Contents

Acknowledgements vii

Introduction viii

Part 1: Debates about evidence-based practice 1

1 Teaching as a research-based profession: possibilities and prospects 3
   David H. Hargreaves

2 Educational research and teaching: a response to David Hargreaves’ TTA Lecture 18
   Martyn Hammersley

3 In defence of research for evidence-based teaching: a rejoinder to Martyn Hammersley 43
   David H. Hargreaves

4 A reply to Hargreaves 61
   Martyn Hammersley

5 Making evidence-based practice educational 66
   John Elliott

6 Making evidence-based practice educational: a rejoinder to John Elliott 89
   Ann Oakley

7 Evidence-informed policy and practice: challenges for social science 91
   Ann Oakley
8 Intellectuals or technicians? The urgent role of theory in educational studies
   *Stephen J. Ball*
   
9 Beyond reflection: contingency, idiosyncrasy and reflexivity in initial teacher education
   *Alex Moore*
   
**Part 2: The nature of educational research**

10 On the kinds of research in educational settings
   *Michael Bassey*
   
11 The paradigm wars and their aftermath: a ‘historical’ sketch of research on teaching since 1989
   *Nathaniel Gage*
   
12 Action research
   *Stephen Kemmis*
   
13 Increasing the generalizability of qualitative research
   *Janet W. Schofield*
   
14 Critical incidents and learning about risks: the case of young people and their health
   *Martyn Denscombe*
   
15 Interrogating the discourse of home-school relations: the case of ‘parents’ evenings’
   *Maggie MacLure, with Barbara Walker*
   
16 Labouring to learn? Industrial training for slow learners
   *Paul Atkinson, David Shone and Teresa Rees*
   
17 An appraisal of ‘Labouring to learn’
   *Martyn Hammersley*
   
18 The obviousness of social and educational research results
   *Nathaniel Gage*

Index