

Routledge Education

Research Methods

Education and Social Sciences

New Titles and Key Backlist



2008/2009



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Dear Colleagues

Welcome to the *Routledge Research Methods Catalogue* where you will find new and forthcoming books to assist you in your research as well as information on some key best-selling books from our backlist.

As you will see our books range from practical textbooks ideal for students making their first steps in research, up to guides to help professional researchers keep abreast in this rapidly changing field.

We are always pleased to receive feedback on our publishing as well as ideas for new books. I'd be very keen to hear of any gaps you spot in our publishing and also details of any ideas you have for books you would personally like to write. The "info" tab on our website www.routledge.com/education has "Information for Authors" which may help you to shape your ideas. We plan to build the Routledge Research Methods list into the most vibrant and up-to-date range available. Please help us to achieve this.

Best wishes

Philip Mudd

Publisher

philip.mudd@tandf.co.uk

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Artwork on cover by Phillip Prince

WELCOME TO THE 2008/2009 RESEARCH METHODS CATALOGUE

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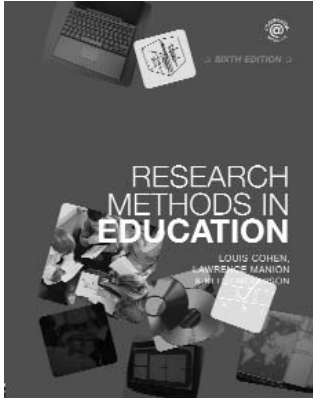
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US MARKETING

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Marketing Manager: Education

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BESTSELLER**6TH EDITION****Research Methods in Education****Louis Cohen**, Loughborough University, UK, **Lawrence Manion** and **Keith Morrison**, Inter-University Institute of Macau, China

'*Research Methods in Education* contains much theoretical material, but this is supported by many practical examples and down-to-earth guidance. It is very clearly written, and demystifies the theory aspects of education research. The 200 pages of supplementary material is particularly practically focused, and is a substantial improvement on the previous edition of the book - if you already have a copy of the 5th edition, I would suggest you consider upgrading ... If you plan to undertake serious educational research in your discipline, *Research Methods in Education* is an invaluable addition to your bookshelf.' – *Bioscience Education, The Higher Education Academy*

This fully updated sixth edition of the international bestseller *Research Methods in Education* covers the whole range of methods currently employed by educational research at all stages. It is divided into five main parts: the context of educational research; planning educational research; styles of educational research; strategies for data collection and researching; and data analysis. The book also contains references to a comprehensive dedicated website of accompanying materials.

The sixth edition includes new material on:

- complexity theory, ethics, sampling and sensitive educational research
- experimental research, questionnaire design and administration with practical guidance
- qualitative and quantitative data analysis, with practical examples
- internet based research.

Research Methods in Education is essential reading for the professional researcher and continues to be the standard text for students and lecturers in educational research.

To access the dedicated website of accompanying materials, please visit

www.routledge.com/textbooks/9780415368780

Selected Contents:**Part 1: The Context of Educational Research**

1. The Nature of Inquiry

Part 2: Planning Educational Research

2. The Ethics of Educational and Social Research 3. Planning Educational Research 4. Sampling 5. Sensitive Educational Research 6. Validity and Reliability

Part 3: Styles of Educational Research

7. Naturalistic and Ethnographic Research 8. Historical and Documentary Research 9. Surveys, Longitudinal, Cross-Sectional and Trend Studies 10. Internet-Based Research and Computer Usage 11. Case Studies 12. Ex Post Facto Research 13. Experiments, Quasi-Experiments, Single-Case Research and Meta-Analysis 14. Action Research

Part 4: Strategies for Data Collection and Researching

15. Questionnaires 16. Interviews 17. Accounts 18. Observation 19. Tests 20. Personal Constructs 21. Role Playing

Part 5: Data Analysis

22. Approaches to Qualitative Data Analysis 23. Content Analysis and Grounded Theory 24. Quantitative Data Analysis 25. Multi-Dimensional Measurement and Factor Analysis 26. Choosing a Statistical Test

2007: 246 x 189: 656pp

Hb: 978-0-415-37410-1: **£85.00**

Pb: 978-0-415-36878-0: **£24.99**

eBook: 978-0-203-02905-3

• **AVAILABLE AS AN INSPECTION COPY**

NEW**2ND EDITION****Research With Children**

Perspectives and Practices

Edited by **Pia Christensen**, The Research Unit for General Practice, Denmark and **Allison James**, University of Sheffield, UK



Research with Children is a unique resource book on the methodology of childhood research. Leading and new researchers within the social studies of childhood discuss central questions of epistemology and methodology, demonstrating the links between theory and practice. The theoretical and practical questions are set out in a clear and well-argued fashion and will therefore appeal both to the newcomer to childhood studies and to experienced researchers in the field.

Selected Contents: Introduction: Researching Children and Childhood: Cultures of Communication 1. Subjects, Objects or Participants? Dilemmas of Psychological Research with Children 2. The Child as a Social Actor in Historical Sources: Problems of Identification and Interpretation 3. Macroanalysis of Childhood 4. Children as Respondents: The Challenge for Quantitative Methods 5. Conversations with Children: Working with Generational Issues 6. The Development of Participatory Techniques: Facilitating Children's Views about Decisions which Affect Them 7. Childhood Diversity and Commonality: Some Methodological Insights 8. Race, Gender and Critical Reflexivity in Research with Young Children 9. Research with Children in War-Affected Areas 10. Critical Omissions, How Street Children Studies can Address Self-Destructive Agency 11. Disabled Children, Ethnography and Unspoken Understandings: The Collaborative Construction of Diverse Identities 12. Entering and Observing in Children's Worlds: a Reflection on a Longitudinal Ethnography of Early Education in Italy 13. Listening to Children: and Hearing Them 14. Children as Researchers: Participation Rights and Research Methods

March 2008: 234 x 156: 312pp

Hb: 978-0-415-41683-2: **£80.00**

Pb: 978-0-415-41684-9: **£22.99**

eBook: 978-0-203-96457-6

• **AVAILABLE AS AN INSPECTION COPY**

FORTHCOMING IN 2009**2ND EDITION****Doing Research/Reading Research**

A Mode of Interrogation for Education

Dr Paul Dowling and **Andrew Brown**, both at Institute of Education, University of London, UK

This best-selling text provides a scheme which enables the beginning researcher to organize and evaluate the research that they read and to plan and implement small scale research projects of their own. The authors also give structured, practical guidance on the development of a research question, techniques of data collection, qualitative and quantitative forms of analysis, and the writing and dissemination of research.

Andrew Brown and Paul Dowling have been active researchers in educational studies for nearly twenty years. They have also supervised numerous doctoral and masters dissertations and taught research methods programmes in various higher education institutions around the world as well as in the Institute of Education, University of London.

April 2009: 246 x 174: 200pp

Hb: 978-0-415-37601-3: **£80.00**

Pb: 978-0-415-37602-0: **£23.99**

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NEW

Doing Visual Research with Children and Young People

Edited by **Pat Thomson**, University of Nottingham, UK



Visual media offer powerful communication opportunities. *Doing Visual Research with Children and Young People* explores the methodological, ethical, representational and theoretical issues surrounding image-based research and provides well-argued and illustrated resources to guide novice and experienced researchers through the challenges as well as the benefits of visual research.

New digital technologies have made it easier and cheaper to work with visual media. Pat Thomson brings together an international body of researchers working at the forefront of the field with a range of media to produce research data and communicate findings. Situating their discussions of visual research approaches within the context of actual research projects in communities and schools, the book offers practical pointers to the conduct of research and covers a range of important issues.

Doing Visual Research with Children and Young Children will be an ideal guide for researchers both at undergraduate and postgraduate level across disciplines. It will also act as an up-to-minute resource on this rapidly changing approach for practitioners working in the field.

Selected Contents: 1. Introduction 2. Teaching Children to Use Visual Research Methods 3. Gender and Being 'Bad': Inner-City Students' Photographs 4. 'Play in Focus': Children Researching their own Spaces and Places for Play 5. Researching Children's Narratives Creatively through Drawings 6. Visual Research with Young People to Explore Sex and the Media 7. Video Diaries 8. Looking through the Lens of a Camera in the Early Childhood Classroom 9. Visual Voice in Classrooms; Practical, Ethical & Methodological Issues 10. Visual Narrative and Diversity in our Classroom: Digital Readings of Policy 11. 'Voice' and Video: Seen, Heard and Listened to? 12. Dialogues with Artists: Getting to Grips with Children's Self Portraits 13. Ethics & Visual Research 14. The Need for a New Ethics

May 2008: 234 x 156: 240pp
Hb: 978-0-415-43109-5: **£75.00**
Pb: 978-0-415-43110-1: **£22.99**

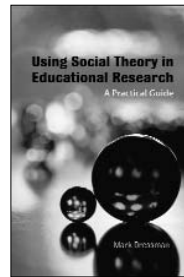
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NEW

Using Social Theory in Educational Research

A Practical Guide

Mark Dressman, University of Illinois at Urbana-Champaign, USA



Using Social Theory in Educational Research is organised to help practising educators and novice researchers who have little familiarity with social theory to:

- be introduced to major schools of social theory, their basic concepts, and their general applicability to educational issues
- develop an understanding of and appreciation for its potential to improve their own practice

- gain practical insight into how theory can function as a warrant, or support, for data interpretation
- through the use of multiple practical examples, learn how to integrate theory into their own work more effectively

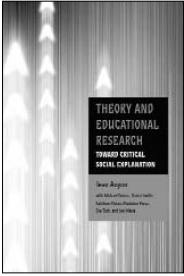
Selected Contents: Introduction: The power of social theory for educational research 1. Reading social theory 2. Social theory and the rhetoric of educational research 3. Framing research theoretically 4. Writing with social theory 5. Social theory and the production of general educational knowledge

March 2008: 234 x 156: 184pp
Hb: 978-0-415-43640-3: **£75.00**
Pb: 978-0-415-43641-0: **£19.99**

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NEW**Theory and Educational Research**

Toward Critical Social Explanation

Edited by **Jean Anyon**, CUNY Graduate Center, USA

Most empirical researchers avoid the use of theory in their studies, providing data but little or no social explanation. Theoreticians, on the other hand, rarely test their ideas with empirical projects. As this groundbreaking volume makes clear, however, neither data nor theory alone is adequate to the task of social explanation—rather they form and inform each other as the inquiry process unfolds. *Theory and Educational Research* bridges the

age-old theory/research divide by demonstrating how researchers can use critical social theory to determine appropriate empirical research strategies, and extend the analytical, critical – and sometimes emancipatory – power of data gathering and interpretation.

Each chapter models a theoretically informed empiricism that places the data research yields in constant conversation with theoretical arsenals of powerful concepts. Personal reflections following each chapter chronicle the contributors' trajectories of struggle and triumph utilizing theory and its powers in research. In the end this rich collection teaches education scholars how to deliberately engage with critical social theory in research to produce work that is simultaneously theoretically inspired, politically engaged, and empirically evocative.

July 2008: 229 x 152: 216pp

Pb: 978-0-415-99042-4: **£17.99**• **AVAILABLE AS AN INSPECTION COPY****Radical Research**

Designing, Developing and Writing Research to Make a Difference

John Schostak, Manchester Metropolitan University, UK and **Jill Schostak**, University of East Anglia, UK

Radical Research explores the view that research is not a neutral tool to be employed without bias in the search for truth. Rather the radical roots of research are to be seen in the focus on freedom and emancipation from blind allegiance to tradition, 'common sense', religion, or powerful individuals and organisations.

Radical Research introduces and draws upon leading contemporary debates and data gathered from a

diversity of funded projects in; health, education, police training, youth and community, schools, business, and the use of information technology.

This book presents a radical view of research in a way that enables both beginner and the experienced professional researcher to explore its approaches in the formation of their own views and practices. It progressively leads the reader from discussions of case studies to critical explorations of the philosophical and methodological concepts, theories and arguments that are central to contemporary debates. In essence, this book shows how to design, develop and write radical research under conditions where 'normal' research rules apply and it offers a ground-breaking and proven alternative to traditional research techniques.

Selected Contents: Introduction 1. Bodies in Chains 2. Unchaining, Deconstruction and the Intertextual 3. Fragmenting and Re-Framing Bodies 4. Incarnating/Incorporating Data as Understanding and Explanation 5. Events of Transposition 6. Power, Rights and the Real 7. (Il)legitimate Knowledge(s): Wrongs and Injuries 8. Provocative Identities, Radical Edges: Difference, Diversity and the Same 9. Universalising the Singular(s): Designing the Radical Game 10. *W/ri(gh)ting Fashions*

2007: 234 x 156: 304pp

Hb: 978-0-415-39927-2: **£80.00**Pb: 978-0-415-39928-9: **£23.99**

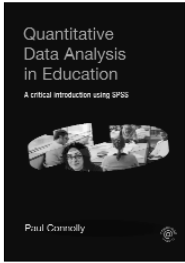
eBook: 978-0-203-93992-5

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Quantitative Data Analysis in Education

A Critical Introduction Using SPSS

Paul Connolly, Queens University Belfast, UK



'Thank you! In his book **Quantitative Data Analysis A critical introduction using SPSS**, Professor Paul Connolly has produced a masterpiece for researchers who 'Don't do numbers', and have found themselves having amassed a desk full of quantitative data now needing analysis **Empathetic, incredulous, ingenious! ... I have no hesitation**

in recommending this book to students and researchers who need a working knowledge of using SPSS.' – *EScalate, Higher Education Academy*

This book provides a refreshing and user-friendly guide to quantitative data analysis in education for students and researchers. It assumes absolutely no prior knowledge of quantitative methods or statistics. Beginning with the very basics, it provides the reader with the knowledge and skills necessary to be able to undertake routine quantitative data analysis to a level expected of published research.

Rather than focusing on teaching statistics through mathematical formulae, the book places an emphasis on using SPSS to gain a real feel for the data and an intuitive grasp of the main concepts and techniques involved. Drawing extensively upon up-to-date and relevant examples, the reader will be encouraged to think critically about quantitative research and its potential as well as its limitations in relation to education.

The book will therefore appeal not only to undergraduate and postgraduate students but also to more established and seasoned educational researchers and lecturers and professors who have tended to avoid or shy away from quantitative methods.

Selected Contents: Who is this book for and what is it about? 1. Getting Started with SPSS 2. Exploring, Displaying and Summarising Data 3. Analyzing Relationships Between Variables 4. Good Practice in Presenting Findings 5. Confidence Intervals and Statistical Significance 6. Conducting Statistical Tests and Calculating Effect Sizes 7. Where Next?

2007: 246 x 174: 288pp
Hb: 978-0-415-37297-8: **£80.00**
Pb: 978-0-415-37298-5: **£19.99**
eBook: 978-0-203-94698-5

• **AVAILABLE AS AN INSPECTION COPY**

Planning Your Qualitative Research Project

An Introduction to Interpretivist Research in Education

Tom O'Donoghue, University of Western Australia



This is a key text for any student embarking on a qualitative research project, it provides worked examples and valuable models which can be used as guides for plans and proposals, answering key questions and providing a comprehensive guide to a student's project.

It shows that when planning a qualitative research proposal, researchers should adopt an approach where they ask themselves the following four questions:

- What research paradigm informs my approach to my research area?
- What theoretical perspective do I choose within the paradigm?
- What methodology do I choose?
- What methods are most appropriate?

Including examples of the write-up of two central types of research projects: studies on participants' 'perspectives' on phenomena and studies on how participants manage or 'cope with' phenomena, the book outlines five research proposals to illustrate ways in which these two central 'types' can be varied and applied when engaging in five other types of studies, namely, policy studies, life history studies, retrospective interactionist longitudinal studies and interactionist historical studies, and 'problem-focused' studies.

2006: 234 x 156: 240pp
Hb: 978-0-415-41484-5: **£80.00**
Pb: 978-0-415-41485-2: **£19.99**
eBook: 978-0-203-96772-0

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Beginning Research

A Guide for Foundation Degree Students

Michelle Lowe, Staffordshire University, UK



'In *Beginning Research* the author has succeeded in her mission to provide a practical resource which demystifies the research process and puts the tools of research firmly in the hands of the practitioner. Highly recommended.' – *Early Years Update*

'An extremely useful and practical book for foundation degree students. Highly

recommended.' – *Dr Les Garner, University of Greenwich, UK*

Researchers in education are interested in the study of learners, teachers, professional support staff, parents and other participants in schools and other educational institutions. To be effective, research needs to be carried out in a systematic way and should contribute to what is known. If you are interested in education research and want to learn how to become an effective researcher, then this step-by-step guide is for you. For many students the first research project is the most daunting but this book will help ensure its success.

Beginning Research is a practical toolkit of resources that will enable students to plan, conduct and follow up research effectively. It contains information on the range of methods available to researchers and introduces some of the key concepts associated with education research and the theoretical background against which it currently takes place. Designed for anyone working in an education setting, by reading through each chapter and completing the associated tasks you will be able to work through each stage of the research process.

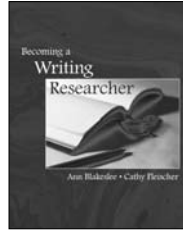
Selected Contents: 1. Introduction: What is Research and Why Should We Do It? 2. Ethical Issues in Research 3. Your Personal Research: Framing Your Research 4. Before Research: Using the Literature and Other Sources 5. Looking at Research: Questionnaires 6. Doing Research: A Practical Guide to Questionnaire Design 7. Looking at Research: Observations 8. Doing Research: Managing Observations 9. Looking at Research: Interviews 10. Doing Research: Successful Interviewing 11. Analysing Research 12. Presenting Research Findings: Putting it all Together

2006: 246 x 174: 168pp
Hb: 978-0-415-40980-3: **£70.00**
Pb: 978-0-415-40981-0: **£17.99**
eBook: 978-0-203-96850-5

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Becoming a Writing Researcher

Ann M. Blakeslee and Cathy Fleischer, both at Eastern Michigan University, USA



Becoming a Writing Researcher effectively guides students through the stages of conducting qualitative writing research, from the initial step of seeing themselves as researchers, to identifying research questions, selecting appropriate tools, conducting the research, and interpreting and reporting the findings. Authors Ann M. Blakeslee and Cathy Fleischer describe various

qualitative methods and provide readers with examples of real-world applications. Exercises and activities, as well as anecdotes from both novice and seasoned researchers, serve to acquaint readers thoroughly with the practice of carrying out research for scholarly or professional purposes.

The textbook introduces students to research methods in a gradual and contextualized manner. Each chapter opens with a discussion of general issues regarding a particular portion of the research process, followed by a consideration of the various physical, conceptual, and strategic tools that allow a beginning researcher to conduct that part of the process. Sections within each chapter also cover:

- personal and theoretical perspectives and biases that influence specific stages of the research process
- ethical issues associated with phases of the research process
- the identity, ethos, and experiences of the researcher.

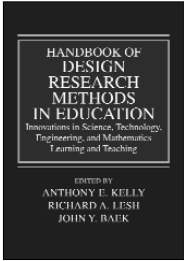
2007: 248pp
Hb: 978-0-8058-3996-8: **£45.00**
Pb: 978-0-8058-3997-5: **£18.99**
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NEW**Handbook of Design Research Methods in Education**

Innovations in Science, Technology, Engineering, and Mathematics Learning and Teaching

Edited by **Anthony Eamonn Kelly**, George Mason University, Virginia, USA, **Richard A. Lesh**, Indiana University, USA and **John Y. Baek**, George Mason University, Virginia, USA



The *Handbook of Design Research Methods in Education* - the defining book for the field - fills a need in how to conduct design research by those doing so right now. The chapters represent a broad array of interpretations and examples of how today's design researchers conceptualize this emergent methodology across areas as diverse as educational leadership, diffusion of innovations, complexity theory,

and curriculum research.

This volume is designed as a guide for doctoral students, early career researchers and cross-over researchers from fields outside of education interested in supporting innovation in educational settings through conducting design research.

June 2008: 254 x 178

Hb: 978-0-8058-6058-0: **£135.00**

Pb: 978-0-8058-6059-7: **£60.00**

eBook: 978-1-4106-1794-1

Handbook of Complementary Methods in Education Research

Edited by **Judith L. Green**, University of California at Santa Barbara, USA, **Gregory Camilli**, Rutgers, The State University of New Jersey, USA and **Patricia B. Elmore**, Southern Illinois University, USA



'The book is an excellent resource for introducing students and faculty to the diversity of research methods that are available for exploring and investigating educational phenomena....a prize for new researchers and seasoned individuals who are already conducting research in the noted areas of the text because it validates existing tools and

methods.' – *PsycCRITIQUES*

The *Handbook of Complementary Methods in Education Research* is a successor volume to AERA's earlier and highly acclaimed editions of *Complementary Methods for Research in Education*. More than any book to date (including its predecessors), this new volume brings together the wide range of research methods used to study education and makes the logic of inquiry for each method clear and accessible. Each method is described in detail, including its history, its research design, the questions that it addresses, ways of using the method, and ways of analyzing and reporting outcomes.

2006: 254 x 178: 896pp

Hb: 978-0-8058-5932-4: **£150.00**

Pb: 978-0-8058-5933-1: **£60.50**

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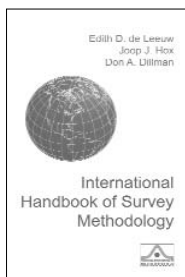
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NEW

International Handbook of Survey Methodology

Edited by **Edith D. de Leeuw** and **Joop J. Hox**, both at Utrecht University, the Netherlands and **Don A. Dillman**, Washington State University, USA



Taking into account both traditional and emerging modes, this comprehensive new Handbook covers all major methodological and statistical issues in designing and analyzing surveys. With contributions from the world's leading survey methodologists and statisticians, this invaluable new resource provides guidance on collecting survey data and creating meaningful results.

Featuring examples from a variety of countries, the book reviews such

things as how to deal with sample designs, write survey questions, and collect data on the Internet. A thorough review of the procedures associated with multiple modes of collecting sample survey information and applying that combination of methods that fit the situation best is included.

The *International Handbook of Survey Methodology* opens with the foundations of survey design, ranging from sources of error, to ethical issues. This is followed by a section on design that reviews sampling challenges and tips on writing and testing questions for multiple methods. Part three focuses on data collection, from face-to-face interviews, to Internet and interactive voice response, to special challenges involved in mixing these modes within one survey. Analyzing data from both simple and complex surveys is then explored, as well as procedures for adjusting data. The book concludes with a discussion of maintaining quality.

January 2008: 229 x 152: 560pp
Hb: 978-0-8058-5752-8: **£55.00**
Pb: 978-0-8058-5753-5: **£18.95**

NEW**3RD EDITION**

Strategies and Tactics of Behavioral Research

James M. Johnston, Auburn University, USA and **Henry S. Pennypacker**, University of Florida, USA

Almost entirely rewritten and reformatted with many more learning tools, this classic text now has even greater appeal to today's students. This edition features much more discussion of how research methods are relevant for practitioners, and many examples are based on field research and service delivery scenarios.

This comprehensive treatment of single subject or within-subject design focuses on the strategic (the overall goal) and tactical (the methods and procedures) options available to investigators as they try to determine the most effective way of addressing research questions. The authors guide readers to consider the rationale for different ways of measuring behavior and designing experimental comparisons. At every point, the text explains the strengths and weaknesses of alternative choices so that readers can make the best decision in each situation.

September 2008: 254 x 178: 344pp
Hb: 978-0-8058-5882-2: **£35.00**

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FORTHCOMING IN 2009

Teaching, Learning, and Research in Higher Education

Enhancing Practice through Critique

Mark Tennant, Sydney University of Technology, Australia

Written to enhance the practice of teaching, learning, and research in higher education, this text offers a combination of critical perspective and practical advice. Ideally suited for individuals who are interested in learning how to enhance their practice through the analysis of critique. The aim is to promote a critical understanding of one's own developing practices, and offers advice on how to best position oneself as a worker in contemporary academic life. At a practical level this means to continuously think about how to adjust practice rather than following a formulaic approach derived from any particular educational theory.

June 2009: 192pp
Hb: 978-0-415-96272-8: **£70.00**
Pb: 978-0-415-96263-6: **£22.99**



FORTHCOMING IN 2009**Strategies for Researching Learning in Higher Education**

An Introduction to Contemporary Methods and Approaches

Glynis Cousin

Series: SEDA Series

A perfect resource for new lecturers, professional developers, researchers and graduate students; this book provides useful and effective guidance for conducting teaching and learning research in Higher Education. This much-needed book provides a basic and comprehensive approach into the research methods which are now significantly improving teaching and learning practices in many countries. It fully covers the essential methodological and theoretical foundations needed to engage in Higher Education research and offers a refreshingly light yet serious touch. Each chapter combines a discussion of relevant theoretical concerns with 'how to' guides and further reading suggestions.

Key themes are:

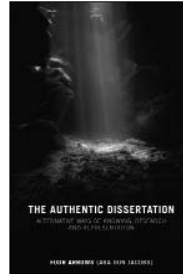
- epistemological and ethical frameworks
- qualitative data analysis
- focus group, semi-structured interviews and narrative inquiry
- case study research and ethnographic approaches
- action research and appreciative inquiry
- phenomenographic approaches and visual research methods
- researching threshold concepts
- evaluation research

February 2009 2008: 229 x 152: 204pp
 Hb: 978-0-415-99164-3: **£75.00**
 Pb: 978-0-415-99165-0: **£22.99**
 eBook: 978-0-203-88458-4

NEW**The Authentic Dissertation**

Alternative Ways of Knowing, Research and Representation

Four Arrows AKA Don Trent Jacobs, Northern Arizona University, USA



The Authentic Dissertation is a road map for students who want to make their dissertation more than a series of hoop-jumping machinations that cause them to lose the vitality and meaningfulness of their research.

Students and tutors are presented with practical guidance for the kind of alternative dissertations that many educators believe are needed to move Doctoral and Master's level work beyond the limitations that currently stifle authentic

contributions for a better world.

Drawing on his Cherokee/Creek ancestry and the Raramuri shamans of Mexico the author explores how research can regain its humanist core and find its true place in the natural order once more. *Four Arrows* provides a degree of 'credibility' that will help graduate students legitimize their ideas in the eyes of more conservative university committees. This inspiring book will also help academics who sincerely want to see these alternative forms but are concerned about the rigor of 'alternative' dissertation research and presentation.

The featured dissertation stories tap into more diverse perspectives, more authentic experience and reflection, and more creative abilities. They are, in essence, spiritual undertakings that:

- honour the centrality of the researcher's voice, experience, creativity and authority
- focus more on important questions than on research methodologies per se
- reveal virtues (generosity, patience, courage, respect, humility, fortitude, etc.)
- regard the people's version of reality

The goal of this book is not to replace the historical values of academic research in the western tradition, but to challenge some of these values and offer alternative ideas that stem from different, sometimes opposing values.

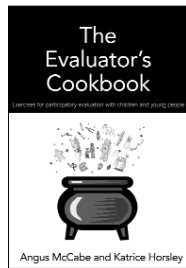
June 2008: 234 x 156: 240pp
 Hb: 978-0-415-44222-0: **£75.00**
 Pb: 978-0-415-44223-7: **£22.99**

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NEW**The Evaluator's Cookbook**

Exercises for Participatory Evaluation with Children and Young People

Angus McCabe, University of Birmingham, UK and
Katrice Horsley, Freelance Narrative Consultant, UK



Participation is a vital element of working with children and young people – ensuring that services are meeting their needs as well as promoting citizenship, resilience and general well-being.

The Evaluator's Cookbook contains 21 participatory evaluation exercises for use with children, young people and families/community groups. Attractively and clearly presented, the exercises are very easy to use and come with suggestions for use and

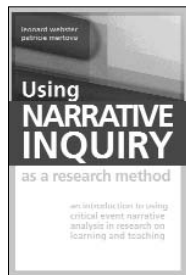
instructions on how to create the equipment needed. They will appeal to a wide range of people and can be used in a variety of informal and formal settings and most of the exercises are suitable for use with disabled children or children with special needs, as well as people with English as a second language.

April 2008: 297 x 210: 64pp
Pb: 978-0-415-45341-7: **£16.99**
eBook: 978-0-203-92687-1

Using Narrative Inquiry as a Research Method

An Introduction to Using Critical Event Narrative Analysis in Research on Learning and Teaching

Leonard Webster and Patricie Mertova, both at
Monash University, Australia



This book provides a much needed up-to-date introduction to the topic of narrative enquiry – which has seen a growing interest in recent years.

Narrative inquiry provides researchers with a framework through which they can investigate the ways humans experience the world depicted through their stories. The book looks at how this method can effectively be applied as a means of research in a range of contexts, including flexible, open and distance or workplace learning. It demonstrates the value

and utility of employing narrative as a research tool in a range of teaching and learning settings and includes chapters on background, methodology and case studies to illustrate the application of narrative inquiry as a research method.

2007: 234 x 156: 152pp
Hb: 978-0-415-37905-2: **£80.00**
Pb: 978-0-415-37906-9: **£19.99**
eBook: 978-0-203-94626-8

NEW**Voice in Qualitative Inquiry**

Challenging Conventional, Interpretive, and Critical Conceptions in Qualitative Research

Edited by Alecia Youngblood Jackson, Appalachian State University, USA and Lisa A. Mazzei, Manchester Metropolitan University, UK



Voice in Qualitative Inquiry is a critical response to conventional, interpretive, and critical conceptions of voice in qualitative inquiry. A select group of contributors focus collectively on the question, 'What does it mean to work the limits of voice?' from theoretical, methodological, and interpretive positions, and the result is an innovative challenge to traditional notions of voice.

The thought-provoking book will shift qualitative inquiry away from unproblematically engaging in practices and interpretations that limit what 'counts' as voice and therefore data. The loss and betrayal of comfort and authority when qualitative researchers work the limits of voice will lead to new disruptions and irruptions in making meaning from data and, in turn, will add inventive and critical dialogue to the conversation about voice in qualitative inquiry.

This compelling collection will challenge those who conduct qualitative inquiry to think differently about how they collect, analyze, and represent meaning using the voices of others, as well as their own.

September 2008: 234 x 156: 248pp
Hb: 978-0-415-44220-6: **£75.00**
Pb: 978-0-415-44221-3: **£22.99**
eBook: 978-0-203-89188-9



Vygotsky and Research

Harry Daniels, University of Bath, UK



This book provides readers with an overview of the implications for research of the theoretical work which acknowledges a debt to the writings of L.S. Vygotsky. A concise introduction to Vygotsky's original thesis and discussions on his approach to research methods in given, this is followed by an exploration of the research practices which have arisen in fields developed on the basis of his original thesis.

These include: Socio-cultural studies with a focus on mediated action; Distributed Cognition, Situated Cognition and Activity Theory.

To aid understanding, chapters devoted to each area will provide excellent accounts of specific studies which illustrate the underlying methodological principles and the specific methods which are being deployed. In each case assumptions and limitations are discussed. The book concludes with some proposals for future developments at both methodological and conceptual levels.

2007: 234 x 156: 216pp
Hb: 978-0-415-39592-2: **£75.00**
Pb: 978-0-415-39593-9: **£22.99**
eBook: 978-0-203-89179-7

NEW

E-Research

Transformation in Scholarly Practice

Edited by **Nicholas W. Jankowski**, Royal Netherlands Academy of Arts and Sciences, Amsterdam

Series: Routledge Advances in Research Methods

No less than a revolutionary transformation of the research enterprise is underway. This transformation extends beyond the natural sciences, where 'e-research' has become the *modus operandi*, and is penetrating the social sciences and humanities, sometimes with differences in accent and label. Many suggest that the very essence of scholarship in these areas is changing. The everyday procedures and practices of traditional forms of scholarship are affected by these and other features of e-research. This volume, which features renowned scholars from across the globe who are active in the social sciences and humanities, provides critical reflection on the overall emergence of e-research, particularly on its adoption and adaptation by the social sciences and humanities.

December 2008: 229 x 152: 256pp
Hb: 978-0-415-99028-8: **£60.00**

Exploring Educational Research Literacy

Gary Shank and Launcelot Brown, both at Duquesne University, USA



Exploring Educational Research Literacy offers beginning classroom teachers a comprehensive introduction to the topic of educational research literacy—that is, the ability to read educational research articles in a systemic and critical way. Many beginning teacher education students are expected to be familiar with the latest research in their field, but are not necessarily researchers themselves. In fact, many new students have had little exposure to educational research.

In this accessible text, Gary Shank and Launcelot Brown give students step-by-step guidance through the often baffling process of learning a new 'language' of research methods. Using clear and friendly language, and employing simple articles created to introduce students to important ideas in an engaging manner, *Exploring Educational Research Literacy* gives students the tools to shift from being passive consumers of research to active and critical readers capable of evaluating research and judging the usefulness of the findings for educational practice.

2007: 229 x 152: 264pp
Hb: 978-0-415-95526-3: **£70.00**
Pb: 978-0-415-95527-0: **£20.99**

• AVAILABLE AS AN INSPECTION COPY

Educational Design Research

Edited by **Jan Van den Akker**, **Koeno Gravemeijer**, **Susan McKenney** and **Nienke Nieveen**, all at University of Twente, the Netherlands



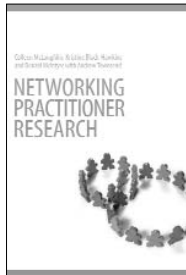
The field of design research has been gaining momentum over the last five years, particularly in educational studies. As papers and articles have grown in number, definition of the domain is now beginning to standardise. This book fulfils a growing need by providing a synthesised assessment of the use of development research in education.

2006: 234 x 156: 176pp
Hb: 978-0-415-39634-9: **£80.00**
Pb: 978-0-415-39635-6: **£24.99**

eBook: 978-0-203-08836-4

Networking Practitioner Research

Colleen McLaughlin, Kristine Black-Hawkins, and Donald McIntyre, all at University of Cambridge, UK and Andrew Townsend, University of Nottingham, UK



A complement to *Researching Schools* by the same authors, this book provides readers with a strong theoretical framework for school-based research as well as valuable advice on the ways in which networks of specialist groups can work together to create a broad-ranging approach to educational research. Through a critical examination of existing research and current thinking, the authors draw out implications for the effective

policy and practice of school-based research.

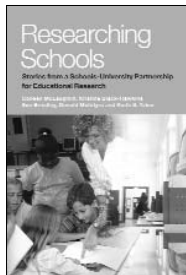
Illustrated throughout with case studies and including a full and detailed literature review, this book will be a vital resource for all academics pursuing research into education.

2007: 234 x 156: 256pp
Hb: 978-0-415-38845-0: **£75.00**
Pb: 978-0-415-38846-7: **£23.99**
eBook: 978-0-203-08611-7

Researching Schools

Stories from a Schools-University Partnership for Educational Research

Colleen McLaughlin, Kristine Black-Hawkins, Sue Brindley, Donald McIntyre and Keith Taber, all at University of Cambridge, UK



Presenting the work of a highly innovative partnership between the University of Cambridge Faculty of Education and eight secondary schools, this book explores this networked learning community which has helped to define the use and production of educational knowledge and research within and between various partners.

2006: 234 x 156: 224pp
Hb: 978-0-415-38841-2: **£80.00**
Pb: 978-0-415-38842-9: **£24.99**

eBook: 978-0-203-08610-0

Video Research in the Learning Sciences

Edited by Ricki Goldman, New York University, USA Roy Pea, Brigid Barron, both at Stanford University, USA and Sharon J. Derry, University of Wisconsin-Madison, USA



Video Research in the Learning Sciences is a comprehensive exploration of key theoretical, methodological, and technological advances concerning uses of digital video-as-data in the learning sciences as a way of knowing about learning, teaching, and educational processes. The aim of the contributors, a community of scholars using video in their own work, is to help usher in video scholarship and supportive

technologies, and to mentor video

scholars, so that video research will meet its maximum potential to contribute to the growing knowledge base about teaching and learning.

This volume contributes deeply to both to the science of learning through in-depth video studies of human interaction in learning environments—whether classrooms or other contexts—and to the uses of video for creating descriptive, explanatory, or expository accounts of learning and teaching.

Video Research in the Learning Sciences is intended for researchers, university faculty, teacher educators, and graduate students in education, and for anyone interested in how knowledge is expanded using video-based technologies for inquiries about learning and teaching.

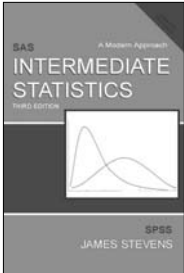
Visit the Web site affiliated with this book:

www.videoresearch.org

2007: 246 x 174: 624pp
Hb: 978-0-8058-5359-9: **£100.00**
Pb: 978-0-8058-5360-5: **£42.50**
eBook: 978-1-4106-1619-7

3RD EDITION**Intermediate Statistics**

A Modern Approach

James P. Stevens, University of Cincinnati, USA

This book offers comprehensive coverage of one-way, power, and factorial analysis of variance, repeated measures analysis, simple and multiple regression, analysis of covariance, and HLM. Power analysis is an integral part of the book. A computer example of real data integrates many of the concepts. Highlights of the third edition include:

- a new chapter on hierarchical linear modeling using HLM6
- a CD containing all of the book's data sets
- new coverage of how to cross validate multiple regression results with SPSS and a new section on model selection (Chapter 6)
- more exercises in each chapter.

Intended for intermediate statistics or statistics II courses taught in departments of psychology, education, business, and other social and behavioral sciences, a prerequisite of introductory statistics is required. An Instructor's Resource is available upon adoption. See

www.researchmethodsarena.com.

2007: 229 x 152: 472pp
Hb: 978-0-8058-5465-7: **£65.00**
Pb: 978-0-8058-5466-4: **£35.00**

3RD EDITION**Statistical Concepts****Richard G. Lomax**

A Second Course

Instructor's Resource materials are free upon adoption.

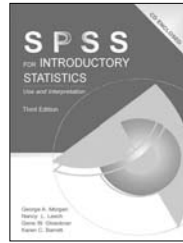
View: www.researchmethodsarena.com.

2007: 254 x 178
Pb (with CD): 978-0-8058-5850-1: **£29.95**

- **AVAILABLE AS AN INSPECTION COPY**

3RD EDITION**SPSS for Introductory Statistics**

Use and Interpretation

George A. Morgan, Nancy L. Leech, Gene W. Gloeckner and Karen C. Barrett

'The overarching focus...is on conducting research, from the initial formulation of research questions to the interpretation of statistical results...Both books achieve their stated aims thoroughly and concisely and are appropriate SPSS supplements for introductory or intermediate statistics courses.' – *The American Statistician*

2006: 279 x 216: 232pp
Pb: 978-0-8058-6027-6: **£16.95**
eBook: 978-1-4106-1621-0

- **AVAILABLE AS AN INSPECTION COPY**

3RD EDITION**SPSS for Intermediate Statistics**

Use and Interpretation

Nancy Leech, University of Colorado, Denver, USA
Karen Barrett and **George A Morgan**, both at Colorado State University, USA

'This book is an ideal supplement for advanced courses in intermediate statistics or research methods found in departments of psychology, education, and other social and health sciences. Many of my Master's students ... are a bit nervous about actually collecting and analyzing the data. This text has helped them to keep the stats within view of their research question.' – *Steven Knotek, Ph.D., Bucknell University*

This inexpensive paperback is intended as a supplemental text for advanced undergraduate or graduate courses on intermediate/advanced statistics and/or research methods taught in departments of psychology, education, human development, and other applied and health sciences, and/or for researchers in these areas looking to have a handy reference for SPSS.

Instructor's Resource materials are free upon adoption.

View: www.researchmethodsarena.com.

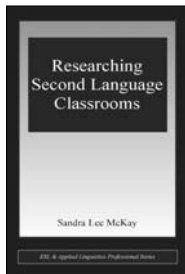
2007: 81/2x11: 264pp
Pb: 978-0-8058-6267-6: **£18.50**

- **AVAILABLE AS AN INSPECTION COPY**

Researching Second Language Classrooms

Sandra Lee McKay, San Francisco State University, Hillsborough, USA

Series: ESL & Applied Linguistics Professional Series



'...An excellent introduction to research methods and issues related to second language teaching and learning. Sandra McKay has successfully applied her expertise in research methodology and her rich, diverse experience in teacher education to produce a volume that offers sound and practical advice for novice researchers.'

– *Christine Goh, National Institute of Education, Nanyang Technological*

Institute, Singapore

This text introduces teachers to research methods they can use to examine their own classrooms in order to become more effective teachers. Becoming familiar with classroom-based research methods not only enables teachers to do research in their own classrooms, it also provides a basis for assessing the findings of existing research. McKay emphasizes throughout that what a teacher chooses to examine will dictate which method is most effective. Each chapter includes activities to help readers apply the methods described in the chapter, often by analyzing research data.

2006: 229 x 152: 200pp
Pb: 978-0-8058-5340-7: **£16.99**
eBook: 978-1-4106-1737-8

• **AVAILABLE AS AN INSPECTION COPY**

2ND EDITION

An Introduction to Classroom Observation

Ted Wragg

1999: 246 x 174: 176pp
Pb: 978-0-415-19440-2: **£23.99**
eBook: 978-0-203-01895-8

Researching Teaching

Methodologies and Practices for Understanding Pedagogy

Edited by **John Loughran**

'John Loughran has provided a text which recognises not only the methodological challenges which are faced by teacher researchers, but also acknowledges the influence of political agendas in either enhancing or denying opportunities for progress in this area.'

– *Educational Review*

1999: 234 x 156: 264pp
Hb: 978-0-7507-0948-4: **£90.00**
Pb: 978-0-7507-0947-7: **£26.99**
eBook: 978-0-203-48736-5

Research as Social Change

New Opportunities for Qualitative Research

Michael Schratz and Rob Walker

1995: 234 x 156: 192pp
Hb: 978-0-415-11868-2: **£90.00**
Pb: 978-0-415-11869-9: **£28.99**
eBook: 978-0-203-01400-4

Doing Educational Research

Edited by **Geoffrey Walford**

'Deserves a place on reading lists for undergraduate and postgraduate students working on methodology.'

– *Evaluation and Research in Education*

1991: 216 x 138: 256pp
Pb: 978-0-415-05290-0: **£26.99**
eBook: 978-0-203-40948-0



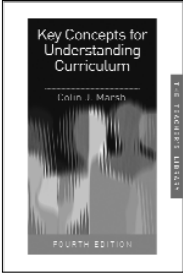
FORTHCOMING

TEXTBOOK

4TH EDITION

Key Concepts for Understanding Curriculum

Colin Marsh

Series: *Teachers' Library*

Key Concepts for Understanding Curriculum is an invaluable guide for all involved in curriculum matters.

Now fully updated, this revised and enlarged fourth edition provides not only a solid grounding in the subject but also covers the latest trends and issues affecting the field. Written in Marsh's clear and accessible style, the book details the strengths, weaknesses and controversies around major concepts in curriculum, including

- curriculum planning and development
- curriculum management
- teaching perspectives
- collaborative involvement in curriculum
- curriculum ideology.

Now updated with new chapters on curriculum models, school-based curriculum development, learning studies, ICT developments in assessment, the new edition includes extra detail on standards and essential learning factors that have recently been introduced in a number of countries, including the UK, USA and Australia.

This up-to-date edition of a definitive text will be essential reading for anyone involved in curriculum planning or development. It will be especially useful to students training to be teachers, and practising teachers following professional development programmes.

November 2008: 234 x 156: 292pp

Hb: 978-0-415-46577-9: **£80.00**Pb: 978-0-415-46578-6: **£25.99**• **AVAILABLE AS AN INSPECTION COPY****Curriculum and Imagination**

Process Theory, Pedagogy and Action Research

James McKernan, East Carolina University, USA



Curriculum and Imagination describes an alternative 'process' model for designing developing, implementing and evaluating curriculum, suggesting that curriculum may be designed by specifying an educational process which contains key principles of procedure.

Curriculum and Imagination provides a rational and logical alternative for all educators who plan curriculum but do not wish to be held captive

by a mechanistic 'ends-means' notion of educational planning. Anyone studying or teaching curriculum studies, or involved in education or educational planning, will find this important new book fascinating reading.

2007: 234 x 156: 264pp

Hb: 978-0-415-41337-4: **£80.00**Pb: 978-0-415-41338-1: **£23.99**

eBook: 978-0-203-94693-0

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FORTHCOMING IN 2009**Connecting Inquiry and Professional Learning in Education**

International Perspectives and Practical Solutions

Edited by **Anne Campbell** and **Susan Groundwater-Smith**, both at University of Leeds, UK

This book is designed to make explicit the connections between Practitioner Inquiry and Teacher Professional Learning in Initial Teacher Education and Ongoing Teacher Professional Development.

Drawing upon a range of practices from UK, USA, Canada, Continental Europe and Australia, this book brings the voices of those who work in designing teacher education courses, in both sites of university and school, and those who are principally practice-based researchers and policy makers into a conversation with each other. Importantly some of the writers included in this vital new book inhabit more than one of these worlds and the descriptions of how they successfully combine these multiple roles fills a vital gap in the literature as existing publications in the field tend to address either one or the other. In bringing them together the work will enable teacher educators, researchers and policy makers to examine and improve practice leading to enhanced teacher professional learning.

January 2009: 229 x 152: 244pp
Hb: 978-0-415-47812-0: **£75.00**
Pb: 978-0-415-47813-7: **£22.99**

FORTHCOMING IN 2009**Researching Violence, Democracy and the Rights of People**

John F. Schostak, Manchester Metropolitan University, UK and **Jill Schostak**, University of East Anglia, UK

Violence, democracy and rights are issues that are not fully addressed in research methodology literatures. Yet violence is of vital interest in substantive and theoretical debates across the social sciences, education, philosophy, politics and cultural studies. Methodology needs to be informed by and be relevant to the debates and practices within and across these perspectives on the worlds of everyday life.

Researching Violence, Democracy and the Rights of People explores what is at stake methodologically (both theoretically and practically) for researchers seeking to expand opportunities for people to become visible upon the public stages of debate, decision making and action, thus making audible their experiences of wrongs and injustices, and engage democratically in processes of change.

May 2009: 234 x 156: 224pp
Hb: 978-0-415-47877-9: **£75.00**
Pb: 978-0-415-47878-6: **£22.99**

FORTHCOMING IN 2009**Qualitative Research**

Challenging the Orthodoxies in Standard Academic Discourse(s)

Edited by **Sandra G. Kouritzin**, **Nathalie Piquemal** both at University of Manitoba, Canada and **Renee Norman**, University of The Fraser Valley, Canada

'I commend and celebrate the editors and authors for a remarkable book that engages the reader's imagination, heart, mind, spirit, and body. Out of creative and courageous commitments to challenging orthodoxies by living and writing research that is personal, political, and poetic, these scholars invite the kind of vigorous dialogue that will continue to promote creative possibilities for inquiry in the social sciences.' – Carl Leggo, University of British Columbia, *From the Foreword*

Evocative and provocative, this book presents the points of view of scholars in the social sciences who used non-standard methods or writing practices to challenge the 'research-as-usual' paradigm in the academy, while at the same time meeting the demands of quality and rigor set by their university examining committees and ethical review boards. The intent is to encourage new researchers who are also considering such a path. The authors discuss their lived personal experiences within and against traditional academic research and writing traditions, as well as their struggles and eventual successes. Chapters are written in dramatic form, in dialogue, in story, and include poetry, vignettes, testimonials and autobiographical accounts. Collectively, they form a unique, distinctive situated polyphonic case study of research in the social sciences from several perspectives, challenging the orthodoxies.

January 2009: 229 x 152: 240pp
Hb: 978-0-8058-4837-3: **£80.00**
Pb: 978-0-8058-4838-0: **£25.99**
eBook: 978-0-203-88682-2

FORTHCOMING IN 2009**Ethnographies Revisited**

Edited by **William Shaffir**, McMaster University, Canada, **Antony Puddephatt**, Cornell University and **Steven Kleinknecht**, McMaster University, Canada

Ethnographies Revisited provides first hand accounts of how leading qualitative researchers crafted the winning theoretical concepts found in their major book-length ethnographies. Great ethnographic research lies not in the rigid execution of prescribed methodological procedures, but in the unrelenting emphasis on cultivating theoretical ideas. As such, these contributors focus squarely on this much neglected aspect of qualitative research, providing reflexive accounts of how research decisions were connected centrally to emerging theoretical questions.

July 2009: 234 x 156: 288pp
Hb: 978-0-415-45220-5: **£85.00**
Pb: 978-0-415-45221-2: **£26.99**



FORTHCOMING IN 2009**Multi-Sited Ethnography**

Problems and Possibilities in the Translocation of Research Methods

Edited by **Simon Coleman** and **Pauline von Hellermann**, both at University of Sussex, UK

Series: Routledge Advances in Research Methods

It is now over ten years since Marcus (1995) published a cornerstone text arguing for the adoption of 'multi-sited' approaches in ethnography. Over the past decade, a growing number of researchers across the social sciences have been attracted to such strategies since they offer powerful ways to engage with current policy-related and theoretical questions linked to globalization, migration, diasporas and the development of transnational publics. This volume examines the problems and possibilities multi-sited approaches have presented to researchers as well as the ways in which the concept has evolved since the mid-1990s. The contributors raise new questions, new approaches and new possibilities, creating an indispensable volume for scholars in a variety of disciplines across the social sciences.

March 2009: 229 x 152: 208pp
Hb: 978-0-415-96524-8: **£60.00**

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NEW**On Ethnography**

Approaches to Language and Literacy Research

Shirley Brice Heath, Stanford University, USA and
Brian Street, Kings College London, UK

'This remarkable collaboration between Shirley Brice Heath and Brian Street, two of the world's most eminent literacy researchers, will provide a turning point for literacy research and prove essential for established researchers, as well as for those undertaking their first research studies.' – *David Barton, Lancaster University, UK*

The authors weave together narratives of practice and theory that draw on their own field work and that of a novice ethnographer. Their stories take us outside the usual progression of how-to-do-ethnography that moves from research question to data collection and analysis to publication. Readers learn of the motivations and mishaps behind the authors' own classic ethnographic studies of language, multimodal literacies, and community practices. The authors use their stories to illustrate the power of curiosity, connection, and continuity in ethnographic pursuits. Keeping language and literacy at the center of attention, this volume offers practical ways for ethnographers to sustain their attention to a constant comparative perspective and to patterns of co-occurrence in language structures, uses, and values. Appropriate for new and experienced researchers, this readable volume:

- illustrates three primary learning environments for the work of ethnographers: self-directed learning, informal communities of learners, and instructional settings within formal education.
- stresses that 'doing ethnography' involves engagement with public life and cannot be separated out as an academic activity.
- includes examples of ethnographic studies in Australia, Iran, South Africa, the United Kingdom, and the United States.

March 2008: 168pp
Pb: 978-0-415-47207-4: **£23.99**

NEW**Education Research On Trial**

The Search For Rigor and the Promotion of Randomized Studies

Edited by **Pamela B. Walters**, Indiana University, USA, **Annette Lareau**, University of Maryland, USA and **Sheri Ranis**, Bill and Melinda Gates Foundation, USA

Education research is a scientific field in crisis. The foundation of the current crisis is a long-time perception that too much of the work of educational researchers fails to meet minimum standards of scientific rigor. This perception constitutes the 'bad reputation' from which the field of education research suffers. Long-simmering scientific doubts became a full-blown crisis, however, when critics – mostly critics from outside the field – recently launched charges that education research has failed to provide a solid evidence base for the improvement of educational practice, in part because educational researchers have been preoccupied by the wrong questions and in part because much of their research has been based on the wrong research methods. We see, then, that the crisis of confidence in the quality of education research goes hand-in-hand with a crisis of confidence in the quality of American education. The solution to both sets of shortcomings, critics maintain, is to pose different research questions and address them with more 'rigorous' scientific methods. The charges about the shortcomings of education research and the proposed means of improving it are the subject of our book.

July 2008: 208pp

Hb: 978-0-415-98988-6: **£70.00**

Pb: 978-0-415-98989-3: **£21.99**

eBook: 978-0-203-92868-4

FORTHCOMING**Researching with Integrity**

The Ethics of Academic Research

Bruce Macfarlane, Thames Valley University, UK

Based on the notion of 'virtue' ethics, this book proposes an alternative approach to research, which focuses not only on ethical rules and protocol to avoid unethical research, but encourages academic, professional and character development and allows for the exercise of personal judgement.

Illustrated throughout with short narratives detailing ethical issues and dilemmas from international academic researchers representing different disciplines, research cultures and national contexts, this book proposes an alternative approach to research which provides all research professionals with the intellectual tools they need to cope with complex research.

December 2008: 234 x 156

Hb: 978-0-415-42903-0: **£75.00**

Pb: 978-0-415-42904-7: **£22.99**

eBook: 978-0-203-88696-0

NEW**Generalizing from Educational Research**

Beyond Qualitative and Quantitative Polarization

Kadriye Ercikan, University of British Columbia, Canada and **Wolf-Michael Roth**, University of Victoria, Canada

'a potent force for change in the field. This volume is ground-breaking, with the potential to make a major paradigm shift in thinking about educational research. It is the kind of volume that should be on the shelves of virtually everyone doing research in education.'

– *Peter Seixas, University of British Columbia, Canada*

'This book frames the major challenge facing educational researchers as one of going beyond the mindless qualitative-quantitative divide and addressing the overarching/fundamental challenge of enriching and enlarging educational inquiry. It is a signature contribution to the field.' – *Clifton F. Conrad, University of Wisconsin-Madison, USA*

Tackling one of the most critical issues in education research today - how research methods are related to value and meaningfulness - this frontline volume achieves two purposes. First, it presents an integrated approach to educational inquiry that works toward a continuum instead of a dichotomy of generalizability, and looks at how this continuum might be related to types of research questions asked and how these questions should determine modes of inquiry. Second, it discusses and demonstrates the contributions of different data types and modes of research to generalizability of research findings, and to limitations of research findings that utilize a single approach.

International leaders in the field take the discussion of generalizing in education research to a level where claims are supported using multiple types of evidence. The volume pushes the field in a different direction, where the focus is on creating meaningful research findings that are not polarized by qualitative versus quantitative methodologies. The integrative approach allows readers to better understand possibilities and shortcomings of different types of research.

December 2008: 229 x 152: 336pp

Hb: 978-0-415-96381-7: **£80.00**

Pb: 978-0-415-96382-4: **£21.99**

eBook: 978-0-203-88537-6



NEW**Globalizing the Research Imagination**

Edited by **Jane Kenway** and **Johannah Fahey**, both at Monash University, Australia



In the provocative opening essay Kenway and Fahey explore ways in which the notion of the imagination itself might be mobilized by researchers. They are encouraged to develop 'defiant' global imaginations and communities with the capacities to think, 'be' and 'become' differently in a world of research increasingly governed by rampant reductionist rationality.

To support this view there follows a series of detailed interviews with some of the world's leading intellectuals where the editors explore what it might mean to globalize the research imagination. The interviewees, Arjun Appadurai, Raewyn Connell, Homi K. Bhabha, Doreen Massey, Aihwa Ong, Fazal Rizvi and Saskia Sassen, are foremost in their research fields and their views related here are both influential and inspirational.

Progressive researchers in the social sciences and humanities urgently need to decide for themselves how best to globalize research methodologies and communities, and this book will be an invaluable resource for them.

July 2008: 234 x 156: 168pp
Hb: 978-0-415-41221-6: **£80.00**
Pb: 978-0-415-41222-3: **£19.99**

FORTHCOMING IN 2009**Qualitative Research in International Settings**

David Stephens, University of Brighton, UK

The teaching of qualitative research skills in universities is now widespread and the number of institutions offering courses in research methods in education and the social sciences is growing, while professionals in the fields of education, health and the social services are increasingly required to carry out research, evaluation and reviews.

Drawing upon the author's extensive experience of educational research in the Developing World, the book focuses upon working a variety of cultural and national contexts. It combines the practice and theory of qualitative research by clarifying and communicating the core ideas and principles of this form of research and highlighting specific case studies as models of good practice.

March 2009: 234 x 156: 256pp
Hb: 978-0-415-28057-0: **£80.00**
Pb: 978-0-415-28058-7: **£24.99**

Researching Education from the Inside

Investigating Institutions from Within

Edited by **Pat Sikes**, University of Sheffield, UK and **Anthony Potts**, LaTrobe University, Australia



Researching Education from the Inside focuses on research projects that are undertaken by people who already have an attachment to the institutions or social groups on which their investigations are based. They can, therefore, be considered to be 'insiders'. In some cases their insider positioning is primarily important because it gets them access to the particular people and/or the phenomena that they want to investigate. At other times,

however, aspects of their own 'insidership' will, in itself, come under scrutiny.

Insider researchers need to consider five distinct stages that can lead to ethical dilemmas, namely: Entering the field, Being in the field, Leaving the field, Writing, and Disseminating the results.

January 2008: 234 x 156: 200pp
Hb: 978-0-415-43593-2: **£75.00**
Pb: 978-0-415-43594-9: **£22.99**
eBook: 978-0-203-93235-3

Knowledge Production

Research Work in Interesting Times

Edited by **Bridget Somekh**, Manchester Metropolitan University, UK and **Thomas A Schwandt**, University of Illinois at Urbana-Champaign, USA

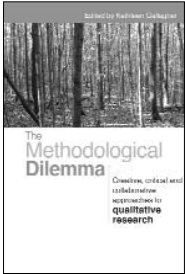
This collection from a highly impressive international group of educational researchers explores epistemological, methodological, and ethical-political issues in the production of knowledge about educational phenomena in contemporary society.

2007: 234 x 156: 224pp
Hb: 978-0-415-44229-9: **£80.00**
Pb: 978-0-415-44228-2: **£23.99**

NEW**The Methodological Dilemma**

Creative, Critical and Collaborative Approaches to Qualitative Research

Edited by **Kathleen Gallagher**, University of Toronto, Canada



This thought-provoking book challenges the way research is planned and undertaken and equips researchers with a variety of creative and imaginative solutions to the dilemmas of method and representation that plague qualitative research.

Fascinating and inspiring reading for any researcher in the Social Sciences this comprehensive collection encourages the reader to imagine the world in evermore complex and

interesting ways and discover new routes to understanding.

A range of topics are addressed in a cross-disciplinary approach which will appeal to all scholars of qualitative research, undergraduate students in education programs and graduate students in a range of disciplines

May 2008: 234 x 156: 256pp
 Hb: 978-0-415-46061-3: **£75.00**
 Pb: 978-0-415-46062-0: **£23.99**
 eBook: 978-0-203-92717-5

The Research Process in Classroom Discourse Analysis

Current Perspectives

Kim Marie Cole, Fredonia, CUNY, USA and
Jane Zuengler, University of Wisconsin-Madison, USA

2007: 229 x 152: 176pp
 Hb: 978-0-8058-5530-2: **£70.00**
 Pb: 978-0-8058-5531-9: **£21.99**
 eBook: 978-1-4106-1886-3

Innovations in Educational Ethnography

Theories, Methods, and Results

Edited by **George Spindler**, Stanford University, USA
 and **Lorie Hammond**, California State University, Sacramento, USA

2006: 229 x 152: 416pp
 Hb: 978-0-8058-4530-3: **£61.50**
 Pb: 978-0-8058-4531-0: **£19.95**

TEXTBOOK**An Ethical Approach to Practitioner Research**

Dealing with Issues and Dilemmas in Action Research

Edited by **Anne Campbell**, Leeds Metropolitan University, UK. and **S. Groundwater-Smith**, University of Sydney, Australia



Practice based research is burgeoning in a number of professional areas. *An Ethical Approach to Practitioner Research* covers a comprehensive range of issues and dilemmas encountered in practitioner and action research contexts. While principally focused upon practitioner inquiry in education it takes account of, and acknowledges that others engaged in professional practice such as in legal, nursing and social care

contexts, face similar issues and dilemmas. It aims to stimulate ethical thinking and practice in enquiry and research contexts.

Drawing on the expertise of international researchers and academics from America, Australia and Europe, the book provides invaluable support to the novice researcher and illuminates some of the more intricate issues for the more experienced research practitioner. Packed with detailed and thought-provoking examples this book contains both theoretical analyses of ethical matters and offers practical advice to practitioner and action researchers across the fields of schools hospitals and community and family settings.

2007: 234 x 156: 208pp
 Hb: 978-0-415-43087-6: **£80.00**
 Pb: 978-0-415-43088-3: **£23.99**
 eBook: 978-0-203-93927-7

Reframing Sociocultural Research on Literacy

Identity, Agency, and Power

Edited by **Cynthia Lewis**, University of Minnesota/Twin Cities, USA, **Patricia E. Enciso**, Ohio State University, USA and **Elizabeth Birr Moje**, University of Michigan, USA

Employing the lens of 'critical sociocultural research,' this landmark volume articulates and develops the argument that new directions in sociocultural theory are needed in order to address important issues of identity, agency, and power that are central to understanding literacy research and literacy learning as social and cultural practices.

2007: 229 x 152: 232pp
 Hb: 978-0-8058-5695-8: **£50.00**
 Pb: 978-0-8058-5696-5: **£18.99**
 eBook: 978-1-4106-1694-4

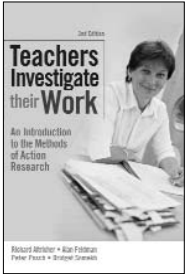
TEXTBOOK

2ND EDITION

Teachers Investigate Their Work

An Introduction to Action Research across the Professions

Herbert Altricher, University of Linz, Austria,
Allan Feldman, University of Massachusetts, USA,
Peter Posch, Universitat Klagenfurt, Austria and
Bridget Somekh, Manchester Metropolitan University,
 UK



Teachers Investigate Their Work introduces the methods and concepts of action research through examples drawn from studies carried out by teachers. The book is arranged as a handbook with numerous sub-headings for easy reference and forty-one practical methods and strategies to put into action, some of them flagged as suitable 'starters'. Throughout the book, the authors draw on their international practical experience of

action research, working in close collaboration with teachers.

It is an essential guide for teachers, senior staff and co-ordinators of teacher professional development who are interested in investigating their own practice in order to improve it.

2007: 234 x 156: 320pp
 Hb: 978-0-415-37795-9: **£80.00**
 Pb: 978-0-415-37794-2: **£23.99**
 eBook: 978-0-203-97897-9

• AVAILABLE AS AN INSPECTION COPY

NEW

Improving Teacher Education through Action Research

Edited by **Ming-Fai Hui** and **David Grossman**, both at The Hong Kong Institute of Education

Series: *Routledge Research in Education*

There has been a dearth of studies on teacher educators using action research to improve their own practice. This book is the first systematic study of a group of teachers examining and enhancing their own practice through the inquiry process of action research. This book presents a broad overview of a variety of methodologies that can be used to improve teacher preparation and professional development programs. It is a 'must read' book for those educators who are new to the college teaching profession and for those who are aspired to be outstanding and successful lecturers.

January 2008: 229 x 152: 210pp
 Hb: 978-0-415-95629-1: **£60.00**
 eBook: 978-0-203-89537-5

FORTHCOMING IN 2009

Action Learning in Schools

Peter Aubusson, University of Technology, Sydney, Australia
Stephen Dinham, University of Wollongong, Australia,
Robyn Ewing, University of Sydney, Australia
 and **Garry Hoban**, University of Wollongong, Australia

Action learning has been a common professional development in business organizations, now becoming increasingly popular in school and university settings. Spanning the significant fields of educational development, this book links key concepts to illustrate action learning, not merely as a process but as a dynamic interaction of professional learning, community, leadership and change. It brings together more than a decade of research, including projects conducted by the authors and studies of school based action research conducted by teams of teachers.

The research projects reported are rich and diverse, but have in common the goal of mobilising teacher professional learning to improve teaching and learning. The book explains the interactions of action learning with teacher development, professional learning, community building, leadership and change. The research illustrates that in the busy world of teaching, action learning is a strategy that links so closely to classroom practice that it can become part of what teachers do, rather than an added impost.

Action Learning in Schools provides practical advice on when, how and why to initiate and sustain action learning. It gives insights into theories of cooperation, leadership and community formation that will inform individual projects and larger, scaled-up innovations. Traditionally, debates about school improvement have focussed on a top-down/bottom up dichotomy, but the underlying position of this book is that action learning can span the apparent contradictions in these approaches. It will appeal to teacher educators, teachers, student teachers as well as school and education system managers keen to enhance education.

February 2009: 234 x 156: 192pp
 Hb: 978-0-415-47514-3: **£75.00**
 Pb: 978-0-415-47515-0: **£22.99**

FORTHCOMING IN 2009**Doing Action Research in English Language Teaching**

A Guide for Practitioners

Anne Burns, Macquarie University, Australia*Series: ESL & Applied Linguistics Professional Series*

'Original in approach, engaging in style and persuasive in terms of its content and structure.' – *Keith Richards, University of Warwick, UK*

This hands-on, practical guide for ESL/EFL teachers and teacher educators outlines, for those who are new to doing action research, what it is and how it works. Straightforward and reader friendly, it introduces the concepts and offers a step-by-step guide to going through an action research process, including illustrations drawn widely from international contexts.

Bringing the how-to and the what together, *Doing Action Research: A Guide for Language* is the perfect text for BATESOL and MATESOL courses in which action research is the focus or a required component.

July 2009: 229 x 152: 120pp
Hb: 978-0-415-99144-5: **£70.00**
Pb: 978-0-415-99145-2: **£22.99**

NEW**Action Research in Teaching and Learning**

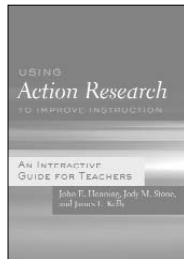
A Practical Guide to Conducting Pedagogical Research in Universities

Lin Norton, Liverpool Hope University, UK

A practical, down-to-earth guide for those who work in teaching and learning in universities and who would like to carry out action research on their own practice. The model of 'pedagogical action research' has come from the author's experience of over twenty years in carrying out such research and over six years of experience in encouraging colleagues to carry out small scale studies at an institutional, national and international level.

This accessible text gives the reader practical advice on how to research their own practice in a university context and contains a section on useful research tools, including two that the author has designed: the 'learning objectives questionnaire' and the 'ideal inventory', both of which have been widely used in the research context.

May 2008: 234 x 156: 224pp
Hb: 978-0-415-45093-5: **£75.00**
Pb: 978-0-415-43794-3: **£75.00**

FORTHCOMING IN 2009**Using Action Research to Improve Instruction****John E. Henning, Jody Stone** and **James Kelly**, all at University of Northern Iowa, USA

Action research is increasingly used as a means for teachers to improve their instruction. Yet for many teachers, the idea of doing 'research' can be somewhat intimidating.

Using Action Research to Improve Instruction offers a comprehensive, easy-to-understand approach to action research. The authors provide a guide to action research methods grounded in sources of data readily available to classroom teachers, such as observations, surveys, interviews, and tests. The highly interactive format prompts readers to create research questions, to make decisions about action research data, and to generate evidence-based teaching strategies. Engaging in these decision-making processes promotes the acquisition of dispositions essential to action research and a deeper understanding of the process, enabling readers to more quickly design and carry out action research in the classroom.

January 2009: 254 x 178: 224pp
Hb: 978-0-415-99173-5: **£70.00**
Pb: 978-0-415-99174-2: **£19.99**
• **AVAILABLE AS AN INSPECTION COPY**

2ND EDITION**You and Your Action Research Project****Jean McNiff, Pamela Lomax** and **Jack Whitehead**

What are the most effective ways of planning and doing action research projects?

This book gives practical guidance on doing an action research project. Written for practitioners across professions who are studying on award-bearing courses, this book is packed full of useful advice and takes the reader through the various stages of a project, including:

- Starting your action research

project

- Monitoring and documenting the action
- Techniques for dealing with the data
- Making claims to knowledge and validating them
- Making your research public: creating your living theory

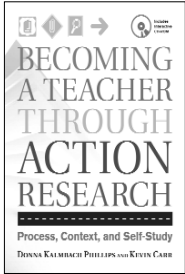
2003: 234 x 156: 216pp
Hb: 978-0-415-31887-7: **£95.00**
Pb: 978-0-415-31885-3: **£22.99**



Becoming a Teacher through Action Research

Process, Context, and Self-Study

Donna Kalmbach Phillips, George Fox University, USA
and Kevin Carr, George Fox University, USA



Becoming a Teacher through Action Research is specifically written for those students seeking initial teacher licensure. Written to support these pre-service teachers, it recognizes that the process of doing action research can serve as a vehicle for assuming the professional identity of a teacher and deals directly with challenges and dilemmas of doing action research as a student teacher.

The book is interactive, inviting the reader to respond to text by writing and/or drawing responses. The companion CD allows the reader to either read and interact with the text completely electronically or use a combination of paper text and CD. The CD also includes downloadable templates, interactive charts/graphs and full text examples of student written action research papers.

2006: 229 x 152: 232pp
Pb: 978-0-415-95237-8: **£20.99**

• AVAILABLE AS AN INSPECTION COPY

Action Research for Inclusive Education

Changing Places, Changing Practices, Changing Minds

Edited by Felicity Armstrong and Michele Moore

2004: 234 x 156: 160pp
Hb: 978-0-415-31801-3: **£85.00**
Pb: 978-0-415-31802-0: **£22.99**
eBook: 978-0-203-59601-2

2ND EDITION

Teachers as Researchers

Qualitative Inquiry as a Path to Empowerment

Joe L. Kincheloe

Series: *Teachers' Library*

2002: 234 x 156: 304pp
Hb: 978-0-415-27645-0: **£95.00**
Pb: 978-0-415-27646-7: **£26.99**
eBook: 978-0-203-49731-9

• AVAILABLE AS AN INSPECTION COPY

Becoming an Evidence-based Practitioner

A Framework for Teacher-researchers

Edited by Olwen McNamara

2001: 246 x 174: 208pp
Hb: 978-0-415-25243-0: **£90.00**
Pb: 978-0-415-25244-7: **£25.99**
eBook: 978-0-203-45187-8

Doing Practitioner Research Differently

Marion Dadds and Susan Hart

'... an absorbing account of six teacher-led projects that ignored research conventions but triumphantly met the MEd requirements.' – Michael Duffy, *Times Educational Supplement*

2001: 208pp
Hb: 978-0-415-23757-4: **£90.00**
Pb: 978-0-415-23758-1: **£24.99**
eBook: 978-0-203-46951-4

Action Research in Practice

Partnership for Social Justice in Education

Edited by Bill Atweh, Stephen Kemmis and Patricia Weeks

'What a treat! A book that not only talks about the theory of action research, but also shows the theories in action...' – *Educational Research*

1998: 234 x 156: 384pp
Hb: 978-0-415-17151-9: **£90.00**
Pb: 978-0-415-17152-6: **£25.99**
eBook: 978-0-203-02447-8

New Directions in Action Research

Edited by Ortrun Zuber-Skerritt

1996: 234 x 156: 280pp
Hb: 978-0-7507-0579-0: **£90.00**
Pb: 978-0-7507-0580-6: **£28.99**
eBook: 978-0-203-39293-5

Teaching as Learning

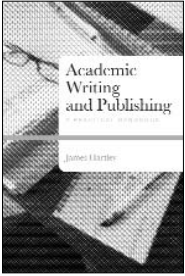
An Action Research Approach

Jean McNiff

1993: 234 x 156: 144pp
Hb: 978-0-415-08980-7: **£95.00**
Pb: 978-0-415-08390-4: **£26.99**
eBook: 978-0-203-18799-9

NEW**Academic Writing and Publishing**

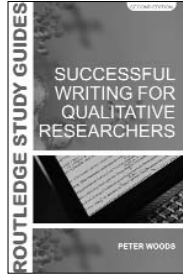
A Practical Handbook

James Hartley, University of Keele, UK

Academic Writing and Publishing will show academics (mainly in the social sciences) how to write and publish research articles. Its aim is to supply examples and brief discussions of recent work in all aspects of the area in short, sharp chapters. It should serve as a handbook for postgraduates and lecturers new to publishing. The book is written in a readable and lively personal style. The advice given is direct and based on up to date research that goes

beyond that given in current textbooks. For example, the chapter on titles lists different kinds of titles and their purposes not discussed in other texts. The chapter on abstracts instructs the reader on writing structured abstracts from the start.

April 2008: 234 x 156: 208pp
 Hb: 978-0-415-45321-9: **£75.00**
 Pb: 978-0-415-45322-6: **£19.99**
 eBook: 978-0-203-92798-4

2ND EDITION**Successful Writing for Qualitative Researchers****Peter Woods**Series: *Routledge Study Guides*

'Essential reading for all researchers.' – *Consumer Currents*

'I recommend this book to anyone setting out to write up research or who has started but finds it hard to keep going. Reading this book is not only a good alternative to doing the writing, it may actually provide the break to inspire you to pick up the pen/computer again.'

– *Tiny Arora, Educational Psychology in Practice*

2005: 234 x 156: 200pp
 Hb: 978-0-415-35538-4: **£75.00**
 Pb: 978-0-415-35539-1: **£19.99**
 eBook: 978-0-203-00172-1

NEW**Guide to Publishing a Scientific Paper****Ann M. Körner**, Professional editor and writer, USA

Guide to Publishing a Scientific Paper provides researchers in every field of the biological, physical and medical sciences with all the information necessary to prepare, submit for publication, and revise a scientific paper.

The book includes details of every step in the process that is required for the publication of a scientific paper, for example,

- use of correct style and language
- choice of journal, use of the correct format, and adherence to journal guidelines
- submission of the manuscript in the appropriate format and with the appropriate cover letter and other materials
- the format for responses to reviewers' comments and resubmission of a revised manuscript

The advice provided conforms to the most up-to-date specifications and even the seasoned writer will learn how procedures have changed in recent years, in particular with regard to the electronic submission of manuscripts.

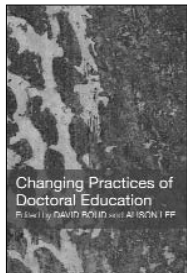
January 2008: 216 x 138: 120pp
 Hb: 978-0-415-45265-6: **£55.00**
 Pb: 978-0-415-45266-3: **£9.99**
 eBook: 978-0-203-93875-1

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NEW

Changing Practices of Doctoral Education

Edited by **David Boud** and **Alison Lee**, both at University of Technology, Sydney, Australia



Postgraduate research has undergone unprecedented change in the past ten years, in response to major shifts in the role of the university and the disciplines in knowledge production and the management of intellectual work.

New kinds of doctorates have been established that have expanded the scope and direction of doctoral education. A new audience of supervisors, academic managers and graduate school personnel is

engaging in debates about the nature, purpose and future of doctoral education and how institutions and departments can best respond to the increasing demands that are being made.

Discussion of the emerging issues and agendas is set within the context of the international policy shifts that are occurring and considers the implications of these shifts on the changing external environment

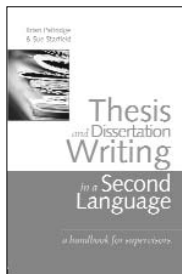
Including contributions from both those who have conducted formal research on research education and those whose own practice is breaking new ground within their universities, this thought-provoking book draws on the expertise of those currently making a stimulating contribution to the literature on doctoral education.

August 2008: 234 x 156: 256pp
Hb: 978-0-415-44269-5: **£75.00**
Pb: 978-0-415-44270-1: **£23.99**

Thesis and Dissertation Writing in a Second Language

A Handbook for Supervisors

Brian Paltridge, University of Sydney, Australia and **Sue Starfield**, University of New South Wales, Australia



The relationship of supervisor to student has traditionally been seen as one of apprenticeship, in which much learning is tacit, with the expectation that the student will become much like the tutor. The changing demographics of higher education in conjunction with imperatives of greater accountability and support for research students have rendered this scenario both less likely and less desirable and unfortunately many supervisors are

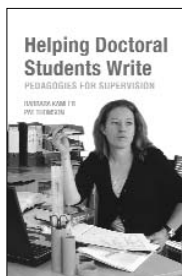
challenged by the task of guiding non-native speaker students to completion. This handbook is the ideal guide for all supervisors working with undergraduate and postgraduate non-native speaker students writing a thesis or dissertation in English as it explicitly unpacks thesis writing, using language that is accessible to research supervisors from any discipline.

2007: 234 x 156: 200pp
Hb: 978-0-415-37170-4: **£80.00**
Pb: 978-0-415-37173-5: **£19.99**

Helping Doctoral Students Write

Pedagogies for Supervision

Barbara Kamler, Deakin University, Australia and **Pat Thomson**, University of Nottingham, UK



This essential guide offers a new approach to doctoral writing, written specifically for doctoral supervisors. Rejecting the DIY websites and manuals that promote a privatised skills-based approach to writing research, Kamler and Thomson offer a new framework for scholarly work to help doctorate students produce clear and well-argued dissertations.

2006: 234 x 156: 192pp
Hb: 978-0-415-34683-2: **£80.00**
Pb: 978-0-415-34684-9: **£22.99**

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FORTHCOMING IN 2009**Doing Your Social Science Dissertation**

A Practical Guide for Undergraduates

Edited by **Karen Smith**, Heriot-Watt University, UK,
Julia Waldman, University of Southampton, UK and
Malcolm Todd, Sheffield Hallam University, UK

Are you a final year social scientist who has to do a dissertation or final year project?

Do you have no idea where to start?

If so, *Doing Your Social Science Dissertation* is the book for you as it covers the whole dissertation journey from project planning to submission. It uses a mixture of useful information, exercises, case study material, and further reading to help you through the process.

The book gives hints and tips on managing your research project and your supervisors. This book also has a companion website where you can access video footage of university staff and students talking about their experiences of undergraduate dissertations. Written by experienced dissertation supervisors, and researchers around the dissertation, this book is a must for any undergraduate social science student.

February 2009: 216 x 138: 160pp

Hb: 978-0-415-46748-3: **£60.00**

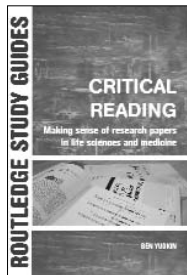
Pb: 978-0-415-46749-0: **£9.99**

Critical Reading

Making Sense of Research Papers in Life Sciences and Medicine

Ben Yudkin, Wolfson College, Oxford, UK

Series: Routledge Study Guides



Textbooks are designed to teach, explain and make complex information easily understood and assimilated. Research papers do the reader no such favours. Being able to understand and use primary research is an essential tool in any scientific career. This book teaches these valuable skills simply and clearly, saving hours in the long run.

2006: 234 x 156: 144pp

Hb: 978-0-415-34413-5: **£70.00**

Pb: 978-0-415-30322-4: **£16.99**

eBook: 978-0-203-46413-7

5TH EDITION**The Research Project**

How to Write It

Ralph Berry

Series: Routledge Study Guides

Now in its fifth edition, this guide to project work continues to be an indispensable resource for all students undertaking research.

Guiding the reader right through from preliminary stages to completion, *The Research Project: How to Write It* sets out in clear and concise terms the main tasks involved in doing a research project, covering: choosing a topic; using the library effectively; taking notes; shaping and composing the project; providing footnotes, documentation and a bibliography; avoiding common pitfalls.

2004: 216 x 138: 136pp

Hb: 978-0-415-33444-0: **£55.00**

Pb: 978-0-415-33445-7: **£12.99**

Using Research Instruments

A Guide for Researchers

Peter Birmingham and **David Wilkinson**

Series: Routledge Study Guides

This practical, jargon-free, user-friendly guide to the most appropriate use of research instruments provides 'real' examples used in actual projects by practitioners of social and educational research.

2003: 246 x 174: 144pp

Pb: 978-0-415-27279-7: **£19.99**

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The Researcher's Toolkit

The Complete Guide to Practitioner Research

Edited by **David Wilkinson**

Series: Routledge Study Guides

'The Researcher's Toolkit provides the start-up information needed for those new to research ... It provides a sound building block from which researchers will be able to move more confidently forward and hone their research skills be they an undergraduate or postgraduate, or needing to address a research project approach whilst in employment.'
– *Education and Training*

Written by an experienced team of practising researchers, this practical text covers the entire research process from designing and submitting a research proposal through to its completion.

2000: 246 x 174: 160pp

Pb: 978-0-415-21566-4: **£19.99**

eBook: 978-0-203-18512-4



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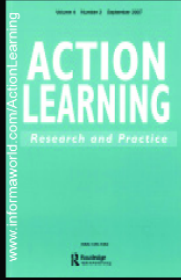
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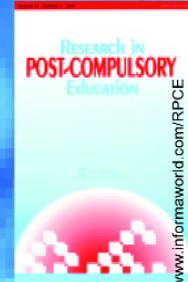


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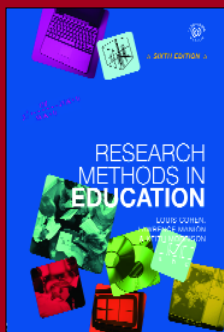
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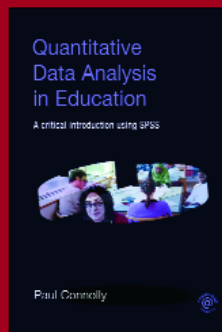
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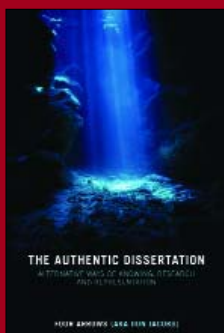
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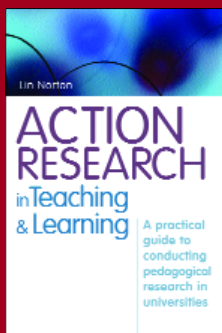


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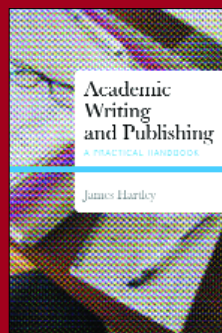
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