EDPS0044: Understanding Education Research (Spring Term)

Dr. Annette Braun
Spring 2018
9th January 2018 - 13th March 2018

[1]

Alasuutari, P. 2010. The rise and relevance of qualitative research. International Journal of Social Research Methodology. 13, 2 (Apr. 2010), 139–155. DOI:https://doi.org/10.1080/13645570902966056.

[2]

Aldrich, R. 2006. Lessons from history of education: the selected works of Richard Aldrich. Routledge.

[3]

Ali, S. et al. 2012. Politics, identities and research. Researching society and culture. SAGE.

[4]

Altinyelken, H.K. et al. 2012. Global education policy and international development: new agendas, issues, and policies. Bloomsbury.

[5]

Altinyelken, H.K. et al. 2012. Global education policy and international development: new agendas, issues, and policies. Bloomsbury Academic.

[6]

Angrosino, M.V. 2007. Doing ethnographic and observational research. SAGE.

[7]

Angrosino, M.V. 2007. Doing ethnographic and observational research. SAGE.

[8]

Arthur, J. 2012. Research methods and methodologies in education. SAGE.

[9]

Arthur, J. 2012. Research methods and methodologies in education. SAGE.

[10]

Arthur, J. 2012. Research methods and methodologies in education. SAGE.

[11]

Baarts, C. 2009. Stuck in the middle: research ethics caught between science and politics. Qualitative Research. 9, 4 (Sep. 2009), 423–439. DOI:https://doi.org/10.1177/1468794109337873.

[12]

Ball, S.J. 1984. Beachside Reconsidered: Reflections on a methodological apprenticeship. The Research process in educational settings: ten case studies. Falmer. 69–96.

[13]

Bassey, M. 1999. Case study research in educational settings. Open University P.

[14]

Becker, H.S. 1998. Tricks of the trade: how to think about your research while you're doing it. University of Chicago P.

[15]

Becker, H.S. 1998. Tricks of the trade: how to think about your research while you're doing it. University of Chicago P.

[16]

Bell, J. 1999. Doing your research project: a guide for first-time researchers in education and social science. Open UP.

[17]

Berg, B.L. 2009. Qualitative research methods for the social sciences. Allyn & Bacon.

[18]

Blackburn, S. 2002. Being good: a short introduction to ethics. Oxford University Press.

[19]

Blaikie, N. 2000. Chapter 3: Research Questions and Objectives. Designing social research: the logic of anticipation. Polity Press. 58–84.

[20]

Blaikie, N. 2000. Designing social research: the logic of anticipation. Polity Press.

[21]

Bridges, D. 2003. Chapter 12: Fiction written under oath? Ethics and epistemology in educational research. Fiction written under oath?: essays in philosophy and educational research. Kluwer Academic. 171–179.

[22]

Bridges, D. 2002. The ethics of outsider research. The ethics of educational research. Blackwell. 71–88.

[23]

Brikmann, S. and Kvale, S. 2015. Chapter 3: Epistemological issues of interviewing. InterViews: learning the craft of qualitative research interviewing. SAGE. 55–82.

[24]

Brikmann, S. and Kvale, S. 2015. Chapter 4: Ethical issues of interviewing. InterViews: learning the craft of qualitative research interviewing. SAGE.

[25]

Brinkmann, S. and Kvale, S. 2015. InterViews: learning the craft of qualitative research interviewing. SAGE.

[26]

Brinkmann, S. and Kvale, S. 2015. InterViews: learning the craft of qualitative research interviewing. SAGE.

[27]

British Educational Research Association ethics guidelines: https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2011.

[28]

Bryman, A. 2007. Barriers to Integrating Quantitative and Qualitative Research. Journal of Mixed Methods Research. 1, 1 (Jan. 2007), 8–22. DOI:https://doi.org/10.1177/2345678906290531.

[29]

Bryman, A. 2016. Chapter 10: Self completion questionnaires. Social research methods. Oxford University Press.

[30]

Bryman, A. 2016. Chapter 11: Asking questions. Social research methods. Oxford University Press.

[31]

Bryman, A. 2016. Social research methods. Oxford University Press.

[32]

Bryman, A. 2016. Social research methods. Oxford University Press.

[33]

Campbell, T. 2015. Stereotyped at Seven? Biases in Teacher Judgement of Pupils' Ability and Attainment. Journal of Social Policy. 44, 03 (Jul. 2015), 517–547. DOI:https://doi.org/10.1017/S0047279415000227.

[34]

Carr, W. 2007. Educational research as a practical science. International Journal of Research & Method in Education. 30, 3 (Nov. 2007), 271–286. DOI:https://doi.org/10.1080/17437270701614774.

[35]

Christ, T.W. 2014. Scientific-Based Research and Randomized Controlled Trials, the "Gold" Standard? Alternative Paradigms and Mixed Methodologies. Qualitative Inquiry. 20, 1 (Jan. 2014), 72–80. DOI:https://doi.org/10.1177/1077800413508523.

[36]

Cohen, L. et al. 2011. Background to quantitative methods. Research methods in education. Routledge. 1–15.

[37]

Cohen, L. et al. 2018. Research methods in education. Routledge.

[38]

Colclough, C. 2012. Education outcomes and poverty: a reassessment. Routledge.

[39]

Corbin, J.M. and Strauss, A.L. 2015. Basics of qualitative research: techniques and procedures for developing grounded theory. SAGE.

[40]

Corbin, J.M. and Strauss, A.L. 2015. Basics of qualitative research: techniques and procedures for developing grounded theory. SAGE.

[41]

Cowen, R. and Kazamias, A.M. 2009. International handbook of comparative education. Springer.

[42]

Creswell, J.W. 2014. Chapter 10: Mixed Methods Procedures. Research design: qualitative, quantitative, and mixed methods approaches. SAGE.

[43]

Creswell, J.W. 2014. Research design: qualitative, quantitative, and mixed methods approaches. SAGE.

[44]

Creswell, J.W. 2014. Research design: qualitative, quantitative, and mixed methods approaches. SAGE.

[45]

Creswell, J.W. and Plano Clark, V.L. 2011. Designing and conducting mixed methods research. SAGE.

[46]

Crossley, M. 2012. Epilogue: Bridging Research Paradigms, Disciplines and Cultures. Multidisciplinary approaches to educational research: case studies from Europe and the developing world. Routledge. 193–197.

[47]

Czaja, R. and Blair, J. 2005. Designing surveys: a guide to decisions and procedures. Pine Forge Press.

[48]

Deaton, A. and Cartwright, N. 2016. The limitations of randomised controlled trials | VOX, CEPR's Policy Portal. (2016).

[49]

Denscombe, M. 2021. The good research guide: For small-scale social research projects. Open University Press.

[50]

Denzin, N.K. 2009. The elephant in the living room: or extending the conversation about the politics of evidence. Qualitative Research. 9, 2 (Apr. 2009), 139–160. DOI:https://doi.org/10.1177/1468794108098034.

[51]

Denzin, N.K. 2001. The reflexive interview and a performative social science. Qualitative Research. 1, 1 (Apr. 2001), 23–46. DOI:https://doi.org/10.1177/146879410100100102.

[52]

Denzin, N.K. and Lincoln, Y.S. 2013. Collecting and interpreting qualitative materials. SAGE.

[53]

Dolby, N. and Rahman, A. 2008. Research in International Education. Review of Educational Research. 78, 3 (Sep. 2008), 676–726. DOI:https://doi.org/10.3102/0034654308320291.

[54]

Durepos, G. et al. 2010. Encyclopedia of case study research. SAGE.

[55]

Erickson, F. 1984. What Makes School Ethnography 'Ethnographic'? Anthropology & Education Quarterly. 15, 1 (Mar. 1984), 51–66. DOI:https://doi.org/10.1525/aeq.1984.15.1.05x1472p.

[56]

Evans, G. 2006. Chapter 8: Pokemon and Peers. Educational failure and working class white children in Britain. Palgrave Macmillan.

[57]

Evers, C.W. and Wu, E.H. 2006. On Generalising from Single Case Studies: Epistemological Reflections. Journal of Philosophy of Education. 40, 4 (Nov. 2006), 511–526. DOI:https://doi.org/10.1111/j.1467-9752.2006.00519.x.

[58]

Eynon, R. et al. 2009. New techniques in online research: challenges for research ethics. Twenty-First Century Society. 4, 2 (Jun. 2009), 187–199. DOI:https://doi.org/10.1080/17450140903000308.

[59]

Ferdinand, J. et al. 2007. A different kind of ethics. Ethnography. 8, 4 (Dec. 2007), 519–543. DOI:https://doi.org/10.1177/1466138107083566.

[60]

Flick, U. and Metzler, K. 2014. An introduction to qualitative research. SAGE.

[61]

Flick, U. and Metzler, K. 2014. An introduction to qualitative research. SAGE.

[62]

Flyvbjerg, B. 2011. Chapter 17: Case Study. The SAGE handbook of qualitative research. SAGE. 301–316.

[63]

Foster, L. et al. 2015. Beginning statistics: an introduction for social scientists. SAGE Publications.

[64]

Foster, L. et al. 2015. Beginning statistics: an introduction for social scientists. SAGE Publications.

[65]

Froerer, P. 2012. Learning, Livelihoods, and Social Mobility: Valuing Girls' Education in

Central India. Anthropology & Education Quarterly. 43, 4 (Dec. 2012), 344–357. DOI:https://doi.org/10.1111/j.1548-1492.2012.01189.x.

[66]

Gardner, P. 2003. Oral history in education: teacher's memory and teachers' history. History of Education. 32, 2 (Mar. 2003), 175–188. DOI:https://doi.org/10.1080/00467600304159.

[67]

Gerring, J. 2007. Case study research: principles and practices. Cambridge University Press.

[68]

Goldacre, Ben 2013. Building evidence into education.

[69]

Goldacre, Ben 2013. Building evidence into education.

[70]

Gorard, S. 2001. Chapter 1: A changing climate for educational research. Quantitative methods in educational research: the role of numbers made easy. Continuum. 1–8.

[71]

Gorard, S. 2007. Quantitative methods in educational research: the role of numbers made easy. Continuum.

[72]

Gordon, T.J. et al. 2007. Ethnographic Research in Educational Settings. Handbook of ethnography. SAGE.

[73]

Grbich, C. 2007. Qualitative data analysis: an introduction. Sage.

[74]

Hammersley, M. 2009. Against the ethicists: on the evils of ethical regulation. International Journal of Social Research Methodology. 12, 3 (Jul. 2009), 211–225. DOI:https://doi.org/10.1080/13645570802170288.

[75]

Hammersley, M. 2008. Questioning qualitative inquiry: critical essays. SAGE.

[76]

Hammersley, M. and Atkinson, P. 2007. Ethnography: principles in practice. Routledge.

[77]

Hedgecoe, A. 2008. Research Ethics Review and the Sociological Research Relationship. Sociology. 42, 5 (Oct. 2008), 873–886. DOI:https://doi.org/10.1177/0038038508094567.

[78]

Higgins, S. et al. The Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Technical Appendices.

[79]

Hogan, P. and Smith, R. 2003. The Activity of Philosophy and the Practice of Education. The Blackwell guide to the philosophy of education. Blackwell.

[80]

Ingram, N. 2011. Within School and Beyond the Gate: The Complexities of Being Educationally Successful and Working Class. Sociology. 45, 2 (Apr. 2011), 287–302. DOI:https://doi.org/10.1177/0038038510394017.

[81]

Institute of Education ethics guidelines: http://www.ucl.ac.uk/srs/research-ethics-committee/pages/ioe.

[82]

Jackson, A.Y. and Mazzei, L.A. 2012. Thinking with theory in qualitative research: viewing data across multiple perspectives. Routledge.

[83]

Jackson, A.Y. and Mazzei, L.A. 2012. Thinking with theory in qualitative research: viewing data across multiple perspectives. Routledge.

[84]

Johnson, R.B. and Onwuegbuzie, A.J. 2004. Mixed Methods Research: A Research Paradigm Whose Time Has Come. Educational Researcher. 33, 7 (Oct. 2004), 14–26. DOI:https://doi.org/10.3102/0013189X033007014.

[85]

Jones, N. and Sumner, A. 2009. Does Mixed Methods Research Matter to Understanding Childhood Well-Being? Social Indicators Research. 90, 1 (Jan. 2009), 33–50. DOI:https://doi.org/10.1007/s11205-008-9311-y.

[86]

Kamberelis, G. and Dimitriadis, G. 2011. Focus groups: contingent articulation of pedagogy, politics and inquiry. The SAGE handbook of qualitative research. SAGE.

[87]

Kidd, P.S. and Parshall, M.B. 2000. Getting the Focus and the Group: Enhancing Analytical Rigor in Focus Group Research. Qualitative Health Research. 10, 3 (May 2000), 293–308. DOI:https://doi.org/10.1177/104973200129118453.

[88]

Klingner, J.K. and Boardman, A.G. 2011. Addressing the "Research Gap" in Special Education Through Mixed Methods. Learning Disability Quarterly. 34, 3 (Aug. 2011), 208–218. DOI:https://doi.org/10.1177/0731948711417559.

[89]

Krueger, R.A. and Casey, M.A. 2015. Focus groups: a practical guide for applied research. SAGE.

[90]

Lee, R.M. 2000. Unobtrusive methods in social research. Open UP.

[91]

Lincoln, Y.S. et al. 2011. Chapter 6: Paradigmatic controversies, contradictions and emerging confluences revisited. The SAGE handbook of qualitative research. SAGE. 97–128.

[92]

Lincoln, Y.S. et al. 2011. Chapter 6: Paradigmatic controversies, contradictions and emerging confluences revisited. The SAGE handbook of qualitative research. SAGE. 97–128.

[93]

Lyon, E.S. 2004. The use of biographical material in intellectual history: writing about Alva and Gunnar Myrdal's contribution to sociology. International Journal of Social Research Methodology. 7, 4 (Sep. 2004), 323–343. DOI:https://doi.org/10.1080/1364557092000046671.

[94]

MacLure, M. 2003. Chapter 4 'Taking a text apart: a discourse analysis of a polemical article'. Discourse in educational and social research. Open UP. 69–79.

[95]

MacLure, M. 2003. Discourse in educational and social research. Open UP.

[96]

Mason, J. 2002. Qualitative researching. Sage.

[97]

Mason, J. 2002. Qualitative researching. Sage.

[98]

Mason, J. 2002. Researching your own practice: the discipline of noticing. RoutledgeFalmer.

[99]

Mavrogordato, M. and Stein, M. 2016. Accessing Choice. Urban Education. 51, 9 (Nov. 2016), 1031–1064. DOI:https://doi.org/10.1177/0042085914553674.

[100]

McCulloch, G. 2012. Documentary Methods. Research methods and methodologies in education. SAGE. 210–216.

[101]

McCulloch, G. et al. 2008. Researching education from the inside: investigations from within. Routledge.

[102]

McCulloch, G. 2009. The moral universe of Mr Chips: veteran teachers in British literature and drama. Teachers and Teaching. 15, 4 (Aug. 2009), 409–420. DOI:https://doi.org/10.1080/13540600903057161.

[103]

Mercer, J. 2007. The challenges of insider research in educational institutions: wielding a double-edged sword and resolving delicate dilemmas. Oxford Review of Education. 33, 1 (Feb. 2007), 1–17. DOI:https://doi.org/10.1080/03054980601094651.

[104]

Mills, C.W. 1959. The sociological imagination. Oxford University Press.

[105]

Mitchell, C. et al. 2006. "Speaking for ourselves": visual arts-based and participatory methodologies for working with young people. Combating gender violence in and around schools. Trentham. 103–111.

[106]

Morgan, D.L. 2012. Focus groups and social interaction. The Sage handbook of interview research: the complexity of the craft. SAGE.

[107]

Morgan, D.L. 2007. Paradigms Lost and Pragmatism Regained. Journal of Mixed Methods Research. 1, 1 (Jan. 2007), 48–76. DOI:https://doi.org/10.1177/2345678906292462.

[108]

Mortimore, P. 2000. Does Educational Research Matter? British Educational Research Journal. 26, 1 (Jan. 2000), 5–24. DOI:https://doi.org/10.1080/014119200109480.

[109]

Oakley, A. 2000. Experiments in knowing: gender and method in the social sciences. Polity.

[110]

Oancea, A. et al. Review of Education, Vol 4, Issue 1, Special Issue: Research Synthesis. Volume 4, Issue 1.

[111]

O'Reilly, K. 2012. Ethnographic methods. Routledge.

[112]

Paulson, J. 2011. Education, conflict and development. Symposium Books.

[113]

Peppin Vaughan, R. 2015. Chapter 5: Research Paradigms. Education and international development: an introduction. Bloomsbury. 79–90.

[114]

Perryman, J. 2011. The return of the native: the blurred boundaries of insider/outsider research in an English secondary school. International Journal of Qualitative Studies in Education. 24, 7 (Dec. 2011), 857–874. DOI:https://doi.org/10.1080/09518398.2010.529842.

[115]

Phillips, D. and Schweisfurth, M. 2014. Comparative and international education: an introduction to theory, method, and practice. Bloomsbury.

[116]

Phillips, D. and Schweisfurth, M. 2014. Comparative Education: Method. Comparative and international education: an introduction to theory, method, and practice. Bloomsbury.

[117]

Plummer, K. 2001. Documents of life: 2: An invitation to a critical humanism. SAGE.

[118]

Pring, R. 2015. Philosophy of educational research. Bloomsbury Academic.

[119]

Pring, R. 2001. The Virtues and Vices of an Educational Researcher. Journal of the Philosophy of Education. 35, 3 (Aug. 2001), 407–421. DOI:https://doi.org/10.1111/1467-9752.00235.

[120]

Prior, L. 2008. Repositioning Documents in Social Research. Sociology. 42, 5 (Oct. 2008), 821–836. DOI:https://doi.org/10.1177/0038038508094564.

[121]

Prosser, J. 2013. Visual methodology: towards a more seeing research. Collecting and interpreting qualitative materials. SAGE. 177–212.

[122]

Richards, L. 2009. Handling qualitative data: a practical guide. SAGE.

[123]

Robson, C. 2011. Chapter 11: Interviews and Focus Groups. Real world research: a resource for users of social research methods in applied settings. Wiley.

[124]

Ryan, G.W. and Bernard, H.R. 2003. Techniques to Identify Themes. Field Methods. 15, 1 (Feb. 2003), 85–109. DOI:https://doi.org/10.1177/1525822X02239569.

[125]

Schulte, B. 2012. World culture with Chinese characteristics: when global models go native. Comparative Education. 48, 4 (Nov. 2012), 473–486. DOI:https://doi.org/10.1080/03050068.2012.726064.

[126]

Seale, C. 2012. Researching society and culture. SAGE.

[127]

Seidman, I. 2019. Interviewing as qualitative research: a guide for researchers in education and the social sciences. Teachers College Press.

[128]

Silverman, D. 2013. A very short, fairly interesting and reasonably cheap book about qualitative research. SAGE Publications.

[129]

Silverman, D. 2010. Chapter 9: Selecting a Case. Doing qualitative research: a practical handbook. SAGE. 137–151.

[130]

Silverman, D. 2010. Doing qualitative research: a practical handbook. SAGE.

[131]

Silverman, D. 2011. Interpreting qualitative data: a guide to the principles of qualitative research. Sage.

[132]

Small, R. 2001. Codes Are Not Enough: What Philosophy Can Contribute To The Ethics Of Educational Research. Journal of the Philosophy of Education. 35, 3 (Aug. 2001), 387–406. DOI:https://doi.org/10.1111/1467-9752.00234.

[133]

Smith, R. 2006. As if by Machinery: The Levelling of Educational Research. Journal of Philosophy of Education. 40, 2 (May 2006), 157–168. DOI:https://doi.org/10.1111/j.1467-9752.2006.00509.x.

[134]

Smyth, A. and Holian, R. 2008. Credibility issues in research from within organisations. Researching education from the inside: investigations from within. P.J. Sikes and A. Potts, eds. Routledge. 33–47.

[135]

Sumner, A. and Tribe, M.A. 2008. International development studies: theories and methods in research and practice. SAGE.

[136]

Sylva, K. 2000. Editorial: the relevance of educational research. Oxford Review of Education. 26, 3–4 (Sep. 2000), 293–297. DOI:https://doi.org/10.1080/713688542.

[137]

Thomas, G. 2013. How to do your research project: a guide for students in education and applied social sciences. SAGE.

[138]

Thomas, G. 2013. How to do your research project: a guide for students in education and applied social sciences. SAGE.

[139]

Thomas, G. 2013. How to do your research project: a guide for students in education and applied social sciences. SAGE.

[140]

Tom, C. et al. 2021. Bryman's social research methods. Oxford University Press.

[141]

Torgerson, C. and Torgerson, D. 2013. Randomised controlled trials in education: An introductory handbook. Education Endowment Foundation.

[142]

Tosh, J. 2010. The pursuit of history: aims, methods, and new directions in the study of modern history. Longman/Pearson.

[143]

Travers, M. 2009. New methods, old problems: A sceptical view of innovation in qualitative research. Qualitative Research. 9, 2 (Apr. 2009), 161–179. DOI:https://doi.org/10.1177/1468794108095079.

[144]

Uimonen, P. 2013. Visual identity in Facebook. Visual Studies. 28, 2 (Jun. 2013), 122–135. DOI:https://doi.org/10.1080/1472586X.2013.801634.

[145]

Unesco 2012. Youth and skills: putting education to work. UNESCO.

[146]

Unterhalter, E. et al. 2012. Blaming the poor: constructions of marginality and poverty in the Kenyan education sector. Compare: A Journal of Comparative and International Education. 42, 2 (Mar. 2012), 213–233. DOI:https://doi.org/10.1080/03057925.2012.652386.

[147]

Unterhalter, E. 2015. Chapter 1: Education and international development: a history of the field. Education and international development: an introduction. Bloomsbury. 13–30.

[148]

Unterhalter, E. 2009. Translations and transversal dialogues: an examination of mobilities associated with gender, education and global poverty reduction. Comparative Education. 45, 3 (Aug. 2009), 329–345. DOI:https://doi.org/10.1080/03050060903184924.

[149]

Walliman, N. 2011. Your research project: designing and planning your work. SAGE.

[150]

Walliman, N. and Buckler, S. 2008. Your dissertation in education. Sage.

[151]

Website of the Centre for Longitudinal Studies: http://www.ucl.ac.uk/ioe/departments-centres/centres/centre-for-longitudinal-studies.

[152]

Website of the Education Endowment Foundation: https://educationendowmentfoundation.org.uk/.

[153]

Website of the 'What Works Network': https://www.gov.uk/guidance/what-works-network.

[154]

Wilson, V. 1997. Focus Groups: a useful qualitative method for educational research? British Educational Research Journal. 23, 2 (Apr. 1997), 209–224. DOI:https://doi.org/10.1080/0141192970230207.

[155]

Yin, R.K. 2014. Case study research: design and methods. SAGE.