Pragmatism And Educational Research

Pragmatism and Educational Research-Gert Biesta 2003 This work provides an overview of the pragmatic understanding of knowledge and the acquisition of knowledge, and its implications for the conduct of educational research. It focuses on the work of John Dewey, and examines the relationship between pragmatism and educational research.

Pragmatism and Educational Research-Biesta 2004-09-08 This volume offers an overview of the pragmatic understanding of knowledge and the acquisition of knowledge, and its implications for the conduct of educational research. Pragmatism and Educational Research focuses primarily on the work of John Dewey, and examines the relationship between pragmatism and educational research both in relation to research methodology and to a pragmatic educational theory. Biesta and Burbules provide examples of characteristic research questions and research methods and approaches, as informed by a pragmatist outlook. Further, they argue that the major benefit of a pragmatic approach to educational research lies in the possibility of promoting intelligent and reflective action by educational practitioners.

Charles Sanders Peirce-David Plowright 2015-11-29 This book introduces a number of selected ideas from the work of Charles Sanders Peirce, the founder of pragmatism. Peirce, pronounced ‘purse’, was born in America in 1839 and died in 1914. He published little in his own lifetime and he continually struggled to become recognised as a respected author with ideas that were highly creative, original and unique. The book begins with an examination of Peirce’s life history. This is followed by an explanation of pragmatism, which states that an understanding of a concept can only
be fully grasped by knowing what its practical effects are. The author then explains a number of Peirce’s ideas that are based on his pragmatic maxim: · scientific inquiry as a method of investigation and its relevance to everyday thinking · inferential thinking based on abduction, deduction and induction and its use in educational research · semiotics, the study of signs and its relevance to the development of conceptual understanding · his profound and insightful ontological categories of Firstness, Secondness and Thirdness and their application to developing an understanding of the world around us. This introductory text is written in a clear and accessible style. Numerous examples are used throughout the book to illustrate Peirce’s complex and sophisticated ideas and to show how his thinking can be applied to education.

Educational Research-Gert Biesta 2020-03-19 With so much technical information about research methods it is easy to lose sight of the bigger picture of why we carry out educational research and where and how research might contribute to the improvement of education. Educational Research: An Unorthodox Introduction steps you through the wider social and political contexts of educational research, focusing on fundamental questions such as what education actually 'is' and what it is for. In doing so, the book raises questions that more 'orthodox' introductions to the theory and practice of educational research often leave aside. Gert Biesta covers a range of key issues which permeate any educational research project, including the roles of theory in research, what it means and takes to improve education, the nature of educational practice, the history of educational research and scholarship, the connection between research, professionalism and democracy and what the social and political dimensions of academic publishing are. Each chapter includes a set of questions to stimulate further discussion.

Pragmatism and Education-D. Troehler 2006-05 The papers in this book have emerged from a
Pragmatism and Educational Research

conference which was organized in Zurich in 2003 by the Pestalozzianum Research Institute for the History of Education and the Educational Institute of the University of Zurich. The conference was organized in light of the increasing internationalization of educational discussion within the last ten to twenty years and the topic was the relation between pragmatism and educational theory. The contributions appear in a kind of chronological order. First, James A. Good examines the repeatedly asserted Hegelian roots of Dewey's philosophy, while Hans-Peter Kruger, Meike Sophia Baader, and Roswitha Lehmann-Rommel address specific aspects of pragmatism, such as public communication, religion, and aesthetics, with the main emphasis of the analysis on William James and John Dewey. Jane Addams' and George Herbert Mead's education stands at the center of interest in the contributions by Daniel Trohler, Birgit Althans, Gert Biesta, and Jurgen Oelkers, while Philipp Gonon and Stefan Bittner turn to the question of why pragmatism had such a hard time of gaining a foothold in Germany. The final contribution, Philip W. Jackson's systematic analysis of Dewey's thought, breaks with the chronological perspective of the volume, shifting the focus to other central and fruitful issues. This book should be of interest to students, teachers and researchers who are studying educational theory in general and pragmatism in particular.

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fundamental logic of empirical research and the sources of research ideas. Detailed descriptions
guide students through the design and implementation of actual research studies with a balanced
examination of quantitative, qualitative, and mixed research. Definitions of key terms are provided in
the margins for easy reference and to help students understand the multiple research methods and
strategies used in education and related fields. New Features: - Student study site materials are
integrated within the text, with the use of marginal icons depicting interactive concept maps, journal
articles, and tools and tips. - New "Action Research" activity for each chapter is included. - A chapter
on Writing the Research report incorporates changes in new edition of the Publication Manual of the
APA, and includes a sample manuscript using APA style. - New exhibits on Egon G. Guba and Donald
T. Campbell, and a new table on applying qualitative research validity strategies are incorporated.
- New material on research paradigms, types of plagiarism, using free software for random sampling
and assignment, nomological vs. ideographic causation are integrated. - Several chapters are slightly
shortened and made simpler, without sacrificing any of the book's rigor.
Scientism and Education-Emery J. Hyslop-Margison 2007-10-23 This volume offers a critical
examination of the growing pressure to apply scientific principles as a means to improve education.
The authors trace the ideology of scientism to the early faith Auguste Comte placed in science and
the scientific method as a panacea to all human problem solving. By revealing many of the
epistemological problems confronted by the social sciences, including education, the authors
undermine the prevailing view that a science of education is possible or desirable. Besides revealing
the epistemological problems associated with education research, they suggest that the
instrumentalism and micro level responsibility related to scientism in education constitute a
manipulative ideological smokescreen to distract public attention away from the structural inequities
that generate disparate academic outcomes among students in industrialized democracies. The book deals a severe blow to the belief that science is a suitable lens through which to view or strengthen educational practice. "One begins this book with the skeptical belief that it can’t be right. The task of reading, then, is to locate where Hyslop-Margison goes wrong to reach his radical and disturbing conclusions. At the very least, even the most skeptical will have to recognize that the unsayable—that current educational research has proven largely fruitless for discernable reasons—is certainly plausible. He brilliantly brings an issue that has been considered too eccentric to contemplate into the heart of current educational discourse. Everyone concerned with educational research—researchers and those policy-makers, administrators, and other educational workers who draw on the products of educational research should read this important book carefully." Kieran Egan, Faculty of Education, Simon Fraser University

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.

Contemporary Feminist Pragmatism-Maurice Hamington 2012 Contemporary Feminist Pragmatism is an interdisciplinary collection of original essays that explores the present implications of feminism and pragmatism for theory, policy, and action. The notion of "feminist pragmatism" or "pragmatist feminism" has been around since Charlene Haddock Seigfried introduced it two decades ago, however the bulk of the work in this field has been directed toward recovering the feminist strain of classical American philosophy, largely through renewed interest in the work of Jane Addams. This exploration of the origins of feminism and pragmatism has been fruitful in providing a foundation for theoretical considerations. This book takes this work a step further by addressing the modern significance of the nexus of feminism and pragmatism, arguing that these fields hold three common commitments and values: the importance of context and experience, the relationship of politics and values and the production of knowledge and metaphysics, and the need for diversity and thus dialogue among differently situated social groups.
modern world, mainly dominated by rapid growth of science and technological innovations is, no doubt, moving towards material world. Technological developments and innovations have made human life materialistic, mechanical, conditioned and controlled. Therefore, a constructivist and progressive approach with broaden horizon may be the only remedy to uplift mankind from its present situation. Education is the only way and means to relate to the whole world, to experience, to understand and attempt to change the perceptions of the world. Education works as the spinal cord for the development of a nation. A nation can be a developed one only if it has strong, comprehensive and diversified education system. Change is the law of nature and life. In the same way education system changes with the passage of time as it is a dynamic concept. In different periods it goes on changing on the foundation of circumstances of the country, i.e. on the basis of educational views of eminent personalities and educationists, as well as the recommendations given by various education commissions and committees.[1] [1]Bhatnagar, Suresh & Saxena, Anamika (2006) Development of Education in India. Meerut: R. Lall Book Depot.

Empirical Methods for Evaluating Educational Interventions-Gary D. Phye 2005 Invaluable for all educators and teachers needing to write acceptable grant proposals or to obtain governmental funding for their programs.

Educational Research: the Educationalization of Social Problems-Paul Smeyers 2009-04-14 Pushing ‘social’ responsibilities on schools is a process that has been underway for a long time. This phenomenon has been studied more in Europe than in North America and the U.K. and has been labelled Pädagogisierung. The editors have chosen to use ‘Educationalization’ to identify the overall orientation or trend toward thinking about education as the focal point for addressing or solving larger human problems. The term describes these phenomena as a sub-process of the
‘modernization’ of society, but it also has negative connotations, such as increased dependence, patronization, and pampering. In this book distinguished philosophers and historians of education focus on ‘educationalization’ to expand its meaning through an engagement with educational theory. Topics discussed are the family and the child, the ‘learning society’, citizenship education, widening participation in higher education, progressive education, and schooling movements such as No Child Left Behind. ‘Smeyers’ and Depaepe’s book offers great insights into one of the most ambivalent phenomena of today’s educational world and especially educational policy. The contributions assembled represent perspectives of some of the most respected scholars in the field. Their manifold critiques of the educationalization of social problems are rather convincing. Our time is definitely ripe for such analysis!’ Roland Reichenbach, Center for Educational Studies, University of Basel, Switzerland

‘This is a challenging, critical and analytical treatment of the tendency of contemporary administrations to overburden educational institutions with the expectation that they will provide the solutions to an increasingly diverse range of social and economic problems. It brings together the theoretical resources of a distinguished international group of philosophers and historians of education and deserves the careful attention of educational policy makers, practitioners and researchers alike.’ David Bridges, Von Hügel Institute, St Edmund’s College, Cambridge, England


Islamic Identity, Postcoloniality, and Educational Policy-J. Milligan 2005-07-31 Tensions between
Muslim communities and state institutions are endemic in many parts of the world. For decades successive colonial and independent governments in the Philippines have deployed educational policy as a tool to mitigate one such conflict between Muslims and Christians, a conflict which has claimed more than 100,000 lives since the 1970's. Postcolonial Education and Islamic Identity in the Southern Philippines offers a postcolonial critique of this century-long educational project in an effort to understand how educational policy has failed Muslim Filipinos and to seek insight from their experience into the potential and pitfalls of educational responses to ethnic and religious tensions.

Islamic Identity, Postcoloniality, and Educational Policy-Jeffrey Ayala Milligan 2020-02-26 This book theorizes a philosophical framework for educational policy and practice in the southern Philippines where decades of religious and political conflict between a minority Muslim community and the Philippine state has plagued the educational and economic development of the region. It offers a critical historical and ethnographic analysis of a century of failed attempts under successive U.S. colonial and independent Philippine governments to deploy education as a tool to mitigate the conflict and assimilate the Muslim minority into the mainstream of Philippine society and examines recent efforts to integrate state and Islamic education before proposing a philosophy of prophetic pragmatism as a more promising framework for educational policy and practice that respects the religious identity and fosters the educational development of Muslim Filipinos. It represents a timely contribution to the search for educational policies and practices more responsive to the needs and religious identities of Muslim communities emerging from conflict, not only in the southern Philippines, but in other international contexts as well.

Small-Scale Research-Peter T Knight 2001-11-29 The author takes the student through the whole of
the research process including anticipating common mistakes and `times of trouble' and offering advice on how to make things easier on yourself. The methods work is sound and the methodology is put across very well and nicely integrated with the `thinking out' of the research ... Rigorous, accessible, upbeat - I would expect this to become a widely used resource for students and lone researchers at all levels' - Roger Sapsford, School of Social Sciences, University of Teeside Timely, assured and written with the needs of students uppermost, Small-Scale Research is a direct, comprehensive guide for students doing theses, dissertations, papers and projects. It systematically works through the central methods of inquiry and demonstrates the strengths and weaknesses of different approaches. The advice on when and how to use small-scale methods is pragmatic, recognizing that small-scale researchers are usually short on time and resources. Yet behind this pragmatism is the principle that research is, above all, about thinking. Whatever needs to be done in a research project has to be for the purpose of providing research audiences with the best possible answers, in the circumstances, to the research questions. The book argues that it is not enough to apply research methods. Sense-making and claims-making are central to good research practice.

Science Education in Theory and Practice-Ben Akpan 2020-09-08 This book provides a collection of applicable learning theories and their applications to science teaching. It presents a synthesis of historical theories while also providing practical implications for improvement of pedagogical practices aimed at advancing the field into the future. The theoretical viewpoints included in this volume span cognitive and social human development, address theories of learning, and describe approaches to teaching and curriculum development. The book presents and discusses humanistic, behaviourist, cognitivist, and constructivist theories. In addition, it looks at other theories, such as multiple intelligences theory, systems thinking, gender/sexuality theory and indigenous knowledge
systems. Each chapter follows a reader-motivated approach anchored on a narrative genre. The book serves as a guide for those aiming to create optional learning experiences to prepare the next generation STEM workforce. Chapter “The Bildung Theory—From von Humboldt to Klafki and Beyond” is available open access under a Creative Commons Attribution 4.0 International License via link.springer.com

Fiction written under Oath?-David Bridges 2006-04-18 The measured and passionate essays in this volume 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. It will be essential reading for researchers, masters and doctoral students who are coming to terms with educational research.

Design, Utilization, and Analysis of Simulations and Game-Based Educational Worlds-Ferdig, Richard E. 2013-05-31 Games and simulations have emerged as new and effective tools for educational learning by providing interactivity and integration with online resources that are typically unavailable with traditional educational resources. Design, Utilization, and Analysis of Simulations and Game-Based Educational Worlds presents developments and evaluations of games and computer-mediated simulations in order to showcase a better understanding of the role of electronic games in multiple studies. This book is useful for researchers, practitioners, and policymakers to gain a deeper comprehension of the relationship between research and practice of electronic gaming and simulations in the educational environment.

discourse surrounding education. It illuminates deep affinities between the corresponding traditions of Dewey and Heidegger, broadly labeled hermeneutics and pragmatism, and in doing so reveals the potential of the Dewey-Heidegger comparison for the future of education. To accomplish this task, Vasco d’Agnese explores the Deweyan and Heideggerian understanding of existence and experience. Both thinkers believed that humans are vulnerable from the very beginning, delivered to an uncanny and uncertain condition. On the other hand, such an uncanniness and dependency, rather than flowing in nihilistic defeat of educational purposes, puts radical responsibility on the side of the subject. It is, then, educationally promising. The book explains that for both Dewey and Heidegger, being a subject means being-with-others while transcending and advancing one’s boundaries, thus challenging the managerial framework of education that currently dominates educational institutions throughout the world.

Pragmatism and Modernities- 2010-01-01 The question discussed in this book by international scholars is as to whether the possible modernity of pragmatism of around and after 1900 can still be labeled modern today, in the modernity (or post-modernity) around and after 2000. Has philosophy and philosophy of education found better alternatives? Have the alternatives of the time around 1900 proven to be better? Were the contemporary critics of pragmatism right?

Educational Research: Proofs, Arguments, and Other Reasonings-Paul Smeyers 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.

Mixed Methods and Credibility of Evidence in Evaluation-Donna M. Mertens 2013-06-11 Mixed methods in evaluation have the potential to enhance the credibility of evaluation and the outcomes of evaluation. This issue explores advances in understanding mixed methods in philosophical, theoretical, and methodological terms and presents specific illustrations of the application of these concepts in evaluation practice. Leading thinkers in the mixed methods evaluation community provide frameworks and strategies that are associated with improving the probability of reaching the goals of enhanced credibility for evaluations, the evidence they produce, and the actions taken as a result of the evaluation findings. This is the 138th volume of the Jossey-Bass quarterly report series New Directions for Evaluation, an official publication of the American Evaluation Association.

Inquiry and Education-Methods in Educational Research-Marguerite G. Lodico 2006-03-31 Written for students, educators, and researchers, Methods in Educational Research offers a refreshing introduction to the principles of educational research. Designed for the real world of educational research, the book’s approach focuses on the types of problems likely to be encountered in professional experiences. Reflecting the importance of The No Child Left Behind Act, “scientifically based” educational research, school accountability, and the professional demands of the twenty-first century, Methods in Educational...
Research empowers educational researchers to take an active role in conducting research in their classrooms, districts, and the greater educational community—activities that are now not only expected but required of all teachers. 

Pragmatic Approach to Qualitative Case Study Research Learning by Doing-Hisham Dzakiria 2008

This book for anyone who wants to undertake an engaging, satisfying, productive, and a more successful career as a qualitative researcher. This book is intended to contribute to the popularisation of qualitative research in Malaysia. Qualitative studies in educational research are very limited in many countries; and to date, there has been very little work done using this form of educational inquiry in Malaysia. The dominant tradition has followed the positivist paradigm. A qualitative case study offers a different approach and generates a range of information of different qualities from that obtained using traditional approaches. This book provides both the theories and practical practices to undertake a qualitative study. The conception of this book began from the assumption that our world is interpreted through language as means of communication and understanding. Writing narratives of experience is becoming a common way of describing how people make sense of their experience or problems at hand. At the root of the naturalistic inquiry exhibited in this book, is an interest in understanding the experience of learners and the meanings they make of the distance learning experience at Universiti Utara Malaysia (UUM). This study was designed as a single case focusing on distance learners of different backgrounds in UUM.

Leaders in Philosophy of Education- 2008-01-01 n this book, 24 leading philosophers of education since 1970 who remain influential today present the fascinating stories of their lives and important new contributions to the field.

Pragmatism, Methodology and Politics of Research-Bora Kurum 2018-07-06 Essay from the year
Pragmatism and Educational Research

The field of research has been coupled by a myriad of unending debates since the time immemorial. The centre of this discussion is in the methodologies used in social and behavioural sciences. It has resulted in a significant divide between the advocates of either the qualitative or quantitative paradigms. Keenly evaluating this dispute, it has resulted in nothing substantial in the field of research rather than purists. Mono-method research, however, is a significant challenge endangering the advancements in the social sciences. It is highly divisive in that sense. In my perspective, however, from experience gathered in the field of research and studies on the methodologies employed in solving various research problems, I recommend the pragmatism paradigm in addressing a particular research problem. As long as we expect our research findings to be valued by the educational stakeholders, then we should not ignore the significance and importance of utilising both qualitative and quantifiable research approaches concurrently in our investigation in social and also in behavioural sciences. Though pragmatism is a new research paradigm in the field of social and behavioural science, it eliminates the confusion which for a long time has marred and characterised the research paradigms. It possesses a significant challenge to researchers on choosing the appropriate method to use in their research works.

Introduction to the Philosophies of Research and Criticism in Education and the Social Sciences—
James L. Paul 2005 This rigorous volume focuses on the underlying perspectives justifying the major approaches currently being used in educational research. Introductory chapters lay the foundation for exploring varying research perspectives. Nine specific perspectives on research—post positivism, pragmatism, constructivism, ethics and deliberate democracy, criticism, interpretivism,
Pragmatism and Educational Research

Race/ethnicity/gender, arts-based research, and post structuralism—are examined, through discussions written by senior scholars known for their expertise in the perspective. And, a “guided tour” of criticism is given, in which these same scholars demonstrate the use of the “critical method” by critiquing six studies selected as exemplars of different research approaches. For education students who aspire to become researchers, and for those who simply need to read and understand research literature.

Dewey and Eros—Jim Garrison 2010-06-01 "We become what we love," states Jim Garrison in Dewey and Eros: Wisdom and Desire in the Art of Teaching. This provocative book represents a major new interpretation of Dewey's education philosophy. It is also an examination of what motivates us to teach and to learn, and begins with the idea of education of eros (i.e., passionate desire)-"the supreme aim of education" as the author puts it—and how that desire results in a practical philosophy that guides us in recognizing what is essentially good or valuable. Garrison weaves these threads of ancient wisdom into a critical analysis of John Dewey's writings that reveal an implicit theory of eros in reasoning, and the central importance of educating eros to seek "the Good." Chapters: Plato's Symposium: Eros, the Beautiful, and the Good • Care, Sympathy, and Community in Classroom Teaching: Feminist Reflections on the Expansive Self • Play-Doh, Poetry, and "Ethereal Things" • The Aesthetic Context of Inquiry and the Teachable Moment • The Education of Eros: Critical and Creative Value Appraisal • Teaching and the Logic of Moral Perception This book can be used in graduate courses in foundations, teacher education, philosophy of education, qualitative research, arts and education, language and literacy, and women and education. Jim Garrison is Professor of Philosophy of Education at Virginia Tech in Blacksburg, VA. He is past president of the John Dewey Society and a winner of the Society's Outstanding Achievement Award.
Ta’arruf as a Philosophy of Muslim Education-Yusef Waghid 2021-01-14 In this book, Yusef Waghid constitutes his argument in defence of ta’arruf (associational knowing) as an expanded conception of ta’dib (good education). In the first part of the book he elucidates Abu Bakr Effendi’s position on a Muslim educational philosophy which can be couched as rational, pragmatic and critical. As a backdrop to this, in the second part of the book, he argues for a notion of Muslim educational philosophy according to ta’arruf (associational knowing) on the basis that it enhances the notion of an autonomous self and its capabilities; summons different people to engage in deliberative encounters; and provokes the self to be reflectively open towards that which remains in becoming. This leads him to posit that ta’arruf (associational knowing) has the potential to cultivate humanity. His notion of ta’arruf extends practices of tarbiyyah (rearing), ta’lim (learning), and ta’dib (good education) associated with Muslim educational philosophy.

Generalizing from Educational Research-Kadriye Ercikan 2009-01-26 "This book frames the major challenge facing educational researchers as one of going beyond the mindless qualitative-quantitative divide and addressing the overarching/fundamental challenge of enriching and enlarging educational inquiry. It is a signature contribution to the field." - Clifton F. Conrad, University of Wisconsin-Madison, USA Tackling one of the most critical issues in education research today - how research methods are related to value and meaningfulness - this frontline volume achieves two purposes. First, it presents an integrated approach to educational inquiry that works toward a continuum instead of a dichotomy of generalizability, and looks at how this continuum might be related to types of research questions asked and how these questions should determine modes of inquiry. Second, it discusses and demonstrates the contributions of different data types and modes of research to generalizability of research findings, and to limitations of research findings.
that utilize a single approach. International leaders in the field take the discussion of generalizing in education research to a level where claims are supported using multiple types of evidence. The volume pushes the field in a different direction, where the focus is on creating meaningful research findings that are not polarized by qualitative versus quantitative methodologies. The integrative approach allows readers to better understand possibilities and shortcomings of different types of research.

Closing Methodological Divides-K.R. Howe 2003-03-31 The issues I treat in this book—qualitative versus quantitative methods, facts versus values, science versus politics, subjectivity versus objectivity, postmodernism versus pragmatism, to name a few—are at the core of a lively, sometimes divisive, conversation that has been unfolding in the theory and practice of educational research for some time. These issues fall squarely within the province of philosophy, and thus philosophical investigation has an especially useful contribution to make. But these issues are by no means the exclusive province of philosophy; they are ones in which a diverse group of educational theorists have had a keen interest and about which they have had important things to say. The conversation I hope to join—and to move forward—is this broad and inclusive one. Philosophy of education is at its best when it dives headlong into the fray. The book borrows liberally from my previously published work, but is far from a simple compilation. The ideas developed in Chapter 7, “On the Threat of Epistemological Bias,” are new. The ideas developed in Chapter 9, “Toward Democratic Educational Research,” are a significant extension of the application of similar ideas to evaluation research. The ideas developed in Chapter 4, “The Persistence of the Fact/Value Dogma,” are in a form and at a level of detail not published before. Finally, Chapter 1, “Introduction and Overview,” weaves together my thinking on a large array of issues on educational research methodology that had only
been loosely connected before.

Handbook of Mixed Methods in Social & Behavioral Research- Abbas Tashakkori 2003 The Handbook contains a gold mine of articles by leading scholars on what has come to be known as the third methodological movement in social research. Aimed at surveying the differing viewpoints and disciplinary approaches of mixed methods, this breakthrough book examines mixed methods from the research enterprise to paradigmatic issues to application. The book also discusses the strengths and weaknesses of mixed methods designs, and provides an array of specific examples in a variety of disciplines, from psychology to nursing. The book closes with a brief section on how to teach and perform collaborative research using a mixed methods research design. Written so that it can be used either as a pedagogical tool or as a reference for researchers, the book is rich in examples and includes a glossary, easy-to-follow diagrams, and tables to help readers become more familiar with the language and controversies in this evolving area.

Colorado Journal of Educational Research- 1966

Relational "(e)pistemologies"- Barbara J. Thayer-Bacon 2003 Relational (e)pistemologies redefines epistemology in a non-transcendent manner and reclaims the traditional epistemological concerns of standards and criteria for warranting arguments and determining truth and falsity. These concerns must be reclaimed in order to make them visible and accountable as well as pragmatically useful on socially constructed grounds - not transcendental grounds. Thayer-Bacon's book offers analysis and critique as well as redescription. She presents a pragmatist social feminist view, a relational perspective of knowing embedded within a discussion of many other relational views - personal, social and holistic, ecological, and scientific - which emphasize connections. Thayer-Bacon describes
each of these forms of relationality, and she points to key scholars whose work highlights a certain relational form. She concludes with a discussion of the educational implications relational (e)pistemological theories have for education.

Vision Versus Pragmatism- 2007
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