

EDPS0044: Understanding Education Research (Spring Term)

Dr. Annette Braun

Spring 2018

9th January 2018 - 13th March 2018

View Online



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

Aldrich, R. (2006). *Lessons from history of education: the selected works of Richard Aldrich: Vol. World library of educationalists series*. Routledge.

Ali, S., Campbell, K., Branley, D., & James, R. (2012). Politics, identities and research. In *Researching society and culture* (3rd ed). SAGE.

Altinyelken, H. K., Novelli, M., & Verger, A. (2012a). *Global education policy and international development: new agendas, issues, and policies*. Bloomsbury.
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781441130358>

Altinyelken, H. K., Novelli, M., & Verger, A. (2012b). *Global education policy and international development: new agendas, issues, and policies* [Electronic resource]. Bloomsbury Academic.
https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL_LMS_DS21164542210004761&context=L&vid=UCL_VU2&search_scope=CSCOP_UCL&isFrbr=true&tab=local&lang=en_US

Angrosino, M. V. (2007a). *Doing ethnographic and observational research: Vol. 3rd pt*. SAGE.
http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3567836300004761&institutionId=4761&customerId=4760

Angrosino, M. V. (2007b). *Doing ethnographic and observational research: Vol. The Sage qualitative research kit*. SAGE.
https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL_LMS_DS51245842720004761&context=L&vid=UCL_VU2&search_scope=CSCOP_UCL&isFrbr=true&tab=local&lang=en_US

Arthur, J. (2012a). *Research methods and methodologies in education*. SAGE.

Arthur, J. (2012b). *Research methods and methodologies in education*. SAGE.

Arthur, J. (2012c). *Research methods and methodologies in education*. SAGE.

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

Ball, S. J. (1984). Beachside Reconsidered: Reflections on a methodological apprenticeship. In *The Research process in educational settings: ten case studies* (pp. 69–96). Falmer. https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL_LMS_DS51233156160004761&context=L&vid=UCL_VU2&search_scope=CSCOP_UCL&isFrbr=true&tab=local&lang=en_US

Bassey, M. (1999). Case study research in educational settings. Open University P. <http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780335230624>

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

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

Bell, J. (1999). *Doing your research project: a guide for first-time researchers in education and social science* (3rd ed). Open UP.

Berg, B. L. (2009). *Qualitative research methods for the social sciences* (7th ed). Allyn & Bacon.

Blackburn, S. (2002). *Being good: a short introduction to ethics* [Electronic resource]. Oxford University Press. http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3567621020004761&institutionId=4761&customerId=4760

Blaikie, N. (2000a). Chapter 3: Research Questions and Objectives. In *Designing social research: the logic of anticipation* (pp. 58–84). Polity Press. <https://contentstore.cla.co.uk/secure/link?id=63f13289-6ede-e711-80cd-005056af4099>

Blaikie, N. (2000b). *Designing social research: the logic of anticipation*. Polity Press.

Bridges, D. (2002). The ethics of outsider research. In *The ethics of educational research* (pp. 71–88). Blackwell.

Bridges, D. (2003). Chapter 12: Fiction written under oath? Ethics and epistemology in educational research. In *Fiction written under oath?: essays in philosophy and educational research: Vol. Philosophy and education* (pp. 171–179). Kluwer Academic. <http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=99343&site=ehost-live&scope=site>

Brikmann, S., & Kvale, S. (2015a). Chapter 3: Epistemological issues of interviewing. In *InterViews: learning the craft of qualitative research interviewing* (3rd edition, pp. 55–82). SAGE. <https://contentstore.cla.co.uk/secure/link?id=1f68b653-082d-ed11-bd6e-0050f2f06092>

Brinkmann, S., & Kvale, S. (2015b). Chapter 4: Ethical issues of interviewing. In *InterViews: learning the craft of qualitative research interviewing* (3rd edition). SAGE.

Brinkmann, S., & Kvale, S. (2015a). *InterViews: learning the craft of qualitative research interviewing* (3rd edition). SAGE.

Brinkmann, S., & Kvale, S. (2015b). *InterViews: learning the craft of qualitative research interviewing* (3rd edition). SAGE.

British Educational Research Association ethics guidelines. (n.d.).
<https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2011>

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

Bryman, A. (2016a). Chapter 10: Self completion questionnaires. In *Social research methods* (5th edition). Oxford University Press.
<https://contentstore.cla.co.uk/secure/link?id=416fa522-71de-e711-80cd-005056af4099>

Bryman, A. (2016b). Chapter 11: Asking questions. In *Social research methods* (5th edition). Oxford University Press.
<https://contentstore.cla.co.uk/secure/link?id=3eef9774-72de-e711-80cd-005056af4099>

Bryman, A. (2016c). *Social research methods* (5th edition). Oxford University Press.

Bryman, A. (2016d). *Social research methods* (5th edition). Oxford University Press.

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

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

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

Cohen, L., Bell, R., Manion, L., McCulloch, G., & Morrison, K. (2011). Background to quantitative methods. In *Research methods in education* (7th ed, pp. 1–15). Routledge.
https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL_LMS_DS21128953870004761&context=L&vid=UCL_VU2&search_scope=CSCOP_UCL&isFrbr=true&tab=local&lang=en_US

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (Eighth edition). Routledge.
https://ucl.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3921872720004761&institutionId=4761&customerId=4760

Colclough, C. (2012). Education outcomes and poverty: a reassessment: Vol. Education, poverty, and international development. Routledge.

Corbin, J. M., & Strauss, A. L. (2015a). Basics of qualitative research: techniques and procedures for developing grounded theory (Fourth edition). SAGE.

Corbin, J. M., & Strauss, A. L. (2015b). Basics of qualitative research: techniques and procedures for developing grounded theory (Fourth edition). SAGE.

Cowen, R., & Kazamias, A. M. (2009). International handbook of comparative education: Vol. v. 22. Springer. <https://doi.org/10.1007/978-1-4020-6403-6>

Creswell, J. W. (2014a). Chapter 10: Mixed Methods Procedures. In Research design: qualitative, quantitative, and mixed methods approaches (4th ed., international student ed). SAGE.

Creswell, J. W. (2014b). Research design: qualitative, quantitative, and mixed methods approaches (4th ed., international student ed). SAGE.

Creswell, J. W. (2014c). Research design: qualitative, quantitative, and mixed methods approaches (4th ed., international student ed). SAGE.

Creswell, J. W., & Plano Clark, V. L. (2011). Designing and conducting mixed methods research (2nd ed). SAGE.

Crossley, M. (2012). Epilogue: Bridging Research Paradigms, Disciplines and Cultures. In Multidisciplinary approaches to educational research: case studies from Europe and the developing world: Vol. Routledge research in education (pp. 193–197). Routledge. https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL_LMS_DS51233416860004761&context=L&vid=UCL_VU2&search_scope=CSCOP_UCL&tab=local&lang=en_US

Czaja, R., & Blair, J. (2005). Designing surveys: a guide to decisions and procedures (2nd ed). Pine Forge Press. http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3568011120004761&institutionId=4761&customerId=4760

Deaton, A., & Cartwright, N. (2016). The limitations of randomised controlled trials | VOX, CEPR's Policy Portal. <http://voxeu.org/article/limitations-randomised-controlled-trials>

Denscombe, M. (2021). The good research guide: For small-scale social research projects (Seventh edition). Open University Press. https://ucl.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_ebookcentral_EBC6888276&context=PC&vid=44UCL_INST:UCL_VU2&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Everything&query=any,contains,The%20good%20research%20guide&sortby=rank&offset=0

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

- Denzin, N. K. (2009). The elephant in the living room: or extending the conversation about the politics of evidence. *Qualitative Research*, 9(2), 139–160.
<https://doi.org/10.1177/1468794108098034>
- Denzin, N. K., & Lincoln, Y. S. (2013). *Collecting and interpreting qualitative materials* (4th ed). SAGE.
- Dolby, N., & Rahman, A. (2008). Research in International Education. *Review of Educational Research*, 78(3), 676–726. <https://doi.org/10.3102/0034654308320291>
- Durepos, G., Mills, A. J., & Wiebe, E. (2010). *Encyclopedia of case study research*. SAGE.
http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3567837190004761&institutionId=4761&customerId=4760
- Erickson, F. (1984). What Makes School Ethnography 'Ethnographic'? *Anthropology & Education Quarterly*, 15(1), 51–66. <https://doi.org/10.1525/aeq.1984.15.1.05x1472p>
- Evans, G. (2006). Chapter 8: Pokemon and Peers. In *Educational failure and working class white children in Britain*. Palgrave Macmillan.
https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL_LMS_DS51233166650004761&context=L&vid=UCL_VU2&search_scope=CSCOP_UCL&isFrbr=true&tab=local&lang=en_US
- Evers, C. W., & Wu, E. H. (2006). On Generalising from Single Case Studies: Epistemological Reflections. *Journal of Philosophy of Education*, 40(4), 511–526.
<https://doi.org/10.1111/j.1467-9752.2006.00519.x>
- Eynon, R., Schroeder, R., & Fry, J. (2009). New techniques in online research: challenges for research ethics. *Twenty-First Century Society*, 4(2), 187–199.
<https://doi.org/10.1080/17450140903000308>
- Ferdinand, J., Pearson, G., Rowe, M., & Worthington, F. (2007). A different kind of ethics. *Ethnography*, 8(4), 519–543. <https://doi.org/10.1177/1466138107083566>
- Flick, U., & Metzler, K. (2014a). *An introduction to qualitative research* (Edition 5). SAGE.
- Flick, U., & Metzler, K. (2014b). *An introduction to qualitative research* (Edition 5). SAGE.
- Flyvbjerg, B. (2011). Chapter 17: Case Study. In *The SAGE handbook of qualitative research* (4th ed, pp. 301–316). SAGE.
<https://contentstore.cla.co.uk/secure/link?id=94b4cfe6-3845-e711-80cb-005056af4099>
- Foster, L., Diamond, I., & Jefferies, J. (2015a). *Beginning statistics: an introduction for social scientists* (Second edition). SAGE Publications.
- Foster, L., Diamond, I., & Jefferies, J. (2015b). *Beginning statistics: an introduction for social scientists* (Second edition). SAGE Publications.
- Froerer, P. (2012). Learning, Livelihoods, and Social Mobility: Valuing Girls' Education in Central India. *Anthropology & Education Quarterly*, 43(4), 344–357.

<https://doi.org/10.1111/j.1548-1492.2012.01189.x>

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

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

http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3568014930004761&institutionId=4761&customerId=4760

Goldacre, Ben. (2013a). *Building evidence into education*.

[http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=UCL_IOE_DERA_DS17530&indx=1&reclids=UCL_IOE_DERA_DS17530&reclidx=0&elementId=0&renderMode=poppedOut&displayMode=full&frbrVersion=&frbg=&&dscnt=0&scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&mode=Basic&vid=UCL_VU1&srt=rank&tab=local&dum=true&vl\(freeText0\)=Goldacre%20Building%20Evidence%20into%20Education&dstmp=1508768152777](http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=UCL_IOE_DERA_DS17530&indx=1&reclids=UCL_IOE_DERA_DS17530&reclidx=0&elementId=0&renderMode=poppedOut&displayMode=full&frbrVersion=&frbg=&&dscnt=0&scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&mode=Basic&vid=UCL_VU1&srt=rank&tab=local&dum=true&vl(freeText0)=Goldacre%20Building%20Evidence%20into%20Education&dstmp=1508768152777)

Goldacre, Ben. (2013b). *Building evidence into education*.

[http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=UCL_IOE_DERA_DS17530&indx=1&reclids=UCL_IOE_DERA_DS17530&reclidx=0&elementId=0&renderMode=poppedOut&displayMode=full&frbrVersion=&frbg=&&dscnt=0&scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&mode=Basic&vid=UCL_VU1&srt=rank&tab=local&dum=true&vl\(freeText0\)=Goldacre%20Building%20Evidence%20into%20Education&dstmp=1508768152777](http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=UCL_IOE_DERA_DS17530&indx=1&reclids=UCL_IOE_DERA_DS17530&reclidx=0&elementId=0&renderMode=poppedOut&displayMode=full&frbrVersion=&frbg=&&dscnt=0&scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&mode=Basic&vid=UCL_VU1&srt=rank&tab=local&dum=true&vl(freeText0)=Goldacre%20Building%20Evidence%20into%20Education&dstmp=1508768152777)

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

https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL_LMS_DS51233136330004761&context=L&vid=UCL_VU2&search_scope=CSCOP_UCL&isFrbr=true&tab=local&lang=en_US

Gorard, S. (2007). *Quantitative methods in educational research: the role of numbers made easy* [Electronic resource]. Continuum.

http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3567529320004761&institutionId=4761&customerId=4760

Gordon, T. J., Holland, J., & Lahelma, E. (2007). *Ethnographic Research in Educational Settings*. In *Handbook of ethnography*. SAGE.

<https://contentstore.cla.co.uk/secure/link?id=a57505ed-3845-e711-80cb-005056af4099>

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

Hammersley, M. (2008). *Questioning qualitative inquiry: critical essays* [Electronic resource]. SAGE. <http://methods.sagepub.com/book/questioning-qualitative-inquiry>

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

Hammersley, M., & Atkinson, P. (2007). *Ethnography: principles in practice* (3rd ed). Routledge.
http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3567940290004761&institutionId=4761&customerId=4760

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

Higgins, S., Katsipatakis, M., Kokotsaki, D., Coe, R., Elliot Major, L., & Coleman, R. (n.d.). The Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Technical Appendices.
[https://v1.educationendowmentfoundation.org.uk/uploads/pdf/Technical_Appendices_\(June_2013\).pdf](https://v1.educationendowmentfoundation.org.uk/uploads/pdf/Technical_Appendices_(June_2013).pdf)

Hogan, P., & Smith, R. (2003). The Activity of Philosophy and the Practice of Education. In *The Blackwell guide to the philosophy of education: Vol. Blackwell philosophy guides*. Blackwell.
https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL_LMS_DS51233222710004761&context=L&vid=UCL_VU2&search_scope=CSCOP_UCL&isFrbr=true&tab=local&lang=en_US

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

Institute of Education ethics guidelines. (n.d.).
<http://www.ucl.ac.uk/srs/research-ethics-committee/pages/ioe>

Jackson, A. Y., & Mazzei, L. A. (2012a). *Thinking with theory in qualitative research: viewing data across multiple perspectives*. Routledge.
http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3568153450004761&institutionId=4761&customerId=4760

Jackson, A. Y., & Mazzei, L. A. (2012b). *Thinking with theory in qualitative research: viewing data across multiple perspectives*. Routledge.
https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL_LMS_DS51232821290004761&context=L&vid=UCL_VU2&search_scope=CSCOP_UCL&tab=local&lang=en_US

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

Jones, N., & Sumner, A. (2009). Does Mixed Methods Research Matter to Understanding Childhood Well-Being? *Social Indicators Research*, 90(1), 33–50.

<https://doi.org/10.1007/s11205-008-9311-y>

Kamberelis, G., & Dimitriadis, G. (2011). Focus groups: contingent articulation of pedagogy, politics and inquiry. In *The SAGE handbook of qualitative research* (4th ed). SAGE.

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

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

Krueger, R. A., & Casey, M. A. (2015). *Focus groups: a practical guide for applied research* (5th edition). SAGE. <https://read.kortext.com/reader/epub/647960?page=>

Lee, R. M. (2000). *Unobtrusive methods in social research: Vol. Understanding social research*. Open UP.

Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011a). Chapter 6: Paradigmatic controversies, contradictions and emerging confluences revisited. In *The SAGE handbook of qualitative research* (4th ed, pp. 97–128). SAGE.

Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011b). Chapter 6: Paradigmatic controversies, contradictions and emerging confluences revisited. In *The SAGE handbook of qualitative research* (4th ed, pp. 97–128). SAGE.

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), 323–343. <https://doi.org/10.1080/1364557092000046671>

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

MacLure, M. (2003b). *Discourse in educational and social research: Vol. Conducting educational research*. Open UP.

Mason, J. (2002a). *Qualitative researching* (2nd ed). Sage.

Mason, J. (2002b). *Qualitative researching* (2nd ed). Sage.

Mason, J. (2002c). *Researching your own practice: the discipline of noticing* [Electronic resource]. RoutledgeFalmer. http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3567620510004761&institutionId=4761&customerId=4760

Mavrogordato, M., & Stein, M. (2016). Accessing Choice. *Urban Education*, 51(9), 1031–1064. <https://doi.org/10.1177/0042085914553674>

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

McCulloch, G. (2012). Documentary Methods. In *Research methods and methodologies in education* (pp. 210–216). SAGE.

McCulloch, G., Potts, A., & Sikes, P. J. (2008). *Researching education from the inside: investigations from within*. Routledge. <https://doi.org/10.4324/9780203932353>

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), 1–17. <https://doi.org/10.1080/03054980601094651>

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

Mitchell, C., Walsh, S., & Moletsane, R. (2006). "Speaking for ourselves": visual arts-based and participatory methodologies for working with young people. In *Combating gender violence in and around schools* (pp. 103–111). Trentham.

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

Morgan, D. L. (2012). Focus groups and social interaction. In *The Sage handbook of interview research: the complexity of the craft* (2nd ed). SAGE.
https://ucl.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=14419168470004761&institutionId=4761&customerId=4760&VE=true

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

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

Oancea, A., Menter, I., & Baumfield, V. (n.d.). *Review of Education*, Vol 4, Issue 1, Special Issue: Research Synthesis. Volume 4(Issue 1).
<http://onlinelibrary.wiley.com/doi/10.1111/rev3.2016.4.issue-1/issuetoc>

O'Reilly, K. (2012). *Ethnographic methods* (2nd ed). Routledge.
http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3568011810004761&institutionId=4761&customerId=4760

Paulson, J. (2011). *Education, conflict and development: Vol. Oxford studies in comparative education*. Symposium Books.

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

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), 857–874. <https://doi.org/10.1080/09518398.2010.529842>

Phillips, D., & Schweisfurth, M. (2014a). *Comparative and international education: an introduction to theory, method, and practice* (2nd edition). Bloomsbury.

Phillips, D., & Schweisfurth, M. (2014b). *Comparative Education: Method*. In *Comparative and international education: an introduction to theory, method, and practice* (2nd edition). Bloomsbury.

<https://contentstore.cla.co.uk/secure/link?id=c46a771b-73de-e711-80cd-005056af4099>

Plummer, K. (2001). *Documents of life: 2: An invitation to a critical humanism* [Electronic resource]. SAGE. <http://methods.sagepub.com/book/documents-of-life-2>

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

Pring, R. (2015). *Philosophy of educational research* (Third edition). Bloomsbury Academic. https://doi.org/10.5040/9781474228596?locatt=label:secondary_bloomsburyCollections

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

Prosser, J. (2013). Visual methodology: towards a more seeing research. In *Collecting and interpreting qualitative materials* (4th ed, pp. 177–212). SAGE.

<https://contentstore.cla.co.uk/secure/link?id=a77505ed-3845-e711-80cb-005056af4099>

Richards, L. (2009). *Handling qualitative data: a practical guide* (2nd ed). SAGE.

<https://read.kortext.com/reader/epub/667950?page=>

Robson, C. (2011). Chapter 11: Interviews and Focus Groups. In *Real world research: a resource for users of social research methods in applied settings* (3rd ed). Wiley.

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

Schulte, B. (2012). World culture with Chinese characteristics: when global models go native. *Comparative Education*, 48(4), 473–486.

<https://doi.org/10.1080/03050068.2012.726064>

Seale, C. (2012). *Researching society and culture* (3rd ed). SAGE.

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

<https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=5790771>

Silverman, D. (2010a). Chapter 9: Selecting a Case. In *Doing qualitative research: a practical handbook* (3rd ed, pp. 137–151). SAGE.

Silverman, D. (2010b). *Doing qualitative research: a practical handbook* (3rd ed). SAGE.

Silverman, D. (2011). *Interpreting qualitative data: a guide to the principles of qualitative research* (4th ed). Sage.

Silverman, D. (2013). *A very short, fairly interesting and reasonably cheap book about qualitative research* (2nd ed). SAGE Publications.
https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL_LMS_DS51253087620004761&context=L&vid=UCL_VU2&search_scope=CSCOP_UCL&isFrbr=true&tab=local&lang=en_US

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), 387–406.
<https://doi.org/10.1111/1467-9752.00234>

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

Smyth, A., & Holian, R. (2008). Credibility issues in research from within organisations. In P. J. Sikes & A. Potts (Eds.), *Researching education from the inside: investigations from within* (pp. 33–47). Routledge.
https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL_LMS_DS21173280050004761&context=L&vid=UCL_VU2&search_scope=CSCOP_UCL&tab=local&lang=en_US

Sumner, A., & Tribe, M. A. (2008). *International development studies: theories and methods in research and practice*. SAGE. <https://doi.org/10.4135/9781446279397>

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

Thomas, G. (2013a). *How to do your research project: a guide for students in education and applied social sciences* (2nd ed). SAGE.

Thomas, G. (2013b). *How to do your research project: a guide for students in education and applied social sciences* (2nd ed). SAGE.

Thomas, G. (2013c). *How to do your research project: a guide for students in education and applied social sciences* (2nd ed). SAGE.

Tom, C., Foster, L., Sloan, L., & Bryman, A. (2021). *Bryman's social research methods* (Sixth edition). Oxford University Press.
<https://bibliu.com/users/saml/samlUCL?RelayState=eyJjdXN0b21fbGF1bmNoX3VyblCl6liMvdmlldy9ib29rcy85NzgwMTkyNjM2NjE0L2VwdWlVtOVVUUFMvMDAwX0FDb3Zlci5odG1sIn0%3D>

Torgerson, C., & Torgerson, D. (2013). *Randomised controlled trials in education: An introductory handbook*. Education Endowment Foundation.
https://v1.educationendowmentfoundation.org.uk/uploads/pdf/Randomised_trials_in_education-revised250713.pdf

Tosh, J. (2010). *The pursuit of history: aims, methods, and new directions in the study of*

modern history (5th ed) [Electronic resource]. Longman/Pearson.

http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3567490100004761&institutionId=4761&customerId=4760

Travers, M. (2009). New methods, old problems: A sceptical view of innovation in qualitative research. *Qualitative Research*, 9(2), 161–179.

<https://doi.org/10.1177/1468794108095079>

Uimonen, P. (2013). Visual identity in Facebook. *Visual Studies*, 28(2), 122–135.

<https://doi.org/10.1080/1472586X.2013.801634>

Unesco. (2012). Youth and skills: putting education to work: Vol. EFA global monitoring report. UNESCO. <http://unesdoc.unesco.org/images/0021/002180/218003e.pdf>

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

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

<https://contentstore.cla.co.uk/secure/link?id=a67505ed-3845-e711-80cb-005056af4099>

Unterhalter, E., Yates, C., Makinda, H., & North, A. (2012). Blaming the poor: constructions of marginality and poverty in the Kenyan education sector. *Compare: A Journal of Comparative and International Education*, 42(2), 213–233.

<https://doi.org/10.1080/03057925.2012.652386>

Walliman, N. (2011). *Your research project: designing and planning your work* (3rd ed). SAGE.

Walliman, N., & Buckler, S. (2008). *Your dissertation in education: Vol. Sage study skills* ([Rev. ed.]). Sage.

Website of the Centre for Longitudinal Studies. (n.d.).

<http://www.ucl.ac.uk/ioe/departments-centres/centres/centre-for-longitudinal-studies>

Website of the Education Endowment Foundation. (n.d.).

<https://educationendowmentfoundation.org.uk/>

Website of the 'What Works Network'. (n.d.).

<https://www.gov.uk/guidance/what-works-network>

Wilson, V. (1997). Focus Groups: a useful qualitative method for educational research? *British Educational Research Journal*, 23(2), 209–224.

<https://doi.org/10.1080/0141192970230207>

Yin, R. K. (2014). *Case study research: design and methods* (5th ed). SAGE.