

## Chapter 6

# Educational Research and Policy<sup>1</sup>

**Abstract** This chapter touches on some of the issues discussed in Chap. XX in the context of educational research and practice, but here it is concerned with the relationship between educational research and policy and, more specifically, with the sort of knowledge which can and should inform educational policy. The chapter treats this as an epistemological question and distinguishes it from the more extensively explored question of what sort of knowledge in what form policymakers do in fact commonly take into account.

The chapter examines the logical and rhetorical character of policy and the components of policy decisions, and argues that policy demands a much wider range of information than research typically provides. Either the research task or commission has to be substantially extended or the gap will be filled by information or thinking which is not derived from research.

One of the gaps between research of an empirical kind and policy is the normative gap. The final section of this chapter points to the inescapably normative character of educational policy. Of course the values which inform policy can be investigated empirically or deconstructed through discourse analysis, but this kind of inquiry cannot tell us what we should do. There is, however, a role for research/scholarship and more, rather than less, intelligent and critical argumentation in addressing these normative questions, as well as the empirical questions which underpin policy.

This chapter might be read alongside Chap. XX on the role of the philosopher in policymaking.

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<sup>1</sup> This chapter is mainly derived from a paper that I originally wrote with Michael Watts in the context of an Economics and Social Research Council Teaching and Learning Research Programme (ESRC TLRP). It was published first in a supplementary issue of the *Journal of Philosophy of Education* (2008) edited by Bridges, D., Smeyers, P., and Smith, R., and subsequently (2009) by Wiley Blackwell as *Evidence-based education policy: What evidence? What basis? Whose policy?* I am grateful to Michael Watts and to Wiley Blackwell for allowing me to draw substantially on this paper.

# Educational Research Policy And The Press Research As News

**Dr Panagiotis Fotaris**



## **Educational Research Policy And The Press Research As News:**

**Education Research, Policy, and the Press** Robert F. McNergney, 1992      *Education Research and the Media* Aspa Baroutsis, Stewart Riddle, Pat Thomson, 2018-12-07 Universities around the world now actively encourage academics to engage in public scholarship publishing in traditional and new media newspapers television radio blogs and social media Education Research and the Media addresses this situation using empirical and reflexive accounts to interrogate and advance the ways in which this shift is usually discussed Drawing on Australian and international scholars and contexts this edited collection probes the effects of these engagements Taken together the book offers new conceptualisations of the junctures and disjunctures of local national and transnational mediascapes in education research working across both traditional media and social media platforms The book takes as its starting point that traditional national media while still significant are now embedded in practices and discourses that transcend geographic and spatial boundaries Global media logics challenge the profitability and operations of media corporations as the production of news and information is paradoxically both democratised and fragmented There is a limited body of research about how this mediatised landscape impacts on public scholarship This is the first book in the field of education to systematically investigate this landscape using empirical examples and analysis as well as a range of theoretical and conceptual approaches      *Investigating Transgender and Gender Expansive Education Research, Policy and Practice* Wayne Martino, Wendy Cumming-Potvin, 2020-06-29 This book addresses an emerging and vital field of scholarship which deals with transgender and gender expansive informed education policy and practice The collection provides a framework for thinking about the relevance of Transgender Studies for the field of education and specifically for K 12 schooling contexts It argues for the need to engage transgender informed epistemologies and provides insight into trans affirmative education research policy contexts and practices with the view to generating knowledge about how the experiences of transgender and non binary youth gender non conformity and gender creative expression are being addressed in the education system Topics addressed range from trans informed policy analysis and enactment across various contexts to addressing central concerns and polemics related to the policing and regulation of students gender identities and expression with respect to washroom space in schools and the use of gender neutral pronouns The book is timely and pertinent especially given that transphobia and addressing gender justice in the education system have been identified as significant human rights issues which require urgent intervention Overall this collection points to both the productive potentialities of this emerging body of research and the limitations and challenges that need to continue to be addressed in the realization of a commitment to enacting a critical trans politics in education This book was originally published as a special issue of Gender and Education      *The Wiley Handbook of Educational Policy* Rosemary Papa, Shadow W. J. Armfield, 2018-04-19 Illuminates the multiple barriers that plague the education system and shows the way toward enlightened and inclusive educational policy and policymaking This book showcases new scholarship in the broad field of

education policy and governance Authored by some of the field's foremost scholars as well as new and up and coming academics this definitive handbook offers a range of cultural economic and political perspectives on the state of education policy today It addresses historic current and future education policy incorporating changing social landscapes of education economy and policy The Wiley Handbook of Educational Policy covers the role of politics in education governance the politics of philanthropy and for profits the culture and economy of professional organizations the governance of technology integration and future political realities to global citizenry Themes and topics range not only across early childhood K 12 and tertiary forms of schooling but also across the policy questions and concerns that transcend these distinctions Each chapter features key words key questions conclusions and thought provoking ideas that provoke readers to think about ways to improve the current conditions under which educational policy makers work Provides a traditional understanding of educational policy Shows how educational policy has changed due to the boom of private funding Explores the changing demographics in education populations over the last 40 years Discusses policies and the ethics of using and overseeing technology in teaching and learning environments Looks at future trends from contemporary political origins The Wiley Handbook of Educational Policy is an important book that should be read by every administrator policy maker and educator working in the education system

**Reading Educational Research and Policy** David Scott, 2003-09-09 This book aims to extend the educational literacy of student teachers It will enable them to deconstruct policy research and media texts and place them within historical social and literary contexts

**Research in Education**, 1971

**News Media and the Neoliberal Privatization of Education** Zane C. Wubbena, Derek R. Ford, Brad J. Porfilio, 2016-03-01 This edited volume contributes to a burgeoning field of critical scholarship on the news media and education This scholarship is based on an understanding that the news media has increasingly applied a neoliberal template that mediates knowledge and action about education This book calls into question what the public knows about education how the public is informed and whose interests are represented and ultimately served through the production and distribution of information by the news media about education The chapters comprising this volume serve to enlighten and call to action parents students educators academics and scholars activists and policymakers for social political and economic transformation Moreover as the neoliberal agenda in North America intensifies the chapters in this book help to deepen our understanding of the logics and processes of the neoliberal privatization of education and the accompanying social discourses that facilitate the reduction of social relations to a transaction in the marketplace The chapters examine the news media and the reproduction of neoliberal educational reforms A Nation at Risk Teach For America charter schools think tanks and PISA and resistance to neoliberal educational reforms online activism and radical Black press while also broadening our conceptual understanding of the marketization and mediatization of educational discourses Overall the book provides an in depth understanding of the neoliberal privatization of education by extending critical examinations to this underrepresented field of cultural production

the news media coverage of education The contribution of this edited volume therefore helps to build an understanding of the contemporary dynamics of capital accumulation to inform public resistance for social transformation      **Educational Research Bulletin** ,1926      Media Literacy and Media Education Research Methods Pierre Fastrez,Normand Landry,2023-11-27 This handbook interrogates the foundations of media literacy and media education research from a methodological standpoint It provides a detailed illustrated overview of key methods used in the study of media literacy and media education Further it reveals the diversity of this research field and organizes this diversity by using three categories of investigation media practices educational initiatives and prescriptive discourses The book offers valuable reference points and tools for exploring the range of research methods used to study media literacy and media education and how these methods connect to epistemological stances theoretical frameworks and research questions It serves as a guide for researchers who wish to position themselves reflect on the methods they use or are considering using and compare and contrast them against alternative or complementary approaches After reading this book readers will be better able to identify and define the objects of study in media literacy and media education research the preferred ways of conducting investigations the phenomena issues and dimensions that these are likely to bring to light and the knowledge that they generate This comprehensive and up to date overview of the field of media literacy education research methods will be of great interest to scholars and students of education studies media studies media literacy cognitive science and communication studies Chapter 2 of this book is freely available as a downloadable Open Access PDF at [http www taylorfrancis com](http://www.taylorfrancis.com) under a Creative Commons Attribution CC BY 4 0 International license      Preventing Abuse and Neglect in the Lives of Children with Disabilities E. Paula Crowley,2016-04-02 This book addresses the development of our understanding of the abuse and neglect in the lives of children with disabilities Disabilities in childhood uniquely dispose children for their abuse and neglect Additionally abuse and neglect dispose children for disabilities The care and education of children with disabilities requires unique knowledge and skills and so does the consideration of their abuse and neglect This book is based on data generated from an analysis of cases involving the abuse and neglect of children with disabilities as well as on an analysis of the data based literature in this area Readers are provided with analysis and reflection exercises throughout the text so that they may analyze and reflect on their own awareness of the abuse and neglect of children with disabilities Each chapter also contains a set of implications for research and practice The final chapter focuses directly on prevention Caregivers and professionals across disciplines will develop a new understanding of their roles in universal secondary and tertiary level prevention that is targeted focused data based and designed to prevent the abuse and neglect of children with disabilities in the first place      *News Digest* ,1986      **11th European Conference on Social Media** Dr Panagiotis Fotaris,2024-05-30 These proceedings represent the work of contributors to the 11th European Conference on Social Media ECSM 2024 hosted by the University of Brighton UK on 30 31 May 2024 The Conference and Programme Chair

is Dr Panagiotis Fotaris from the University of Brighton ECSM is now a well established event on the academic research calendar and now in its 11th year the key aim remains the opportunity for participants to share ideas and meet the people who hold them The scope of papers will ensure an interesting two days The subjects covered illustrate the wide range of topics that fall into this important and ever growing area of research *Educational Standardisation in a Complex World* Hanne Riese,Line T. Hilt,Gunn Elisabeth Søreide,2022-04-20 This book presents the reader with tools to challenge accepted ideas about the standardising forces transforming educational reality by discussing standards and standardisation from a range of different theoretical perspectives and contexts Resources in Education ,1994 **Reporting of Social Science in the National Media** Carol Weiss,Eleanor Singer,1988-08-04 Policy makers as well as the general public are often unaware of social science research until a story about it appears in the national media Even in official Washington a staffer s report on social research may go unnoticed while a report in the Washington Post receives immediate attention This study takes a systematic and revealing look at social science reporting How do journalists hear about social science and why do they select certain stories to cover and not others How do journalistic standards for selection compare with social scientists own judgments of merit How do reporters attempt to ensure accuracy and how freely do they introduce their own interpretations of social science findings How satisfied are social scientists with the selection and accuracy of social science news In Part I Carol H Weiss addresses these questions on the basis of personal interviews with social scientists and the journalists who wrote about their work Part II by Eleanor Singer is based on an analysis of media content itself and compares social science reporting over time between 1970 and 1982 and across media newspapers newsmagazines television These two complementary perspectives combine to produce a thorough realistic assessment of the way social science moves out of the academy and into the world of news Education - An Anatomy of the Discipline John Furlong,2013-09-02 *Education An Anatomy of the Discipline* focuses on the development of the discipline of education how it is understood and practised in contemporary universities and the potential threats to its future As the author John Furlong argues disciplines are not only intellectually coherent fields of study they also have a political life they are argued for supported challenged and debated Nowhere is this more true than in the discipline of education In this authoritative text Furlong describes the history as well as the current state of the discipline of education in universities He also explores the range of national and global changes that have helped to shape the discipline in recent years Education s final arrival in the university sector coincided with major changes in universities themselves Today universities are very diverse institutions they no longer have a sense of essential purpose and have largely accepted their loss of autonomy especially in education where government intervention is particularly strong If education is now fully integrated into universities then like the system as a whole it urgently needs to find a voice set out a vision for itself and state what its purpose should be within a university in the modern world The book therefore brings together four vitally important topics the changing nature of the university the academic and scholarly study

of education as a field the professional education and training of teachers the nature and organisation of educational research Education An Anatomy of the Discipline will occupy a central place in contemporary literature about education although based on evidence from British universities its implications are important across the world The book will be invaluable reading for all professionals working in university departments and faculties of education as well as those with an interest in the changing role of the university in contemporary society *Handbook of Education Policy Studies* Guorui Fan, Thomas S. Popkewitz, 2020-06-02 This open access handbook brings together the latest research from a wide range of internationally influential scholars to analyze educational policy research from international historical and interdisciplinary perspectives By effectively breaking through the boundaries between countries and disciplines it presents new theories techniques and methods for contemporary education policy and illustrates the educational policies and educational reform practices that various countries have introduced to meet the challenges of continuous change Based on an analysis of the nature of education policy and education reform this volume focuses on education reform and the concept of education quality Adopting a historical and comparative perspective it examines the dialectical relationship between education policy and education reform in various countries assesses theoretical and practical issues in the process of moving from regulation to multiple governance in contemporary education administration and explores the impact of globalization on national education reform and the interdependence between countries In addition it presents studies addressing educational policy research methodology from multiple perspectives Highlighting the changes in national education macro policies this volume comprehensively reveals the complex relationship between contemporary education reform and social change and explores the links between contemporary social political and economic systems and educational policy research and practice offering a holistic portrait of macro trends in contemporary education reform *Boletin Internacional de Bibliografia Sobre Educacion* ,1993 **Rethinking Higher Education and the Crisis of Legitimation in Europe** Ourania Filippakou, 2022-08-29 Building on Ourania Filippakou's previous work on higher education in the fields of governance neoliberalism university entrepreneurialism and marketization institutional and social stratification Rethinking Higher Education and the Crisis of Legitimation in Europe contributes to the debate on higher education from a critical policy perspective Introducing new ideas on the relationships between the alleged pursuit of excellence in higher education and the ways in which both deploys and reflects how power is wielded in Europe and other neoliberal capitalist societies The term legitimation is here coined to emphasize how new coercive strategies political decisions and management styles have emerged in the age of excellence in higher education The book concludes with a more personal reflection on the neutrality of higher education and its illusory promises Education Policy and the Political Right Grant Rodwell, 2021-12-28 This work attempts a comparative description and analysis focusing on the US the UK and Australia on the topic of the Right educational policy and schooling It adopts as its underlying theme the burning fuse in tracing the topic back to Joseph de

Maistre a Rightist who fled revolutionary France to seek safety in the company of Tsar Alexander I's Russian Empire. Here he had much to say about school education not for all but rather the deserving social elite. During the past three or four decades in the US, the UK, and Australia, the Right has been remarkably successful in amassing political power. And in doing so, the right of politics in these countries has reshaped school educational policy and practice, a necessary step in securing the future of the Right as a political force. Moreover, even during the years the Right has been on the opposition benches in these countries, such has been the strength of their political force that governments of the Left have acquiesced to much of their school educational policy. A pioneering effort, this book asserts that to understand school educational policy in the third decade of the 21st century, we need to comprehend the politics of the Right. This book will be of interest to researchers and postgraduate students interested in Education Studies, Theory and Policy, and International and Comparative Education.



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