

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

Peter Newby



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 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 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 Research Methods for Education, second edition Peter Newby, 2014-07-11 Research Methods for Education Second Edition takes the student by the hand and guides them through the complex subject of research methods in an engaging witty and clear way The book covers the philosophical approaches and epistemology as well as the practical aspects

of research such as designing questionnaires and presenting conclusions Each chapter is split into Context and Practice and both sections are packed with exercises examples and comparative international material from other educational contexts Peter Newby's book is the student friendly text which demystifies the research process with clarity and verve Key features written in a clear and friendly manner to help students feel more confident dealing with the complexities of research and particularly useful for those new to research or less confident with numbers a mixed methods approach which doesn't simply prioritise quantitative or qualitative methods allowing for greatest possible coverage contains guidance on analytic procedures that require more advanced tools such as SPSS and Minitab many excellent international examples and case studies specifically from education which breaks away from a parochial focus on UK education system

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

The Impact of Research on Policy and Practice in Education John Donald Nisbet, Patricia Broadfoot, 1980

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 Tuuke 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 Research Methods in Interpreting
 Sandra Hale, Jemina Napier, 2013-09-12 This is the first book to deliver a comprehensive guide to research methods in all
 types of interpreting It brings together the expertise of two world recognized scholars in spoken and signed language
 interpreting to cover the full scope of the discipline It features questions prompts and exercises throughout to highlight key
 concepts provoke thought and encourage reader interaction It deals fully with research in both conference and community
 interpreting offering a variety of perspectives on both Core areas such as reading and analyzing research literature practical
 issues in research and producing research reports are all covered This book is an indispensable tool for students and
 researchers of Interpreting as well as professionals and interpreter trainers **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 **Handbook of Design Research Methods in Education** Anthony E. Kelly, Richard A.
 Lesh, John Y. Baek, 2014-07-16 This Handbook presents the latest thinking and current examples of design research in
 education Design based research involves introducing innovations into real world practices as opposed to constrained
 laboratory contexts and examining the impact of those designs on the learning process Designed prototype applications e g
 instructional methods software or materials and the research findings are then cycled back into the next iteration of the
 design innovation in order to build evidence of the particular theories being researched and to positively impact practice and
 the diffusion of the innovation The Handbook of Design Research Methods in Education the defining book for the field fills a
 need in how to conduct design research by those doing so right now The chapters represent a broad array of interpretations

and examples of how today's design researchers conceptualize this emergent methodology across areas as diverse as educational leadership diffusion of innovations complexity theory and curriculum research This volume is designed as a guide for doctoral students early career researchers and cross over researchers from fields outside of education interested in supporting innovation in educational settings through conducting design research **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 **Resources in Education**, 1995

Needs of Elementary and Secondary Education for the Seventies United States. Congress. House. Committee on Education and Labor. General Subcommittee on Education, 1970 **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 **Blended Learning for Inclusive and Quality Higher Education in Asia** Cher Ping Lim, Charles R. Graham, 2021-02-22 This book demonstrates how blended learning improves access to and enhances the quality of higher education teaching and learning in Asian universities It first discusses how leading universities in the region drive and support blended learning at the institutional level to enhance student learning engagement and outcomes It then examines 10 effective implementations and lessons learned of blended learning practices across different disciplinary courses and programmes humanities and language science and engineering social science and education and others in the region The chapters in this book provide an overview of the opportunities and challenges of blended learning for improved access and enhanced quality of higher education and offer insights into the promising blended learning policies and practices in Asian

universities *Educational Research in Europe* United States. Congress. House. Education and Labor, 1971

Educational Research in Europe United States. Congress. House. Committee on Education and Labor. Select Subcommittee on Education, 1972

Unveiling the Magic of Words: A Report on "**Looking At Innovation Two Approaches To Educational Research**"

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