Contents

List of figures xi		хi		2.3	Critical theory and curriculum research	35	
· · · ·		kiii		2.4	Participatory research and critical		
List of boxes xvi			xvi			theory 37	
List of contributors xvii			vii		2.5	Feminist research 39	
Pre	Preface to the seventh edition xviii				2.6	A note on post-colonial theory and quee	r
Ack	nowle	dgements	xxi		2.7	theory 45 A summary of three major paradigms 4	5
PART 1				3	Eval	uation and the politics of	
The context of educational research 1			1		educ 3.1	ational research Research and evaluation 48	48
1	The	nature of enquiry: setting the field	3		3.2	Research, politics and policy making 52	2
	1.1	Introduction 3				,	
	1.2	The search for truth 3		4		search for causation	54
	1.3	Two conceptions of social reality 5			4.1	Causes and conditions 54	
	1.4	Positivism 7			4.2	Causal inference and probabilistic	
	1.5	The assumptions and nature of science 8				causation 55	
	1.6	The tools of science 11			4.3	Causation, explanation, prediction and	
	1.7	The scientific method 12			4.4	correlation 56 Causal over-determination 58	
	1.8	Criticisms of positivism and the scientific			4.4	The timing and scope of the cause and the	ha
		method 14			4.3	effect 59	ЦС
	1.9	Alternatives to positivistic social science -	_		4.6	Causal direction, directness and	
	1.10	naturalistic approaches 15			1.0	indirectness 60	
	1.10	A question of terminology: the normative			4.7	Establishing causation 61	
	1 11	and interpretive paradigms 17 Phenomenology, ethnomethodology and			4.8	The role of action narratives in	
	1.11	symbolic interactionism 18				causation 62	
	1.12	Criticisms of the naturalistic and interpreti	ive		4.9	Researching causes and effects 63	
	1.12	approaches 20	110		4.10	Researching the effects of causes 65	
	1.13	Mixed methods research: a new			4.11	Researching the causes of effects 67	
		paradigm? 21			4.12	Conclusion 71	
	1.14	Is mixed methods research a new					
		paradigm? 26		РΔ	RT 2		
	1.15	A note on post-positivism, postmodernism	1				
		and post-structuralism 26		Pla	nning	educational research	73
	1.16	The paradigm of complexity theory 28		5	The	ethics of educational and social	
2	Criti	cal educational research	31		resea	arch	75
	2.1	Critical theory and critical educational			5.1	Introduction 75	
		research 31			5.2	Informed consent 77	
	2.2	Criticisms of approaches from critical			5.3	Access and acceptance 81	
		theory 34			5.4	The field of ethics 84	

	5.5	Sources of tension 85		8	Samp	-	143
	5.6	Voices of experience 88			8.1	Introduction 143	
	5.7	Ethical dilemmas 88			8.2	The sample size 144	
	5.8	Privacy 90			8.3	Sampling error 149	
	5.9	Anonymity 91			8.4	The representativeness of the sample	151
	5.10	Confidentiality 92			8.5	The access to the sample 152	
	5.11	Against privacy, confidentiality and			8.6	The sampling strategy to be used 153	
		anonymity 92			8.7	Probability samples 153	
	5.12	Ethics in electronic research 94			8.8	Non-probability samples 155	
		Betrayal 94			8.9	Sampling in qualitative research 161	
		Deception 95			8.10	Sampling in mixed methods research	162
		Ethics and evaluative research 97			8.11	Planning a sampling strategy 163	102
		Research and regulation: ethical codes an	d		8.12	Conclusion 163	
	5.10	review boards 98	u		0.12	Conclusion 103	
	5 17			9	Sensi	tive educational research	165
		Sponsored research 101			9.1	Introduction 165	
	3.18	Responsibilities to the research			9.2	What is sensitive research? 165	
	5 10	community 102			9.3	Sampling and access 166	
	5.19	Conclusion 102			9.4	Ethical issues in sensitive research 17	0
	Chas	wing a passayah pusisat	105		9.5	Researching powerful people 172	
6		osing a research project Introduction 105	105		9.6	Researching powerless and vulnerable	
	6.1		105		,,,	people 175	
	6.2	What gives rise to the research project?	105		9.7	Asking questions 176	
	6.3	The importance of the research 106			9.8	Conclusion 177	
	6.4	The purposes of the research 107			7.0	Conclusion 1//	
	6.5	Ensuring that the research can be		10	Valid	lity and reliability	179
		conducted 108			10.1	Defining validity 179	
	6.6	Considering research questions 110			10.2	Validity in quantitative research 180	
	6.7	Considering the scope of the literature			10.3	Validity in qualitative research 180	
		review 112				Types of validity 183	
	6.8	Summary of key issues in choosing a				Triangulation 195	
		research topic or project 112				Validity in mixed methods research 19	97
						Ensuring validity 198	
7	Plan	8	115			Reliability 199	
	7.1	Introduction 115				Reliability in quantitative research 20	0
	7.2	Approaching research planning 115				Reliability in qualitative research 201	
	7.3	A framework for planning research 116				Validity and reliability in interviews 2	
	7.4	Conducting and reporting a literature				Validity and reliability in experiments	
		review 121				Validity and reliability in questionnaires	
	7.5	Searching for literature on the internet 12	22			Validity and reliability in observations	
	7.6	Orienting decisions in planning				Validity and reliability in tests 210	209
		research 125				Validity and reliability in life	
	7.7	Research design and methodology 125			10.10	histories 214	
	7.8	How to operationalize research				histories 214	
		questions 126					
	7.9	Data analysis 130		PA	RT 3		
	7.10	Presenting and reporting the results 130					
	7.11	A planning matrix for research 130		Sty	les of	educational research	217
	7.12	Managing the planning of research 135		11	Natu	ralistic, qualitative and	
	7.13	A worked example 138		• •		ographic research	210
	7.14						219
		research 140			11.1	Foundations of naturalistic, qualitative	and
		research 140				ethnographic enquiry 219	

	11.2	Planning naturalistic, qualitative and	15	-	ost facto research	303
		ethnographic research 223			Introduction 303	
	11.3	Features and stages of a qualitative		15.2	Co-relational and criterion groups	
		study 226		15.2	designs 305	
		Critical ethnography 243		15.3	Characteristics of ex post facto	
	11.5	Some problems with ethnographic and		15.4	research 307	
		naturalistic approaches 245			Occasions when appropriate 308	ogt
12	Histo	orical and documentary research		13.3	Advantages and disadvantages of ex p facto research 309	OSI
		ucation 248		15.6	Designing an ex post facto investigation	200
		MCCULLOCH 240			Procedures in <i>ex post facto</i> research 3	
	12.1	Introduction 248		15.7	Trocedures in exposityueto rescurent s	.10
		What is a document? 249	16	Expe	riments, quasi-experiments,	
		Primary documents 250		single	e-case research and internet-based	
		In the archive 252		expe	iments	312
		Documentary analysis 253			Introduction 312	
		Ethical and legal issues 254		16.2	Designs in educational experimentation	n 315
		Conclusions 254		16.3	True experimental designs 316	
	12.,	Concresions 254		16.4	A quasi-experimental design: the	
13	Surv	eys, longitudinal, cross-sectional			non-equivalent control group design 3	
	and t	trend studies 256			Single-case research: ABAB design 3	
	13.1	What is a survey? 256		16.6	Procedures in conducting experimenta	ıl
	13.2	Some preliminary considerations 257			research 324	
	13.3	Planning a survey 259		16.7	Threats to internal and external validit	ty in
	13.4	Low response and non-response, and			experiments 326	
		how to reduce them 261		16.8	The timing of the pre-test and the	
	13.5	Survey sampling 264			post-test 327	
	13.6	Longitudinal, cross-sectional and trend			Examples from educational research	328
		studies 266			The design experiment 330	
	13.7	Strengths and weaknesses of longitudinal,			Internet-based experiments 331	
		cohort and cross-sectional studies 268		16.12	Conclusion 333	
	13.8	Postal, interview and telephone	17	Meta	-analysis, research syntheses and	
		surveys 271			matic reviews	335
	13.9	Internet-based surveys 276			Evidence-based research 335	000
	13.10	Comparing methods of data collection in			Meta-analysis 336	
		surveys 287			Research syntheses and systematic	
1.4	Cana	studies 289			reviews 342	
14		What is a case study? 289		A atia	n wasaawah	244
		Generalization in case study 294	10		n research Introduction 344	344
		Reliability and validity in case			Defining action research 345	
	17.5	studies 295			=	_
	14.4	What makes a good case study		16.3	Principles and characteristics of action	3
	17.7	researcher? 296		10/	Participatory action research 248	
	14.5	Examples of kinds of case study 296			Participatory action research 348	
		Why participant observation? 298			Action research and comployity theory	
		Planning a case study 298			Action research and complexity theor Procedures for action research 351	y 331
		Data in case studies 299			Reporting action research 358	
		Recording observations 300			Reflexivity in action research 359	
		Writing up a case study 301			Some practical and theoretical matters	250
		Conclusion 302			Conclusion 361	s 239

19		al worlds in educational research ART MARTIN	362		21.8	Interviewing minority and marginalized people 435		
		Simulations and virtual worlds 362 Theoretical bases of simulations and virtual worlds 366				Focus groups 436 Non-directive, focused, problem-centred and in-depth interviews 437	3	
	10.2				21.11	Telephone interviewing 439		
		Applications of virtual worlds 368 A worked example of virtual world				Ethical issues in interviewing 442		
		research 368			21112	Edition issues in interviewing 112		
		Opportunities and limitations 371		22	Acco	unts	444	
	19.6	Issues and problems in virtual world				Introduction 444		
		research 371				The ethogenic approach 444		
	19.7	Using a virtual world and simulations in educational research 372	1		22.3	Characteristics of accounts and episodes 445		
	19.8	Ethical issues in virtual world research	373		22.4	Procedures in eliciting, analysing and		
	19.9	Online tools for data collection from				authenticating accounts: an example 44.	5	
		virtual worlds 373			22.5	Network analysis 448		
	19.10	Conclusions 374			22.6	Discourse analysis 450		
						Analysing social episodes 452		
PA	RT 4				22.8	Account gathering in educational research an example 452	ch:	
Str	ategie	s and instruments for data			22.9	Problems in gathering and analysing		
		n and researching	375			accounts 453		
••	_		225		22.10	Strengths of the ethogenic approach 454	4	
20	•	tionnaires	377		22.11	A note on stories 454		
	20.1 Ethical issues 37720.2 Approaching the planning of a							
	20.2	questionnaire 378		23	Obse	rvation	456	
	20.3	Types of questionnaire items 382			23.1	Introduction 456		
		Asking sensitive questions 395			23.2	Structured observation 459		
		Avoiding pitfalls in question writing 39	96		23.3	The need to practise structured		
		Sequencing questions 397	_			observation 464		
		Questionnaires containing few verbal			23.4	Analysing data from structured		
		items 398			22.5	observations 464		
	20.8	The layout of the questionnaire 399				Critical incidents 464		
	20.9	Covering letters/sheets and follow-up letters 400			23.6	Naturalistic and participant observation 464		
	20.10	Piloting the questionnaire 402			23.7	Data analysis for less structured		
	20.11 Practical considerations in questionnaire design 402					observations 468		
					23.8	Natural and artificial settings for		
	20.12	20.12 Administering questionnaires 404				observation 469	-	
	20.13 Processing questionnaire data 407				23.9	The use of technology in recording	rding	
	_				22.10	observations 469		
21	Inter		409		23.10	Timing and causality with observational		
		Introduction 409			23 11	data 470 Ethical considerations 471		
		Conceptions of the interview 409				Some cautionary comments 472		
		Purposes of the interview 411 Types of interview 412				Conclusion 474		
		Planning interview-based research			20.10	Conclusion 4/4		
	41.0	procedures 415		24	Tests		4=-	
	21.6	Group interviewing 432		44		What are we testing? 476	476	
		Interviewing children 433			24.1	What are we testing? 476 Parametric and non-parametric tests 477	7	
					47.4	i diamente anu non-parametric tests 4/	1	

24.3		nd		28.4	Computer-assisted qualitative data analysis
24.4			••		(CAQDAS) 542
	researcher-produced tests 479		29		nizing and presenting qualitative data 547
24.5	Constructing a test 480				Tabulating data 547
				29.2	Seven ways of organizing and presenting
24.7	Devising a pre-test and post-test 493			20.2	data analysis 551
24.8	Ethical issues in testing 493			29.3	Narrative and biographical approaches to
24.9	Computerized adaptive testing 494			20.4	data analysis 552 Systematic approaches to data analysis 554
Daws	anal constructs	106			Methodological tools for analysing
		490		29.3	qualitative data 557
25.1	Introduction 496		•	<u> </u>	•
		97	30		ng and content analysis 559
					Coding 559
					What is content analysis? 563
					How does content analysis work? 564
					A worked example of content analysis 569
25.6				30.5	Reliability in content analysis 572
	technique in research 507		31	Disce	ourses: conversations, narratives
25.7	Resources 508				autobiographies as texts 574
					What is a discourse? 574
		510		31.2	A conversational analysis 575
					A narrative discourse 581
				31.4	Autobiography 584
	- ·			31.5	Conclusion 586
26.4			32		ysing visual media 588
					Introduction 588
					Content analysis 588
					Discourse analysis 589
26.7					Grounded theory 590
24.0					Interpreting images 591
26.8				32.0	Interpreting an image: a worked example 592
	Tote-play 322			32.7	Analysing moving images 596
Visua	al media in educational research	528			Concluding remarks 597
27.1	Introduction 528				-
27.2	Photographs and still images 529		33		inded theory 598
27.3	Video and moving images 530				Introduction 598
					The tools of grounded theory 599
27.5	Ethical practices in visual research 533				Developing grounded theory 601
					Evaluating grounded theory 602
DT Z				33.5	Preparing to work in grounded theory 602
		-0-	34	Appı	roaches to quantitative data analysis 604
a ana	iysis	535		34.1	•
Appr	oaches to qualitative data analysis	537			Parametric and non-parametric data 606
					Descriptive and inferential statistics 606
28.2	Data analysis, thick description and				Kinds of variables 606
	reflexivity 538				Hypotheses 608
28.3					One-tailed and two-tailed tests 610
	24.4 24.5 24.6 24.7 24.8 24.9 Perso RICHA 25.1 25.2 25.3 25.4 25.5 25.6 25.7 Role- CARM 26.1 26.2 26.3 26.4 26.5 26.6 26.7 26.8 Visua 27.1 27.2 27.3 27.4 27.5 RT 5 a ana Appri 28.1 28.2	domain-referenced tests 478 24.4 Commercially produced tests and researcher-produced tests 479 24.5 Constructing a test 480 24.6 Software for preparation of a test 492 24.7 Devising a pre-test and post-test 493 24.8 Ethical issues in testing 493 24.9 Computerized adaptive testing 494 Personal constructs RICHARD BELL 25.1 Introduction 496 25.2 Strengths of repertory grid technique 49 25.3 Working with personal constructs 498 25.4 Grid analysis 502 25.5 Some examples of the use of repertory grid in educational research 506 25.6 Difficulties in the use of repertory grid technique in research 507 25.7 Resources 508 Role-playing CARMEL O'SULLIVAN 26.1 Introduction 510 26.2 What is role-play? 512 26.3 Why use role-play in research? 513 26.4 Issues to be aware of when using role-play 515 26.5 Role-play as a research method 518 26.6 How does it work? 520 26.7 Important strategies for successful role-play 521 26.8 Three examples of research using role-play 522 Visual media in educational research 27.1 Introduction 528 27.2 Photographs and still images 529 27.3 Video and moving images 530 27.4 Artefacts 531 27.5 Ethical practices in visual research 533 RT 5 a analysis Approaches to qualitative data analysis 28.1 Introduction 537 28.2 Data analysis, thick description and	24.4 Commercially produced tests and researcher-produced tests 479 24.5 Constructing a test 480 24.6 Software for preparation of a test 492 24.7 Devising a pre-test and post-test 493 24.8 Ethical issues in testing 493 24.9 Computerized adaptive testing 494 Personal constructs RICHARD BELL 25.1 Introduction 496 25.2 Strengths of repertory grid technique 497 25.3 Working with personal constructs 498 25.4 Grid analysis 502 25.5 Some examples of the use of repertory grid in educational research 506 25.6 Difficulties in the use of repertory grid technique in research 507 25.7 Resources 508 Role-playing CARMEL O'SULLIVAN 26.1 Introduction 510 26.2 What is role-play? 512 26.3 Why use role-play in research? 513 26.4 Issues to be aware of when using role-play 515 26.5 Role-play as a research method 518 26.6 How does it work? 520 26.7 Important strategies for successful role-play 521 26.8 Three examples of research using role-play 522 Visual media in educational research 27.1 Introduction 528 27.2 Photographs and still images 529 27.3 Video and moving images 530 27.4 Artefacts 531 27.5 Ethical practices in visual research 533 RT 5 a analysis Approaches to qualitative data analysis 28.1 Introduction 537 28.2 Data analysis, thick description and reflexivity 538	domain-referenced tests 478 24.4 Commercially produced tests and researcher-produced tests 479 24.5 Constructing a test 480 24.6 Software for preparation of a test 492 24.7 Devising a pre-test and post-test 493 24.8 Ethical issues in testing 493 24.9 Computerized adaptive testing 494 Personal constructs 496 RICHARD BELL 25.1 Introduction 496 25.2 Strengths of repertory grid technique 497 25.3 Working with personal constructs 498 25.4 Grid analysis 502 25.5 Some examples of the use of repertory grid in educational research 506 25.6 Difficulties in the use of repertory grid technique in research 507 25.7 Resources 508 Role-playing 510 26.2 What is role-play? 512 26.3 Why use role-play in research? 513 26.4 Issues to be aware of when using role-play 515 26.5 Role-play as a research method 518 26.6 How does it work? 520 26.7 Important strategies for successful role-play 521 26.8 Three examples of research using role-play 522 Visual media in educational research 528 27.1 Introduction 528 27.2 Photographs and still images 529 27.3 Video and moving images 530 27.4 Artefacts 531 27.5 Ethical practices in visual research 533 RT 5 a analysis 537 Approaches to qualitative data analysis 28.1 Introduction 537 28.2 Data analysis, thick description and reflexivity 538	24.4 Commercially produced tests and researcher-produced tests 479 29.1

	34.8 34.9 34.10	Distributions 611 Statistical significance 613 Hypothesis testing 615 Effect size 616 A note on symbols 620		37	36.12 Mult facto	Standardized scores 668 Closing remarks 671 idimensional measurement and r analysis Introduction 672	672
35	Descr	riptive statistics	622			Elementary linkage analysis: an example	le 672
	35.1	Frequencies, percentages and				Factor analysis 674	
		crosstabulations 622			37.4	What to look for in factor analysis	
	35.2	Measures of central tendency and				output 681	
		dispersal 627			37.5	Cluster analysis 685	
		Taking stock 630			37.6	Examples of studies using multidimen	sional
	35.4	Correlations and measures of				scaling and cluster analysis 685	
		association 630			37.7	Multidimensional data: some words or	n
		Partial correlations 637				notation 689	
	35.6	Reliability 639			37.8	Using the chi-square test in a three-wa	ıy
36	Inferential statistics 64		641			classification table 690	
	36.1 Measures of difference between groups 641				37.9 A note on structural equation modelling 692		
					37.10	A note on multilevel modelling 695	
	36.2	The t-test 642		38	Choo	sing a statistical test	697
	36.3	Analysis of variance 644				Introduction 697	
	36.4	The chi-square test 651			38.2	How many samples? 697	
		Degrees of freedom 655			38.3	The types of data used 699	
	36.6	The Mann-Whitney and Wilcoxon			38.4	Choosing the right statistic 699	
		tests 655			38.5	Assumptions of tests 699	
	36.7	The Kruskal-Wallis and Friedman		Not	ae		705
		tests 658					705
		Regression analysis 661		Bibliography Index			711
		Simple linear regression 661		ina	EA.		753
	36.10	Multiple regression 663					