

## Unit 2

# Conceptualising and Designing Educational Research

### Session Outline and Reading Lists

**Autumn 2005**

10 October 2005 - 12 December 2005  
10.00am - 1.00pm

Location:

Course Co-ordinators: Dr Kelly Coate, LEID ([k.coate@ioe.ac.uk](mailto:k.coate@ioe.ac.uk)) and Dr Niall Winters, London Knowledge Lab ([n.winters@ioe.ac.uk](mailto:n.winters@ioe.ac.uk))

#### Content

In this course you will be introduced to some of the major research designs employed in educational research and will examine the epistemological assumptions that underpin them. You will consider the extent to which knowledge is historically, politically and socially influenced and constructed. This will involve critically analysing the meaning of 'data' in the context of educational research and the relationship of these meanings to theory and practice in education. The following issues are examined: the relationship between data, methods and theory; theory building in survey research; the relationship between qualitative and quantitative research methods and methodologies; the analysis and building of theory from qualitative data; case-study approaches to research; evaluation; ethnography; and political and ethical aspects of research. The issues will be explored both in the context of published educational research and in the context of your own developing research focus and that of your fellow students. This will assist you in developing competence in formulating researchable problems and translating them into practicable and appropriate structures and designs.

#### Course objectives

- To develop students' expertise in formulating researchable questions
- To enable students to understand the appropriate application of a range of research methods and tools
- To raise issues about the nature of knowledge in educational research
- To critically examine major research designs
- To view educational research in its social, political and historical contexts
- To examine different types of research questions
- To give students an opportunity to discuss these broader issues in the context of their own work in a public forum
- To foster a sense of belonging to a research community

#### Structure of the course

You should take this course in your first or second term, preferably before the other major core course Collecting and Analysing Data, or if this is not possible, simultaneously. The sessions will include a mixture of formal input and group work discussions. The small group work is an essential part of the course, and participants will be required to share their work with group members for discussions. In particular, we will be working intensively on participants' own research proposals, and participants should come prepared to share their proposals with each other.

## **Programme**

Monday 10 October 2005

10am *Introduction: Ways of Seeing* Kelly Coate

12pm *Overview of the Research Proposal* Kelly Coate and Niall Winters

Monday 17 October 2005

10am *Making a contribution to knowledge in education and related fields*

Andrew Brown

12pm *Ways of Seeing 2* Kelly Coate and Niall Winters

Monday 24 October 2005

10am *Philosophical Perspectives on Educational Research* Terence McLaughlin

12pm *Theoretical Issues in Educational Research* Terence McLaughlin

Monday 31 November 2005

10am *Survey Approaches* Charlie Owen

12pm *Group Discussions on Research Proposals*

Monday 7 November 2005

10am *Ethnographic Approaches* Edmund Waite

12pm *Group Discussions on Research Proposals*

Monday 14 November 2005

10am *Historical Approaches to Educational Research* David Crook

12pm *Group Discussions on Research Proposals*

Monday 21 November 2005

10am *Case Study Approaches* Kelly Coate

12pm *Preparations for Presentations on Research Proposals*

Monday 28 November 2005

10am *Evaluating Social Interventions: Multi-Method Approaches* Meg Wiggins

12pm *Group Discussions on Research Proposals/Different Methodological Approaches*

Monday 5 December 2005

10am *Current Controversies in Educational Research* Terence McLaughlin

12pm *Participants' Presentations on Research Proposals*

Monday 12 December 2005

10am *Understanding Key Concepts and Feedback on Module*

***Selection of suggested general readings:***

- Brown, A. and Dowling, P. (1998) Doing research/reading research: a mode of interrogation for education. London: Falmer Press.
- Cohen, L. and Manion, L. (1995) Research Methods in Education (4<sup>th</sup> edn.) London: Routledge
- Denzin, N.K. and Lincoln, Y.S. (eds) (2003) The Landscape of Qualitative Research (2<sup>nd</sup> edn), London: Sage.
- Coolidge, F.L. (2000) Statistics: a gentle introduction. London: Sage.
- Foucault, M. (1970) The Order of Things: An Archaeology of the Human Sciences. London: Tavistock Publications.
- Glaser, B. and Strauss, A.L. (1967) The discovery of grounded theory: strategies for qualitative research. New York: Aldine Publishing.
- Habermas, J. (1971) Knowledge and human interests. Boston, MA: Beacon Press.
- Hammersley, M. (2002) Educational Research, policymaking and practice. London: Paul Chapman.
- Kuhn, T. (1970) The structure of scientific revolutions. Chicago: University of Chicago Press.
- Mason, J. (2002) Qualitative Researching (2<sup>nd</sup> Edition). London: Sage.
- Potter, Stephen (Ed) (2002) Doing Postgraduate Research. London: Sage.
- Miles, M.B. and Huberman, A.M. (1994) Qualitative Data Analysis: An Expanded Sourcebook, London: Sage.
- Pryke, M., Rose, G., and Whatmore, S. (Eds) (2003) Using Social Theory: Thinking through Research. London: Sage Publications.
- Robson, C. (2002) Real World Research (2<sup>nd</sup> edn.) Oxford: Blackwells
- Scott, D. and Usher, R. (1999) Researching Education: Data Methods and Theory in Educational Enquiry. London: Cassell.
- Somekh, B. and Lewin, C. (2005) Research Methods in the Social Sciences. London: Sage Publications.

**10 October 2005**  
**10am Ways of Seeing**  
Kelly Coate

- \*Chs 10, 15, 24 and 38 in Somekh, B. and Lewin, C. (Eds) (2005) Research Methods in the Social Sciences. London: Sage Publications.
- Brown, A. and Dowling, P. (1998) Doing research/reading research: a mode of interrogation for education. London: Falmer Press.
- Hammersley, M. (2002) Educational Research, policymaking and practice. London: Paul Chapman.
- Lather, P. (1991) Getting smart: feminist research and pedagogy with/in the postmodern. London: Routledge.
- Mason, J. (2002) Qualitative Researching (2<sup>nd</sup> Edition). London: Sage.
- Pryke, M., Rose, G., and Whatmore, S. (Eds) (2003) Using Social Theory: Thinking through Research. London: Sage Publications.
- Robson, C. (2002) Real World Research (2<sup>nd</sup> edn.) Oxford: Blackwells
- Titchen, A. and Hobson, D. (2005) Phenomenology. In Somekh, B. and Lewin, C. (Eds) Research Methods in the Social Sciences. London: Sage.

**17 October 2005**  
**10am Making a contribution to knowledge in education and related fields**  
Andrew Brown

- \*Brown, A. and Dowling, P. (1998) *Doing Research/Reading Research: A Mode of Interrogation for Education*. London: Falmer Press. Ch 2, 3 & 8.
- Bernstein, B.B. (2000) *Pedagogy, Symbolic Control and Identity: Theory, Research, Critique*. Revised edition. New York: Rowman & Littlefield.
- Creswell, J.W. (1999) *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. London: Sage.
- Crotty, M. (1998) *Foundations of Social Research: Meaning and Perspective in the Research Process*. London: Sage.
- Denzin, N.K. & Lincoln, Y.S. (2000) *Handbook of Qualitative Research*. 2nd edition. London: Sage.
- Dowling, P.C. (1998) *The Sociology of Mathematics Education: Mathematical Myths/Pedagogic Texts*. London: Falmer Press.
- Layder, D. (1993) *New Strategies in Social Research*. Cambridge: Polity Press.

Scott, D. and Usher, R. (1999) *Researching Education: Data, Methods and Theory in Educational Enquiry*, London: Cassell.

**24 October 2005**

**10am *Philosophical Perspectives on Educational Research***

Terence McLaughlin

\*McLaughlin, T H (2000) 'Philosophy and Educational Policy: Possibilities, Tensions and Tasks' Journal of Educational Policy vol 15 no 1.

Pring, R (2000) Philosophy of Educational Research (Continuum)

Carr, W (1995) 'Can Educational Research Be Scientific?' For Education. Towards Critical Educational Inquiry (Open University Press) (Chapter 5).

Bridges, D (1999) 'Educational Research: a pursuit of truth or flight into fancy?' British Educational Research Journal vol 25 no 5.

Phillips, D C & Burbules, N C (2000) Postpositivism and Educational Research (Rowman and Littlefield)

**24 October 2005**

**12pm *Theoretical Issues in Educational Research***

Terence McLaughlin

\*Hollis, M. (1994) CUP The Philosophy of Social Science, Cambridge: Cambridge University Press, extracts from chapters 6 & 11, pp 116-127 & 228-241.

\*Papineau, D. (1978) For Science in the Social Sciences, Methuen, extract from Chapter 4, pp 78-83.

McLaughlin, T H (1999) 'Beyond the Reflective Teacher' Educational Philosophy and Theory vol 31 no 1.

Bridges, D (1999) 'Educational Research: a pursuit of truth or flight into fancy?' British Educational Research Journal vol 25 no 5.

Phillips, D C & Burbules, N C (2000) Postpositivism and Educational Research (Rowman and Littlefield)

Root, M (1993) Philosophy of Social Science. The Methods, Ideals, and Politics of Social Inquiry (Blackwells)

Weber, M (1949) The Methodology of the Social Sciences (The Free Press)

**31 October 2005**

### **10am Survey Approaches**

Charlie Owen

- \*Aldridge, A. and Levine, K. (2002) Surveying the Social World. Buckingham: Open University Press, chapter 1.
- \*De Vaus, D.A. (2002) Surveys in Social Research, (5th edn) London: Routledge, chapters 1 and 2.
- Robson, C. (2002) Real World Research, (2<sup>nd</sup> edn) Oxford: Blackwell (chapter 8).
- Scott, D. and Usher, R. (1999) Researching Education: Data Methods and Theory in Educational Enquiry, London: Cassell (Chapter 6).
- Seale, C. and Filmer, P. (1998) Doing social surveys In C. Seale (ed.) Researching Society and Culture. London: Sage (chapter 11).
- Smith, H.W. (1975) Strategies of Social Research. London: Prentice Hall (chapter 8).
- Stecher, B. and Borko, H. (2002) Integrating findings from surveys and case studies: examples from a study of standards-based educational reform. Journal of Education Policy. 17(5): 547-569.

### **7 November 2005**

#### **10am Ethnographic Approaches**

Edmund Waite

- \*Hammersley, Martyn and Paul Atkinson. 1995. Ethnography: Principles in Practice. (Ch. 1) London: Routledge.
- Gregory, E. & Williams, A. (1998) Family Literacy History and Children's Learning Strategies at home and at School: Perspectives from Ethnography and Ethnomethodology. In Children Learning in context: Studies in Educational Ethnography, Vol 1, 19-46. JAI Press.
- Hammersley, Martyn. 1990. Classroom ethnography: empirical and methodological essays. Milton Keynes: Open University Press.
- Scott, D. and Usher, R. (1999) Researching Education: Data Methods and Theory in Educational Enquiry, (Ch 8) London: Cassell.
- Robson, C. (1993) Real World Research, (Ch 8) Oxford: Blackwells

### **14 November 2005**

#### **10am Historical Approaches to Educational Research**

David Crook

- \*McCulloch, G. (2000) 'Publicising the educational past', in D. Crook, R. Aldrich (eds), History of Education for the 21st Century, London: Institute of Education, pp. 1-16.

- McCulloch, G. (ed) (2005) The RoutledgeFalmer Reader in the History of Education London: RoutledgeFalmer.
- McCulloch, G. (2004) Education, History and Social Change: The Legacy of Brian Simon Institute of Education Professorial Lecture.
- Lowe, R. (ed) (2000) History of Education: Major Themes. London: Routledge.
- Simon, B. (1991) Education And The Social Order, 1940-1990 London: Lawrence and Wishart.
- McCulloch, G. and Richardson, W. (2000) Historical Research In Educational Settings, Buckingham: Open University Press, (esp. Chs. 1-4, 7)
- McCulloch, G. and Watts, R. (eds) (2003) 'Theory, methodology, and the history of education' History of Education, vol. 32, no 2, special issue.
- Crook, D. and Aldrich, R. (eds) (2000) History Of Education For The 21<sup>st</sup> Century, London: Institute of Education

**21 November 2005**  
**10am Case Study Approaches**  
 Kelly Coate

- \*Coate, K. (1999) Feminist Knowledge and the Ivory Tower: A Case Study. Gender and Education 11(2): 141-160.
- \*Massey, D. (2004) Imagining the Field. In Pryke, M., Rose, G., and Whatmore, S. (Eds) Using Social Theory: Thinking through Research. London: Sage Publications.
- Bassey, M. (1999) Case Study Research in Educational Settings. Buckingham: OUP.
- Brown, T. and Jones, L. (2001) Action Research and Postmodernism: congruence and critique. Buckingham: Open University Press.
- Finch, J. (1984) "It's great to have someone to talk to: the ethics and politics of interviewing women" in (eds) Colin Bell & Helen Roberts. Social Researching: Politics, Problems, Practice. London: Routledge Kegan Paul.
- Hammersley, M. (2001) On Michael Bassey's Concept of the Fuzzy Generalization. Oxford Review of Education. 27(2): 219-225.
- Stake, R. (1995) The Art of Case Study Research. Thousand Oaks, CA: Sage.
- Stark, S. and Torrance, H. (2005) Case Study. In Somekh, B. and Lewin, C. (Eds) Research Methods in the Social Sciences. London: Sage Publications.
- Yin, R. K. (2003) Case Study Research: Design and Methods. (3<sup>rd</sup> edn). London: Sage.

**28 November 2005**

### **10am Evaluating Social Interventions: Multi-Method Approaches**

Meg Wiggins

\*Oakley, A. et al (2003) Using random allocation to evaluate social interventions: three recent UK examples. ANNALS AAPSS. 589:170-189.

\*Wiggins, M. et al (2005) Postnatal support for mothers living in disadvantaged inner city areas: a randomised control trial. Journal of Epidemiology and Community Health. 59: 288-295.

Gough D, Elbourne D (2002) Systematic research synthesis to inform policy, practice and democratic debate. Social Policy and Society, 1: 225-236.

Oakley, A. "Research evidence, knowledge management and educational practice: lessons for all?" (Paper for high level Forum on Knowledge Management in Education and Learning) Oxford, March 18-19 2002.

Harden A (2001) The fine details: conducting a systematic review: In S. Oliver and G. Peersman (Eds.) Using Research for Effective Health Promotion. Buckingham: Open University Press.

### **5 December 2005**

#### **10am Current Controversies in Educational Research**

Terence McLaughlin

\*Hargreaves, D H (1996) 'Teaching as a Research Based Profession: Possibilities and Prospects' The Teacher Training Agency Annual Lecture.

Hammersley, M (1997) 'Educational Research and Teaching: a response to David Hargreaves TTA Lecture' British Educational Research Journal vol 23 no 2

Hargreaves, D H (1997) 'In Defence of Research for Evidence Based Teaching: a rejoinder to Martyn Hammersley' British Educational Research Journal vol 23 no 4

Hargreaves, D H (2001) The Nuttall Memorial/Carfax Lecture 2001 (BERA. On website >[www.bera.ac.uk](http://www.bera.ac.uk)<)

Hillage, J *et al* (1998) Excellence in Research on Schools. (DFEE Research Report No 74)

Tooley, J with Darby, D (1998) Educational Research. A Critique (OFSTED)

Ball, S (2001) 'You've been NERFed! Dumbing Down the Academy: National Education Research Forum: a national strategy- consultation paper: a brief and bilious response' Journal of Educational Policy vol 16 no 3

Hammersley, M (2002) Educational Research. Policymaking and Practice (Paul Chapman)

### **12 December 2005**

#### **10am Understanding Key Concepts**

Kelly Coate and Niall Winters