

Richard Pring

# Philosophy of Educational Research

THIRD EDITION



B L O O M S B U R Y

# Philosophy And Educational Research

**Nick Peim**



## **Philosophy And Educational Research:**

*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

*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 **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 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

*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

**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

**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 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 **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 Pragmatism and Educational Research Gert J. J. Biesta, Nicholas C. Burbules, 2004-09-08 This volume offers an overview of the pragmatic understanding of knowledge and the acquisition of knowledge and its implications for the conduct of educational research Pragmatism and Educational Research focuses primarily on the work of John Dewey and examines the relationship between pragmatism and educational research both in relation to research methodology and to a pragmatic educational theory Biesta and Burbules provide examples of characteristic research questions and research methods and approaches as informed by a pragmatist outlook Further they argue that the major benefit of a pragmatic approach to educational research lies in the possibility of promoting intelligent and reflective action by educational practitioners *Encyclopedia of Educational Theory and Philosophy* D. C. Phillips, 2014-05-19 Education is a field sometimes beset by theories of the day and with easy panaceas that overpromise the degree to which they can alleviate pressing educational problems The two volume Encyclopedia of Educational Theory and Philosophy introduces readers to theories that have stood the test of time and those that have provided the historical

foundation for the best of contemporary educational theory and practice Drawing together a team of international scholars this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses In addition to interpretations of long established theories this work offers essays on cutting edge research and concise to the point definitions of key concepts ideas schools and figures Features Over 300 signed entries by trusted experts in the field are organized into two volumes and overseen by a distinguished general editor and an international editorial board Entries are followed by cross references and further reading suggestions A Reader s Guide groups entries thematically The Reader s Guide detailed index and cross references combine for strong search and browse capabilities in the electronic version Available in a choice of print or electronic formats Encyclopedia of Educational Theory and Philosophy is an ideal reference for anyone interested in the roots of contemporary educational theory Key Themes Aims of Education Classic Premodern Philosophers Theories and Theorists Curriculum Educational Research Evaluation and Testing Equity Rights Social Stratification and Citizenship Higher Education Learners Learning and Teaching Liberal Education Moral Religious Spiritual and Social Cultural Values Multiculturalism and Special Populations Organization of Schooling Philosophy of Science Sociology of Science and Epistemology Philosophy of Education Feminist Perspectives Philosophy of Education Nonwestern Traditions Philosophy of Education The Analytic Tradition Philosophy of Education The Continental Traditions Philosophy of Education The Political Theory Tradition Philosophy of Education The Pragmatic Tradition Progressive Education Psychological Orientation in Educational Theory Social Sciences Orientation in Educational Theory

**Fiction written under Oath?** David Bridges, 2006-04-18 The essays bring to contemporary debates about educational research both a first hand familiarity with the practices and arguments of the educational research community and a clear grasp of the ways in which philosophical sources and analysis can inform them They are both measured and passionate sparked by an intense personal curiosity which takes Bridges into unexpected resources and territory such as the insights of museology into debates on educational research as narrative fiction as well as more familiar material relating to for example issues about the assessment of quality of educational research and the concern for its relevance The book makes an articulate case by its own example as well as in its argument for the continuing contribution of philosophical thinking to the development and critique of educational research It will be essential reading for researchers already engaged in this development and for masters and doctoral students who are coming to terms with educational research and it offers a contribution to the literature in philosophy of education which is richly grounded in the wider field of educational research

Thinking in Education Research Nick Peim, 2018-03-08 Thinking in Education Research examines the resources available from philosophy and theory that can be practically applied to any educational research project Nick Peim argues that the current well established divide between theory and the empirical in research methods is unhelpful to students Instead Thinking in Education Research looks at major lines of

thinking in modern European philosophy from Kant to Freud and Derrida to Malabou and how they provide a rich resource for every stage of conducting research By getting students engaged in how to think and how to do Peim illustrates that thinking is in fact a vital part of how you do research and is not an aside Essential aspects of the research endeavour are re examined in the light of key philosophical positions to offer constructive potential including defining the object giving an account of the field the relation to truth the process of writing and constructing a case and the value attributed to formal knowledge Thinking in Education Research does not try to resolve the unresolved issues of research thinking but rather encourages readers to productively engage with them so that we can enhance the possibilities of research practice and find opportunities for its expansion and refinement Throughout the chapters clear and concise summaries of key philosophical positions and ideas are complemented with boxed accounts of how the philosophical debates discussed can be applied to real research projects These features encourage the reader to consider how they can develop thinking and apply theory at every stage of their own research This is essential reading for any educational research methods student or practicing researcher for important ways of thinking afresh about research methodology

**Understanding Education and Educational Research** Paul Smeyers, Richard Smith, 2014-11-13 Argues that good educational research is often in essence philosophical rather than a matter of conventional research methods *Theory and Philosophy in Education Research* John Quay, Jennifer Bleazby, Steven Stolz, Maurizio Toscano, R. Scott Webster, 2018-04-09 The issue of methodology is a fundamental concern for all who engage in educational research Presenting a series of methodological dialogues between eminent education researchers including Michael Apple Gert Biesta Penny Enslin John Hattie Nel Noddings Michael Peters Richard Pring and Paul Smeyers this book explores the ways in which they have chosen and developed research methods to style their investigations and frame their arguments These dialogues address the specialized and technical aspects of conducting educational research conceptualize the relationship between methodology and theory and provide in depth discussion of concerns including falsifiability openness interpretation and researcher judgement Foregrounding the researchers first hand experience and knowledge this book will provide future and current researchers with a deeper comprehension of the place of theory in education research An illuminating resource for undergraduate and postgraduate researchers alike *Theory and Philosophy in Education Research* confronts the intricate complexities of conducting education research in a highly engaging and accessible way

**Philosophy of Educational Research** Leonard I. Krimerman, 1973 *Educational Research: Discourses of Change and Changes of Discourse* Paul Smeyers, Marc Depaepe, 2016-05-26 This collection addresses concepts and theories of change contexts and functions of reform discourses and fields of change in educational research It examines a wide variety of issues such as girls education in France educational neuroscience the professionalization in Child Protection and mathematics discourses It pays attention to the pervasiveness of crisis rhetoric in American Education Research to the current university climate and to perspectives for teacher education The volume presents in depth studies that integrate the



perspective of history and philosophy of education Educational research has been typically carried out within a discourse of change changing educational practice changing policy or changing the world Sometimes these expectations have been grand as in claims of emancipation sometimes they have been more modest as in research as a support for specific reforms This book explores the answers to such questions as Are these expectations justified How have these discourses of change themselves changed over time What have researchers meant by change and related concepts such as reform improvement innovation progress and the new Does this teleological and hopeful discourse itself reflect a particular historical and national cultural point of view Is it over promising for educational research to claim to solve social problems and are these properly understood as educational problems In doing so it challenges prevailing ideas about the application of philosophy and history of education and demonstrates the relevance of philosophical and historical approaches for the practice and theory of education and for educational research This publication as well as the ones that are mentioned in the preliminary pages of this work were realized by the Research Community FWO Vlaanderen Research Foundation Flanders Belgium Philosophy and History of the Discipline of Education Faces and Spaces of Educational Research

**Philosophy and Educational Research** John Wilson, 1972 Complexity Theory and the Philosophy of Education Mark Mason, 2009-02-23 A collection of scholarly essays Complexity Theory and the Philosophy of Education provides an accessible theoretical introduction to the topic of complexity theory while considering its broader implications for educational change Explains the contributions of complexity theory to philosophy of education curriculum and educational research Brings together new research by an international team of contributors Debates issues ranging from the culture of curriculum to the implications of work of key philosophers such as Foucault and John Dewey for educational change Demonstrates how social scientists and social and education policy makers are drawing on complexity theory to answer questions such as why is it that education decision makers are so resistant to change how does change in education happen and what does it take to make these changes sustainable Considers changes in use of complexity theory developed principally in the fields of physics biology chemistry and economics and now being applied more broadly to the social sciences and to the study of education

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zodat je bijvoorbeeld weet hoe je de aandacht kunt

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