Methods and Paradigms in Education Research

Part of the Advances in Educational Marketing, Administration, and Leadership Book Series

Lorraine Ling (La Trobe University, Australia) and Peter Ling (Swinburne University of Technology, Australia)

Description:

The tools used in data collection have the ability to influence the ways information is perceived and generated. Analyzing research processes is a concept that can be overlooked, though is as important as the information itself.

Methods and Paradigms in Education Research addresses the innovative formulaic approaches taken in research to challenge their effectiveness. Features coverage on selection, forms, and analytical procedures of data.

Readers:

This publication is essential for researchers, students, and academicians seeking current information on understanding research methodology.


Topics Covered:

- Doctoral Research Supervision
- Higher Education
- Indigenous Approaches
- Intercultural Considerations
- Internationalization
- Making Meaning Queerly
- Neo-positivism
- Scientific Realism
- Supercomplexity
- Transnational Education

Hardcover + Free E-Book: $190.00  E-Book Only: $190.00

Order Information
Phone: 717-533-8845 x100
Toll Free: 1-866-342-6657
Fax: 717-533-8661 or 717-533-7115
Online Bookstore: www.igi-global.com
Table of Contents

Foreword: Tilling paradigmatic ground
Donna Mertens, Gallaudet University, U.S.A.

Preface
Lorraine Ling, Victoria University, Australia and LaTrobe University, Australia & Peter Ling, Swinburne University, Australia

Section 1: Paradigms in Education Research

Chapter 1
Introduction: Employing paradigms in education research
Peter Ling Swinburne University, Australia & Lorraine Ling, Victoria University, Australia

Chapter 2
The power of the paradigm: Methods and paradigms in education research
Lorraine Ling, Victoria University, Australia and LaTrobe University, Australia

Chapter 3
Research paradigms underpinning SoTL papers: A comparative analysis of two journals
Kym Fraser & Ekaterina Pechenkina, Swinburne University, Australia

Chapter 4
Doctoral research supervision: Interpretive, developmental, transformative, and culturally adaptive
Margaret Robertson, LaTrobe University, Australia

Section 2: Patterns and Consistencies

Chapter 5
An approach to improving teaching in higher education: A case study informed by the neo-positivist research paradigm
Marcia Devlin, Federation University, Australia

Chapter 6
Observational research on the work of school principals: To time or not or not to time
Katina Pollock & Cameron Hauseman, University of Western Ontario, Canada

Chapter 7
Investigating school mathematics performance and affect: A critique of research methods and instruments
Gilah Leder, LaTrobe University, Australia

Chapter 8
Scientific realism and the study of higher education curriculum and the student experience
Calvin Smith, Griffith University Australia

Section 3: Interpretation and Transformation

Chapter 9
Teachers’ ontological and epistemological beliefs: Their impact on approaches to teaching
Mary Kelly, International School of Amsterdam, Netherlands

Chapter 10
Engineering students’ approaches to learning mathematics
Samuel King, Brunel University, UK

Chapter 11
A code of our own: Making meaning queerly
Mark Vicars, Victoria University, Australia

Section 4: Practical Solutions

Chapter 12
Undertaking commissioned research in education: Do research paradigms matter?
Kay Livingston, University of Glasgow, UK

Chapter 13
Transnational education research and development: Paradigm possibilities
Peter Ling, Swinburne University, Australia

Section 5: Shifting Sands

Chapter 14
Paradigm surfing: Cross-disciplinary education focused research
Catherine Lang, LaTrobe University, Australia

Chapter 15
Researching the learning and teaching of writing: a retrospective analysis of paradigms employed
Noella Mackenzie, Charles Sturt University, Australia

Chapter 16
Education research in an intercultural context: An instance of interpretation, induction and deduction
Beena Giridharan, Curtin University, Malaysia

Chapter 17
Work-integrated learning praxis: Selecting a research paradigm
Bruce Calway, Swinburne University, Australia

Section 6: Supercomplexity

Chapter 18
Researching supercomplexity: Planes, possibilities, poetry
Ronald Barnett, Institute of Education, London UK

Chapter 19
Becoming Comfortable with Supercomplexity: Looking back, forward, in, out and shaking it about!
Mark Seikrig & (Ron) Kim Keaney, Victoria University, Australia

Chapter 20
The black academy: A renaissance seen through a paradigmatic prism
Mark Ruse, LaTrobe University, Australia

Section 7: Conclusion

Chapter 21
Conclusion: Paradigm paradiddle
Lorraine Ling, Victoria University, Australia and LaTrobe University, Australia & Peter Ling, Swinburne University, Australia
Lorraine Ling is Dean of College of Education, Victoria University, Australia and Emeritus Professor, La Trobe University, Australia. Lorraine’s academic and research interests include: educational administration and leadership; higher education policy construction; the changing nature of academic work; values in education; and curriculum design and development. Lorraine has conducted educational consultancies in many countries including Indonesia, Vietnam, Finland, U.S.A., Scotland and Ireland. She has been chair of the Association for Teacher Educators in Europe – Research and Development Centre for the Professional Development of Teachers. Recent publications include: Stephenson, J. and Ling, L. (Eds), Challenges to Teacher Education in Difficult Economic Times: International perspectives (Routledge, 2013); Ling, L. Knowledges, Discontinuities, Spirals and Universities, in T. Fitzgerald (Ed) Advancing Knowledge in Higher Education: Universities in Turbulent Times (IGI Global, 2014); and Ling L. and Mackenzie N., An Australian Perspective on Professional Development in Supercomplex Times, Psychology, Society and Education (2015).

Peter Ling is Adjunct Associate Professor, Learning Transformations, Swinburne University of Technology, Australia. Peter has extensive experience in academic development in Australia and U.S.A. Peter has been principal researcher for several national projects including “The development of academics and higher education futures” (2012). He has been evaluator for nationally commissioned projects including: “Peer Review of Teaching in Higher Education”, (2008), “Evaluation of Learning Spaces” (2010), and “Professional development program to embed inclusive and explicit teaching practices” (2015). Recent authored or co-authored publications include: Pedagogies for Next Generation Learning Spaces, in K. Fraser (Ed.), New Generation Learning Spaces (Routledge Falmer, 2014); Learning online, in K. Fraser (Ed.), Studying for Continuing Professional Development in Health (Routledge, 2009); Towards post-colonial management of transnational education, Australian Universities Review (2014); and How academic is academic development? International Journal for Academic Development (2013). Peter has co-edited Higher Education Research and Development and guest edited Innovative Higher Education.