

IMPORTANCE OF PHILOSOPHY IN THE CONDUCT OF EDUCATIONAL RESEARCH

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ABSTRACT: Educational questions, whether in policy or in practice and thus in educational research, make assumptions which are philosophical in nature – in values, theory of knowledge, philosophy of mind, social philosophy and so on. The paper illustrates this through several examples of educational research, showing how, in the absence of philosophical questioning, the intelligence is often bewitched by the misuse of language, thereby invalidating so-called educational research.

Introduction

What is educational research? There are three sorts of answers to this question.

The first answer points to the sort of research evidence which helps policy makers and practitioners to make justified decisions in the many different choices and activities which are covered by the title 'education'. For example, should we select the brighter students at age 11 to a more academic school? Well, that depends on the empirical evidence as to whether or not separate schooling helps the brighter students to achieve more academically. It also depends (something often forgotten) on the effect such a decision has upon the welfare and attainments of those not selected. These kinds of research would include the concepts, theories and facts from such disciplines as sociology, psychology, history, anthropology, and comparative studies. And there are many kinds of study which would offer evidence – it all depends on the questions being asked.

The second sort of answer is one that arises from puzzlement about the meaning of the words which are being used – often without any awareness of the grounds for puzzlement. Here one might ask what it means to say someone is intelligent. Are there different ways in which one might conceptualise intelligence so that someone might be intelligent at some things and not at others? If that is the case, then it makes little sense to divide human beings into 'intelligent' and 'not intelligent'.

The third sort of answer depends on what you mean by educational research. Why educationally should we find the psychological research on intelligence interesting? There is a lot of disagreement about what counts as an educated person, and some interesting sociological research might seem educationally relevant to some educational researchers, and irrelevant to others.

The second and third questions are essentially philosophical. They are rarely asked in courses and in the conduct of educational research. That is a pity, because it explains why so much so-called educational research is not educational at all. Therefore this paper concentrates on questions 2 and 3, but with an extension in the final part into different areas which have traditionally been explored by philosophers.

It All Depends on What You Mean.

The philosopher Wittgenstein declared his main intention in *Philosophical Investigations* 'to teach you to pass from a piece of disguised nonsense to something that is patent nonsense' (Wittgenstein, 1953). And there is a lot of 'disguised nonsense' which bewitches the intelligence by the misuse of language. In pursuing this particular meaning of 'philosophical investigation', and its relevance to educational studies and research, I shall give three examples:

Skills

Let us take the example of the perceived need in most countries to increase the number of skilled workforce. A lot of research is undertaken to find out what skills are needed, how many people have them and what we need to do to train more people to obtain them. In Britain there was the Leitch Report (2006) which stated that only 600,000 jobs in 2020 would require no skills, as opposed to the seven million today. Other research contradicts this;

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Philosophy And Educational Research

David Bridges



Philosophy And Educational Research:

Philosophy of Educational Research Richard Pring, 2000 The training of educational researchers now requires a thorough introduction to philosophical issues This book synthesizes the relevant areas of philosophy of mind epistemology philosophy of social science ethics and the philosophy of education Written in characteristically lucid style this is the masterwork of a world authority on the subject

Philosophy in Educational Research David Bridges, 2016-12-01 This book provides critical and reflective discussions of a wide range of issues arising in education at the interface between philosophy research policy and practice It addresses epistemological questions about the intellectual resources that underpin educational research explores the relationship between philosophy and educational research and examines debates about truth and truthfulness in educational research Furthermore it looks at issues to do with the relationship between research practice and policy and discusses questions about ethics and educational research Finally the book delves into the deeply contested area of research quality assessment The book is based on extensive engagement in empirically based educational research projects and in the institutional and professional management of research as well as in philosophical work It clarifies what is at stake in international debates around educational research and teases out the nature of the arguments and where argument permits the conclusions to which these point The book discusses these familiar themes using less predictable sources and points of reference such as codes of social obligation in contemporary Egypt and New Zealand the Soviet and the inspiration of the nineteenth century philosopher Abai in contemporary Kazakhstan seventeenth century France Pascal and the disputes between Jesuits and Jansenites eighteenth century Italy Giambattista Vico and la scienza nuova educational magic in traditional Ethiopia and ends at a banquet with Socrates and dinner with wine and a conversation loving Montaigne

Introduction to the Philosophy of Educational Research Omar A. Ponce, Jose Gomez Galan, Nellie Pagán-Maldonado, Angel L. Canales Encarnación, 2022-09-01 This book provides an accessible introduction to the philosophy of educational research A historical philosophical journey presents the development of research methods from their origins to the present day In addition the book reflects on how research methods have influenced scientific effectiveness Throughout the book covers the principal things that need to be known today about the theory and practice of educational research its epistemological bases and its development as a discipline within scientific knowledge The historical events that defined both the methodological evolution and the current situation of contemporary educational research are described to enable its understanding This book provides an accessible introduction to the philosophy of educational research A historical philosophical journey presents the development of research methods from their origins to the present day It can also be used as didactic material for classroom discussions on educational research educational philosophy and current controversies in education Its usefulness reaches the social sciences humanities and experimental sciences in all areas related to teaching and training The basis of educational research is exposed both in its concepts or philosophical visions and methodologies

which ultimately define what education means today **Philosophy of Educational Research** Richard Pring, 2010-07-15

Three issues feature as the central themes throughout this book the nature of social science in general the nature of educational enquiry in particular and the links between the language and concepts of research on the one hand and those of practice and policy on the other In analyzing and interrelating these themes Richard Pring shows their relationship to such central philosophical concepts as meaning truth and objectivity This lucid and ambitious study will be seen as a classic of educational literature Reviews of the first edition include A stimulating and readable book Pring gives a succinct account of the different philosophical positions and makes a balanced evaluation of their strong and weak points should be compulsory reading for all trainee teachers let alone educational researchers Dr Paul Martinez Learning and Skills Development Agency Reviews Editor This volume is a textbook and a manifesto and research students will welcome the clarity with which the various concepts tools and approaches are outlined Most teachers will be stimulated by it Times Educational Supplement Professor Pring s work is far more than the title modestly claims it to be As much a primer in philosophy of education as a specialist work on the philosophy of educational research it is lucid and concise on topics ranging from the aim s of education to the nature of knowledge Education Review Educational Explanations Christopher Winch, 2022-02-11

EDUCATIONAL EXPLANATIONS Educational Explanations is a comprehensive study of the main philosophical questions that confront empirical educational researchers The book outlines the sense in which empirical educational research pursues truth and sets out and defends an account of its task as the offering of explanations for the many educational problems that claim our attention The book goes on to look at the criteria for high quality research the relationship between different methodological approaches and the scope and limits of intervention studies At all stages detailed examples are presented to make the argument clearer A distinctive feature of the book is the presentation of four detailed case studies over four chapters of influential educational research programmes that not only examine what they have achieved but emphasise the conceptual issues that researchers are confronted with as they seek to provide explanations The book goes on to examine the impact of empirical educational research on educational practice and on the practice of teachers in particular **Philosophy and Theory in Educational Research** Amanda Fulford, Naomi Hodgson, 2016-06-10

Philosophy and Theory in Educational Research Writing in the margin explores the practices of reading and writing in educational philosophy and theory Showing that there is no right way to approach research in educational philosophy but illustrating its possibilities this text invites an engagement with philosophy as a possibility and opening possibilities for educational research Drawing on their own research and theoretical and philosophical sources the authors investigate the important issue of what it means to read and write when there is no prescribed structure Innovative in its contribution to the literature this edited volume enlightens readers in three ways The volume focuses on the practices of reading and writing that are central to research in educational philosophy suggesting that these practices constitute the research rather than simply reporting it It is not a prescriptive

guide and should not be read procedurally Rather it is intended to illustrate the possibilities for this kind of research and to suggest starting points for those pursuing research projects Finally attention is given to the ways in which conducting educational philosophy can be educative in itself both to the researcher in writing it and to its audience in reading it With contributions from international scholars in the field of educational philosophy this book is a valuable guide for practitioner researchers taught postgraduate and doctoral students and early career researchers in university education departments Academic staff teaching research methods and seeking to introduce their students to philosophy as research without wishing to offer a prescriptive how to guide will also find this book of particular interest

International Handbook of Philosophy of Education Paul Smeyers, 2018-06-09 This handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up to date selection of the central themes It includes 95 newly commissioned articles that focus on and advance key arguments each essay incorporates essential background material serving to clarify the history and logic of the relevant topic examining the status quo of the discipline with respect to the topic and discussing the possible futures of the field The book provides a state of the art overview of philosophy of education covering a range of topics Voices from the present and the past deals with 36 major figures that philosophers of education rely on Schools of thought addresses 14 stances including Eastern Indigenous and African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic Revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past and the present for example care and justice democracy and the curriculum New areas and developments addresses 17 emerging issues that have garnered considerable attention like neuroscience videogames and radicalization The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training Moreover it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub discipline Combined with different conceptions of the purpose of philosophy it discusses various aspects using diverse perspectives to do so Contributing Editors Section 1 Voices from the Present and the Past Nuraan Davids Section 2 Schools of Thought Christiane Thompson and Joris Vlieghe Section 3 Revisiting Enduring Debates Ann Chinnery Naomi Hodgson and Viktor Johansson Section 4 New Areas and Developments Kai Horsthemke Dirk Willem Postma and Claudia Ruitenberg

Past, Present, and Future Possibilities for Philosophy and History of Education Stefan Ramaekers, Naomi Hodgson, 2018-08-17 On the occasion of the retirement of Paul Smeyers this book considers the state and status of the philosophy and history of education today Over the last 20 years the conditions in which research takes place have changed considerably They have done so in ways that are often less than favourable to disciplines such as history and philosophy of education and the space and time for the practices that constitute these disciplines of reading of writing of collegiality is increasingly under pressure During this time the Research Community on the History and Philosophy of

Educational Research has convened annually to bring its critical lenses to bear on these emergent conditions and to suggest ways that educational research might or ought to be done otherwise As co founder and co convenor of the Research Community this volume explores and recounts Paul Smeyers development of Wittgensteinian scholarship and its legacy in education his formative role in the development of philosophy of education as an international field his many international collaborations the useless educational philosophical deepening of concepts and the wider educational philosophical import of this This gives rise to consideration of the failure of these fields to halt the changes in the governance and status of the university that threatens them and those practices that remain and that are emerging in academia that we wish to protect to pass on to the next generation of researchers in these fields *What Do Philosophers of Education Do?* Claudia Ruitenberg, 2010-05-18 This volume of essays demonstrates and comments on philosophical methods in educational research Offers a clear picture of what philosophers do when they study education Brings together a series of essays from an international cast of contributors from Canada UK Finland and Cyprus Examines a range of new and established philosophical methods which can be used in educational research Demonstrates how philosophy of education can be understood methodologically Draws from both Continental and Analytical traditions Fills a gap in the research methods literature in education and the social sciences *Philosophy, Methodology and Educational Research* David Bridges, Richard D. Smith, 2007-10-22 This book evaluates the increasingly wide variety of intellectual resources for research methods and methodologies and investigates what constitutes good educational research Written by a distinguished international group of philosophers of education Questions what sorts of research can usefully inform policy and practice and what inferences can be drawn from different kinds of research Demonstrates the critical engagement of philosophers of education with the wider educational research community and illustrates the benefits that can accrue from such engagement

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