A blue-toned photograph of a person standing in a field, looking towards the horizon. The person is silhouetted against a lighter blue sky. The field appears to be a grassy or sandy area. The overall mood is contemplative and serene.

The Moral Foundations of Educational Research: Knowledge, Inquiry and Values

edited by

Pat Sikes, Jon Nixon and Wilfred Carr

Moral Foundations Of Educational Research Knowledge Inquiry And Values

**Meagan Call-Cummings, Melissa
Hauber-Özer, Giovanni P. Dazzo**



Moral Foundations Of Educational Research Knowledge Inquiry And Values:

EBOOK: The Moral Foundations of Educational Research Pat Sikes, John Nixon, William Carr, 2003-04-16 This is a book for everyone doing educational research It is not simply a routine provocation directed at positivists by a group of researchers advocating qualitative methods The book makes a valuable contribution to the literature on the ethics of educational research by offering something more than opposition to the narrow utilitarian research agenda British Journal of Educational Studies The Moral Foundations of Educational Research considers what is distinctive about educational research in comparison with other research in the social sciences As the contributors all agree that education is always an essentially moral enterprise discussion about methodology starts not with the widely endorsed claim that educational research should be useful and relevant but with the attempt to justify and elaborate that claim with reference to its moral foundations Determining the nature of usefulness and relevance is not simply a matter of focussing on impact and influence but involves a radical re conceptualisation of the moral and educational significance of what is deemed to be useful and relevant There is no argument with this emphasis on the generation of useful and relevant knowledge but it is suggested that educational research requires a fuller and more rounded understanding that takes account of the moral values of those who conduct it Educational research is grounded epistemologically in the moral foundations of educational practice It is the epistemological and moral purposes underlying the usefulness and relevance of educational research that matter *The Moral Foundations Of Educational Research* Sikes, Pat, Nixon, John, Carr, William, 2003-04-01 This book considers what is distinctive about educational research in comparison with other research in the social sciences As the contributors all agree that education is always an essentially moral enterprise discussion about methodology starts not with the widely endorsed claim that educational research should be useful and relevant but with the attempt to justify and elaborate that claim with reference to its moral foundations [Affective Capitalism in Academia](#) Daniel Nehring, Kristiina Brunila, 2023-01-16 Chapter 9 EPDF available Open Access under CC BY NC ND licence Drawing on affect theory and research on academic capitalism this book examines the contemporary crisis of universities With 11 international and comparative case studies it offers a unique exploration of the contemporary role of affect in academic labour and the organisation of scholarship and explores diverse features of contemporary academic life from the colonality of academic capitalism to performance management and the experience of being performance managed *Everyday Ethics* Gretchen Rossman, Sharon Rallis, 2014-06-11 *Everyday Ethics Reflections on Practice* looks at the moments that demand moral consideration and ethical choice that arise as part of a researcher's daily practice Drawing on principles of systematic inquiry as transparent and grounded in conceptual reasoning it describes research as praxis and the researcher as practitioner The researcher is a decision maker for both procedural and ethical matters that attend the conduct of research especially when the research is focused on human wellbeing Every decision about data collection analysis interpretation and presentation has moral dimensions Morally compelling moments

demand a reflexivity research praxis that is informed action the back and forth between reasoning and action Methodological wisdom emerges during the cyclical process of inquiry that is doing thinking about the doing through a moral lens and doing again This book invites us to deepen our understanding of everyday ethics and contributes to the ongoing discourse about research as moral practice conducted by such reflexive practitioners This book was originally published as a special issue of the International Journal of Qualitative Studies in Education

Supporting Research Students Barbara Allan, 2010 The importance of supporting the needs of research students has recently risen higher up the academic agenda around the world Numbers of postgraduate students have expanded and the traditional PhD has now been joined by a new range of doctoral qualifications including professional doctorates such as the Doctor in Business Administration DBA These developments have led to a more diverse student body which now includes senior professional practitioners This shift has seen an acknowledgement that support services within universities must cater more for the needs of research students While the library and information profession is a graduate one a relatively small number of LIS professionals have a research degree This means that though they are likely to have experience of carrying out smaller scale research projects they will not have experienced and internalized the distinct learning processes involved in gaining a doctorate This timely book offers guidance to enable them to support the specialist needs of research students effectively Individual chapters are designed to be read and worked through in any order The key areas covered are research and the research process the research student s experience research skills training supporting research students in academic libraries and information services virtual graduate schools introduction to research communities professional development Readership This is an essential text for all library and information professionals in higher education institutions globally that cater for the needs of research students It will also be valuable reading for LIS students

Researching Learning Difficulties Jill Porter, Penny Lacey, 2005 The book will help readers to critically evaluate the implications of research reports for their own practice

How to Reach 'Hard to Reach' Children Kathryn Pomerantz, Martin Hughes, David Thompson, 2007-08-20 It is now widely acknowledged that the most vulnerable and at risk children are children whom the current systems of education care and health especially mental health are failing The problem of dealing with at risk children is also a problem of definition as one service provider s definition might often reflect an entirely different social reality from another s Bringing years of collaborative expertise across many disciplines to the problem the authors of How to Reach Hard to Reach Children demonstrate how it is possible for all children to meet the following criteria of staying safe enjoying and achieving being healthy making a positive contribution and economic well being

The Working-Class Student in Higher Education Terina Roberson Lathe, 2017-11-08 The Working Class Student in Higher Education Addressing a Class Based Understanding challenges understandings of social class and education by asking how community college faculty perceive working class students and how that perception reflects class based assumptions in higher education Faculty may recognize social class but how it is

experienced within higher education is often lost in translation particularly when faculty members are interacting with a differently classed student population Recommended for scholars of education pedagogy and sociology *Towards the Virtuous University* Jon Nixon, 2008-05-13 A good university is invariably assumed to be one which is managerially effective in terms of its economic efficiency and is judged in terms of entrepreneurialism self promotion and competitive innovation This book argues that in the majority of institutions these goals are being pursued to the exclusion of academic excellence and public service It proposes that there is a marked lack of intellectual leadership at senior management level within HE institutions and that academic workers must assume responsibility for the moral purposefulness of their institutions This will not be a retreat into the old values of an elitist ivory tower but a rejection of the current deeply stratified university system which prematurely selects students for differentiated institutional streams

From Practice to Praxis: A reflexive turn Susan Groundwater-Smith, 2016-11-10 From Practice to Praxis is an exploration of the development of ethical practice as it applies to the meaning of quality within the tradition of practitioner inquiry and participatory research Chronicling some of her most important works this is a compelling overview of Susan Groundwater Smith's contribution to the evolution of the nexus between thinking and theory as it stands between the academy and the field It traces the steps between instrumental reasoning towards a more liberatory and challenging stance The book selects from a number of publications each representing the genesis of the nascent ideas that have informed Susan's practice as a scholar and researcher Taking a praxis stance draws attention not only to procedural concerns how things are done but also substantive issues that are associated with different forms of dialogue and trustworthiness why things are done In addition to the assemblage of articles and chapters the book is prefaced by a long essay that reveals those features of the writer's self understanding as it is illuminated throughout the selection The work is situated within a professional life history as well as relating to extant writings on theory and practice within a complex cultural and ever changing professional educational environment From Practice to Praxis will appeal to initial teacher education students in both primary and secondary settings as well as post graduate students with an interest in action research participant research with both practitioners in the field and young people

Narrative Pedagogy Ivor Goodson, Scherto Gill, 2011 It is widely recognised that we are living through an age of the narrative Many of the constituent disciplines in the social sciences resonate with this trend by using life history and narrative approaches and methods As we move on from the modernist period which prioritised objectivity into the postmodern regard for subjectivity this resort to narrative is likely to become more apparent and explicit in academic as well as social and commercial discourse One aspect of this narrative form which is commonly overlooked is that of the pedagogic encounter This is the phenomenon which is addressed by all narrative and biographical research Fundamentally reflecting and examining the narrative of our lives in the process of learning this book provides a series of studies and guidelines for what we have termed narrative pedagogy It presents a resource for an exploration of those narrative processes that can lead

to meaningful change and development for individuals and groups within a learning environment and in life learning This focus on life history allows us to identify and support routes to learning within the narrative landscape of learners and through these pedagogic encounters

A Curriculum for Social Justice Liz Atkins, Louise Misselke, Jeanette Hart, Sue Lambeth, Lorraine Barker, 2023-11-26 This book reports the outcomes of a research project which involved developing and implementing a research informed curriculum for low attaining further education students Key aims of the curriculum were to ameliorate some of the social and educational disadvantages faced by the students and to support secure and sustainable transitions to employment or further education The book begins by outlining the characteristics of the lowest attaining young people and considering the challenges they face Subsequent chapters describe the educational and geographic contexts the curriculum and the pedagogical approaches adopted It moves on to describe the outcomes of the project drawing on narratives of individual students and staff to illustrate the benefits of a broader curriculum which acknowledges earlier disadvantage The book concludes with a discussion of how the curriculum could be adapted in different contexts and considers the implications of such change in terms of policy practice future research and social justice

The New Social Contract Between Generations Fidel Molina-Luque, 2025-05-01 The cornerstone of this book is the innovative concept of profiguration a term coined by Fidel Molina Luque to encapsulate the essential agreement and recognition required between generations in contemporary society Profiguration emphasises the intrinsic value of interdependence across all age groups fostering a holistic life experience for the young adults and the elderly Rooted in our social nature especially crucial amid the current crisis profiguration becomes a poignant antidote to loneliness The imperative of mutual love and care is heightened illuminating the path to a fulfilled existence This book advocates a paradigm shift through the lenses of sociology and social sciences stressing the urgency of a mindset overhaul It calls for a new social contract grounded in altruism for both current and future generations highlighting the importance of love solidarity and dialogue Beyond interpersonal dynamics it underscores the pivotal roles of education sustainability and environmental stewardship aspiring to shape a more promising present and future within a conscientious societal framework Tailored to engage scholars professionals and students alike its accessible concepts are easily comprehensible and applicable across the following fields sociology anthropology social work education law and business administration and health studies medicine nursing physiotherapy among others Chapters 1 3 and 5 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution CC BY 4.0 license

Research Methods for Social Justice and Equity in Education Liz Atkins, Vicky Duckworth, 2019-02-21 *Research Methods for Social Justice and Equity in Education* offers researchers a full understanding of very important concepts showing how they can be used as a means to develop practical strategies for undertaking research that makes a difference to the lives of marginalised and disadvantaged learners It explores different conceptualisations of social justice and equity and leads the reader through a discussion of what their implications are for undertaking educational

research that is both moral and ethical and how it can be enacted in the context of their chosen research method and a variety of others both well known and more innovative The authors draw on real practical examples from a range of educational contexts including early childhood special and inclusive education and adult education and cultures located in both western and developing nations in order to exemplify how researchers can use methods which contribute to the creation of more equitable education systems In this way the authors provide a global perspective of the contrasting and creative ways in which researchers reflect on and integrate principles of social justice in their methods and their methodological decision making It encourages the reader to think critically about their own research by asking key questions such as what contribution can research for equity and social justice make to new and emerging methods and methodologies And how can researchers implement socially just research methods from a position of power This book concludes by proposing a range of methods and methodologies which researchers can use to challenge inequality and work towards social justice offering a springboard from which they can further their own studies

A Companion to Research in Education Alan D. Reid, E. Paul Hart, Michael A. Peters, 2013-11-11 This volume offers a unique commentary on the diverse ways that educational inquiry is conceived designed and critiqued An international team of scholars examines cross cutting themes of how research in education is conceptualised characterised contextualised legitimated and represented Contributions include specially commissioned essays critical commentaries vignettes dialogues and cases Each section discusses the significance of a complex terrain of ideas and critiques that can inform thinking and practice in educational research The result is a thorough and accessible volume that offers fresh insights into the perspectives and challenges that shape diverse genres of research in education

Learning and Teaching Across Cultures in Higher Education D. Palfreyman, D. McBride, 2007-10-17 *Learning and Teaching Across Cultures in Higher Education* contains theoretical rationale resources and examples to help readers understand and deal with situations involving contact between learners or educators from different cultural backgrounds as well as giving insights into the new global context of higher education

International Handbook of Interpretation in Educational Research Paul Smeyers, David Bridges, Nicholas C. Burbules, Morwenna Griffiths, 2015-01-06 This handbook focuses on the often neglected dimension of interpretation in educational research It argues that all educational research is in some sense interpretive and that understanding this issue belies some usual dualisms of thought and practice such as the sharp dichotomy between qualitative and quantitative research Interpretation extends from the very framing of the research task through the sources which constitute the data the process of their recording representation and analysis to the way in which the research is finally or provisionally presented The thesis of the handbook is that interpretation cuts across the fields both philosophically organizationally and methodologically By covering a comprehensive range of research approaches and methodologies the handbook gives early career researchers what they need to know in order to decide what particular methods can offer for various educational research contexts fields An extensive overview includes concrete examples of

different kinds of research not limited for example to teaching and learning examples as present in the Anglo Saxon tradition but including as well what in the German Continental tradition is labelled p dagogisch examples from child rearing and other contexts of non formal education with full description and explanation of why these were chosen in particular circumstances and reflection on the wisdom or otherwise of the choice combined in each case with consideration of the role of interpretation in the process The handbook includes examples of a large number of methods traditionally classified as qualitative interpretive and quantitative used across the area of the study of education Examples are drawn from across the globe thus exemplifying the different opportunities and constraints that educational research has to confront in different societies

The Routledge International Handbook of Critical Participatory Inquiry in Transnational Research Contexts Meagan Call-Cummings,Melissa Hauber-Özer,Giovanni P. Dazzo,2023-11-03 The Routledge International Handbook of Critical Participatory Inquiry in Transnational Research Contexts illustrates how research guided by the emancipatory epistemology of critical participatory inquiry CPI can support social change in transnational contexts which are inherently laden with unequal power dynamics and colonial structures It builds on prior volumes in participatory action research community based participatory research and decolonizing methodologies This edited volume offers cases from across the Global South and Global North and from diverse disciplines including human rights migration education health youth studies and development to demonstrate how CPI can fulfill its democratizing and decolonizing potential Written primarily by new and emerging scholars practitioners and community leaders these cases go on to illustrate how a critical participatory approach to transnational research can enhance the strength of research processes and findings create more equitable and just experiences for those who participate as co researchers and facilitate social change Providing a valuable framework for transnational CPI and a wealth of examples it will be an invaluable read for undergraduate and graduate students of Development Studies Healthcare disciplines Education and qualitative research It will also be of interest to researchers professionals community leaders and even funders and policymakers who want to work toward greater equity and social justice in transnational research contexts

Comparative Education Research Mark Bray,Bob Adamson,Mark Mason,2007-08-21 Approaches and methods in comparative education research are of obvious importance but do not always receive adequate attention This book contributes new insights within the longstanding traditions of the field A particular feature is the focus on different units of analysis Individual chapters compare places systems times cultures values policies curricula and other units These chapters are contextualised within broader analytical frameworks which identify the purposes and strengths of the field The book includes a focus on intra national as well as cross national comparisons and highlights the value of approaching themes from different angles The book will be of great value not only to producers of comparative education research but also to consumers who wish to understand more thoroughly the parameters and value of the field

Philosophy for Children in Transition Nancy Vansielegthem,David Kennedy,2012-01-17 Philosophy for

Children in Transition presents a diverse collection of perspectives on the worldwide educational movement of philosophy for children. Educators and philosophers establish the relationship between philosophy and the child and clarify the significance of that relationship for teaching and learning today. The papers present a diverse range of perspectives, problems, and tentative prospects concerning the theory and practice of Philosophy for Children today. The collection familiarises an actual educational practice that is steadily gaining importance in the field of academic philosophy. It opens up discussion on the notion of the relationship between philosophy and the child.

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