

S.E.S. REVIEW

LOOKING AT INNOVATION: TWO APPROACHES TO EDUCATIONAL RESEARCH

P. Sheldrake and S. Berry

(N.F.E.R. Publishing Co. Ltd., 1975)

ROY WILKIE, *Strathclyde University*

There are at least three good reasons for reading this book. It is the first major report of research carried out by the Anabas Project, part of the Nuffield Foundation's Group for Research and Innovation in Higher Education. Here are two case studies of the introduction of new courses into traditional vocational disciplines: behavioural sciences introduced into the third year of the curriculum of the Edinburgh Medical School and a 'background' course for second-year students in the Department of Electronic and Electric Engineering at Birmingham.

As there seems to be a trend in British universities and polytechnics towards developing such "broadening" courses, the authors' findings are important:

"... two important criteria which the students applied emerge. In the first case, a background course might be acceptable if it could be shown to have relevance to the rest of the student's studies in the department, or his work when he left. Alternatively, students wanted courses that fitted their wider interests. This second criteria implied that students required greater freedom to choose subjects and, more important, that the courses be taught with the same expertise as the rest of their courses in the Department. In addition, there was also a vague call for relevance to the 'outside world' " (pp. 112-3)

"... the fate of 'background' courses is not just a matter of context and orientation, important though this is, but also is subject to the more general interests of the students and staff, and even their maturity and identification with the professional" (p. 127)

Secondly, this report should also be read by organization theorists concerned both with problems of change and with understanding the university as an organization. The authors point out that as well as questions of academic content and philosophy involved in the case studies, there was "a consideration of university politics and university finance". The analogy of political negotiation over conquered territory used to illuminate the behaviour of the working party at Edinburgh demonstrates that this consideration was a realistic one.

Thirdly, the research itself has methodological interest. The Edinburgh researcher deliberately intervened in the situation, the Birmingham one acted the more traditional role of trying to have little impact on the course and its development. The problems of involvement and detachment, prescription and analysis are raised here in their behaviour and their understanding that "there is no simple version of reality". It is a pity that only seven pages of a postscript relate to this fundamental issue. All in all, a stimulating little book.

Looking At Innovation Two Approaches To Educational Research

JR Anderson



Looking At Innovation Two Approaches To Educational Research:

Looking at Innovation Peter Sheldrake, Stewart Berry, 1975 *Education in England and Wales* Franklin Parker, Betty June Parker, 2018-02-06 Originally published in 1991 this title was begun just before passage of the Education Reform Act of 1988 ERA 88 which was implemented in the 1990s This major act along with still in force provisions of the 1944 Education Act with its 17 amendments comprises the statutes governing education in England and Wales The study reflects both the criticism and the praise showered on that important legislation particularly in the Brief History and School Structure sections and in Chapter 1 with its longer than usual annotations on ERA 88 *Educational Research and Innovation Measuring Innovation in Education 2023 Tools and Methods for Data-Driven Action and Improvement* OECD, 2023-08-12 Measuring innovation in education and understanding its drivers and obstacles is essential to improve the quality of the education sector and of specific educational establishments Are pedagogical and administrative practices changing in the expected direction

Educational Research and Innovation Inspired by Technology, Driven by Pedagogy A Systemic Approach to Technology-Based School Innovations OECD, 2010-10-04 This report highlights key issues to facilitate understanding of how a systemic approach to technology based school innovations can contribute to quality education for all while promoting a more equal and effective education system **Applied Linguistics and Language Education Research Methods:**

Fundamentals and Innovations Bui, Hung Phu, 2024-05-06 Research in applied linguistics and language education often faces a challenge due to a lack of updated knowledge and understanding of research methods particularly among undergraduate and graduate students and novice researchers This knowledge gap can lead to ineffective research practices inaccurate data interpretation and limited progress in the field To address this challenge *Applied Linguistics and Language Education Research Methods Fundamentals and Innovations* provides a comprehensive solution by offering a detailed exploration of research methods tailored to the needs of students and novice researchers This book covers qualitative and quantitative approaches research processes literature reviews and other vital aspects of academic rigor in research It also addresses common challenges faced during the research process such as formulating research aims questions and hypotheses and effectively collecting analyzing and interpreting data Through clear and accessible explanations readers gain a deeper understanding of these complex topics enabling them to navigate the research process confidently Additionally the book covers various research types and designs including experimental survey correlational narrative action research and mixed methods designs Ensuring readers are well equipped to choose the most appropriate methodology for their research needs leads to more robust and impactful studies in their respective fields *Scottish Educational Studies* , 1975 **The**

Impact of Research on Policy and Practice in Education John Donald Nisbet, Patricia Broadfoot, 1980 **Formes**
Nouvelles D'enseignement Supérieur en Europe H. Zeiler, 1976 **Resources in Education** , 2000-10 Early
Childhood Educational Research Carol Aubrey, Tricia David, Ray Godfrey, Linda Thompson, 2005-12-01 Provision of education

for children under five has recently become a political concern At the same time this relatively small field has been attracting increased research attention with many early years practitioners seeking routes to initial and higher degrees This book offers essential guidance for researchers and newcomers to the field outlining opportunities in research as well as useful sensitive and appropriate methods for researching childhood education

Studies on Social Development in the Middle East, 1971 United Nations Economic and Social Office in Beirut,1973 **Needs of Elementary and Secondary Education for the Seventies** United States. Congress. House. Education and Labor,1970 **Needs of Elementary and Secondary**

Education for the Seventies United States. Congress. House. Committee on Education and Labor. General Subcommittee on Education,1970 Needs of Elementary and Secondary Education for the Seventies ,1970 *Comparative Vocational*

Education Research Matthias Pilz,Junmin Li,2020-04-08 The volume is devoted to the research of comparative vocational education and training placing a special emphasis not only on theoretical development but also on methodological approaches and on achieving excellent research outcomes by strictly concerning comparative studies in vocational education and training This volume contains scientific contributions by renowned researchers of vocational education from all over the world

The SAGE Handbook of School Organization Michael Connolly,David H. Eddy-Spicer,Chris James,Sharon D. Kruse,2018-12-10 The SAGE Handbook of School Organization provides a substantial review of the history current status and future prospects of the field of school organization Bringing together chapters exploring key issues important debates and points of tension the Handbook highlights school and system organisational structure processes and dynamics coupled with insights into important theoretical foundations from diverse perspectives This volume is designed to provide a much needed critically informed and coherent account of the field against a backdrop of increasing complexity in which schooling as an institution and schools as organisations operate

Challenging the 'European Area of Lifelong Learning' George K. Zarifis,Maria N. Gravani,2013-10-29 This book critically reflects on the context in which lifelong learning policies and practices are organized in Europe with contributions of researchers and policy makers in the field Through a critical lens the book reinterprets the core content of the messages that are conveyed by the European Commission in the Memorandum for Lifelong Learning the most important policy document in the area which after a decade from its publication still remains the vehicle for all current developments in lifelong learning in Europe With references to research findings proposed actions and applications to immediate practice that have an added value for Europeans but which either do not appear to correspond directly to what is stipulated by the European Commission or are completely ignored as part of the lifelong learning process the book offers an analytic and systematic outlook of the main challenges in creating the European Area of Lifelong Learning In times as decisive as the ones we are going through today both in social and economic terms a critical perspective of the practices and policies adopted by the EU Member States is essential The book follows the same structure as the Memorandum in order to debate and critically approach in separate sections the core issues that Europe faces today in

relation to the idea of making a European area of Lifelong Learning International Encyclopedia of Education ,2009-04-17

The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequalled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files **Higher Education - Reflections From the Field - Volume 4** ,2023-11-02 COVID wrought havoc on the world s economic systems Higher education did not escape the ravages brought on by the pandemic as institutions of higher education around the world faced major upheavals in their educational delivery systems Some institutions were prepared for the required transition to online learning Most were not Whether prepared or not educators rose to the challenge The innovativeness of educators met the challenges as digital learning replaced the face to face environment In fact some of the distance models proved so engaging that many students no longer desire a return to the face to face model As with all transitions some things were lost while others were gained This book examines practice in the field as institutions struggled to face the worst global pandemic in the last century The book is organized into four sections on Embracing Quality Assurance Educational Standards and Quality Assurance Evaluating Educational Access and Why Assessment It presents various perspectives from educators around the world to illustrate the struggles and triumphs of those facing new challenges and implementing new ideas to empower the educational process These discussions shed light on the impact of the pandemic and the future of higher education post COVID Higher education has been forever changed and higher education as it once was may never return While many questions arise the achievements in meeting and overcoming the pandemic illustrate the creativity and innovativeness of educators around the world who inspired future

generations of learners to reach new heights of accomplishment even in the face of the pandemic

Knowledge Diplomacy in International Relations and Higher Education Jane Knight, 2022-11-23 This book addresses the understudied phenomenon of why and how contemporary international higher education research and innovation can contribute to strengthening international relations The author proposes the concept of knowledge diplomacy and carefully examines its fundamental rationales actors principles instruments and strategies This is the first book that compares the similarities and differences between knowledge diplomacy and related terms such as soft power cultural diplomacy science diplomacy and public diplomacy to capture the expanding role of international higher education and research in bilateral and multilateral relations The analysis of initiatives from around the world helps to ground and illustrate the key features of a knowledge diplomacy approach This book makes a highly original and important contribution to the study of knowledge diplomacy and soft power It brings together the latest thinking and trends in the study of contemporary diplomacy and international higher education The author is well known for the clarity and perspicacity of her definitions and analysis and this applies to her in depth examination of knowledge diplomacy which she convincingly distinguishes from soft power and other forms of diplomacy The discussion of issues and challenges which require further exploration and research will be valuable to international relations and international higher education scholars policy makers and students Professor Ruth Hayhoe University of Toronto and President Emerita the Education University of Hong Kong This timely book offers a sound framework for studying the expanding role of higher education research and innovation in international relations A key strength is that viewpoints and experiences from all of the world's regions have been included in this lucid interdisciplinary contribution to our understanding of knowledge diplomacy Professor Jan Melissen Leiden University and University of Antwerp Editor in Chief The Hague Journal of Diplomacy This is a must read book for scholars policy makers and diplomats who want to understand how international higher education research and innovation can help to address the complexities of contemporary global challenges through knowledge diplomacy Professor Chika Sehoole Pretoria University South Africa

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