

# **EXPERIENCING COMPREHENSIVE EDUCATION**

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A Study of Bishop McGregor School

Robert G. Burgess

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SOCIOLOGY OF EDUCATION



# Experiencing Comprehensive Education

**Dennis Beach, Carl Bagley, Sofia  
Marques da Silva**



## **Experiencing Comprehensive Education:**

*Experiencing Comprehensive Education* Robert G. Burgess, 2023-07-07 In this study first published in 1983 Robert Burgess discusses the definitions redefinitions strategies and bargains used in and out of classrooms by teachers and pupils in a co educational Roman Catholic school where he spent some time as a researcher and part time teacher He also looks at the role of the school s headmaster and his conception of the school and at the house and departmental staff This absorbing study will be of interest to teachers and students of sociology and education practicing and prospective school teachers researchers administrators policy makers and others who are concerned with schools and schooling

*Researching The Powerful In Education* Geoffrey Walford, 2013-11-05 Educationalists offer an overview of methods for researching those in positions of power They focus on key issues with broad relevance to social scientists such as access interviewing data restrictions ethical dilemmas and the role of theory This book is intended for academic and postgraduate researchers within education sociology social policy and politics as well as advanced undergraduates involved with research dissertations The book s international appeal is enhanced by the contributions of US and UK authors

*Gender and Ethnicity in Schools* Martyn Hammersley, Peter Woods, 2014-07-22 A serious but highly accessible look at recent work on the issues of gender and race *Gender and Ethnicity in Schools* raises crucial educational and political issues paying particular attention to the pupils experience of school

**Education Research and Evaluation: For Policy and Practice?** Robert G. Burgess, 2014-04-04 Much has been written on the styles strategies and tactics associated with educational research and evaluation but relatively little on the social processes associated with the methodology Few books consider the relationship of research and evaluation to policy and practice and this book opens up key debates in that field It identifies through contributions from the USA and Britain some of the major processes involved examines the problems of conducting research and evaluation and the ways in which they can be overcome and details case studies in which problems and processes are encountered Probably of worldwide interest to students researchers academics policy makers and practitioners the authors present an examination of a range of different dimensions associated with educational research and evaluation conducted for policy and practice

**Leaders and Leadership in Education** Helen M Gunter, 2001-09-18 *Leaders and Leadership in Education* makes a significant contribution to improvement literature It will challenge school managers taking headship and leadership qualifications or any reader with a serious interest in reconceptualising leadership for learning TES Friday Magazine *Leaders and Leadership in Education* is a well documented account of how leadership has been studied and therefore presented For academic readers it is valuable as an insightful and critical text *Journal of In Service Education* Helen Gunter s book makes a significant contribution to the existing literature on leadership in education For anyone who has an interest in current thinking about leadership and in reconceptualizing leadership for learning this book will be of great interest Educational Research Leadership within educational settings is widely regarded as essential for organizational effectiveness and the

improvement of learning outcomes Through an extensive review of theory and practice Helen M Gunter explores the contested field of leadership studies She describes and critiques the different contributions made by critical studies education management school effectiveness school improvement Leadership is examined as function as behaviour and as leadership relationship from students as leaders through to headteachers The author provides an up to date review of current thinking about leadership which challenges the reader to engage with and develop alternative ways of thinking about their own leadership This book is essential reading for practitioners on Masters and EdD courses and NPQH LPSH training and for anyone committed to teaching and learning     Reshaping Education In The 1990s Rita Chawla-Duggan, Christopher J. Pole, 2012-10-12 This volume evaluates the implications of change for the providers and consumers of post 1988 secondary education for the 21st century The issues covered include school governance parental choice and the market place and local management of schools     Implementing In-Service Education And Training Robert G. Burgess, John Connor, Sheila Galloway, Marlene Morrison, Malcolm Newton, 2013-12-19 First published in 1993 In the 1990s the education service faces challenging new priorities As teachers seek to extend their skills and develop new expertise they need continued career long professional development This volume examines how teachers play key roles in providing and evaluating training From schools in four education authorities varied styles of INSET are represented drawing on words and experience of those at the centre of INSET activities The book reflects some of the problems they face and how these are resolved The authors link theory with practice of evaluation They address issues of principle alongside day to day experience This book offers a range of alternative models and styles of INSET for practitioners to consider and adapt to their own needs The authors recognize the value of practitioner knowledge and suggest that in evaluating INSET teachers can articulate for themselves and for an outside audience provide much information about what it means to teach and learn     **Research in Education Management and Policy** Rene Saran, Vernon Trafford, 1990 This text written by administrators lecturers and researchers addresses the major national education management research themes of the 1980s and 1990s It analyses school effectiveness institutional leadership staff development managing learning and resources management     The Wiley Handbook of Ethnography of Education Dennis Beach, Carl Bagley, Sofia Marques da Silva, 2018-03-02 A state of the art reference on educational ethnography edited by leading journal editors This book brings an international group of writers together to offer an authoritative state of the art review of and critical reflection on educational ethnography as it is being theorized and practiced today from rural and remote settings to virtual and visual posts It provides a definitive reference point and academic resource for those wishing to learn more about ethnographic research in education and the ways in which it might inform their research as well as their practice Engaging in equal measure with the history of ethnography its current state of play as well as its prospects The Wiley Handbook of Ethnography of Education covers a range of traditional and contemporary subjects foundational aims and principles what constitutes good ethnographic practice the role of theory

global and multi sited ethnographic methods in education research ethnography s many forms visual virtual auto and online networked ethnography and internet resources and virtual and place based ethnographic fieldwork Makes a return to fundamental principles of ethnographic inquiry and describes and analyzes the many modalities of ethnography existing today Edited by highly regarded authorities of the subject with contributions from well known experts in ethnography Reviews both classic ideas in the ethnography of education such as grounded theory triangulation and thick description along with new developments and challenges An ideal source for scholars in libraries as well as researchers out in the field The Wiley Handbook of Ethnography of Education is a definitive reference that is indispensable for anyone involved in educational ethnography and questions of methodology

**The Hidden Curriculum in Higher Education** Eric Margolis,2002-05-03 The Hidden Curriculum in Higher Education is a daring look at the way colleges and universities produce race class and gender hierarchies and reproduce conservative ideology These original and provocative essays shed light on all that remains hidden in higher education

**A Woman's Place in Education (1996)** Sara Delamont,2018-02-06 Published in 1996 this volume includes the presidential address of Sara Delamont the first female President of Bera written and presented in 1984 The book also includes a selection of papers on gender and education Topics covered include female pupils experiences resistance to sex equality messages science education for girls and women in universities Providing historical and sociological perspectives on gender and education this book will interest sociologists anthropologists and those in the field of education This book was originally published as part of the Cardiff Papers in Qualitative Research series edited by Paul Atkinson Sara Delamont and Amanda Coffey The series publishes original sociological research that reflects the tradition of qualitative and ethnographic inquiry developed at Cardiff The series includes monographs reporting on empirical research edited collections focussing on particular themes and texts discussing methodological developments and issues

**Interpretive Ethnography of Education at Home and Abroad** Louise Spindler,2014-02-25 This ambitious and unique volume sets a standard of excellence for research in educational ethnography The interpretive studies brought together in this volume are outstanding discipline based analyses of education both in the United States and in complex societies abroad

*The Ethics Of Educational Research* Robert G. Burgess,2005-08-04 The purpose of the Social Research and Educational Studies series is to provide authoritative guides to key issues in educational research The series includes overviews of fields guidance on good practice and discussions of the practical implications of social and educational research In particular the series deals with a variety of approaches to conducting social and educational research Contributors to this series review recent work raise critical concerns that are particular to the field of education and reflect on the implications of research for educational policy and practice

**Ethnography for Education** Christopher Pole,Marlene Morrison,2003-12-16 Ethnography is a distinctive approach for educational research The authors argue that the last decade has seen ethnography come of age not only as a way of doing research but also as a way of theorizing and making sense of the world Their

approach is concerned with ethnography as process and ethnography as product This critical celebration of ethnography explores what it can achieve in educational research The book features Thorough discussion of definitions of ethnography and its potential for use within educational research Critical introductions to the principal approaches to ethnography Discussions of data analysis and representation and of the challenges facing ethnography Use of educational examples from real research projects throughout The book offers a distinctive contribution to the literature of ethnography taking readers beyond a simplistic how to approach towards an understanding of the wider contribution ethnography can make to our understanding of educational processes Ethnography for Education is of value to final year undergraduates and postgraduates in education and social science disciplines as well as education professionals engaged in practice based research Christopher Pole is Senior Lecturer at the Department of Sociology University of Leicester His research interests are in the areas of the sociology of education sociology of childhood and the development of qualitative research methods Recent publications include Practical Social Investigation Qualitative and Quantitative Methods in Social Research and Hidden Hands International Perspectives on Children s Work and Labour Marlene Morrison is Reader in Education Leadership and Director of the Doctorate of Education programme at the University of Lincoln Her academic background is in the sociology of education and includes research on race equality health education perspectives on educational policy and practice and the ethnography of educational settings She has researched widely in the education that has included school further and higher education sectors and other public services

**Introduction to Research Methods in Education** Keith F Punch, Alis Oancea, 2014-11-10 Based on Keith Punch s bestselling Introduction to Social Research Methods this book introduces the research process in a range of educational contexts In this updated second edition you ll find guidance on every stage of research with chapters on developing research questions doing a literature review collecting data analysing your findings and writing it all up With a new chapter on ethics and additional coverage of Internet research and mixing methods the second edition contains everything you ll need if you re studying on a research methods course or doing a research project for yourself Introduction to Research Methods in Education provides you with Balanced coverage of the range of methods employed by educational researchers Practical advice on collecting and analysing qualitative quantitative and mixed methods data A range of examples from student projects to show how research is done in real life educational settings A companion website with additional resources for lecturers and students Keith F Punch is Emeritus Professor in the Graduate School of Education at The University of Western Australia Alis Oancea is Professor of Philosophy of Education and Research Policy as well as Director of Research at the University of Oxford Department of Education

**Ethnography and Educational Policy Across the Americas** Bradley A.U. Levinson, Sandra L. Cade, Ana Padawer, Ana Patricia Elvir, 2002-08-30 Third in the series Sociocultural Studies of Educational Policy Formation and Appropriation this volume brings together scholars from North America South America and Europe to examine the relationship between ethnographic

research and educational policy The product of papers and discussions originally taking place at the Interamerican Symposium on Ethnographic Educational Research the book presents both original empirical research reports and theoretical methodological proposals for using ethnography to study and influence educational policy After an introduction and opening chapter that highlight the different ways of conceptualizing education education policy and diversity across American borders five full chapters address the relationship between ethnography and educational policy through sustained empirical attention to specific research sites and projects The next section of the book presents shorter position statements that relate specific research or policymaking experiences and reflect on the ways that ethnography can be involved in a project of formulating or revising policy In this section edited transcriptions of workshop discussions give the reader a vibrant sense of the challenging issues facing educational ethnographers attempting to address policy The book closes with a commentary by a veteran educational ethnographer Of interest to educators researchers and policymakers across the Americas this volume contributes to an ongoing dialogue about how ethnographic research can intersect advantageously with the policymaking enterprise      *Qualitative Voices in Educational Research* Michael Schratz,2020-03-13 By neglecting the human factor in the process of research analysis much has been lost and researchers are now looking for new ways to broaden the social reality in their research In this volume originally published in 1993 the research perspective adopted shows new methods of dealing with the world of education including ethnographic studies and action research The voices offer a critical insight into both the scientific rationale and the methodological application of their individual approaches This book provides a rich source of material for students and researchers doing qualitative analysis      Experiencing the Outdoors Margaret Robertson,Ruth Lawrence,Gregory Heath,2015-02-27 The space is outdoors The experience is personal and the journey can be solitary or take place in groups Informal or formal the places visited are sites of learning Locked in memory our experiences in the outdoors are a constant source of wonderment and food to replenish our sense of wellbeing Our experiences in the outdoors can endure in the abstract as ideas for developing a sense of a well lived life They can also draw us back to places and reenergise the body Physical and emotional wellbeing collides in the unexpected events that flourish in the outdoors Our readiness for enjoyment and personal development are subjective states which this book challenges Traversing the landscape of the outdoors the collection of chapters contained range from the theoretical to the practical including strategies for teaching and learning that are transdisciplinary With ideas for practitioners as well as thoughtful reading for readers of diverse ages and interests this book includes contributions from Australia New Zealand Hong Kong United Kingdom and Canada      **Doing Sociology of Education (RLE Edu L)** Geoffrey Walford,2012-05-16 This collection of specially commissioned articles exposes the practical and personal influences on the process of doing sociology of education All of the authors have been involved in conducting well know major research projects and discuss here the pitfalls and problems conflicts and compromises that went into doing their particular research A particular feature

of the book is that a wide variety of types of research in the sociology of education is covered. The range is from small scale ethnographic case studies to large scale postal questionnaire sample surveys and includes studies based on interviews, observation and questionnaires. There are examples of longitudinal work in case studies and in surveys. The collection also includes discussions of action research, the development and influence of theory and the relationship between research and policy.

**Key Themes in the Ethnography of Education** Sara Delamont, 2013-12-05. This is a beautifully written book that takes the reader to the heart of ethnography as experience. Readers can walk in the shoes of ethnographers who have travelled before them and learn as they learned. Sara Delamont is an undisputed expert in both ethnography and education and here illustrates she is also a tour de force in writing style. All the important ingredients for a recipe to make a good quality ethnography are here and they are served up with relish. Karen O'Reilly, Loughborough University. This is a powerful, richly nuanced, evocative work, a stunning and brilliantly innovative intervention. It provides ground zero, the starting place for the next generation of social scholars of education. A major accomplishment. Norman K. Denzin, University of Illinois at Urbana-Champaign. The ethnography of education has been conducted by sociologists and anthropologists largely in self-contained and self-referential ways. This book celebrates the continuities and the strengths of ethnographic research on education in formal and non-formal settings, deliberately transgressing the sociology/anthropology divide. Education is broadly defined to cover many settings other than schools in many countries for many age groups. The book is structured thematically, including chapters on movement and mobilities, memories and time, time and timescapes, bodies and performativities, multi-sensory research and narratives. Strategies for designing innovative ethnographic projects and for fighting familiarity are provided.



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