

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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Research Papers Educational Philosophy

Marianna Papastephanou



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Philosophy of Educational Research Richard Pring, 2004-07-28 This volume contains a selection of lectures given by Professor Richard Pring to students at Oxford on a course for research training in education and covers philosophy of mind epistemology ethics and philosophy of science as they relate to education

International Handbook of Philosophy of Education Paul Smeyers, 2018-06-09 This handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up to date selection of the central themes It includes 95 newly commissioned articles that focus on and advance key arguments each essay incorporates essential background material serving to clarify the history and logic of the relevant topic examining the status quo of the discipline with respect to the topic and discussing the possible futures of the field The book provides a state of the art overview of philosophy of education covering a range of topics Voices from the present and the past deals with 36 major figures that philosophers of education rely on Schools of thought addresses 14 stances including Eastern Indigenous and African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic Revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past and the present for example care and justice democracy and the curriculum New areas and developments addresses 17 emerging issues that have garnered considerable attention like neuroscience videogames and radicalization The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training Moreover it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub discipline Combined with different conceptions of the purpose of philosophy it discusses various aspects using diverse perspectives to do so Contributing Editors Section 1 Voices from the Present and the Past Nuraan Davids Section 2 Schools of Thought Christiane Thompson and Joris Vlieghe Section 3 Revisiting Enduring Debates Ann Chinnery Naomi Hodgson and Viktor Johansson Section 4 New Areas and Developments Kai Horsthemke Dirk Willem Postma and Claudia Ruitenberg

Bibliography of Research Studies in Education, 1932 *Introduction to the Philosophy of Educational Research* Omar A. Ponce, Jose Gomez Galan, Nellie Pagán-Maldonado, Angel L. Canales Encarnación, 2022-09-01 This book provides an accessible introduction to the philosophy of educational research A historical philosophical journey presents the development of research methods from their origins to the present day In addition the book reflects on how research methods have influenced scientific effectiveness Throughout the book covers the principal things that need to be known today about the theory and practice of educational research its epistemological bases and its development as a discipline within scientific knowledge The historical events that defined both the methodological evolution and the current situation of contemporary educational research are described to enable its understanding This book provides an accessible introduction to the philosophy of educational research A historical philosophical journey presents the

development of research methods from their origins to the present day It can also be used as didactic material for classroom discussions on educational research educational philosophy and current controversies in education Its usefulness reaches the social sciences humanities and experimental sciences in all areas related to teaching and training The basis of educational research is exposed both in its concepts or philosophical visions and methodologies which ultimately define what education means today Research in Education ,1973-12 **Daisaku Ikeda, Language and Education** Jason Goulah,2016-04-08 Daisaku Ikeda b 1928 is an international Buddhist leader peacebuilder prolific author and the founder of the secular Soka kindergartens elementary and secondary schools women s college and universities in seven countries across Asia and the Americas He has emerged as an important educational philosopher and practitioner whose perspectives on dialogue value creation soka global citizenship and the deep inner transformation he calls human revolution have informed the curriculum and instruction of thousands of teachers not only at the Soka schools but also at numerous non Soka schools and universities around the world This volume brings together for the first time in English international scholars empirical and theoretical analyses of Ikeda s contributions to language and education in a global context This book was awarded the Critics Choice Book Award by the American Educational Studies Association in 2015 This book was originally published as a special issue of Critical Inquiry in Language Studies **Resources in Education** ,1999 Cosmopolitanism: Educational, Philosophical and Historical Perspectives Marianna Papastephanou,2016-05-05 This volume discusses perspectives on cosmopolitanism as well as concepts and the work of key figures For example it examines educational philosophical and historical perspectives deals with such issues as citizenship internationalism patriotism globalization hegemony and many other topics It brings together works on Alain Badiou Giorgio Agamben Ernesto Laclau Bruno Latour and Homi Bhabha with works on Whitman Kant Martha Nussbaum Thomas Pogge Onora O'Neill and Philippe Van Parijs The book engages in the new dialogue on cosmopolitanism from a variety of outlooks It advances that dialogue and problematizes it through as yet unexplored paths Its chapters respond to the intricacies of current discourses on cosmopolitanism and related notions and take into account both affirmative and negative stances to cosmopolitanism and its educational significance Overall the book relies on such stances as background material in order to transcend them and offer fresh perspectives on cosmopolitan stakes It makes use of a recent tendency in political philosophical and cultural critical debates that opens a possibility of more nuanced approaches to old isms **Philosophical, Semiotic and Environmental Questions for Education** Alin Olteanu,Sébastien Pesce,Eetu Pikkarainen,2025-06-03 This collected volume celebrates the life and work of the late Andrew Stables a renowned scholar in semiotics and in educational philosophy and theory He is known in particular for having pioneered the semiotic approach to education This book celebrates his work with scholarly contributions by leading researchers in these areas of scholarship reflecting on Andrew Stables thought and intellectual legacy The contributions are interdisciplinary which reflects Stables eclectic work Also included are new and unpublished texts of Andrew Stables The text is divided into three

parts Philosophy of Education Learning as Semiotic and Environmental Literacies It appeals to students and researchers working in philosophy of education broadly semiotic oriented approaches to education as well as discussions on multimodality

Life, Work and Learning David Beckett, Paul Hager, 2005-07-08 In both paid and unpaid work contexts adults learn powerfully from their experiences In this book the authors argue that this should be the basis for a new perception of what is truly educational in life Drawing on the works of Aristotle Wittgenstein and Russell along with contemporary conceptual work they use both philosophical argument and empirical example to establish their view This work will be of essential interest to philosophers of education and educational theorists worldwide It will also interest teachers trainers facilitators and all those with an interest in adult and vocational education

Questioning Leadership Gabriele Lakomski, Scott Eacott, Colin W. Evers, 2016-11-10 Questioning Leadership offers a diverse mix of cutting edge research in the field of educational leadership with contributions from expert and emerging leadership scholars It contextualises school leadership within broader social and historical contexts and traces its influence on school performance through time from its relatively modest role within a systems theory paradigm to its growing influence from the 1980s onwards as exercising leadership came to be perceived as being largely responsible for improving educational outcomes This book invites the reader to challenge the current orthodoxy of leader centrism and instead reflect more broadly on the various structural and institutional interrelationships that determine how a school functions successfully It poses challenging questions such as Is leadership really necessary for high quality school performance Can schools function effectively without leadership Is it possible to describe the work that principals do without using the word leadership How do we challenge the assumption that leadership simply exists and that it is seen as the appropriate default explanation for school performance This book does not assume that leadership is the key to organisational performance although it acknowledges the work that principals do It goes against current orthodoxy and offers varied perspectives on how leadership might be repositioned vis vis organisational and institutional structures It also suggests some new directions for leading and learning and throws open a discussion on leadership that for too long has been captured by the assumption that the leader is the cause of organisational performance and learning outcomes in schools At a time when leadership's dominance seems unshakeable this is a bold book that should appeal to postgraduate students of educational leadership and management those undertaking training in educational administration and current school leaders interested in exploring the value of leadership for educational organisations

Educational Explanations Christopher Winch, 2022-02-11 EDUCATIONAL EXPLANATIONS Educational Explanations is a comprehensive study of the main philosophical questions that confront empirical educational researchers The book outlines the sense in which empirical educational research pursues truth and sets out and defends an account of its task as the offering of explanations for the many educational problems that claim our attention The book goes on to look at the criteria for high quality research the relationship between different methodological approaches and the scope and limits of

intervention studies At all stages detailed examples are presented to make the argument clearer A distinctive feature of the book is the presentation of four detailed case studies over four chapters of influential educational research programmes that not only examine what they have achieved but emphasise the conceptual issues that researchers are confronted with as they seek to provide explanations The book goes on to examine the impact of empirical educational research on educational practice and on the practice of teachers in particular

Subjects in Process Michael A. Peters, Alicia de Alba, 2015-10-23 Subjects in Process investigates the human subject in the first decade of the twenty first century in relation to changing social circumstances and belongings The concept of subjectivity in the Western tradition has focused on the figure of the autonomous self conscious and rooted individual This book develops a conception of the subject that is nomadic and fluid rather than grounded and complete Written from a perspective that takes account of globalisation and the pressures that it places upon individuals and communities this book draws upon Nietzsche and the post modern thinkers that followed him Arguing that a modern conception of the subject must be one based on cultural exchanges and transformations this book is sure to provide new insights for anyone concerned with or interested in the identity of the individual now and in the future

A Subject Index to Current Literature Australian Public Affairs Information Service, Postphenomenology and Technologies within Educational Settings Markus Bohlmann, Patrizia Breil, 2024-12-20 Technologies such as tablets plagiarism software and learning videos are now an important part of teaching and learning around the world The underlying human technology relations that shape modern educational settings have a decisive influence on what education is and will be in the future This volume applies the analytical tools of postphenomenology to the context of education In three sections the contributors present empirical evidence on the use of technology in schools show conceptual convergences with current theories relevant to education and training and challenge and reframe the technologically situated subject as the goal of education in relation to technology This collection edited by Markus Bohlmann and Patrizia Breil opens up the research field of postphenomenology to the broad field of educational technologies Postphenomenology and Technologies Within Educational Settings extends the scope of the philosophy of technology and further expands its repertoire of theories and analytical tools

APAIS 1999: Australian public affairs information service , Educational Administration & Supervision , 1917 **APAIS 1991: Australian public affairs information service** , The Changing Landscape of Adult Education Bo Chang, 2025-09-12 The Changing Landscape of Adult Education offers a comprehensive analysis of the field of adult education tracing its evolution since the 1950s A variety of social political funding economic and technological forces have shaped the trajectory of adult education Spanning its historical roots in social justice movements to its contemporary focus on workforce development and market driven outcomes this book offers a detailed exploration of the shifting priorities within adult education across decades Chapters delve into the core aspects of adult education including its definitions types and providers as well as its intersection with various social sectors and organizations guiding readers through the complex field

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The Bloomsbury Handbook of Global Education and Learning Douglas Bourn, 2020-02-20 2021 PROSE Award Finalist Reference Works Learning about global issues and themes has become an increasingly recognised element of education in many countries around the world Terms such as global learning global citizenship and global education can be seen within national education policies and international initiatives led by the UN UNESCO European Commission and OECD The Bloomsbury Handbook of Global Education and Learning brings together the main elements of the debates provides analysis of policies and suggests new directions for research in these areas Written by internationally renowned scholars from Brazil Canada Finland Germany Ireland Italy Japan Pakistan Poland South Africa Spain Sweden Taiwan UK and the USA the handbook offers a much needed resource for academics researchers policy makers and practitioners who need a clear picture of global learning

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