

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

Lauren Gardner



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 *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 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 **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

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

Formes Nouvelles D'enseignement Superieur en Europe H. Zeiler, 1976 **Resources in Education** , 1996-04 **Enhancing the Value of Teacher Education Research** , 2024-01-22 This book invites us to critically reflect on the value of research in on and for teacher education It explores the nature and role of teacher education research and identifies ways to enhance its value for policy and practice It gathers together studies that deploy a wide range of methodologies including small scale practitioner focused research and large scale empirical studies considering the value of both approaches for the development of teacher education research that is meaningful for practice but also valid and relevant for policy The studies collected in this book were undertaken in different countries and put forward powerful messages for teacher education research in the 21st century The ultimate objective is to contribute to the generation of a knowledge base for teacher education identifying strategies and acknowledging challenges The various arguments presented here can be utilised by teacher education policymakers practitioners and researchers wishing to enhance the role of teacher education research in their own countries and contexts Contributors are Evi Agostini Herbert Altrichter Rinat Arviv Ilanit Avraham Tali Berglas Shapiro Yvonne Brain Charalambos Charalambous Michalis Christodoulou Ina Cijvat Gerry Czerniawski Ricarda Derler Maria A Flores Ulla Frstenberg Conor Galvin Ainat Guberman Mirva Heikkil Tuike Iiskala Fjolla Kacaniku Lisa Maria Lembacher Joanna Madali ska Michalak Aziza Mayo Jonathan Mendels Stephanie Mian Mirjamaija Mikkil Erdmann Hagit Mishkin Jan Morgenstern Helma Oolbekkink Marchand Nazime zt rk Katrin Poom Valickis Elena Revyakina Kari Smith Marco Snoek Vasileios Symeonidis Jullia T lle Triin Ulla Anu Warinowski Heike Wendt and Cinzia Zadra

Educational Research and Innovation Teachers as Designers of Learning Environments The Importance of Innovative Pedagogies Paniagua Alejandro, Istance David, 2018-04-09 Pedagogy is at the heart of teaching and learning Preparing young people to become lifelong learners with a deep knowledge of subject matter and a broad set of social skills requires a better understanding of how pedagogy influences learning Focusing on pedagogies shifts the perception of

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 innovative 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 Research International* 3(13). **International Journal of Primary Elementary and Early Years Education**

Understanding and Evaluating Qualitative Educational Research Marilyn Lichtman, 2011 When learning how to read, analyze, and design one's own research, it is useful to review examples of similar research. *Understanding and Evaluating Qualitative Educational Research* uses published research articles to teach students how to understand and evaluate qualitative research in education. Each example within a category of qualitative research (ethnography, grounded theory, phenomenology, case study, action research, narrative, and mixed methods) is accompanied by commentary from the editor regarding why the particular approach was used and how and why the various aspects of the example relate back to the approach taken. This commentary guides students in learning how to read, analyze, and create their own qualitative research studies. Included in the text is a series of Issues and Concepts that are at the forefront of the changing field. This text gives students in qualitative educational research a well-rounded and practical look at what qualitative research is, along with how to read, analyze, and design studies themselves. *New Paths of Entrepreneurship Development*

Luísa Cagica Carvalho, Conceição Rego, Maria Raquel Lucas, M. Isabel Sánchez-Hernández, Adriana Backx Noronha Viana, 2018-12-30 Structural change is an evolutionary process that is often cumulative within territories, improving the quality of life and achieving higher development levels. At the same time, smart cities, education, and social innovation are essential to promoting sustainable development. This book examines regional and entrepreneurial development as a creative and dynamic concept by considering the role of these dimensions in promoting a virtuous cycle for long-term sustainable development. **Educational Research and Innovation Leadership for 21st Century Learning**

OECD, 2013-12-04 This book clarifies the concepts and the dimensions of learning leadership, relating it to extensive international research and identifying promising strategies to promote it. **Technology, Innovation, and Educational Change**

Joke Voogt, 2003

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