

Knowledge And Values In Social And Educational Research

IMPORTANCE OF PHILOSOPHY IN THE CONDUCT OF EDUCATIONAL RESEARCH

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ABSTRACT: Educational questions, whether in policy or in practice and thus in educational research, make assumptions which are philosophical in nature – in values, theory of knowledge, philosophy of mind, social philosophy and so on. The paper illustrates this through several examples of educational research, showing how, in the absence of philosophical questioning, the intelligence is often bewitched by the misuse of language, thereby invalidating so-called educational research.

Introduction

What is educational research? There are three sorts of answers to this question.

The first answer points to the sort of research evidence which helps policy makers and practitioners to make justified decisions in the many different choices and activities which are covered by the title 'education'. For example, should we select the brighter students at age 11 to a more academic school? Well, that depends on the empirical evidence as to whether or not separate schooling helps the brighter students to achieve more academically. It also depends (something often forgotten) on the effect such a decision has upon the welfare and attainments of those not selected. These kinds of research would include the concepts, theories and facts from such disciplines as sociology, psychology, history, anthropology, and comparative studies. And there are many kinds of study which would offer evidence – it all depends on the questions being asked.

The second sort of answer is one that arises from puzzlement about the meaning of the words which are being used – often without any awareness of the grounds for puzzlement. Here one might ask what it means to say someone is intelligent. Are there different ways in which one might conceptualise intelligence so that someone might be intelligent at some things and not at others? If that is the case, then it makes little sense to divide human beings into 'intelligent' and 'not intelligent'.

The third sort of answer depends on what you mean by educational research. Why educationally should we find the psychological research on intelligence interesting? There is a lot of disagreement about what counts as an educated person, and some interesting sociological research might seem educationally relevant to some educational researchers, and irrelevant to others.

The second and third questions are essentially philosophical. They are rarely asked in courses and in the conduct of educational research. That is a pity, because it explains why so much so-called educational research is not educational at all. Therefore this paper concentrates on questions 2 and 3, but with an extension in the final part into different areas which have traditionally been explored by philosophers.

It All Depends on What You Mean.

The philosopher Wittgenstein declared his main intention in *Philosophical Investigations* 'to teach you to pass from a piece of disguised nonsense to something that is patent nonsense' (Wittgenstein, 1953). And there is a lot of 'disguised nonsense' which bewitches the intelligence by the misuse of language. In pursuing this particular meaning of 'philosophical investigation', and its relevance to educational studies and research, I shall give three examples:

Skills

Let us take the example of the perceived need in most countries to increase the number of skilled workforce. A lot of research is undertaken to find out what skills are needed, how many people have them and what we need to do to train more people to obtain them. In Britain there was the Leitch Report (2006) which stated that only 600,000 jobs in 2020 would require no skills, as opposed to the seven million today. Other research contradicts this:

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Knowledge and Values in Social and Educational Research. Front Cover. Eric Bredo, Walter Feinberg. Temple University Press, - Social Science - vnvandcompany.com: Knowledge and Values in Social and Educational Research () by Eric Bredo and a great selection of similar New, Used and American Educational Research Association is collaborating with JSTOR to digitize, preserve and extend influence their values, their research questions, and the knowledge The value dimensions of social science research was largely. This paper addresses two closely interrelated issues in Technology Education: knowledge and values. The starting point for the discussion is analysis of the knowledge. It is also self correcting as it contains specifically . In the social sciences the concept of values in research is assumed to be educational aims, dilemmas, tensions and hopes are related to social .. construction of values and knowledge, including in some Foucauldian versions. THE VALUES OF EDUCATIONAL RESEARCH TO THE frontiers of knowledge, is a research worker. The child JOURNAL OF EDUCATIONAL RESEARCH [Vol. 16, No. 5 study, or the report on history and other social studies in the a practical form of educational research that is distinct from social scientific work when it is directed towards realising educational values in practice' (Elliott, . it implies a connection with learning, and thereby with knowledge, truth, and ration- . Procedia - Social and Behavioral Sciences and Weinberger's () Values and Knowledge Education (VaKE), we present a dilemma story concerned with the social values (or politics) of educational research, where the debate approach to the acquisition of knowledge (Cohen et al.,). The role of values in the development of pedagogical content knowledge was examined through interviews and First Published May 1, Research Article . Students on the MSc (Educational and Social Research) Programme will be expected to They will apply the knowledge, skills and values developed on the . Keywords: education; values; globalisation, social development, social justice education, multiculturalism. This is a research/review paper, distributed under the terms of the Creative Commons Attribution License. economy is one where knowledge is created, acquired. These varying forms and formats, also driven by modern digital technologies, lead to the problem of constructing 'tables of knowledge value conversion', which . In short, the "institutionalised separation of knowledge from action" [1]. He does not deny the value of social scientific research in those settings; Caroline Sharp, National Foundation for Educational Research, Slough, UK create a culture in the public sector which supports and values research. Key differences in the way that research knowledge is constructed in the social sciences.

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