention Caregivers and professionals across disciplines will develop a new understanding of their roles in universal secondary and tertiary level prevention that is targeted focused data based and designed to prevent the abuse and neglect of children with disabilities in the first place

**Research in Education**, 1971

**Educational Research Bulletin**, 1926

Schoolteachers in the News Kathryn Shine, Tom O'Donoghue, 2013-02-28 Research examining how schoolteachers have been represented in the news is scarce This is noteworthy given the recognition that the news media has an influential agenda setting function plays a pivotal role in shaping public opinion and can influence educational policy Indeed there is a view amongst some authorities that education policy and news media coverage are irrevocably interconnected Specifically in relation to newspapers research indicates that their coverage can be particularly influential in informing and influencing

public debate and policy about a variety of educational issues Research has also been conducted on the reactions of teachers reporting that they perceive news media coverage as important in shaping public opinion and education policy as well as affecting their relationships with families friends and the community Teachers in various countries have also expressed frustration at what they have perceived as a negative focus in coverage Furthermore news media coverage has been seen to play a role to the decline in the status of teaching that has been documented by researchers from many developed countries over the past three decades It has been claimed that contemporary news media coverage has led to greater scrutiny and criticism of the teaching profession than ever before with educators increasingly having to explain and justify their work In addition to the widespread concern about the decline in the status of teaching many countries are experiencing ongoing teacher recruitment and retention problems Despite this very few studies have considered how schoolteachers and teaching as a profession are depicted in the news media Particularly scarce are investigations with a historical dimension This book helps fill the gap by examining the reporting in The West Australian newspaper one of the oldest newspapers in Australia and a daily publication since 1885 It is offered as a contribution towards rectifying the deficit in the corpus of work on how newspapers have depicted teachers and points the way towards one of a number of avenues of research that other scholars in the field could take for various contexts including different countries and time periods The specific aim of the study is to provide a historical analysis of The West Australian newspaper's representation of teachers over two decades To that end it examines the portrayal of teachers in its reporting of five major educational developments in the state of Western Australia that were the subject of sustained coverage at various times between 1987 and 2007 unit curriculum 1987 1989 industrial dispute 1995 standardised testing 1997 2001 teacher shortage 1997 2007 and outcomes based education 2005 2007 Although the study focused on The West Australian newspaper the topics chosen reflect the international trends and universal issues in education Each of the topics in the study is located within the broader context of related developments internationally and especially in the United States the United Kingdom and Australia Three key representations of teachers are identified negative representations sympathetic representations and positive representations The negative representations refer to coverage which is overtly critical of teachers such as reporting which condemns teachers for taking industrial action the sympathetic representations relate to reporting which typically presents teachers as stressed overburdened and powerless and the positive representations show teachers as valued by the community and devoted to their students and work The central argument of the study is that The West Australian's coverage was dominated by both negative and sympathetic representations of schoolteachers while positive representations were relatively rare Overall the coverage presented a less flattering image of teachers than that which emerges from the educational research literature yet it provided a more balanced presentation of teachers than the extremes of hero and villain which tend to dominate popular culture Its portrayal of teachers was generally consistent with that of other news media with a movement towards a more

sympathetic treatment in recent reporting reflecting a trend also identified in contemporary British newspaper coverage Although the sympathetic coverage did recognize the challenges faced by teachers it consistently presented teaching as a profession in a negative light Across the coverage there was almost a total absence of voices defending teaching or presenting it as an attractive career option In addition comments of any type from individual teachers were rare Overall the book highlights the need for key media spokespeople in education politicians union representatives bureaucrats and academics to consider carefully the messages they want to send regarding teachers and teaching It also points to implications for journalism education and journalism practice This book should be read by those working in the fields of educational policy journalism education media studies and history of education internationally particularly those working in these fields in the United States Canada the United Kingdom Australia and New Zealand Resources in Education ,1994

*International Encyclopedia of Education* ,2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files **The Journal of Educational Research**

,1925 **Developing Future-ready Learners for a Global Age** Suzanne S. Choo,Woon Chia Liu,Bee Leng Chua,2024-12-02 Suzanne S Choo Woon Chia Liu and Bee Leng Chua offer a dynamic look into the tripartite relationship between education research policy and practice that characterizes Singapore s changing education landscape Over the years Singapore has garnered increasing attention internationally for its world class education system Pushing back against the stereotypical notions of exam and teacher centric education in Asia the contributors to this volume discuss opportunities as

well as challenges in Singapore's innovation towards constructivist critical culturally responsive and cosmopolitan forms of learning. Highlighting the pedagogical innovation and its context in Singapore's teacher education and schools, the authors bridge theory and practice by providing an understanding of innovative practices informed by key shifts in Singapore's education policies and the key conceptual principles informing these practices. More importantly, it provides on the ground empirical insights into the ways these innovative pedagogical practices are enacted in the classroom and in teacher education programmes. Each chapter provides an in-depth understanding of how these pedagogies are applied across various subject disciplines including guided problem solving in Mathematics, games based pedagogy in Science, multimodal literacies in language, ethical criticism in Literature, Nonlinear Pedagogy in Physical Education, multicultural approaches in music and dialogic pedagogy in drama among others. Balancing theoretical and empirical focus, this resourceful text will be of interest to students, researchers and practitioners in educational development pedagogy and teacher education as well as policymakers across international fields in education.

**The Image of Africa in Ghana's Press: The Influence of Global News Organisations**  
Michael Serwornoo, 2021-01-05. The Image of Africa in Ghana's Press is of high conceptual, theoretical and methodological quality. It gives a good overview of the literature and the state of the art in the fields tackled by the author. The originality of the book lies especially in its methodological approach. Prof. Guido Keel, Director of the Institute of Applied Media Studies, Zurich University of Applied Sciences. The Image of Africa in Ghana's Press is a comprehensive and highly analytical study of the impact of foreign news organisations on the creation of an image of Africa in its own press. Identifying a problematic focus on the Western media in previous studies of the African media image, Serwornoo uses the Ghanaian press as a case study to explore the effects of centuries of Afro-pessimistic discourse in the foreign press on the continent's self-description. This study brings together a number of theoretical approaches including newsworthiness, intermedia agenda setting, postcolonial theory and the hierarchy of influences to question the processes underpinning the creation of media content. It is particularly innovative in its application of the methodological frameworks of ethnographic content analysis and ethnographic interview techniques to unveil the perspectives of journalists and editors. The Image of Africa in Ghana's Press presents a vital contribution of the highest academic standard to the growing literature surrounding Afro-pessimism and postcolonial studies. It will be of great value to scientists in the field of journalism studies as well as researchers interested in the merging of journalism research, postcolonial studies and ethnography.

*Title VII--new Educational Media News and Reports*, 1960

**International Handbook on Education Development in the Asia-Pacific**  
Wing On Lee, Phillip Brown, A. Lin Goodwin, Andy Green, 2023-11-20. The Springer International Handbook of Educational Development in Asia Pacific breaks new ground with a comprehensive, fine-grained and diverse perspective on research and education development throughout the Asia Pacific region. In 13 sections and 127 chapters, the Handbook delves into a wide spectrum of contemporary topics including educational equity and quality, language education, learning and human development.

workplace learning teacher education and professionalization higher education organisations citizenship and moral education and high performing education systems The Handbook is grounded in specific Asia Pacific contexts and scholarly traditions using unique country specific narratives for example Vietnam and Melanesia and socio cultural investigations through lenses such as language identity or colonisation while offering parallel academic discourse and analyses framed by broader policy commentary from around the world      **Rankings and the Reshaping of Higher Education** Ellen Hazelkorn,2015-03-23

University rankings have gained popularity around the world and are now a significant factor shaping reputation This second edition updates Ellen Hazelkorn s first comprehensive study of rankings from a global perspective drawing in new original research and extensive analysis It is essential reading for policymakers managers and scholars      **Media, Journalism, and "Fake News"** Amy M. Damico,2019-10-25 This volume summarizes the evolution of news and information in the United States as it has been shaped by technology penny press radio TV cable the internet and form development investigative journalism tabloid TV talk radio social media Media Journalism and Fake News A Reference Handbook provides readers with an overview of news and media in the United States Additionally the book discusses additionally discussing the economic state of the news industry partisan news misinformation and disinformation issues of representation and the impact of social media The volume starts with a background of the development of news and information in the United States It then goes on to discuss significant problems controversies and solutions related to the topic Readers also will be able to develop their understanding of the topic by reading profiles of key figures and organizations that contributed to the current news climate A comprehensive list of resources will help readers decide where to go next should they want to learn more about a particular area of interest      *Reflective Teaching in Further and Adult Education* Yvonne Hillier,2009-07-01 Hillier is a friendly guide

for those new to the world of further and adult education or for those finding themselves required for the first time to work towards a formal teaching qualification Richard Sykes *Studies in the Education of Adults* This is a useful book It systematically covers the FENTO standards for teaching and supporting learning in further education Ron Kirby *Youth Policy* This second edition of the best selling textbook *Reflective Teaching in Further and Adult Education* has been extensively revised and updated throughout The book has An updated chapter on new government policy in lifelong learning Details of the changing qualifications framework foundation degrees and e learning An expanded chapter on professional practice New sections on disability awareness working with young people and new technologies Checklists examples scenarios and figures to aid learning Chapter summaries to aid navigation of the text A guide to the FENTO standards at the end of each chapter Guides for further reading and websites A glossary of unfamiliar terms This comprehensively accessibly written textbook is a practical resource which will be invaluable to teachers in further and adult education whether in training or in service

**Competitive Accountability in Academic Life** Richard Watermeyer,2019 This book considers how a culture of competitive accountability in UK higher education produces multiple tensions contradictions and paradoxes that are



destabilizing and deleterious to the work and identities of academics as research scientists It suggests the potential of a new discourse of scientific accountability that frees scientists and their public communities from the absurdities and profligacy of performativity and managerial governmentality encountered in the REF and an impact agenda the noose of competitive accountability and a more honest and meaningful public contract

**Researching Sustainability** Alex Franklin, Paul Blyton, 2013-11-12 This book is for students and researchers across the social sciences who are planning conducting and disseminating research on sustainability related issues Real world sustainability problems cross many boundaries and this is the first book to guide students and practitioners through the practical and theoretical challenges of doing interdisciplinary research in this vital and emerging area Researching Sustainability contains many in depth hands on accounts by expert contributors providing real life examples and lessons that can be put to use immediately Coverage includes the general challenges that sustainability presents to researchers including frictions between sustainability and scientific tradition complexity research paradigms interdisciplinarity social environmental interactions and ethical concerns a host of social science based research methods and approaches Each chapter presents a different method its challenges and suitability for different situations an in depth example of the method in action insights and lessons dissemination of sustainability research findings including influencing policy communicating with school children and working with the media The book concludes with a critical synthesis of issues and methods examined in the book together with a discussion of future research pathways This book is an essential tool for students researchers and practitioners in planning implementing and evaluating their sustainability research

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## **Table of Contents Educational Research Policy And The Press Research As News**

1. Understanding the eBook Educational Research Policy And The Press Research As News
  - The Rise of Digital Reading Educational Research Policy And The Press Research As News
  - Advantages of eBooks Over Traditional Books
2. Identifying Educational Research Policy And The Press Research As News
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Educational Research Policy And The Press Research As News
  - User-Friendly Interface
4. Exploring eBook Recommendations from Educational Research Policy And The Press Research As News
  - Personalized Recommendations
  - Educational Research Policy And The Press Research As News User Reviews and Ratings
  - Educational Research Policy And The Press Research As News and Bestseller Lists
5. Accessing Educational Research Policy And The Press Research As News Free and Paid eBooks
  - Educational Research Policy And The Press Research As News Public Domain eBooks
  - Educational Research Policy And The Press Research As News eBook Subscription Services

- Educational Research Policy And The Press Research As News Budget-Friendly Options
- 6. Navigating Educational Research Policy And The Press Research As News eBook Formats
  - ePub, PDF, MOBI, and More
  - Educational Research Policy And The Press Research As News Compatibility with Devices
  - Educational Research Policy And The Press Research As News Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Educational Research Policy And The Press Research As News
  - Highlighting and Note-Taking Educational Research Policy And The Press Research As News
  - Interactive Elements Educational Research Policy And The Press Research As News
- 8. Staying Engaged with Educational Research Policy And The Press Research As News
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Educational Research Policy And The Press Research As News
- 9. Balancing eBooks and Physical Books Educational Research Policy And The Press Research As News
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Educational Research Policy And The Press Research As News
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Educational Research Policy And The Press Research As News
  - Setting Reading Goals Educational Research Policy And The Press Research As News
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Educational Research Policy And The Press Research As News
  - Fact-Checking eBook Content of Educational Research Policy And The Press Research As News
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
- 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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