Contents

Part I Conceptualising Research in Education

1	Conceptualising Research in Education: Challenging Concepts and Conceptions	3
2	Traditions of Inquiry in Education: Engaging the Paradigms of Educational Research	13
3	Traditions of Inquiry: Should We Talk of Different Paradigms After All? Richard Pring	27
4	The Discipline(s) of Educational Research	31
5	Changing Scholarly Lives: Neoliberalism, Discipline(s) and Educational Research Peter Roberts	41
6	The Problem with 'Disciplines' of Educational Research	47
7	The Pursuit of Truth(s) in Educational Research	51
8	Providing a Space to Enable Alteration in Educational Research Stijn Mus	61
9	The $Design(s)$ of Educational Research: Description and Interpretation Paul Smeyers	67
0	Relativism, Research and Social Responsibility: Some Remarks Inspired by Smeyers, Wittgenstein and Lyotard	77
1	"This Truth That I Say to You, Well, You See It in Myself": On Research As Education As Philosophy As a Way of Life	83
2	On Incompetency and Care for the Self as Conditions for Educational Laboratories	97
3	'Education Is the New Philosophy', to Make a Metadisciplinary Claim for the Learning Sciences	101

14	Education, Science and the Lifeworld: A Response to "Education Is the New Philosophy"	117
	Norm Friesen	
Part	II Characterising Research in Education	
15	Characterising Research in Education: Troubling Characteristics and Caricature	123
16	A Guide for the Perplexed: Scientific Educational Research, Methodolatry, and the Gold Versus Platinum Standards D.C. Phillips	129
17	Perplexing Times in Educational Research and the Prospects for a New Platinum Standard	
18	Educational Research as Science?	145
19	Educational Research and the Light of Science	155
20	Educational Research as Science? A Critical Question	159
21	The Logic of Causal Investigations	163
22	The Logic of Causal Investigations and the Rhetoric and Pragmatics of Research Planning	173
23	Theory, Practice and the Philosophy of Educational Action Research in New Light	177
24	Immanent Transcendence in Educational Research	189
25	When Will I Be a Teacher?	193
26	The Role of Meta-analysis in Educational Research	197
27	Using Educational Research as a Resource for Continuous Improvement in Education: The Best Evidence Syntheses	209
28	Framing and Analysing Educational Research: A Recent History of Transactions from a Foucauldian Perspective	215
29	Using or Mobilizing Foucault? Choice Remarks on Eclecticism and Trends in Educational Research	229
30	On Understanding Power and the Subject of Educational Research	233

Dort	TIT	Contact	alicina	Research	in E.	lugation
rart	111	Context	uansing	Research	in Ec	писаноп

Contexts, Contextualism and Contextualizing Educational Research Michael A. Peters	239
Dialectics of Race Criticality: Studies in Racial Stratification and Education	247
What It Means To Be Critical: Beyond Rhetoric and Toward Action Gloria Ladson-Billings	259
On Being "Race Critical"	263
Untangling Theories and Hegemonic Projects in Researching Education and the Knowledge Economy	267
The Knowledge Economy as Global Assemblage	277
The Creativity Imperative: Implications for Education Research Cushla Kapitzke and Stephen Hay	281
Reimagining Creativity: Critically, Ethically, and Practically	289
The More Things Change, the More They Stay the Same: Creativity as the Next Colonial Turn	293
Education and the Creative Economy: Not Just a Question of Ends-in-View?	297
Beyond the Giving and Taking of Accounts: Time, Space and the Social in Educational Research with Youth	301
Temporality and Identity in Youth Research	311
Towards Accountability and Responsibility: Meditations on Engaging the Uneven, Murky and Messy Path Towards Justice with Youth and Community	315
Culture in International and Comparative Education Research: Conceptual and Methodological Issues	
Understanding International and Comparative Education Research Mark Bray	333
Reducing the Research-Practice Gap Through Problem-Based Methodology Viviane M.J. Robinson	341
	Michael A. Peters Dialectics of Race Criticality: Studies in Racial Stratification and Education Zeus Leonardo What It Means To Be Critical: Beyond Rhetoric and Toward Action

47	Reflections on Problem-Based Methodology	353
48	The Research-Practice Gap and How to Fill It	357
Par	t IV Legitimating Research in Education	
49	Questions of Legitimacy and Quality in Educational Research	363
50	Quality in Educational Research	375
51	Questions of Quality in Educational Research	387
52	Evidence Based Practice in Education: Between Science and Democracy Gert $\mbox{\footnotesize Biesta}$	391
53	Philosophy Is Not Enough: Inserting Methodology and Politics into the Space Between Science and Democracy	401
54	The Politics of Legitimating Research ,	407
55	The Politics of Legitimating Research: A Case with Commentary Deborah J. Gallagher	417
56	Course Team Fictions: Living with the Politics of Legitimating Research Miriam Zukas	421
57	Criterial Judgements in Education: Knowledge and Research	425
58	Quality Criteria in Educational Research: Is Beauty More Important Than Popularity?	433
59	Legitimation in Post-critical, Post-realist Times, or Whether Legitimation?	443
60	Provocative/Provoking Legitimation	451
61	Evolving Ethics of Educational Research	457
62	Ethics, Power and Intellectual Virtue: Doing Right in a Diversified Educational Research Environment	471
Par	rt V Representing Research in Education	
63	Destabilizing Representation of Research in Education	479
64	Historical Trends and Contemporary Issues in Representing Research in Education	489

65	Whose Research? Whose Reality? The Identity Politics of Education Science.	499
	Georgina M. Stewart	
66	Inscriptions in Educational Research	503
67	Visual Representations in Educational Research	513
68	The heART of Educational Inquiry: Deconstructing the Boundaries Between Research, Knowing and Representation	517
69	Mapwork: Atlas Interrupted	533
70	Startling Stories: Fiction and Reality in Education Research	539
71	Fictional Characters in Narrative Research Writing	549
72	What if I Don't Get It Right?	555
73	Representations 1.0, 2.0, 3.0	559
74	Responding to Environmental Crises Through Multi-media Hypertextual Research Representation	569
75	The New Openness in Educational Research	575
76	How Open Publishing Tools Are Changing Research Representation: An Account of Early Open Journal System Users	583
77	Making Public Educational Research: Enabling Impact as Integral to the Educational Research Process	587
Ind	lex	591