

ROUTLEDGE RESEARCH IN EDUCATION

Towards Methodologically Inclusive Research Syntheses

Expanding possibilities

Hans Suri



Towards Methodologically Inclusive Research Syntheses Expanding Possibilities Routledge Research In Education

Shondel Nero, Dohra Ahmad



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Towards Methodologically Inclusive Research Syntheses Harsh Suri, 2013-01-01 Primary research in education and social sciences is marked by a diversity of methods and perspectives How can we accommodate and reflect such diversity at the level of synthesizing research What are the critical methodological decisions in the process of a research synthesis and how do these decisions open up certain possibilities while closing down others This book draws upon methodologically diverse literature on research synthesis methods and primary research methods to develop a framework for synthesizing research It presents a Methodologically Inclusive Research Synthesis framework to facilitate critical and informed decision making among the producers and users of research synthesis Three guiding principles for a quality research synthesis are proposed informed subjectivity and reflexivity purposefully informed selective inclusivity and audience appropriate transparency The book then provides a thorough discussion of how these principles might be enacted in the following six phases identifying an appropriate epistemological orientation identifying an appropriate purpose searching for relevant literature evaluating interpreting and distilling evidence from selected studies constructing connected understandings communicating with an audience A wide range of techniques and perspectives from postpositivist interpretive participatory critical and postmodern traditions are considered in the book and Suri opens up new areas of debate by exploring numerous aspects of research syntheses from a methodologically inclusive perspective The book will be valuable reading for researchers and postgraduates in education and social sciences

Towards Methodologically Inclusive Research Syntheses Harsh Suri, 2013-07-31

Primary research in education and social sciences is marked by a diversity of methods and perspectives How can we accommodate and reflect such diversity at the level of synthesizing research What are the critical methodological decisions in the process of a research synthesis and how do these decisions open up certain possibilities while closing down others This book draws upon methodologically diverse literature on research synthesis methods and primary research methods to develop a framework for synthesizing research It presents a Methodologically Inclusive Research Synthesis framework to facilitate critical and informed decision making among the producers and users of research synthesis Three guiding principles for a quality research synthesis are proposed informed subjectivity and reflexivity purposefully informed selective inclusivity and audience appropriate transparency The book then provides a thorough discussion of how these principles might be enacted in the following six phases identifying an appropriate epistemological orientation identifying an appropriate purpose searching for relevant literature evaluating interpreting and distilling evidence from selected studies constructing connected understandings communicating with an audience A wide range of techniques and perspectives from postpositivist interpretive participatory critical and postmodern traditions are considered in the book and Suri opens up new areas of debate by exploring numerous aspects of research syntheses from a methodologically inclusive perspective The book will be

valuable reading for researchers and postgraduates in education and social sciences *Vernaculars in the Classroom* Shondel Nero,Dohra Ahmad,2014-06-20 This book draws on applied linguistics and literary studies to offer concrete means of engaging with vernacular language and literature in secondary and college classrooms The authors embrace a language as resource orientation countering the popular narrative of vernaculars as problems in schools The book is divided into two parts with the first half of the book providing linguistic and pedagogical background and the second half offering literary case studies for teaching Part I examines the historical and continued devaluing of vernaculars in schools incorporating clear usable explanations of relevant theories This section also outlines the central myths and paradoxes surrounding vernacular languages and literatures includes productive ways for teachers to address those myths and paradoxes and explores challenges and possibilities for vernacular language pedagogy In Part II the authors provide pedagogical case studies using literary texts written in vernacular Englishes from around the world Each chapter examines a vernacular related topic and concludes with discussion questions and writing assignments an appendix contains the poems and short stories discussed and other teaching resources The book provides a model of interdisciplinary inquiry that can be beneficial to scholars and practitioners in composition literature and applied linguistics as well as students of all linguistic backgrounds Education, Philosophy and Well-being Judith Suissa,Carrie Winstanley,Roger Marples,2014-08-21 John White is one of the leading philosophers of education currently working in the Anglophone world Since first joining the London Institute of Education in 1965 he has made significant contributions to the landscape of the discipline through his teaching research and numerous publications His academic work encompasses a broad range of rich philosophical issues ranging from questions surrounding the child s mind through the moral and pedagogical obligations of teachers and schools to local and national questions of educational policy In this volume international contributors address key issues in the philosophy of education touching on significant contemporary concerns and demonstrating the breadth and influence of John White s work Each chapter critically examines builds on and pays tribute to John White s unique contribution considering how his work has impacted on the discipline of education as we know it today Topics covered include policy and the role of philosophy of education liberal education the aims of education moral education leadership Education Philosophy and Wellbeing will appeal to postgraduate students and academics in the fields of history policy education studies and philosophy as well as to policy makers educational administrators and teachers Liberty and Education Geoffrey Hinchliffe,2014-08-13 This book takes the thinking of Quentin Skinner Philip Pettit and J G A Pocock on republican liberty and explores the way in which this idea of liberty can be used to illuminate educational practice It argues that republican liberty is distinct from both positive and negative liberty and its emphasis on liberty as non dependency gives the concept of liberty a particularly critical role in contemporary society Each chapter formulates and expounds the idea that an empire of liberty requires the existence of what are termed liberty bearing agents and shows how education with a particular emphasis on knowledge is needed to foster the

human powers which allow people to become liberty bearing It is also emphasised however that republican liberty is non perfectionist and non eudaimonic the core values enshrined in an empire of liberty centre on non dependency rather than the promulgation of a certain way of life Drawing on prominent seventeenth century contract theorists the link between liberty and authority is explained suggesting that appropriate authoritative structures need to underpin the provision of education and especially schooling if educational practice devoted to the pursuit of liberty is to flourish Liberty and Education will be of value to both educational theorists unfamiliar with republican theory as well as republican theorists interested in how their theory might play out in education It will also be of interest to researchers and students from the fields of politics and the philosophy of education

Negotiating Privilege and Identity in Educational Contexts Adam Howard, Brianne Wheeler, Aimee Polimeno, 2014-06-05 Recent efforts emphasize the roles that privilege and elite education play in shaping affluent youths identities Despite various backgrounds the common qualities shared among the eight adolescents showcased in this book lead them to form particular understandings of self others and the world around them that serve as means for them to negotiate their privilege These self understandings are crucial for them to feel more at ease with being privileged foster a positive sense of self and reduce the negative feelings associated with their advantages thus managing expectations for future success Offering an intimate and comprehensive view of affluent adolescents inner lives and understandings *Negotiating Privilege and Identity in Educational Contexts* explores these qualities and provides an important alternative perspective on privilege and how privilege works The case studies in this volume explore different settings and lived experiences of eight privileged adolescents who influenced by various sources actively construct and cultivate their own privilege Their stories address a wide range of issues relevant to the study of adolescence and the various social class factors that mediate adolescents educational experiences and identities

Popular Culture, Pedagogy and Teacher Education Phil Benson, Alice Chik, 2014-01-10 The integration of popular culture into education is a pervasive theme at all educational levels and in all subject areas *Popular Culture Pedagogy and Teacher Education* explores how popular culture and education come together and interact in research and practice from an interdisciplinary perspective The international case studies in this edited volume address issues related to how popular culture teaches our students and what they learn from it outside the classroom how popular culture connects education to students lives how teachers use popular culture in educational settings how far teachers should shape what students learn from engagement with popular culture in school how teacher educators can help teachers integrate popular culture into their teaching Providing vivid accounts of students teachers and teacher educators and drawing out the pedagogical implications of their work this book will appeal to teachers and teacher educators who are searching for practical answers to the questions that the integration of popular culture into education poses for their work

Secrecy and Tradecraft in Educational Administration Eugenie A. Samier, 2014-02-03 During the last couple of decades there has been an expansion in a number of related and overlapping fields producing evidence of covert activities

toxic cultures destructive leadership styles micropolitics ethical problems in organisations and administration abusive power and authority and many other topics of dysfunctional management and leadership studies that frequently make reference to secretive and deceptive behaviour In this book Eugenie A Samier draws on a range of disciplines including education psychology administration and management studies and organizational theory to provide a comprehensive examination of the ways in which organisational leaders and administrators carry out their roles in a secretive or deceptive manner Samier presents a theory of covert administration that can be used to provide an analysis and interpretation of secretive and deceptive activity inform decision making both theoretically and practically offer a means of diagnosing errant management using secretive and deceptive practices provide a general set of guidelines for determining when clandestine activities may be legitimate and moral Alongside a detailed presentation of the theory of covert administration the book explores covert administration in practice factors leading to it and the results of attempts to combat its many forms It will be key reading for researchers and postgraduates with an interest in the field as well as administrators and policy makers

African Americans and Homeschooling Ama Mazama, Garvey Musumunu, 2014-08-27 Despite greater access to formal education both disadvantaged and middle class black students continue to struggle academically causing a growing number of black parents to turn to homeschooling This book is an in depth exploration of the motivations behind black parents decision to educate their children at home and the strategies they ve developed to overcome potential obstacles Citing current issues such as culture religion and safety the book challenges the commonly expressed view that black parents and their children have divested from formal education by embracing homeschooling as a constructive strategy to provide black children with a valuable educational experience

Literacy, Play and Globalization Carmen L. Medina, Karen E. Wohlwend, 2014-06-05 This book takes on current perspectives on children s relationships to literacy media childhood markets and transtionalism in converging global worlds It introduces the idea of multi sited imaginaries to explain how children s media and literacy performances shape and are shaped by shared visions of communities that we collectively imagine including play media gender family school or cultural worlds It draws upon elements of ethnographies of globalization nexus analysis and performance theories to examine the convergences of such imaginaries across multiple sites early childhood and elementary classrooms and communities in Puerto Rico and the Midwest United States In this work we attempt to understand that the local moment of engagement within play dramatic experiences and literacies is not a given but is always emerging from and within the multiple localities children navigate and the histories possibilities and challenges they bring to the creative moment

9/11 and Collective Memory in US Classrooms Cheryl Lynn Duckworth, 2014-10-17 While current literature stresses the importance of teaching about the 9 11 attacks on the US many questions remain as to what teachers are actually teaching in their own classrooms Few studies address how teachers are using of all of this advice and curriculum what sorts of activities they are undertaking and how they go about deciding what they will do Arguing that the events of 9 11 have

become a chosen trauma for the US author Cheryl Duckworth investigates how 9 11 is being taught in classrooms if at all and what narrative is being passed on to today s students about that day Using quantitative and qualitative data gathered from US middle and high school teachers this volume reflects on foreign policy developments and trends since September 11th 2001 and analyzes what this might suggest for future trends in U S foreign policy The understanding that the post 9 11 generation has of what happened and what it means is significant to how Americans will view foreign policy in the coming decades especially in the Islamic World and whether it is likely to generate war or foster peace *Lesson Study* Peter Dudley,2014-08-27 This book introduces readers to the development of Lesson Study LS in the UK making historical connections to the growth of Lesson Study in Japan East Asia the US and Europe It explains how to conduct LS in schools and educational institutions providing examples of compelling externally evaluated impact outcomes for both primary learners and teacher learners and vivid exemplars of LS in action across age ranges and curricular contexts Each chapter presents international research outcomes that clearly demonstrate how and why LS has a place within teacher learning approaches that have the greatest impact and the greatest capacity building potential for creating outstanding teaching This is supported by primary research evidence and linked with contemporary and recent high quality research worldwide into pupil learning teacher learning school improvement and system improvement The book illustrates the diverse application of LS for innovating or transferring highly effective practices in a variety of contexts to boost learning for children with a range of challenges and specific needs Lesson Study provides a global perspective on the development of LS worldwide exploring its impact on innovation creativity curricula and achievement in a variety of contexts It will be of key interest to practitioners in schools and teacher education institutions researchers and policy and decision makers at local national and international levels The book s explicit focus on the leadership of local authorities will also make it valuable reading for all leaders of professional development and school improvement

Professional Uncertainty, Knowledge and Relationship in the Classroom Joseph Mintz,2014-06-27 The extent to which teachers should make use of theoretical and expert knowledge as opposed to tacit experiential knowledge and how these might be combined is a perennial issue in discussions on pedagogy This book addresses these debates through a creative development of the concept of productive uncertainty Using case studies focusing on teachers working with children with autism a particularly fertile crucible for considering uncertainty the book explores how the radical 20th century psychoanalyst Wilfred Bion s epistemological approach to uncertainty can be used to re frame Donald Sch n s concept of reflection in action offering a new perspective on the practice of teachers and other caring professionals Several areas of potential uncertainty are identified including uncertainty relating to areas of practice including diagnosis the relationship between expert knowledge and practice the implications of autism for autonomy and agency and uncertainties in relation to the understanding of and use of new technologies A strong argument is made based on both theoretical and empirical grounds that in juggling between theoretical and tacit knowledge in the classroom

there is more to be gained by staying with the struggle with uncertainty than by fleeing from it too early into the promise of expert solutions Consideration is also given to the relative importance of specific theoretical training for teachers both in general and in relation to working with children with special educational needs in the context of international and UK policy developments in this area This book will be of key value to researchers and postgraduates in the fields of education studies teacher thinking and research psychoanalytically informed psychosocial studies as well as to practitioners working in special educational needs autism education

Chinese Students' Writing in English Maria Leedham,2014-08-27 Chinese students are the largest international student group in UK universities today yet little is known about their undergraduate writing and the challenges they face Drawing on the British Academic Written English corpus a large corpus of proficient undergraduate student writing collected in the UK in the early 2000s this study explores Chinese students written assignments in English in a range of university disciplines contrasting these with assignments from British students The study is supplemented by questionnaire and interview datasets with discipline lecturers writing tutors and students and provides a comprehensive picture of the Chinese student writer today Theoretically framed through work within academic literacies and lexical priming the author seeks to explore what we know about Chinese students writing and to extend these findings to undergraduate writing more generally In a globalized educational environment it is important for educators to understand differences in writing styles across the student body and to move from the widespread deficit model of student writing towards a descriptive model which embraces different ways of achieving success Chinese Students Writing in English will be of value to researchers EAP tutors and university lecturers teaching Chinese students in the UK China and other English or Chinese speaking countries

Making Sense of Literacy Scholarship Catherine Compton-Lilly,Rebecca Rogers,Tisha Lewis Ellison,2021-05-26 This book is a roadmap to the key decisions processes and procedures to use when synthesizing qualitative literacy research Covering the major types of syntheses including the dissertation literature review traditional literature review integrative literature review meta synthesis and meta ethnography Compton Lilly Rogers and Lewis Ellison offer techniques and frameworks to use when making sense of a large body of scholarship Addressing the standard and untraditional forms a research synthesis can take the authors provide clear and practical examples of synthesis designs and techniques and consider how epistemological ontological and ethical questions arise when designing and adapting a research synthesis The extensive appendices feature sample literature reviews guidance on communication with editors of journals useful charts and more The authors critical reflection and analysis demonstrates how a research synthesis is not simply a means to an end but rather reflects each scholar s interests target audience and message This book is crucial reading for undergraduate and graduate students as well as early career and more experienced researchers in literacy education

The BERA/SAGE Handbook of Educational Research Dominic Wyse,Neil Selwyn,Emma Smith,Larry E. Suter,2016-12-15 Education has continued to grow in stature and significance as an academic discipline In addition to world

renowned research studies the growth of education has been seen in the methodology and methods underpinning its research The BERA SAGE Handbook of Educational Research provides a cutting edge account of the research and methodology that is creating new understandings for education research policy and practice Over two volumes the handbook addresses educational research in six essential components Section 1 Understanding Research Section 2 Planning Research Section 3 Approaches to Research Section 4 Acquiring Data Section 5 Analysing Data Section 6 Reporting Disseminating and Evaluating Research Featuring contributions from more than 50 of the biggest names in the international field The BERA SAGE Handbook of Educational Research represents a very significant contribution to the development of education

Education in Computer Generated Environments Sara de Freitas,2013-10-15 This book examines the implications of computer generated learning for curriculum design epistemology and pedagogy exploring the ways these technologies transform the relationship between knowledge and learning and between teachers and students It argues that these technologies and practices have the potential to refocus on the human factors that are at the center of the learning process

Doing Educational Research Marit Honerød Hoveid,Lucian Ciolan,Angelika Paseka,Sofia Marques da Silva,2019-06-10 Every educational research project has challenges and obstacles that need to be managed and overcome This book uses real case studies employing a wide range of research methodologies and drawn from educational contexts across Europe to explore these challenges offering flexible and universal guidance that you can apply to your own research Published in partnership with EERA this book is Realistic and informed It explores a range of perspectives on educational research from planning to data collection to international collaboration Challenging It integrates a holistic and critical view on the process of educational research Culturally aware It covers a variety of research projects from different countries and encourages you to challenge dominant perspectives in education This is the first major English language textbook for postgraduate and postdoctoral education researchers that represents and explores the range of research traditions that exist throughout Europe and what they mean in practice

Educational Inequalities Kalwant Bhopal,Uvanney Maylor,2013-11-07 While there is considerable literature on social inequality and education there is little recent work which explores notions of difference and diversity in relation to race class and gender This edited text aims to bring together researchers in the field of education located across many international contexts such as the UK Australia USA New Zealand and Europe Contributors investigate the ways in which dominant perspectives on difference intersectionality and institutional structures underpin and reinforce educational inequality in schools and higher education They emphasize the importance of international perspectives and innovative methodological approaches to examining these areas and seek to locate the dimensions of difference within recent theoretical discourses with an emphasis on race class and gender as key categories of analysis Global Perspectives on Spirituality and Education Jacqueline Watson,Marian de Souza,Ann Trousdale,2013-12-04 In recent decades and around the world much attention has been given to the role of spirituality in the education of children and young people While

educationalists share many common goals and values in nurturing the spiritual lives of children and young people national and regional cultures religions and politics have impacted on the approaches scholars and practitioners have adopted in their investigations and practices The different contexts across nations and regions mean that educators face quite distinct conditions in which to frame their approaches to spiritual education and research and the nature and impact of these differences is not yet understood This book brings together thinkers from around the globe and sets them the task of explaining how their research on children s spirituality and education has been shaped by the historical cultural religious and political contexts of the geographic region in which they work The book presents contributions in three sections Europe and Israel Australasia and The Americas and concludes with a chapter highlighting what is common and what is contextually unique about global approaches to spirituality and education

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