

The
MERITOCRATIC
INTELLECT
STUDIES
in the
HISTORY
of
EDUCATIONAL
RESEARCH

edited by
James V Smith
and
David Hamilton

The Meritocratic Intellect Studies In The History Of Educational Research

Wilfred Carr, Stephen Kemmis



The Meritocratic Intellect Studies In The History Of Educational Research:

The Meritocratic Intellect James V. Smith, David Hamilton, 1980 *Routledge Library Editions: Education Mini-Set L*
Sociology of Education Various, 2021-06-23 Mini set L Sociology of Education re issues 48 volumes originally published between 1928 and 1990 The books in this mini set discuss Teaching and social change research processes in education class race culture and education marxist perspectives in the sociology of education the family and education the sociology of the classroom and school organization Paradigm and Ideology in Educational Research (RLE Edu L) Thomas Popkewitz, 2012-05-04 This book explores the complex social assumptions and values that underlie research programmes about schools The analysis of educational research draws upon American and European scholarships in the sociology of knowledge social philosophy and the history and sociology of science The discussion considers first the communal crafts and social characteristics of educational research Three research models empirical analytic symbolic or linguistic and critical sciences are given attention The discussion of the three research models is to illuminate how the constellation of commitments assumptions and practices inter relate to perform a paradigm giving different and conflicting definitions to the meaning of educational theory and to the use of the particular techniques of enquiry The social role of educational research and the researcher is also considered **Educational Research, The National Agenda, and Educational Reform**
Theresa R. Richardson, Erwin V. Johanningmeier, 2008-01-01 Educational Research The National Agenda and Educational Reform examines the origins history nature purposes and status of educational research by focusing on the relationships among educational research the national agenda educational reform and the social and behavioral sciences Its major claim is that the history of educational research is embedded in the nation's social political intellectual and economic histories Attention is given to three significant periods the Progressive Era when modern educational research began to assume its present form the Post World War II Era when educators and educational researchers were directed to return to or turn to the academic disciplines and the Civil Rights Era after the Supreme Court in Brown ended legal racial segregation and raised questions about equality of educational opportunity that are still with us These were significant periods when there was a clear national agenda shaped by both public and private agencies Educators and educational researchers adopted policies and strategies in response to concerns and interests expressed by the public by government officials and by philanthropies Researchers responses have had long term consequences as seen in the reaction to The Coleman Report debates about the merits of quantitative research as opposed to qualitative research the ongoing discussion about the merits of No Child Left Behind the achievement gap the creation of the Institute of Education Sciences and the emphasis now placed on scientifically based research The origins of the common school the work of the philosopher Johann Friedrich Herbart and his followers and the revolution in scientific method brought about by Charles Darwin's work are included because they serve as the foundation for educational research Educational researchers identification with and interest in individual performance and

ability and their measurement is related to the close relationship educational researchers have had with psychology a discipline that typically does not focus on social context The significance of educational researchers borrowing from the behavioral sciences especially psychology is examined through a discussion of the mental hygiene movement as supported by private philanthropy and through consideration of contributors such as G Stanley Hall Arnold Gesell Lewis M Terman Daniel Starch and Stuart A Courtis

Inventing Intelligence Elaine E. Castles, 2012-06-06 The use and misuse of IQ tests has long been a subject of contention in the scientific and social communities particularly because these evaluations favor intelligence at the expense of other valuable human qualities This is the first book of its kind to examine the historical development of our modern concept of intelligence and to explore America's fascination with the controversial exams that purport to measure it Most of us assume that people in every period and in every region of the world have understood and valued intelligence in the same way we do today Our modern concept of intelligence however is actually quite recent emerging from the dramatic social and scientific changes that rocked the United States during the 19th century *Inventing Intelligence* How America Came to Worship IQ discusses the historical context for understanding the development of the concept of intelligence and the tests used to measure it The author delves into the intertwined issues of IQ heredity and merit to offer a provocative look at how Americans came to overvalue IQ and the personal and social problems that have resulted

A Bibliography of British History, 1914-1989 Keith Robbins, American Historical Association, Royal Historical Society (Great Britain), 1996 Containing over 25 000 entries this unique volume will be absolutely indispensable for all those with an interest in Britain in the twentieth century Accessibly arranged by theme with helpful introductions to each chapter a huge range of topics is covered There is a comprehensive index

Constructing Educational Inequality Peter Foster, Roger Gomm, Martyn Hammersley, 2005-06-21 The issue of educational opportunity has long been of public concern and a major focus for educational research As a result there is now a substantial body of research findings in this field both quantitative and qualitative This work relates to various levels of the educational system and to different categories of student but particularly social class gender ethnicity and race The central trend has been to find persisting inequalities despite reform at system institutional and classroom levels Furthermore the educational system is frequently portrayed as playing a key role in reproducing wider social and economic inequalities This book examines the status of educational inequality as a social problem explores the conceptual issues surrounding it assesses a representative sample of recent research and seeks to clarify the relevant methodological ground rules thereby laying the basis for future research in the field

Rethinking Teacher Education Anne Edwards, Peter Gilroy, David Hartley, 2005-07-08 *Rethinking Teacher Education* is a thorough and critical analysis of the ambivalences and uncertainties that face those in teacher education The authors draw on their different experiences of teacher education to try to make sense of current practices and where they might lead The book analyzes past and present constructions of teacher education and offers insights into how a re evaluation might address

teachers positions in relation to knowledge learners economic demands and democratic values The issues addressed include political and economic uncertainty and teacher education philosophical uncertainty and teacher education modernist policy solutions psychology an agent of modernity in teacher education sociocultural and other collaborative responses to uncertainty The book will be of interest to all those involved in teacher education including sociologists psychologists and philosophers of education

The Politics of Social Research Professor Martyn Hammersley, 1995-03-09 Is social research political Should it be political What are the implications of the politicization of social research Recent years have seen a growing range of challenges to the idea that research should be governed by the principle of value neutrality Critical feminist antiracist and postmodernist analyses have argued that social research is intrinsically political In this stimulating and often controversial book Martyn Hammersley weighs the arguments offered in support of these positions He considers the fundamental issues that the debate raises about the nature of social research its political dimensions and its contemporary relevance At the same time he provides a robust defence of value neutrality as a constitutive principle of social research and makes a reassessment of the role of research in modern societies Praise for *The Politics of Social Research* For anyone interested in the nature of social research who has enough grasp of the issues to access the text this book is a must British Journal of Educational Psychology All in all Hammersley has produced a text which provides us with much to think about As I have said certain chapters will no doubt attract considerable debate Almost all of the chapters could stand alone but the broad political theme used to bring chapters and topics together works well almost always Local Government Studies Not only is Hammersley a leading exponent of sociological research he is also a key writer and thinker on the problems of undertaking research This collection some of which has been published elsewhere and some not therefore is a welcome addition to the literature on social research interesting and well argued Disability and Society

Journal of the Midwest History of Education Society Midwest History of Education Society, 1990 Contains papers of the Midwest History of Education Society

An Atlantic Crossing? Martin Lawn, 2008-05-12 This book focuses on the International Examinations Inquiry IEI an international well funded scientific project that operated in the 1930s attracting key world figures in educational research and which undertook significant exchanges of data Originally involving the USA Scotland England France Germany and Switzerland the IEI grew to include Norway Sweden and Finland Funded by Carnegie money these researchers included major comparative educationalists New Education Fellowship academics statisticians and educational psychologists They met at a significant time in the emergence of international scientific work in educational research between the USA and Europe they were a midway stage between earlier individual contacts by well travelled researchers usually towards North America and the development of joint research projects sustained over time The focus of the IEI was on methods of examining pupils for the coming expansion of secondary education but their key problems were to do with establishing standardized methods of measurement international scholarly communication and comparative understandings

of national diversity The IEI researchers acted to support national achievements and strategies within the borders of the nation and internationally to exchange methods and results In retrospect they appear to be visible in their knowledge communities and national education histories but invisible in their internationalism *Becoming Critical* Wilfred Carr, Stephen Kemmis, 2003-09-02 First published in 1986 Routledge is an imprint of Taylor Francis an informa company

Getting To Know Schools In A Democracy Helen Simons, 2013-10-28 First published in 1987 The central concept of the book is that of democratic evaluation one of the most influential ideas in the development of education practice in this country since professional evaluation emerged in the 1960s The question explored through an examination of the theory and practice of democratic evaluation is whether it is possible to both posit and practice an approach to evaluation that provides an effective curb on the derivatisation and centralisation of information for educational decision making The book documents the emergence of politically conscious evaluation in this country and through two detailed cases explores the strengths and weaknesses of democratic theory in practice Issues concerning the rights obligations and freedoms of evaluators in the conduct and dissemination of evaluations are discussed *Progress and Inequality in Comprehensive Education* Anthony G. Green, Stephen J. Ball, 2017-04-28 This book first published in 1988 examines the development of secondary comprehensive education from the 1960s to the 1980s Tensions and transformations in the meaning and practice of comprehensive and progressive education within the state education sector are examined and described The main themes throughout the collection are the deepening crisis of comprehensive education and the profound restructuring which is taking place in secondary education as a result of current government policy This title will be of interest to students of education and sociology

The Reflexive Thesis Malcolm Ashmore, 1989-08-02 This unusually innovative book treats reflexivity not as a philosophical conundrum but as a practical issue that arises in the course of scholarly research and argument In order to demonstrate the concrete and consequential nature of reflexivity Malcolm Ashmore concentrates on an area in which reflexive problems are acute the sociology of scientific knowledge At the forefront of recent radical changes in our understanding of science this increasingly influential mode of analysis specializes in rigorous deconstructions of the research practices and textual products of the scientific enterprise Through a series of detailed examinations of the practices and products of the sociology of scientific knowledge Ashmore turns its own claims and findings back onto itself and opens up a whole new era of exploration beyond the common fear of reflexive self destruction **Ideology, Culture & the Process of**

Schooling Henry A. Giroux, 1984-10 This book lays bare the ideological and political character of the positivist rationality that has been the primary theoretical underpinning of educational research in the United States These assumptions have expressed themselves in the form and content of curriculum classroom social relations classroom cultural artifacts and the experiences and beliefs of teachers and students Have existing radical critiques provided the theoretical building blocks for a new theory of pedagogy The author attempts to move beyond the abstract negative characteristics of many radical critiques

which are often based on false dualisms that fail to link structure and intentionality content and process ideology and hegemony etc He also is critical of the over determined models of socialization and the abstract celebration of subjectivity that underlies much of the false utopianism of many radical perspectives Professor Giroux begins to lay the theoretical groundwork for developing a radical pedagogy that connects critical theory with the need for social action in the interest of individual freedom and social reconstruction Author note Henry A Giroux is Assistant Professor of Education at Boston University He is the co editor of Curriculum and Instruction Alternatives in Education and The Hidden Curriculum and Moral Education

The Wider Domain of Evolutionary Thought D.R. Oldroyd,K. Langham,2012-12-06 Only in fairly recent years has History and Philosophy of Science been recognized though not always under that name as a distinct field of scholarly endeavour Previously in the Australasian region as elsewhere those few individuals working within this broad area of inquiry found their base both intellectually and socially where they could In fact the institutionalization of History and Philosophy of Science began comparatively early in Australia An initial lecturing appointment was made at the University of Melbourne immediately after the Second World War in 1946 and other appointments followed as the subject underwent an expansion during the 1950s and 60s similar to that which took place in other parts of the world Today there are major Departments at the University of Melbourne the University of New South Wales and the University of Wollongong and smaller groups active in many other parts of Australia and in New Zealand Australasian Studies in History and Philosophy of Science aims to provide a distinctive publication outlet for Australian and New Zealand scholars working in the general area of history philosophy and social studies of science Each volume will comprise a group of essays on a connected theme edited by an Australian or a New Zealander with special expertise in that particular area The series should however prove of more than merely local interest Papers will address general issues parochial topics will be avoided

Handbook of Implementation Science for Psychology in Education Barbara Kelly,Daniel F. Perkins,2012-08-20 Implementation science is the science of the effectiveness of research for real world practitioners This book is an indispensable highly innovative and evidence based resource aimed at utilizing research in psychology to improve all aspects of education from individual teaching programs to organizational development It addresses the widespread confusion and disappointment about the lack of effectiveness of real world psychology and provides twenty seven chapters offering proven policies strategies and approaches for designing supporting and improving interventions in schools Collectively the chapters go beyond the realm of psychology and education tackling concerns about how to promote positive change in any context covering topics from epistemology through statistics to examples of implementation approaches frameworks and protocols This book creates an immensely relevant body of information and evidence for any practitioner or organization facing the challenges of change Essential reading for practitioners policy makers stakeholders and funders in psychology education and beyond

In the Name of Eugenics Daniel J. Kevles,1995 Daniel Kevles traces the study and practice of eugenics the

science of improving the human species by exploiting theories of heredity from its inception in the late nineteenth century to its most recent manifestation within the field of genetic engineering It is rich in narrative anecdote attention to human detail and stories of competition among scientists who have dominated the field *EBOOK: FOR EDUCATION* Wilfred Carr, 1995-02-16 A recent review of his work describes Wilfred Carr as one of the most brilliant philosophers now working in the rich British tradition of educational philosophy His work is rigorous refreshing and original and examines a number of fundamental issues with clarity and penetration In *For Education* Wilfred Carr provides a comprehensive justification for reconstructing educational theory and research as a form of critical inquiry In doing this he confronts a number of important philosophical questions What is educational theory What is an educational practice How are theory and practice related What is the role of values in educational research Is a genuinely educational science possible By appealing to developments in critical theory the philosophy of science and the philosophy of the social sciences Wilfred Carr provides answers to these questions which vindicate the idea of an educational science that is not on or about education but for education a science genuinely committed to promoting educational values and ideals

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Table of Contents The Meritocratic Intellect Studies In The History Of Educational Research

1. Understanding the eBook The Meritocratic Intellect Studies In The History Of Educational Research
 - The Rise of Digital Reading The Meritocratic Intellect Studies In The History Of Educational Research
 - Advantages of eBooks Over Traditional Books
2. Identifying The Meritocratic Intellect Studies In The History Of Educational Research
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an The Meritocratic Intellect Studies In The History Of Educational Research
 - User-Friendly Interface
4. Exploring eBook Recommendations from The Meritocratic Intellect Studies In The History Of Educational Research
 - Personalized Recommendations
 - The Meritocratic Intellect Studies In The History Of Educational Research User Reviews and Ratings
 - The Meritocratic Intellect Studies In The History Of Educational Research and Bestseller Lists
5. Accessing The Meritocratic Intellect Studies In The History Of Educational Research Free and Paid eBooks

- The Meritocratic Intellect Studies In The History Of Educational Research Public Domain eBooks
- The Meritocratic Intellect Studies In The History Of Educational Research eBook Subscription Services
- The Meritocratic Intellect Studies In The History Of Educational Research Budget-Friendly Options
- 6. Navigating The Meritocratic Intellect Studies In The History Of Educational Research eBook Formats
 - ePub, PDF, MOBI, and More
 - The Meritocratic Intellect Studies In The History Of Educational Research Compatibility with Devices
 - The Meritocratic Intellect Studies In The History Of Educational Research Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of The Meritocratic Intellect Studies In The History Of Educational Research
 - Highlighting and Note-Taking The Meritocratic Intellect Studies In The History Of Educational Research
 - Interactive Elements The Meritocratic Intellect Studies In The History Of Educational Research
- 8. Staying Engaged with The Meritocratic Intellect Studies In The History Of Educational Research
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers The Meritocratic Intellect Studies In The History Of Educational Research
- 9. Balancing eBooks and Physical Books The Meritocratic Intellect Studies In The History Of Educational Research
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection The Meritocratic Intellect Studies In The History Of Educational Research
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine The Meritocratic Intellect Studies In The History Of Educational Research
 - Setting Reading Goals The Meritocratic Intellect Studies In The History Of Educational Research
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of The Meritocratic Intellect Studies In The History Of Educational Research
 - Fact-Checking eBook Content of The Meritocratic Intellect Studies In The History Of Educational Research
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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