

# British Educational Research Association

**Stephen Gorard**

**BERA Ethical Guidelines** British Educational Research Association, 1992

*Proceedings of the Inaugural Meeting of the British Educational Research Association* British Educational Research Association, 1974

**The BERA/SAGE Handbook of Educational Research** Dominic Wyse, Neil Selwyn, Emma Smith, Larry E.

Suter, 2016-12-15 Education has continued to grow in stature and significance as an academic discipline. In addition to world renowned research studies the growth of education has been seen in the methodology and methods underpinning its research. The BERA/SAGE Handbook of Educational Research provides a cutting edge account of the research and methodology that is creating new understandings for education research, policy and practice. Over two volumes, the handbook addresses educational research in six essential components: Section 1: Understanding Research Section 2: Planning Research Section 3: Approaches to Research Section 4: Acquiring Data Section 5: Analysing Data Section 6: Reporting, Disseminating and Evaluating Research Featuring contributions from more than 50 of the biggest names in the international field, The BERA/SAGE Handbook of Educational Research represents a very significant contribution to the development of education.

**British Educational Research Association Annual Conference ,**

**Educational Research** Marten Shipman, 2005-09-30 First Published in 1985. The book is a series of articles on the organisation of educational research and its impact on policies and practices. Contributions are from leading educational researchers and from those who use the evidence produced in administration and schools. Throughout the book the emphasis is on the way organisational and methodological changes within educational research have produced stresses within the academic community and between it and the consumers of their work. In particular, the contributions are concerned with the attempts by researchers to use interpretive approaches to secure more validity in evidence while the audiences for research retain more traditional views of the methods used.

**BERA** British Educational Research Association, 1996

**Ethics and Education Research** Rachel Brooks, Kitty te Riele, Meg Maguire, 2014-09-15 Part of the popular BERA/SAGE Research Methods in Education series, this is the first book to specifically focus on the ethics of Education research. Drawn

from the authors' experiences in the UK, Australia and mainland Europe and with contributions from across the globe, this clear and accessible book includes a wide range of examples. The authors show how to: identify ethical issues which may arise with any research project; gain informed consent; provide information in the right way to participants; present and disseminate findings in line with ethical guidelines. All researchers, irrespective of whether they are postgraduate students, practising teachers or seasoned academics, will find this book extremely valuable for its rigorous and critical discussion of theory and its strong practical focus. Rachel Brooks is Professor of Sociology and Head of the Sociology Department at the University of Surrey, UK. Kitty te Riele is Principal Research Fellow in the Victoria Institute for Education, Diversity and Lifelong Learning, at Victoria University in Australia. Meg Maguire is Professor of Sociology of Education at King's College London.

*The BERA-Sage Handbook of Research-Informed Education Practice and Policy* Dominic Wyse, Vivienne Baumfield, Nicole Mockler, Martin Reardon, 2025-06-19 One of the most pressing topics worldwide is how we can improve education to enhance people's life chances. The BERA-Sage Handbook of Research-Informed Education Practice and Policy, 2 Vol. offers an in-depth exploration of the ways in which education research intersects with and can lead to improvements in education. Through detailed examinations of educational policies, practices, values, and research methodologies, the handbook navigates the complexities inherent in educational systems and in so doing presents a unique new picture of education worldwide. Volume One of the Handbook set focuses on Understanding Research-Informed Education, and Volume Two focuses on how to implement it. Across six parts and fifty-two chapters, the authors and editors explore a myriad of critical topics including using research to promote equity within education systems, rethinking pedagogy, and knowledge mobilisation through practitioner-led inquiry. New developments in aspects such as systematic approaches to research synthesis are presented by world-leading experts. Authors of the chapters draw from many different sources to provide a comprehensive understanding of education, including perspectives from the arts, humanities, natural sciences, and social sciences. This understanding combines cutting-edge education research and scholarship to provide insights into how education is enacted in countries and institutions through policy and practice. Featuring a truly diverse team of scholars to account for global perspectives, the BERA-Sage Handbook of Research-Informed Education Practice and Policy, 2 Vol. is an invaluable resource for scholars, researchers, students, and practitioners who are interested in the new frontiers in education research, policy and practice. Volume One: Understanding Research-Informed Education Part One - Defining and Theorising Research-Informed Education Part Two - Methodological Debates in the Field Part Three - International Comparison and Educational Policy Volume Two: Implementing Research-Informed Education Part Four - Effective policy and practice in national contexts Part Five - Curriculum, pedagogy and assessment Part Six - Practitioners and learners as researchers

**Geography Education Research in the UK: Retrospect and Prospect** Graham Butt, 2019-08-22 This book provides a unique assessment of the development of research in geography education and its future prospects, offering a challenging critique of subject-based education research, with particular reference to geography education across a range of different jurisdictions. It covers a range of topics, including the changing role of research in geography education; the relationship between education research and professional practice, with special reference to geography education research; the place of academic subject knowledge in geography education research; critiques of the functions of research in geography education; and the key issues for education policy and policymakers concerning educational research at national and international levels. Importantly, in a period marked by radical change for education research and researchers, the book offers a timely appraisal of possible ways forward for geography education research. Addressing the needs of academics, research students, policymakers, and education practitioners who undertake, use or shape the future of research in geography education, it comprehensively explores the forces that have driven the development of geography education research and pedagogy. Further, by positioning its analysis in the context of education policy debates in the UK, and further afield, it assesses the role and function of research in education, and offers an outlook on its future. This book is essential reading for all those who wish to understand the sporadic and increasingly uncertain development of subject-based research in education

*Meanings and Motivation in Education Research* Margaret M. Baguley, Yvonne S. Findlay, Martin C. Kerby, 2015-04-17 *Meanings and Motivation in Education Research* demonstrates the vibrant and vital connection between the researcher and their research. Research is often perceived as an entity which is seemingly produced in isolation; however, there are many important factors which are involved, and this book explores the complexities of investigating the specific areas of meaning and motivation for researchers working in the education sector. With contributions from authors drawn from the field of education in various stages of their career, the perspectives shared in this book are from a diverse range of countries including Australia, Canada, Malaysia, the United Kingdom and the United States of America. Key topics include: personal and professional identity narrative inquiry as method teacher educators as researchers conducting education research mixed methods in educational research Foregrounding the personal experiences, interests and motivations of educational researchers *Meanings and Motivation in Education Research* proves important insights into current discussions in educational research including researchers' identities, the ways they conduct research and most importantly the impact institutional and personal politics have on their work. This will be a valuable text for educators, education researchers, policy-makers and practitioners across the globe.

Educational Research in Europe James Calderhead, 1994 The book provides authoritative accounts of educational research in nine different European regions and highlights substantial national differences in levels of research activity throughout Europe. The book also outlines current research priorities and consider the potential benefits of greater

European collaboration in research.

*Educational Research and Policy-Making* Lesley Saunders, 2007-09-12 This book provides a fascinating insight into the sometimes troubled relationship between 'research' and 'policy-making' in education. It shows how each of these areas of social and intellectual endeavour is in a state of dynamic change and how, as a result, they are becoming more mutually inter-permeable and posing increasingly challenging problems for each other. It suggests a number of scenarios for the future development of the relationship and throws down some challenges for both communities. Drawing together contributions from the premier league of UK educationalists the book is both thought-provoking and anxiously awaited by other academics wanting to learn from the experience of senior researchers.

**A Social History of Educational Studies and Research** Gary McCulloch, Steven Cowan, 2017-07-20 A Social History of Educational Studies and Research examines the development of the study of education in the UK in its broader educational, social and political context since its early beginnings in the first part of the twentieth century. By providing a historical analysis of the contested growth of the field this book examines the significant contribution that has been made by institutions of higher education, journals, text books, conferences, centres, and academic societies. It discusses the problems and opportunities of the field, and its prospects for survival and adaptation to current changes in the decades ahead. The work draws on documentary sources, social network analysis, and interviews with leading figures from across the field. This book highlights international influences on the development of educational studies and research in the UK, its role in the growing internationalisation of the field as a whole, and also comparisons and contrasts with the nature of the field elsewhere. It relates the development to the wider social, political and economic changes affecting higher education in general and educational studies and research in particular. It addresses the historical development of disciplines in higher education institutions and the nature, extent and limitations of interdisciplinarity. A Social History of Educational Studies and Research discuss the problems and opportunities facing the study of education today, and its prospects of adapting to changes in the decades ahead. It is a distinctive and original analysis of educational studies and research that provides the first comprehensive study of its type.

*British Educational Research Association* British Educational Research Association, 1997

Assessing the Quality of Educational Research in Higher Education , 2019-02-11 Tina Besley has edited this collection which examines and critiques the ways that different countries, particularly Commonwealth and European states, assess the quality of educational research in publicly funded higher education institutions. Such assessment often ranks universities, departments and even individual academics, and plays an important role in determining the allocation of funding to support university research. Yet research is only one aspect of academic performance alongside teaching and service or administration components. The book focuses on the theoretical and practical issues that accompany the development of

national and international systems of research assessment, particularly in the field of education. In our interconnected, globalised world, some of the ideas of assessment that have evolved in one country have almost inevitably travelled elsewhere especially the UK model. Consequently the book comprises an introduction, eighteen chapters that discuss the situation in ten countries, followed by a postscript. It gathers together an outstanding group of twenty-five prominent international scholars with expertise in the field of educational research and includes many with hands-on experience in the peer review process. The book is designed to appeal to a wide group of people involved as knowledge workers and knowledge managers—academics, students and policy makers - in higher education and interested in assessment and accountability mechanisms and processes.

**Developing Research in Teacher Education** Ian Menter, Jean Murray, 2013-09-13 Good teacher education, informed by relevant research, is judged by policy makers and practitioners alike to be central to increasing the quality of schooling in many countries of the world. Yet, in the UK, research on teacher education is often acknowledged to be less well developed than other areas of educational research and to be over-determined by education policy. It has also been accused of a lack of rigour and of being atheoretical. A further challenge in developing good research in teacher education is that new teacher educators commonly face the challenge of moving into academic work without relevant research skills and the ready capacity to produce high quality research outputs. For these reasons, then, strengthening research in and on teacher education is high on educational agendas in the UK. This book examines the exact nature of these challenges in teacher education and the initiatives arising to address them in different settings across the four nations of the UK. The central theme of all the chapters is how to build 'research capacity' so that teacher education can contribute more strongly to the improvement of schooling, as well as becoming a high quality, research-informed enterprise in its own right. The insights will be valuable to teacher educators around the world. This book was published as a special issue of the Journal of Education and Teaching.

**Early Childhood Educational Research** Cathy Nutbrown, 2018-07-09 Early Childhood educational research is a constantly evolving field. This book brings together Cathy Nutbrown's considerable knowledge and expertise in the field, to deliver a comprehensive and critical overview of national and international research. The strengths of various types of research, and their influence on theory, policy and practice, are identified along with new and emerging research areas, and anticipated future topics and patterns of research. Through an analytical discussion of research topics addressing Children, Adults and Pedagogy, these key areas are highlighted: - Issues in research design - Types of and trends in methodological approaches - The ethics of research With digestible chapter introductions, thinking points and suggestions for research or dissertation topics, readers are also able to locate their own work in an international landscape. This is the perfect 'go to' resource for all early childhood education and social science researchers. Cathy Nutbrown will be discussing ideas from Early Childhood Educational Research in Doing Your Early Years Research Project, a SAGE Masterclass for early years

students and practitioners in collaboration with Kathy Brodie.

*Quantitative Methods in Educational Research* Stephen Gorard, 2001-08-22 This is a comprehensive guide to quantitative research, rooted in the author's own teaching and research. In particular, it challenges both the student who does not do numbers and the student who does nothing but numbers (and who therefore fails to interpret or challenge his/her results). The book shows how all educational researchers need to do quantitative research, even if only in the sense of reading other people's research findings. In fact, the book argues that the conventional distinction between primary and secondary research data is inadequate, since there is enormous need/opportunity for conducting research through using and reinterpreting secondary data. This leads to one of the main selling points of the book - Gorard's idea of the idle researcher, who makes valuable contributions to the research literature by using data gathered by other researchers.

Research Methods for Education, second edition Peter Newby, 2014-07-11 *Research Methods for Education, Second Edition* takes the student by the hand and guides them through the complex subject of research methods in an engaging, witty and clear way. The book covers the philosophical approaches and epistemology, as well as the practical aspects of research, such as designing questionnaires and presenting conclusions. Each chapter is split into 'Context' and 'Practice' and both sections are packed with exercises, examples and comparative international material from other educational contexts. Peter Newby's book is the student-friendly text which demystifies the research process with clarity and verve. Key features: - written in a clear and friendly manner to help students feel more confident dealing with the complexities of research and particularly useful for those new to research or less confident with numbers - a mixed methods approach, which doesn't simply prioritise quantitative or qualitative methods, allowing for greatest possible coverage contains guidance on analytic procedures that require more advanced tools such as SPSS and Minitab - many excellent international examples and case studies specifically from education, which breaks away from a parochial focus on UK education system.

*Research Methods and Methodologies in Education* Robert Coe, Michael Waring, Larry V Hedges, Laura Day Ashley, 2025-04-18 Your #1 resource for carrying out educational research as part of postgraduate study. High-quality educational research requires careful consideration of every aspect of the process. This all-encompassing textbook written by leading international experts gives you a considered overview of the principles that underpin research, and key qualitative, quantitative and mixed methods for research design, data collection and analysis. This fourth edition includes four new chapters on: Doing a literature review Measurement and validity Using R (with RStudio & Tidyverse) Data transparency, reproducibility, and replicability In addition, across the book, authors touch on the emergent use of generative AI tools as part of the educational research process. Also, chapters have been reordered to better reflect the research process and to emphasise commonalities between methodological approaches and tools. This is essential reading for postgraduate students on education courses and early career researchers looking to sharpen their research practice.

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