

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 Anabaz 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

Emilie Sanchez



Looking At Innovation Two Approaches To Educational Research:

Looking at Innovation Peter Sheldrake, Stewart Berry, 1975 *Scottish Educational Studies* ,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

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 *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 **Innovative Approaches to Socioscientific Issues and Sustainability Education** Ying-Shao Hsu, Russell Tytler, Peta J. White, 2022-08-01 This book explores innovative approaches to teacher professional learning examples of teaching enacted in classrooms and factors affecting the promotion of quality teaching in socio scientific issues and sustainability contexts Since educational settings and cultures influence teaching the different approaches and perspectives in various cross national contexts enable us to appreciate the diversity of different countries practices and provide insight into seminal approaches to socio scientific issues based teaching internationally The book consists of three parts innovative professional development programs innovative teaching

approaches and issues relating to student engagement with socio scientific issues and sustainability education The book targets those who can be expected to develop curriculum enact teaching practices and facilitate teachers professional development in socio scientific issues and sustainability education **Innovative Approaches in Pedagogy for Higher Education Classrooms** Enakshi Sengupta,Patrick Blessinger,2022-03-17 This book highlights case studies and innovative teaching methods used by academics across the globe It talks about how teaching staff should stimulate students active engagement in their own learning processes and discusses the approach of implementing a project based learning activity that integrates learning in an authentic manner **Innovative Approaches in Agent-Based Modelling and Business Intelligence** Setsuya Kurahashi,Hiroshi Takahashi,2018-12-08 This book thoroughly prepares intermediate level readers for research in social science organization studies economics finance marketing science and business science as complex adaptive systems It presents the advantages of social simulation studies and business intelligence to those who are not familiar with the computational research approach and offers experienced modelers various instructive examples of using agent based modeling and business intelligence approaches to inspire their own work In addition the book discusses cutting edge techniques for complex adaptive systems using their applications To date business science studies have focused only on data science and analyses of business problems However using these studies to enhance the capabilities of conventional techniques in the fields has not been investigated adequately This book addresses managing the issues of societies firms and organizations to profit from interaction with agent based modeling human and computer mixed systems and business intelligence approaches an area that is fundamental for complex but bounded rational business environments With detailed research by leading authors in the field Innovative Approaches in Agent Based Modelling and Business Intelligence inspires readers to join with other disciplines and extend the scope of the book with their own unique contributions It also includes the common challenges encountered in computational social science and business science to enable researchers students and professionals to resolve their own problems Humanizing Higher Education through Innovative Approaches for Teaching and Learning Enakshi Sengupta,Patrick Blessinger,Mandla Makhanya,2021-01-18 Innovative pedagogy is the only solution that can bridge both scarcity and quality in education This edited collection showcases how innovative approaches to teaching and learning have become the need of the hour in higher education How might new technologies and a fresh take on curriculum design create a sufficient impact on learners **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 Educational Innovation in Economics and Business V Lex Borghans,Wim H. Gijssels, Richard G. Milder, John E. Stinson,2005-12-17 The workplace is changing drastically these days As a consequence of the Information and

Communication Technology ICT revolution new economic activities emerge the production process changes people use different communication tools and organizational structures are adjusted All these changes relate to the heart of business and economics and there is no doubt that they will also influence education in these areas Of course ICT provides new technologies to facilitate learning but a changing workplace also requires a renewed focus within the curriculum of economics and business education If ICT is leading to profound change in the workplace is innovation then only a matter of introducing more technology in education Unfortunately this is not necessarily true The translation of changes in the workplace into an improved curriculum requires serious analysis of the essence of the changes at the work place and the way technology may enable student learning For example relevant knowledge is changing faster and faster Does this mean that we have to adopt the curriculum faster and faster Perhaps not as students will have a labor market career of 30 or 40 years Focusing on today s knowledge even if it is very up to date loses more and more value if the life cycle of knowledge becomes shorter Increased speed of change also implies a decrease in the value of knowing all these things Educational Innovation in Economics and Business V L. Borghans,2000 The Information and Communication Technology revolution results in profound changes to the heart of business and economics Changes in the workplace new communication technology new organizational structures and new production technologies force business educators to renew their focus on the curricula of business schools There is no doubt these changes influence business education and instructional technology But change will go far beyond the mere introduction of technology in the classroom Alliances between the corporate world and business education are no longer fictitious but are necessary to establish stronger bonds between educational systems and the workplace The fifth volume in the series Educational Innovation in Economics and Business contains a unique selection of articles addressing various issues on how business education should adapt to changing needs of the corporate world It is meant for educators in corporate training centers and for teachers in further and higher education Innovation on Education and Social Sciences Irena Maureen,Elly Imah,Siti Savira,Syafi'ul Anam,Masilva Mael,Lina Hartanti,2022-03-06 After a year of a global Covid 19 pandemic still we have more questions than answers to the future of education and our social life It is more important than ever to follow the developments closely in the coming period pay attention to critical concerns such as inequality as well as positive signs of transformation and innovation in all aspects of the world of teaching and learning Expectations on what the future brings will have to be based on solid research rather than short term perceptions The proceedings of IJCAH 2021 are an interdisciplinary platform for teachers researchers practitioners and academicians to discuss the latest research findings concerns and practical challenges encountered and solutions adopted in the fields of Arts and Humanities The subject areas within the proceeding are education language learning arts culture social sciences **Educational Research and Innovation Critical Maths for Innovative Societies The Role of Metacognitive Pedagogies** Mevarech Zemira,Kramarski Bracha,2014-10-28 This report looks at a number of published

studies on mathematics education that try to understand which education and skills are appropriate for innovative societies

Studies on Social Development in the Middle East, 1971 United Nations Economic and Social Office in Beirut, 1973

MasterClass in Science Education Keith S. Taber, 2018-12-13 Worried about teaching natural selection submicroscopic particle models or circuits Keith S Taber explores a range of issues faced in secondary science teaching and discusses strategies for teaching the nature of scientific knowledge making practical work effective and challenging gifted young scientists MasterClass in Science Education shows how to become a master science teacher by developing and adopting the habits and mind set of a teacher as scientist The author introduces the three pillars of this approach subject knowledge pedagogic knowledge and classroom research The body of subject knowledge in the sciences is both vast and constantly evolving as it is challenged updated and developed and this text supports you to understand the dynamic nature of knowledge and the implications this has for your teaching Taber shows how to use a knowledge in action approach enacting knowledge in the complex and dynamic classroom environment He supports you to critically examine classroom experiences drawing on a wide range of research informed perspectives that offer insights into facilitating effective student learning He also guides you to understand how to use recommendations from published research studies as components of a toolkit to improve your teaching and learning

Where is the Mathematics in Your Math Education Research? Xiaoheng Kitty Yan, Ami Mamolo, Igor' Kontorovich, 2025-06-25 This book brings together leading researchers in mathematics education to share personal narratives of key mathematical moments or ideas that inspired surprised or helped direct their research While the fruits of research activities and products are shared at scholarly conference and journals the footprints of mathematics that ignited the research processes is often behind the scenes and only acknowledged informally To make mathematics an essential component and a determining driving force of mathematics education research more visible chapters in this book highlight the indispensable and indisputable role of mathematics in mathematics education research The book is unique and timely in addressing the essential but increasingly side lined role of mathematics that permeates mathematics education research journals graduate programs and the personae of the next generation in the profession It renounces the shift away from mathematics and attempts to restore the place and value of mathematics by presenting elegant intriguing and substantial contributions to mathematics education that have come from keeping mathematics at the core of research pursuits Each chapter shares a journey in mathematics education research that was inspired by an affinity for mathematics and that helped shaped the field as we know it Each author shares insights and reflections on the status of mathematics in the mathematics education community how it has changed and what further changes might be expected This edited volume is of major interest to the mathematics education community including mathematics educators teacher educators researchers professional development providers and graduate students

Technology, Innovation, and Educational Change Joke Voogt, 2003 Research from 28 countries highlights the scope and variety of curricular change made possible by educational

technology **Researching Primary Education: Methods and Issues** Rosemary Webb, 2013-09-13 This book increases understanding of and provides inspiration for the conduct of research in primary elementary education It discusses and evaluates the selection and development of research methods used for their own innovatory projects They explore the relationship between their choice of research methods the frameworks for analysis used and research findings In so doing they address the topical and controversial issues posed by these methods and alternative data gathering techniques These include the case for the use of random controlled trials to inform policy making and improve classroom practice the role of mixed methods to investigate the social aspects of inclusion children as researchers researching their peers the relationship between research and teacher development an analysis of the portrayal of teachers and education in the regional and national news the contribution of qualitative research in cross national projects In research on teaching and learning in primary schools accessing the views and experiences of children is crucial Consequently the possibilities and limitations of data collection techniques for collecting the views of children are central and concerns about validity and ethics posed by the power relationships between researchers and research participants are examined This book was based on a special issue of Educational 3 13 International Journal of Primary Elementary and Early Years Education [The Palgrave Handbook of Autoethnographic and Self-Study Education Research Methods](#) Deborah L. Mulligan, Meg Forbes, Emilio A. Anteliz, Patrick Alan Danaher, 2025-07-21 This edited handbook focuses on the methodological design of autoethnography and self study Contributions delve into the diverse usage of these novel methodologies providing the reader with a range of applications and researchers are presented with a full discussion of the challenges and the successes of the contributors experiences Beginning with the important developments in contemporary philosophy and theory in autoethnography and self study the book goes on to examine critiques and misunderstanding surrounding these methods how researchers can engage effectively and ethically with them their impact on researcher identity and how researchers design the methodology involved in their autoethnographic and self study writings Drawing on research conducted in the United Kingdom the United States Canada Continental Europe Asia Africa and Australia the book will appeal to academics and researchers applying or researching autoethnography and or self study as well as students deploying these approaches in their work and counsellors psychologists and social workers who use self narrative techniques with their clients

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