New Titles and Key Backlist 2011
This rewritten, expanded and updated 7th edition of the long-running bestseller Research Methods in Education encompasses the whole range of methods currently employed by educational research at all stages. It offers plentiful and rich practical advice, underpinned by clear theoretical foundations, research evidence and up-to-date references.

Chapters new to this edition cover:

- causation, critical educational research, evaluation and the politics of research, including material on cross-cultural research, mixed methods and participatory research
- choosing and planning a research project, including material on sampling, research questions, literature reviews and ethical issues
- meta-analysis, research syntheses and systematic reviews
- virtual worlds and internet research
- using and analyzing visual media and data in educational research
- organizing and presenting qualitative data, content analysis, coding and computer analysis, themes, narratives, conversations and discourses, grounded theory
- understanding and choosing statistical tests, descriptive and inferential statistics, multi-dimensional measurement and factor analysis.

Research Methods in Education is essential reading for both the professional researcher and students of education at undergraduate and postgraduate level, who need to understand how to plan, conduct, analyse and use research.

The textbook is accompanied by a website: www.routledge.com/textbooks/cohen7e

Selected Table of Contents

Part One: The Context Of Educational Research
Part Two: Planning Educational Research
Part Three: Styles Of Educational Research
Part Four: Strategies And Instruments For Data Collection And Researching
Part Five: Data Analysis

March 2011: 246 x 189: 768pp
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NEW EDITION OF BESTSELLER
7th Edition
Research Methods in Education
Louis Cohen, Loughborough University, UK,
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University of Science and Technology, Macau
This rewritten, expanded and updated seventh edition of the
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research at all stages. It offers plentiful and rich practical advice,
underpinned by clear theoretical foundations, research evidence
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• using and analyzing visual media and data in educational
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• organizing and presenting qualitative data, content
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  narratives, conversations and discourses, grounded theory
• understanding and choosing statistical tests, descriptive
  and inferential statistics, multi-dimensional measurement
  and factor analysis.

Research Methods in Education is essential reading for both
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undergraduate and postgraduate level, who need to
understand how to plan, conduct, analyse and use research.
The textbook is accompanied by a website:
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NEW IN 2011
Beginning Interpretive Inquiry
A Step-by-Step Approach to Research and Evaluation
Richard Morehouse, Viterbo University, USA
This book is entitled Beginning Interpretive Inquiry and not
beginning interpretive research or interpretive evaluation. The author
shows inquiry is a far more inclusive concept that allows for a detailed
understanding of both research and evaluation.

After providing a solid philosophical foundation for an understanding of
interpretive inquiry, the author gives a detailed step-by-step
approach to conducting a research or evaluation project exploring all stages of the process including: how the
processes of interpretive inquiry fit together; where do
inquiry ideas come from; developing an appropriate inquiry
sample; data collection mechanisms; data analysis; writing
for publication.

Complete with case studies of a wide variety of interpretive
inquiry projects this vital new book will help researchers
from a wide range of disciples to plan, conduct and
evaluate research that successfully blends both qualitative
and quantitative approaches.

June 2011: 246 x 174: 240pp
Hb: 978-0-415-60188-7: $128.00
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For more information, visit:
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NEW IN 2011

Developing Inquiry for Learning
Reflective and Collaborative ways to Learn how to Learn in Higher Education

Peter Ovens, University of Cumbria, UK with Frances Wells, Patricia Wallis and Cyndy Hawkins, both at Nottingham Trent University, UK

Developing Inquiry for Learning shows how university tutors can help students to improve their abilities to learn and to become professional inquirers. Participation in higher education is widening and students have increasingly diverse needs and learning styles. In the innovative and proven approach developed by the authors however, students are guided to perform action research into their learning practices, actions and reflections. Using a rolling programme of cyclical inquiries and whole group ‘conferences’ on improving learning, students write ‘patches’ on learning development which are then shared across the year group online.

While providing teaching materials and examples of students’ responses, including the use of Blogs, Wikis and Discussion Boards, the book also analyses and theorises on the deeper characteristics of the difficulties being addressed, using several theoretical perspectives.

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For more information, visit: www.routledge.com/9780415598774

NEW IN 2011

Emerging Approaches to Educational Research
Tracing the Socio-Material

Tara Fenwick and Richard Edwards, both at University of Stirling, UK and Peter Sawchuk, OISE, University of Toronto, Canada

As part of and also in response to the influence of post-structuralism and postmodernism in the social sciences, there have emerged and developed a further range of conceptual and methodological framings which are more relational, system and practice-focussed.

This book explores the most significant four of these framings, how they are being taken up in research in education and learning across the lifecourse, as well as their possibilities and limitations: complexity science; cultural historical activity theory (CHAT); actor-network theory (ANT); and spatiality theories.

Illustrated throughout with examples drawn from educational contexts across the life courses in North America, the UK, and Australia this vital guide to understanding fresh ways of conducting and understanding educational research will prove essential reading for everyone undertaking educational research.

July 2011: 234 x 156: 208pp
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NEW

Improving Research through User Engagement

Mark Rickinson, University of Oxford, UK, Judy Sebba, University of Sussex, UK and Anne Edwards, University of Oxford, UK

Series: Improving Learning

The authors of this new book present an authoritative overview of recent theoretical debates, practical developments and empirical evidence on the role of user engagement in contemporary educational and social science research. Drawing on evidence from studies involving different kinds of research users, there is detailed discussion of the dynamics and complexities of working with practitioners, service users and policy-makers. The authors make clear that user engagement has definite implications for the way in which research is designed, managed and commissioned, and the way in which researchers and research users are trained, supported and encouraged to interact.

February 2011: 216 x 138: 176pp • Hb: 978-0-415-46168-9: $120.00 • Pb: 978-0-415-46169-6: $36.95
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NEW IN 2011

Interpretive Approaches to Research Design
Concepts and Processes

Dvora Yanow, University of Amsterdam, The Netherlands and Peregrine Schwartz-Shea, University of Utah, USA

Series: Routledge Series on Interpretive Methods

This book is a practical, short, simple, and authoritative examination of the concepts and issues in interpretive research design, looking across this approach’s methods of generating and analyzing data.

Interpretive research design requires a high degree of flexibility, where the researcher is more likely to think of ‘hunches’ to follow than formal hypotheses to test. Dvora Yanow and Peregrine Schwartz-Shea address what research design is and why it is important, what interpretive research is and how it differs from quantitative and qualitative research in the positivist traditions, how to design interpretive research, and the sections of a research proposal and report.

July 2011: 229 x 152: 144pp
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NEW IN 2011

Practice-based Research
A Textbook for Social Workers

Sarah-Jane Dodd and Irwin Epstein, both at Hunter College, City University of New York, USA

This unique textbook explores practice-based research (PBR), which actively engages students and practitioners to embrace research as a meaningful support for their practice. While evidence-based practice gives practitioners access to information about best practices, it does not enable them to generate knowledge and new research-based interventions relevant to their own practice circumstances as PBR does.

This book discusses the evolution of PBR as a distinct social work research approach; describes its principles and methods and presents a range of exemplars illustrating the application of PBR methods in different practice settings. The chapters cover: identifying the research question in a PBR model; designing a study and identifying a methodology; sampling; literature reviews; gathering data; ethics; interpreting results and putting research into practice; using research consultants. Each chapter includes an overview and introduction, a key concepts summary, discussion questions, practice exercises for students and further reading.

June 2011: 246 x 174: 240pp
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NEW IN 2011

Psychoanalysis in Social Research
Shifting Theories and Reframing Concepts

Claudia Lapping, Institute of Education, University of London, UK

A growing body of work within the social sciences deploys psychoanalytic concepts in empirical research. This book explores the methodological justifications for these recontextualisations, offering a critical examination of the re-deployment of concepts from psychoanalysis into social theory and research. Lapping argues that this process of recontextualisation involves methodological and conceptual transformations that can significantly enhance our understanding of both social phenomena and the practice of research.

For more information, visit: www.routledge.com/9780415479257
NEW IN 2011

Research Methods for Sport Management

James Skinner and Allan Edwards, both at Griffith University, Australia

Series: Foundations of Sport Management

This is the first introductory research methods textbook to focus exclusively on sport management. Through the use of examples, cases and data taken from the real world of sport management it opens up a traditionally dry area of study, helping the student to understand the vital importance of sound methodology in their studies and subsequent professional practice.

The book covers the full range of quantitative and qualitative methods across the whole span of the research process, from research design and the literature review to data analysis and report writing. Every chapter contains a range of useful features to aid student learning, including summaries, discussion questions and guides to further resources, as well as examples drawn from contemporary sport around the world.

August 2011: 246 x 174: 288pp
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eBook: 978-0-203-85612-3

For more information, visit: www.routledge.com/9780415572569

NEW IN 2011

Research Methods for Youth Practitioners
An Introduction

Edited by Simon Bradford and Fin Cullen, both at Brunel University, UK

A clear practice framework informs the book, outlining the significance of research to youth work, especially in relation to designing and developing services for young people.

Research Methods for Youth Practitioners:
• analyses the research/practitioner role
• explores the ethical context of research in youth work
• offers a thorough analysis of key methodological questions in research in practice
• provides a guide to data collection and analysis
• presents five principal research strategies for youth work
• discusses the implications of research for work with young people as well as its dissemination.

Written by experienced researchers and researcher-practitioners, each chapter in this accessible textbook includes an overview, a critical discussion of the pros and cons of the particular method or approach, a case study, a practice-based task, a summary and further reading.

September 2011: 246 x 174: 208pp
Hb: 978-0-415-57085-5: $110.00
Pb: 978-0-415-57103-6: $39.95

For more information, visit: www.routledge.com/9780415571036

NEW IN 2011

Single-Case Research Methods in Sport and Exercise Psychology

Jamie Barker, Paul McCarthy and Marc Jones, all at Staffordshire University, UK
and Aidan Moran, University College, Dublin, Ireland

Single-case research is a powerful method for examining change in outcome variables such as behaviour, performance and psychological constructs, and for assessing the efficacy of interventions. However, the fundamental principles and techniques of single-case research have not always been clearly understood by students/researchers working in sport and exercise science.

Single-Case Research Methods in Sport and Exercise Psychology is the first book to fully explain single-case research in the context of sport and exercise. Starting with first principles, the book offers a comprehensive introduction to the single-case research process, from study design to data analysis and presentation. Including case studies and examples from across sport and exercise psychology, the book provides practical guidance and demonstrates the advantages and common pitfalls of single-case research.

April 2011: 234 x 156: 208pp • Hb: 978-0-415-56511-0: $140.00 • Pb: 978-0-415-56512-7: $49.95 • eBook: 978-0-203-86188-2

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NEW IN 2011

2nd Edition

Research in Applied Linguistics
Becoming a Discerning Consumer

Fred L. Perry, Jr., American University in Cairo, Egypt

Newly updated and revised, this popular text provides a solid introduction to the foundations of research methods, with the goal of enabling students and professionals in the field of applied linguistics to become not just casual consumers of research who passively read bits and pieces of a research article, but discerning consumers able to effectively use published research for practical purposes in educational settings.

All issues important for understanding and using published research for these purposes are covered. Key principles are illustrated with research studies published in refereed journals across a wide spectrum of applied linguistics. Exercises throughout the text encourage readers to engage interactively with what they are reading at the point when the information is fresh in their minds.

Changes in the second edition: new examples in chapter 2 reflecting formatting changes made by ERIC; major reordering in chapter 4 to better represent the sample types; reorganization of chapters 6 and 7 to enhance cohesion of the themes being discussed; updated references and recommended reading lists in all chapters.

April 2011: 229 x 152: 272pp
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NEW IN 2011

Research Methods in Physical Education and Youth Sport

Edited by Kathleen Armour, University of Birmingham, UK and Doune Macdonald, University of Queensland, Australia

This comprehensive textbook is a user-friendly, practical and theoretical guide to research suitable for any student, teacher or coach working in physical education, youth sport and related areas. The first research methods book to focus entirely on PE and youth sport, it guides the reader through the research process, from first steps to completion of a dissertation or practice-based project, and introduces key topics such as: formulating a research question; qualitative approaches; quantitative approaches; mixed method research; literature review; case studies; survey, interviews and focus groups; data analysis; writing the dissertation.

Each chapter includes a full range of useful pedagogical features, including chapter summaries, practical activities, case studies, dialogues with active researchers and guidance on further reading and resources, while an appendix includes further useful material, such as a checklist for quality research and a guide to referencing.

November 2011: 234 x 156: 272pp
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Design Research
Synergies from Interdisciplinary Perspectives

Edited by Jesper Simonsen and Jørgen Ole Bærenholdt, both at Roskilde University, Denmark, Monika Büscher, Lancaster University, UK and John Damm Scheuer, Roskilde University, Denmark

How can interdisciplinary scientific knowledge be utilized in design in ways that are ethical, creative, helpful for practitioners and others and make extraordinary results possible? This book presents work by leading scholars and practitioners, clarifying common aspects of a new and emerging design research field.

July 2010: 234 x 156: 240pp • Hb: 978-0-415-57263-7: $160.00 • eBook: 978-0-203-85583-6
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It is a common ambition in society and government to make young people more creative. These aspirations are motivated by two key concerns: to make experience at school more exciting, relevant, challenging and dynamic; and to ensure that young people are able and fit to leave education and contribute to the creative economy that will underpin growth in the twenty-first century.

Transforming these common aspirations into informed practice is not easy. It can mean making many changes. There are programmes, projects and initiatives that have consistently attempted to offer such change and transformation. The UK programme, Creative Partnerships, is the largest of these, but there are significant initiatives in many other parts of the world today, including France, Norway, Canada and the United States. This book not only draws on this body of expertise but also consolidates it, making it the first methodological text exploring creativity.

Ideally placed to offer guidance to developing researchers, this new text draws together the theoretical, methodological and practical issues of effectively using video across the social sciences. This book concentrates on how researchers can benefit from the use of video in their own research, whether it is: video as representation; video as an aid to reflection; video that generates participation; video, voice and articulation, or video that acts as a provocation.

In turn each of these five central functions is discussed in relation to different stages of the research process, consisting of: research design; fieldwork and data collection; analysis of data and findings; and dissemination. As a practical research tool this book shows how, why and when video should be used, representing an invaluable guide for postgraduate and doctoral students.
Causation in Educational Research

Keith Morrison, Macau University of Science and Technology, Macau

Containing worked examples from both qualitative and quantitative research, Causation in Educational Research provides a manual for practice, underpinned by a rigorous analysis of key issues from philosophy, sociology and psychology. It will appeal to new and established researchers, readers of educational research, social science students and academics.

2009: 246 x 174: 256pp
Hb: 978-0-415-49648-3: $130.00
Pb: 978-0-415-49649-0: $37.95
For more information, visit: www.routledge.com/9780415496490

Introducing Neuroeducational Research

Neuroscience, Education and the Brain from Contexts to Practice

Paul Howard Jones, Bristol University, UK

In this book, Paul Howard-Jones explores the differences between science and education, drawing on the voices of educators and scientists to argue for a new field of enquiry: neuroeducational research.

2009: 234 x 156: 256pp
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2nd Edition

Doing Research/Reading Research

Re-Interrogating Education

Paul Dowling and Andrew Brown, both at 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.

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2nd Edition

Research Methods for Sports Studies

Chris Gratton, Sheffield Hallam University, UK and Ian Jones, Bournemouth University, UK

This is the second edition of Chris Gratton and Ian Jones’ highly successful companion to research methods courses. Illustrated with sport-related case-studies throughout, key topics such as qualitative and quantitative research methods, research design, literature reviews, ethical issues in research, and research techniques are presented in an accessible way. Supported by a companion website, this book is an invaluable reference for any student undertaking a dissertation or research project as part of their studies.

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Qualitative Methods

NEW IN 2011

Developing Narrative Theory
Life Histories and Personal Representations

Ivor F. Goodson, University of Brighton, UK

Developing Narrative Theory represents a timely assessment of the current narrative trends in research. It shows in detail how life story interviews are conducted and demonstrates how the process often begins with relatively unstructured life story collection but moves to a more collaborative exchange where sociological themes and historical patterns are scrutinised and mutually explored.

At the core of this book however the author shows that far from there being a singular form of narrative or an infinite range of unique and idiosyncratic narratives in fact there were clusters of narrativity, clusters of particular types of narrative style that can be grouped into four main areas: focused elaborators; scripted describers; armchair elaborators; and focused describers. Drawing on data from several large-scale studies from across the world, this book details how theories of narrativity and life story analysis can combine to inform learning potential.

September 2011: 234 x 156: 224pp
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Pb: 978-0-415-60362-1: $38.95
eBook: 978-0-203-81770-4

For more information, visit:
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Doing Visual Research with Children and Young People

Edited by Pat Thomson, University of Nottingham, UK

2008: 234 x 156: 240pp
Hb: 978-0-415-43109-5: $150.00
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Related Journal

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Edited by Greetje van der Werf, University of Groningen, The Netherlands

Volume 17, 2011 • 6 issues per year

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NEW IN 2011

2nd Edition

Ethnographic Methods
Karen O’Reilly, Loughborough University, UK

In this comprehensive, yet concise introduction, Karen O’Reilly introduces the reader to the technical, practical and philosophical issues that arise when employing traditional and innovative research methods in relation to human agents. She invites the reader to engage in reflexive and creative research that draws critically and creatively from the full range of qualitative methods.

Using case studies of students’ work to illustrate the dilemmas and resolutions that an ethnographic researcher may encounter, this textbook guides the reader from the initial design and planning stages through to the analysis and writing-up. It explores the historical and philosophical foundations of ethnographic research and goes on to cover a range of relevant topics such as participant observation, qualitative interviews, (focus) group interviews and visual data collection and analysis.

July 2011: 234 x 156: 224pp
Hb: 978-0-415-56180-8: $140.00
Pb: 978-0-415-56181-5: $45.95
eBook: 978-0-203-86472-2
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NEW

2nd Edition

An Introduction to Critical Discourse Analysis in Education
Edited by Rebecca Rogers, University of Missouri, St. Louis, USA

Accessible yet theoretically rich, this landmark text introduces key concepts and issues in critical discourse analysis and situates these within the field of educational research. The book invites readers to consider the theories and methods of three major traditions in critical discourse studies – discourse analysis, critical discourse analysis, and multimodal discourse analysis – through the empirical work of leading scholars in the field. Beyond providing a useful overview, it contextualizes CDA in a wide range of learning environments and identifies how CDA can shed new insights on learning and social change. Detailed analytic procedures are included – to demystify the process of conducting CDA, to invite conversations about issues of trustworthiness of interpretations and their value to educational contexts, and to encourage researchers to build on the scholarship in critical discourse studies.

This edition features a new structure; a touchstone chapter in each section by a recognized expert (Gee, Fairclough, Kress); and a stronger international focus on both theories and methods, and a Companion Website with Chapter Extensions; Interviews; Bibliographies; and Resources for Teaching Critical Discourse Analysis.

January 2011: 229 x 152: 336pp
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RELATED JOURNAL

Ethnography and Education
Edited by Bob Jeffrey, The Open University, UK

Volume 6, 2011 • 3 issues per year

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NEW IN 2011

Thinking with Theory in Qualitative Research
Using Epistemological Frameworks in the Production of Meaning

Alecia Youngblood Jackson, Appalachian State University, USA and Lisa A. Mazzei, Gonzaga University, USA

Thinking with Theory in Qualitative Research shows how by using various epistemological frameworks in practices of inquiry, researchers can open up the production of meaning in qualitative data analysis.

In this book the authors use a common data set and then use various epistemological perspectives to interrogate, interpret and produce a variety of meanings through the application of: Phenomenology; Critical Theory; Neo-Marxism; Material Feminism; Poststructuralism; Postcolonialism.

By presenting detailed examples of how one can think about research and data differently given these various frames the book demonstrates how researchers can open up meaning from their work.

August 2011: 246 x 174: 224pp
Hb: 978-0-415-78099-5: $128.00
Pb: 978-0-415-78100-8: $31.95

For more information, visit: www.routledge.com/9780415781008

Ethnography in Social Science Practice

Edited by Julie Scott-Jones, Manchester Metropolitan University, UK and Sal Watt, Liverpool Hope University, UK

Ethnography in Social Science Practice explores ethnography's increasing use across the social sciences, beyond its traditional bases in social anthropology and sociology. It explores the disciplinary roots of ethnographic research within social anthropology, and contextualizes it within both field and disciplinary settings.

The book is of two parts: Part one places ethnography as a methodology in its historical, ethical and disciplinary context, and also discusses the increasing popularity of ethnography across the social sciences. Part two explores the stages of ethnographic research via a selection of multidisciplinary case studies.

March 2010: 234 x 156: 232pp
Hb: 978-0-415-54347-7: $140.00
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eBook: 978-0-203-87630-5

For more information, visit: www.routledge.com/9780415543491

Exploring Learning, Identity and Power through Life History and Narrative Research

Edited by Ann-Marie Bathmaker and Penelope Harnett, both at University of the West of England, UK

This book brings together a collection of writing by different authors who use a narrative/life history approach to explore the experiences of a wide range of people, including teachers, nurses, young people and adults, reflecting on learning and education at significant moments in their lives. In addition, each chapter provides an account by the author of the process of constructing research narratives, and the second chapter of the book focuses specifically on ethical issues in life history and narrative research.

With contributions from a number of international experts, this book addresses key issues of social justice and power played out within different contexts, and also discusses the ethics of narrative research directly.

February 2010: 234 x 156: 200pp • Hb: 978-0-415-49642-1: $130.00 • Pb: 978-0-415-49644-5: $42.95 • eBook: 978-0-203-85837-0

For more information, visit: www.routledge.com/9780415496445
An Introduction to Qualitative Research Synthesis
Managing the Information Explosion in Social Science Research

Claire Howell Major, University of Alabama, USA and Maggi Savin-Baden, University of Coventry, UK

Providing a comprehensive guide for understanding, interpreting and synthesizing qualitative studies, *An Introduction to Qualitative Research Synthesis* shows how data can be collated together effectively to summarise existing bodies of knowledge and to create a more complete picture of findings across different studies. The authors describe qualitative research synthesis and argue for its use, describing the process of data analysis, synthesis and interpretation and provide specific details and examples of how the approach works in practice.

This accessible book: fully explains the qualitative research synthesis approach; provides advice and examples of findings; describes the process of establishing credibility in the research process; provides annotated examples of the work in process; and references published examples of the approach across a wide variety of fields.

January 2010: 234 x 156: 200pp
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Pb: 978-0-415-56286-7: $37.95

For more information, visit: www.routledge.com/9780415562867

New Approaches to Qualitative Research
Wisdom and Uncertainty

Edited by Maggi Savin-Baden, University of Coventry, UK and Claire Howell Major, University of Alabama, USA

Qualitative research has seen a surge of growth during the past decade. The number of researchers using qualitative approaches continues to grow, yet there are few up-to-date guides to assist thinking broadly about qualitative research as a field of inquiry.

*New Approaches to Qualitative Research* offers:

- a clear understanding of the range of issues related to researcher stance, the way that researchers position themselves in relation to their subjects, their participants, and their own belief systems
- an overview of some of the most cutting-edge qualitative techniques in use today: from the exploration of visual texts to the concept of inquiry to synthesis methods
- specific information regarding processes of data analysis, synthesis and interpretation that are employed in these various approaches.

In this book, the authors take the stance that qualitative research is a broad approach that encompasses and even encourages difference and uncertainty, and here at last they provide a route-map to this uncertain but fruitful line of inquiry.

April 2010: 246 x 174: 200pp
Hb: 978-0-415-57240-8: $140.00
Pb: 978-0-415-57241-5: $42.95
eBook: 978-0-203-84987-3

For more information, visit: www.routledge.com/9780415572415
Activity Theory in Practice
Promoting Learning Across Boundaries and Agencies

Edited by Harry Daniels, University of Bath, UK, Anne Edwards, University of Oxford, UK, Yrjo Engeström, University of Helsinki, Finland, Tony Gallagher, Queens University, Belfast, UK and Sten R. Ludvigsen, University of Oslo, Norway

This ground-breaking book brings together cutting-edge researchers who study the transformation of practice through the enhancement and transformation of expertise. This is an important moment for such a contribution because expertise is in transition – moving toward collaboration in inter-organizational fields and continuous shaping of transformations.

Beyond Reflective Practice
New Approaches to Professional Lifelong Learning

Edited by Helen Bradbury, Nick Frost, Sue Kilminster and Miriam Zukas, all at University of Leeds, UK

With contributions from some of the leading experts in the field of reflective practice, including David Boud, this book provides a thought-provoking look at the way forward in professional development and lifelong learning.

Ethnographies Revisited
Constructing Theory in the Field

Edited by Antony J. Puddephatt, Lakehead University, Canada, William Shaffir, McMaster University, Canada and Steven W. Kleinknecht, Brescia University College, Canada

This book presents reflexive first-hand accounts from the authors of major book-length ethnographies, recounting how they generated their key ideas in the practice of field research. This volume provides a fresh approach to teaching qualitative research by encouraging students to think creatively and theoretically in the field.

Qualitative Educational Research
Readings in Reflexive Methodology and Transformative Practice

Edited by Wendy Luttrell, Graduate Center, City University of New York, USA

‘This terrific collection is a goldmine. It should be required reading in all methods classes.’— Catherine Kohler Riessman, Research Professor, Department of Sociology, Boston College, USA

Qualitative Educational Research is a comprehensive anthology designed to deepen education students’ thinking about their qualitative research purposes, questions, and decision-making.

BROWSE AND ORDER ONLINE: www.routledge.com/education
Qualitative Research in International Settings
A Practical Guide

David Stephens, University of Brighton, UK

Professionals in the fields of education, health and the social services are increasingly required to carry out research, evaluation and reviews. Qualitative Research in International Settings will be an invaluable resource for all postgraduates.

2009: 234 x 156: 168pp
Hb: 978-0-415-28057-0: $130.00
Pb: 978-0-415-28058-7: $37.95
For more information, visit: www.routledge.com/9780415280587

On Ethnography
Approaches to Language and Literacy Research

Shirley Brice Heath, Stanford University, USA and Brian Street, King's College, University of London, UK

2008: 168pp
Pb: 978-0-415-47207-4: $46.95
Not available for purchase in the USA, Canada and Latin America.

For more information, visit: www.routledge.com/9780415472074

Qualitative Research
Challenging the Orthodoxies in Standard Academic Discourse(s)

Edited by Sandra G. Kouritzin and Nathalie A.C. Piquemal, both at University of Manitoba, Canada and Renee Norman, University College of the Fraser Valley, Canada
Series: Inquiry and Pedagogy Across Diverse Contexts Series

2008: 229 x 152: 296pp
Hb: 978-0-8058-4837-3: $145.00
Pb: 978-0-8058-4838-0: $48.95
eBook: 978-0-203-88682-3
For more information, visit: www.routledge.com/9780805848380

International Journal of Qualitative Studies in Education

James Joseph Scheurich & M. Carolyn Clark, Texas A&M University, USA
Volume 24, 2011 • 7 issues per year
For more information on the International Journal of Qualitative Studies in Education, visit the journal web page:
www.tandf.co.uk/journals/qse

International Journal of Research & Method in Education

Edited by Melanie Nind, University of Southampton, UK
Volume 34, 2011 • 3 issues per year
For more information on the International Journal of Research and Method in Education, visit the journal web page:
www.tandf.co.uk/journals/ijrme
Quantitative Methods

NEW IN 2011

Graduate Social Statistics
Rachel A. Gordon, University of Illinois, Chicago, USA
The book provides graduate students in year-long social sciences courses with the basic skills that they need to estimate, interpret, present, and publish basic regression models using contemporary standards.

Key features of the book include:
• interweaving the teaching of statistical concepts with examples developed for the course from publicly-available social science data or drawn from the literature
• thorough integration of teaching statistical theory with teaching data processing and analysis
• teaching of both SAS and Stata ‘side-by-side’ and use of chapter exercises in which students practice programming and interpretation on the same data set and course exercises in which students can choose their own research questions and data set.

July 2011: 235 x 187: 864pp
Hb: 978-0-415-87536-3: $150.00
For more information, visit: www.routledge.com/9780415875363

Regression Analysis for the Social Sciences
Rachel A. Gordon, University of Illinois, Chicago, USA
The book provides graduate students in the social sciences with the basic skills that they need to estimate, interpret, present, and publish basic regression models using contemporary standards.

Key features of the book include:
• interweaving the teaching of statistical concepts with examples developed for the course from publicly-available social science data or drawn from the literature
• thorough integration of teaching statistical theory with teaching data processing and analysis
• teaching of both SAS and Stata ‘side-by-side’.

February 2010: 235 x 187: 632pp
Hb: 978-0-415-99154-4: $125.00
For more information, visit: www.routledge.com/9780415991544

The Reviewer’s Guide to Quantitative Methods in the Social Sciences
Edited by Gregory R. Hancock, University of Maryland, College Park, USA and Ralph O. Mueller, University of Hartford, USA
The Reviewer’s Guide to Quantitative Methods in the Social Sciences is designed for evaluators of research manuscripts and proposals in the social and behavioral sciences, and beyond. Its thirty-one uniquely structured chapters cover both traditional and emerging methods of quantitative data analysis. The book updates readers on each technique’s key principles, appropriate usage, underlying assumptions, and limitations. Key features include:
• the chapters cover virtually all of the popular classic and emerging quantitative techniques, thus helping reviewers to evaluate a manuscript’s methodological approach and its data analysis
• chapters are written by methodological and applied scholars who are expert in the particular quantitative method being reviewed.

February 2010: 254 x 178: 448pp
Hb: 978-0-415-96507-1: $205.00
Pb: 978-0-415-96508-8: $69.95
eBook: 978-0-203-86155-4
For more information, visit: www.routledge.com/9780415965088

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Titles marked with this icon are available as complimentary exam copies for lecturers or faculty considering them for course adoption. Visit the URL to obtain your print or electronic copy.
Methodological Advances in Educational Effectiveness Research

Bert P. M. Creemers, University of Groningen, the Netherlands, Leonidas Kyriakides, University of Cyprus, Cyprus and Pam Sammons, University of Oxford, UK

Series: Quantitative Methodology Series

Methodological Advances in Educational Effectiveness Research is an important new work by some of the leading researchers in the field of Educational Effectiveness Research (EER). It shows how developments in the research methodology area such as the use of multilevel modelling approaches to analyse nested data have promoted the knowledge-base of educational effectiveness. Guiding readers through the effective and appropriate use in educational effectiveness of: longitudinal studies; experimental studies; mixed research methods; meta-analyses of effectiveness studies; using generalisability theory to test the quality of data; multilevel modeling; and structural equation modelling techniques.

The authors draw in the expertise of scholars from around the world to show the mathematical background of each technique, the current and future applications, and specific examples of applying this orientation to help the readers design their own effectiveness studies using specific methodological tools.

NEW

Social Statistics
The Basics and Beyond

Thomas J. Linneman, The College of William and Mary, USA

Series: Contemporary Sociological Perspectives

With just the right level of detail, and a graphically innovative approach, this book carefully guides students through the statistical techniques they will encounter in the real world. The basics, plus multiple regression, interaction effects, logistic regression, non-linear effects, all covered in a non-intimidating way for your students.

The book uses three datasets throughout: General Social Survey, American National Election Studies, World Values Survey, and includes SPSS demonstrations at the end of each chapter. Most of your students will likely take only one stats course and use only one stats book in their college careers. This one innovatively equips them for their worlds ahead, regardless of the career paths they follow.

April 2010: 234 x 156: 376pp
Hb: 978-0-415-48175-5: $155.00
Pb: 978-0-415-48176-2: $56.95
eBook: 978-0-203-85100-5

For more information, visit:
www.routledge.com/9780415481762

December 2010: 235 x 187: 576pp
Hb: 978-0-415-80501-8: $94.95
eBook: 978-0-203-84167-9

For more information, visit:
www.routledge.com/9780415805018

Evaluation and Research in Education

Edited by Keith Morrison, Macau University of Science and Technology, Peoples Republic of China

Volume 24, 2011 • 4 issues per year

For more information on Evaluation and Research in Education, visit the journal web page:
www.tandf.co.uk/journals/revr
NEW IN 2012

Changing Schools Through Systematic Inquiry
Why and How School Leaders do Research

Pat Thomson, University of Nottingham, UK and Jill Blackmore, Deakin University, Australia

There is an increasing understanding that school change is more effective when it is locally designed to suit specific histories and conditions, and that school-based research makes an important contribution to successful reform. However there are relatively few books that address how local research can complement larger scale evidence to produce successful school redesign. This book fills this gap.

By using actual examples of school leaders’ use of systematic inquiry in schools in the UK, North America, Israel, and Australia the authors provide a well theorised and practical guide to the use and conduct of systematic change-oriented inquiry.

Firmly founded on a strong theoretical foundation the authors’ pragmatic advice: recognises the messy everyday reality of schools; avoids a simplistic tool-kit approach to both organization change and to practitioner research; encourages school leaders and researchers to develop a repertoire of approaches to inquiry; links classroom and program based research to school improvement; elaborates a range of research-based change strategies; situates school change in international contexts; addresses issues around commissioning research; connects research to tangible issues in change.

January 2012: 234 x 156: 176pp
Hb: 978-0-415-46552-6: $120.00
Pb: 978-0-415-46553-3: $38.95
eBook: 978-0-203-81819-0
For more information, visit: www.routledge.com/9780415465533

NEW IN 2011

Curriculum, Pedagogy and Educational Research
The Work of Lawrence Stenhouse

Edited by John Elliott and Nigel Norris, both at University of East Anglia, UK

Lawrence Stenhouse was one of the most distinguished, original and influential educationalists of his generation. In this book, renowned educationalists describe Stenhouse’s contribution to education, explore the contemporary relevance of his thinking and bring his work and legacy to the attention of a wide range of students, teachers, teacher educators and others involved in education.

Stenhouse saw the primary aim of education as the development of individuality through a creative and critical engagement with culture. He was an early advocate of inclusive education and was committed to making available to all pupils an education that was challenging and empowering. For Stenhouse many of the problems of education stemmed not so much from its content as from the terms and conditions under which students were required to access it. Consequently he pioneered an approach to curriculum reform that stressed the quality of the educational process and the values that defined it, as opposed to ‘rational curriculum planning’, which stressed the pre-specification of measurable learning outcomes.

Stenhouse devised the curriculum reform movement’s most ambitious strategy, ‘the process model’, and was its principal theorist.

December 2011: 234 x 156: 192pp
Hb: 978-0-415-66456-1: $120.00
eBook: 978-0-203-81811-4
For more information, visit: www.routledge.com/9780415664561

Knowledge Mobilization and Educational Research
Politics, Languages and Responsibilities

Edited by Tara Fenwick, University of Stirling, UK and Lesley Farrell, University of Technology, Sydney, Australia

How can educational research have more impact? What processes of knowledge exchange are most effective for increasing the uses of research results? These sorts of questions are commanding urgent attention in educational discourses and research policies now circulating around the world. Yet precisely what activities constitute effective knowledge mobilization, or even what is meant by ‘moving knowledge’, remains unclear.

This volume is unique in bringing together these wide-ranging issues of knowledge mobilization in education. The volume editors critically analyse these complex issues and also describe various efforts of knowledge mobilization and their effects.

For more information, visit: www.routledge.com/9780415614658

BROWSE AND ORDER ONLINE: www.routledge.com/education
Actor-Network Theory in Education

Tara Fenwick and Richard Edwards, both at University of Stirling, UK

Actor-network theory (ANT) has enjoyed wide uptake in the social sciences in the past three decades. ANT studies bring to the fore the material — objects of all kinds — and de-centre the human and the social in educational issues. ANT sensibilities are interested in the ways human and non-human elements become interwoven.

This book offers an introduction to actor-network theory for educators to consider in three ways. One mode is the introduction of concepts, approaches and debates around actor-network theory as a research approach in education. A second mode showcases educational studies that have employed ANT approaches in classrooms, workplaces and community settings, drawn from the UK, USA, Canada, Europe and Australia. A third mode looks at recent ‘after-ANT’ inquiries which open an array of important new approaches. Across these diverse environments and uptakes, the authors trace how learning and practice emerge, show what scales are at play, and demonstrate what this means for educational possibilities.

**NEW IN 2011**

**Design Research on Learning and Thinking in Educational Settings**

Enhancing Intellectual Growth and Functioning

Edited by David Yun Dai, University at Albany, USA

Series: Educational Psychology Series

The central question this book addresses is how a design research-based science of learning can provide insights and integrated models of how human beings actually function and grow in the social dynamics of educational settings.

Part one provides an overview of the foundations of instructional design for intellectual development and functioning, setting up an overarching framework. Parts two and three focus on substantive models for teaching subject matters and for technology- and community-enhanced designs. Each chapter presents the theoretical basis for the model and what educational and developmental issues it is designed to address, reviews how the conceptual model was developed and materialized in specific educational settings through design research; explains the distinct components and organizational features in the instructional design and how they are orchestrated in authentic learning settings to serve the instructional goals; and discusses what lessons can be learned from building these instructional models.

**Cultural-Historical Perspectives on Teacher Education and Development**

Learning Teaching

Edited by Viv Ellis and Anne Edwards, both at University of Oxford, UK and Peter Smagorinsky, University of Georgia, USA

*Cultural-Historical Perspectives on Teacher Education and Development* is an international volume which clarifies the purpose of initial (pre-service) teacher education and continuing professional development, and the role of universities and higher education personnel in these processes. An edited collection of chapters by leading researchers from the UK, the US and Europe, it gains coherence from its theoretical orientation and substantive focus on teacher learning. This book:

- demonstrates the contribution of sociocultural and cultural-historical activity theory (CHAT) towards our understandings of teacher learning; offers a strong exemplification of a research focus on teachers as learners in specific sociocultural settings; and shows what teachers learn, how they learn and where they learn, using specific research examples, in the context of broader interests in the development of professional practice and professional education.


For more information, visit: [www.routledge.com/9780415497596](http://www.routledge.com/9780415497596)
NEW

Developing Cultural Capability in International Higher Education
A Narrative Inquiry

Sheila Trahar, University of Bristol, UK

Using information that builds upon data gained from several years of practice, across a range of countries and institutions the author considers in detail four main themes: learning, teaching and assessment as a cultural product of higher education; personal and professional interactions between staff and students; the political and personal dimensions of the internationalisation of higher education; and methodological and ethical considerations when conducting research across cultures.

By writing as a practitioner researcher who has reflected, extensively and critically, on her own practice, the author here gathers together empirical research, case studies and personal reflections, beliefs and assumptions into an innovative account of cultural capability. Through these rich accounts, this book stimulates researchers or practitioners grappling with the cultural complexity of higher education today to reflect on their own practices, proposing some ways to create environments that are more inclusive.

December 2010: 234 x 156: 192pp
Hb: 978-0-415-57238-5: $120.00
Pb: 978-0-415-57239-2: $36.95
eBook: 978-0-203-83400-8
For more information, visit: www.routledge.com/9780415572392

The History of U.S. Higher Education – Methods for Understanding the Past

Edited by Marybeth Gasman, University of Pennsylvania, USA

Series: Core Concepts in Higher Education

The first volume in the Core Concepts of Higher Education series, The History of U.S. Higher Education: Methods for Understanding the Past is a unique research methods textbook that provides students with an understanding of the processes that historians use when conducting their own research. Written primarily for graduate students in higher education programs, this book explores critical methodological issues in the history of American higher education, including race, class, gender, and sexuality. Chapters include: Reflective Exercises that combine theory and practice; Research Method Tips and Further Reading Suggestions.

Leading historians and those at the forefront of new research explain how historical literature is discovered and written, and provide readers with the methodological approaches to conduct historical higher education research of their own. An incredible diversity of topics includes the histories of Latinos and Asian Americans in Higher Education, guidance on how to utilize photos as primary sources and interpret oral histories, and much more.

May 2010: 254 x 178: 240pp
Hb: 978-0-415-87364-2: $130.00
Pb: 978-0-415-87365-9: $43.95
For more information, visit: www.routledge.com/9780415873659

Hermeneutics, History and Memory

Philip Gardner, University of Cambridge, UK

History is the true record of an absent past. The trust between historians and their readers has always been founded upon this traditional claim. In a postmodern world, that claim and that trust have both been challenged as never before, drawing either angry or apologetic responses from historians. Hermeneutics, History and Memory answers differently. It sees the sceptical challenge as an opportunity for reflection on history’s key processes and practices, and draws upon methodological resources that are truly history’s own, but from which it has become estranged. In seeking to restore these resources, to return history to its roots, this book presents a novel contribution to topical academic debate, focusing principally upon: the challenges and detours of historical methodology; hermeneutic interpretation in history; the work of Paul Ricoeur; and the relation between history and memory.

January 2010: 234 x 156: 208pp
Hb: 978-0-415-35337-3: $130.00
Pb: 978-0-415-35338-0: $45.95
eBook: 978-0-203-86012-0
For more information, visit: www.routledge.com/9780415353380
Mobile Methods
Edited by Monika Büscher, John Urry and Katian Witchger, all at Lancaster University, UK

In the twenty-first century, more than ever, everything and everybody seems to be on the move. Global flows of people, goods, food, money, information, services and media images are forming an intensely mobile background to everyday life. Mobile Methods addresses the challenges and opportunities of researching mobile phenomena. Drawing on extensive interdisciplinary discussion, the book brings together a collection of cutting-edge methodological innovations and original research reports to examine some important implications of the mobilities turn for the processes of ‘research’, and the realm of the empirical. Through analysis that addresses questions such as ‘how are social relationships and social institutions made in and through mobility?’, and ‘how do people experience mobility in twenty-first century world cities?’, the authors mobilize sociological analysis, bringing new insights and opening up new opportunities for engagement with contemporary challenges.

August 2010: 234 x 156: 224pp
Hb: 978-0-415-49241-6: $140.00
Pb: 978-0-415-49242-3: $55.95
eBook: 978-0-203-87990-0
For more information, visit: www.routledge.com/9780415492423

Overseas Research II
A Practical Guide
Christopher B. Barrett, Cornell University, USA and Jeffrey Cason, Middlebury College, USA

Researchers in developing countries often find that the particular country in which they work presents a range of unforeseen challenges. An ability to negotiate a bewildering array of cultural and logistical obstacles is therefore essential. Overseas Research II: A Practical Guide distils essential lessons learned by scores of students and scholars who have collected data and done fieldwork abroad. The authors fill the reader in on the many crucial pieces of advice: how to prepare for the field, how and where to find funding for one’s fieldwork, issues of personal safety and security, and myriad logistical and relational issues that often define one’s research experience abroad. The book focuses new field researchers’ attention on that productive intersection, and includes many real-life accounts from experienced professionals whose own work abroad can inform those facing the field for the first time.

March 2010: 234 x 156: 184pp
Hb: 978-0-415-77833-6: $135.00
Pb: 978-0-415-77834-3: $53.99
eBook: 978-0-203-85627-7
For more information, visit: www.routledge.com/9780415778343

Researching and Understanding Educational Networks
Robert McCormick, The Open University, UK and Alison Fox, Patrick Carmichael and Richard Procter, all at University of Cambridge, UK

Researching and Understanding Educational Networks extends the discussion of educational networks in a unique and novel way by relating it to teacher learning. Following an investigation of teacher and school networks in the UK, the authors found that theoretical perspectives taken from existing work on such networks were not adequate to provide an understanding of their potential, nor to provide the basis for researching them in ways that reflected the variety of teacher experience. This book presents analyses of the problems with existing theories of teacher learning, which for example draw on ideas of ‘communities of practice’, and explores what network theories can be brought to the problem of how teachers and schools create and share new knowledge about practice. Researching and Understanding Educational Networks explores a new application of networks theories derived from quite different fields of work, and extends it both by being concerned about networks beyond organisations and specifically about educational networks.

June 2010: 234 x 156: 296pp  •  Hb: 978-0-415-49482-3: $145.00  •  Pb: 978-0-415-49483-0: $44.95  •  eBook: 978-0-203-84917-0
For more information, visit: www.routledge.com/9780415494830
**Researching IT in Education**

**Theory, Practice and Future Directions**

Edited by **Anne McDougall, John Murnane, Anthony Jones and Nick Reynolds**, all at University of Melbourne, Australia

Researching IT in Education aims to provoke thought and discussion among practising researchers by considering a range of approaches to undertaking quality research. Establishing priorities and directions for future research, the book is structured around five foci: theory; history; research directions; methodology; and research topics.

This book argues for the enormous power of IT to enable fundamental research that both refines and develops theory and practice in education. High quality research that advances knowledge and educational practice in this area will generally require longer timelines and more complex data collection and analysis methods. The authors draw attention to the value of theoretical frameworks used in mainstream educational research and highlight the early theoretical work on the subject of IT in education.

Researching IT in Education is the only book in its area to focus on methodological and research design issues.

January 2010: 234 x 156: 232pp

Hb: 978-0-415-56000-9: **$140.00**

Pb: 978-0-415-56001-6: **$45.95**

eBook: 978-0-203-86327-5

For more information, visit:
www.routledge.com/9780415560016

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**Using Analytical Frameworks for Classroom Research**

**Collecting Data and Analysing Narrative**

Edited by **Susan Rodrigues**, University of Dundee, UK

This introductory collection brings together contributions from a range of international researchers, each working within their own traditions, to explore current perspectives on the use of analytical approaches in education. Providing a close examination of cutting-edge data analysis techniques, each contribution describes a set of tools to assist prospective researchers as they decide which analytical approach or approaches best suit their own research endeavours.

Exploring theoretical approaches from both a macro and a micro perspective, each chapter: outlines the theoretical assumptions of the approach; highlights the constraints and tensions within the approach; contextualises the tradition in which the approach is located; provides data and case studies to illustrate how the approach is used in classroom research and the realities of practice.

February 2010: 234 x 156: 224pp

Hb: 978-0-415-55306-3: **$130.00**

Pb: 978-0-415-55307-0: **$42.95**

eBook: 978-0-203-85799-1

For more information, visit:
www.routledge.com/9780415553070

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**NEW**

**Visual Research Methods in the Social Sciences**

**Awakening Visions**

**Stephen Spencer**, Sheffield Hallam University, UK

Visual Research Methods in the Social Sciences is a guide for students, researchers and teachers in the social sciences who wish to explore and actively use a visual dimension in their research. This book offers an integrated approach to doing visual research, showing the potential for building convincing case studies using a mix of visual forms including: archive images, media, maps, objects, buildings, and video interviews.

Examples of the visual construction of ‘place’, social identity and trends of analysis are given in the first section of the book, whilst the essays in the second section highlight the astonishing creativity and innovation of four visual researchers. Each detailed example serves as a touchstone of quality and analysis in research, and they give a keen sense of the motives, philosophies and benefits of using visual research methods.

December 2010: 234 x 156: 296pp  •  Hb: 978-0-415-48382-7: **$130.00**  •  Pb: 978-0-415-48385-8: **$45.95**  •  eBook: 978-0-203-88386-0

For more information, visit: www.routledge.com/9780415483858
Using Educational Research to Inform Practice
A Practical Guide to Practitioner Research in Universities and Colleges
Lorraine Foreman-Peck, Oxford University, UK and Christopher Winch, Kings College, University of London, UK

This book gives practical guidance on how educational research can inform professional practice. Written in a clear and accessible style, it details the way in which evidence-based knowledge can be used to develop teaching and learning, bringing together a range of resources for all levels of reader but specifically designed to aid the progressive practitioner researcher.

The authors draw on their experience of empirical work in education to provide thoroughly up-to-date reference material, including illustrative case studies, practical guidelines and exercises, and definitions of educational and research terms. The case studies and critical literature surveys have been chosen to demonstrate the use (and mis-use) of research evidence in thinking about a range of important topics in further and higher education.

June 2010: 234 x 156: 160pp
Hb: 978-0-415-45009-6: $125.00
Pb: 978-0-415-45010-2: $31.95
eBook: 978-0-203-84761-9

For more information, visit: www.routledge.com/9780415450102

Researching Transitions in Lifelong Learning
Edited by John Field, University of Stirling, UK and Jim Gallacher and Robert Ingram, both at Glasgow Caledonian University, UK

Researching Transitions in Lifelong Learning presents new research from Britain, Australia and North America. The authors include leading scholars with established international reputations – such as Kathryn Ecclestone, Norton Grubb, David Boud and Gert Biesta – as well as emerging researchers with fresh and sometimes challenging perspectives.

2009: 234 x 156: 240pp
Hb: 978-0-415-49598-1: $150.00
Pb: 978-0-415-49599-8: $42.95
eBook: 978-0-203-87517-9

For more information, visit: www.routledge.com/9780415495998

Researching Sex and Lies in the Classroom
Allegations of Sexual Misconduct in Schools
Pat Sikes, University of Sheffield, UK and Heather Piper, Manchester Metropolitan University, UK

Researching Sex and Lies in the Classroom draws on in-depth qualitative research exploring the experiences, perceptions and consequences for those who have been falsely accused of sexual misconduct with pupils.

2009: 234 x 156: 176pp
Hb: 978-0-415-48117-5: $130.00
Pb: 978-0-415-48118-2: $42.95
eBook: 978-0-203-86405-0

For more information, visit: www.routledge.com/9780415481182

Researching Violence, Democracy and the Rights of People
Edited by John Schostak, Manchester Metropolitan University, UK and Jill Schostak, University of East Anglia, UK

This book explores what is at stake methodologically for researchers seeking to expand opportunities for people to become visible upon the public stages of debate, decision making and action, making audible their experiences of wrongs and injustices.

2009: 234 x 156: 272pp
Hb: 978-0-415-47877-9: $140.00
Pb: 978-0-415-47878-6: $47.95
eBook: 978-0-203-86360-2

For more information, visit: www.routledge.com/9780415478786
Researching with Integrity
The Ethics of Academic Enquiry

Bruce Macfarlane, University of Hong Kong, China

2008: 229 x 152: 208pp
Hb: 978-0-415-42903-0: $150.00
Pb: 978-0-415-42904-7: $45.95
eBook: 978-0-203-88696-0

For more information, visit:
www.routledge.com/9780415429047

Surviving Field Research
Working in Violent and Difficult Situations

Edited by Chandra Lekha Sriram, University of East London, UK, John C. King and Julie A. Mertus, both at American University, USA, Olga Martin-Ortega and Johanna Herman, both at University of East London, UK

This text guides researchers in conducting research in situations of violent conflict or human rights abuses. It informs the reader of the ongoing debates about responsible scholarship and explains how to identify and address challenges in conducting qualitative research in difficult circumstances.

2009: 234 x 156: 280pp
Hb: 978-0-415-48934-8: $185.00
Pb: 978-0-415-48935-5: $39.95
eBook: 978-0-203-87527-8

For more information, visit:
www.routledge.com/9780415489355

NEW IN 2011

Writing Research Critically
Developing the Power to Make a Difference

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

This is not a standard guide to writing a dissertation, thesis, project report, journal article or book. Writing Research Critically shows that writing up is not just about ‘presenting findings’ as if the facts would speak for themselves. As the authors show there are certain vital skills that any writer needs to develop within their academic writing, such as the ability to: develop critical understanding and a personal academic voice; question assumptions and the status quo; frame the background and transgress the frame; read between the lines when reviewing the literature; strengthen interpretations and construct persuasive arguments; challenge and develop theory and explanations; develop ideas that create possibilities for realistic action.

Packed with examples from a range of writing projects (papers, dissertations, theses, reports, journal articles and books), this book provides a practical and refreshing way to approach and present research. Through case studies the authors offer a step by step guide from the early stages of planning a writing project, whether an undergraduate paper or a professional publication, to the polishing processes that make the difference between a merely descriptive account to an argument that intends to be critical and persuasive.

November 2011: 234 x 156: 208pp
Hb: 978-0-415-59874-3: $120.00
Pb: 978-0-415-59875-0: $36.95

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Publishing Pedagogies for the Doctorate and Beyond
Edited by Claire Aitchison, University of Western Sydney, Australia, Barbara Kamler, Deakin University, Australia and Alison Lee, University of Technology Sydney, Australia

Publishing Pedagogies for the Doctorate and Beyond is a timely and informative collection of practical and theorised examples of innovative pedagogies that encourage doctoral student publishing. The authors give detailed accounts of their own pedagogical practices so that others may build on their experiences. With contributions from global leading experts, this vital new book: explores broader issues pertaining to journal publication and the impacts on scholarly research and writing practices for students, supervisors and the academic publishing community; takes up particular pedagogical problems and strategies, including curriculum and supervisory responses arising from the ‘push to publish’; and documents explicit experiences and practical strategies that foster writing-for-publication during doctoral candidature.

Publishing Pedagogies for the Doctorate and Beyond explores the challenges and rewards of supporting doctoral publishing and provides new ways to increase research publication outputs in a pedagogically sound way.

January 2010: 234 x 156: 176pp
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NEW
Becoming a Teacher Researcher in Literacy Teaching and Learning
Strategies and Tools for the Inquiry Process
Edited by Christine C. Pappas, University of Illinois at Chicago (Emerita), USA and Eli Tucker-Raymond, Chèche Konnen Center at TERC, USA

Designed to facilitate teachers’ efforts to meet the actual challenges and dilemmas they face in their classrooms, Becoming a Teacher Researcher in Literacy Teaching and Learning provides background information and key concepts in teacher research; covers the ‘how-to’ strategies of the teacher research process from the initial proposal to writing up the report as publishable or presentable work; illustrates a range of literacy topics and grade levels; and features twelve reports by teacher researchers who have gone through the process, and their candid remarks about how activities helped (or not).

Addressing the importance of teacher research for better instruction, reform, and political action, this text emphasizes strategies teachers can use to support and strengthen their voices as they dialogue with others in the educational community, so that their ideas and perspectives may have an impact on educational practice both locally in their schools and districts and more broadly.

January 2011: 254 x 178: 288pp
Hb: 978-0-415-99620-4: $125.00
Pb: 978-0-415-99621-1: $34.95
eBook: 978-0-203-83609-5

For more information, visit: www.routledge.com/9780415996211
NEW IN 2011

Early Childhood Teacher Research
From Questions to Results

Kathryn Castle, Oklahoma State University, USA

This exciting new resource, *Early Childhood Teacher Research*, is a comprehensive guide for early childhood students and professionals in understanding and doing teacher research. This accessible and interactive book touches upon the important issues every early childhood teacher should know – the uniqueness of early childhood teacher research, reasons for doing it, and how to do it. Kathryn Castle explores each stage of teacher research from conceptualizing, generating research questions, identifying data sources, gathering and analyzing data, interpreting results, sharing results, and taking action.

Each chapter includes special features for building early childhood teacher research skills:

- **Teacher Researcher Journal**: for the reader to reflect on content
- **From the Field**: real world examples of early childhood teacher researcher studies
- **Exploration**: activities that send readers to websites, to interview teacher researchers, and to practice the methods demonstrated in the book.

August 2011: 254 x 178: 160pp
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For more information, visit: www.routledge.com/9780415877596

Action Research and Reflective Practice
Creative and Visual Methods to Facilitate Reflection and Learning

Paul McIntosh, Queen Mary, University of London, UK

In *Action Research and Reflective Practice*, the author argues that reflective practice and action research can become mechanistic in their use unless fresh creative approaches are employed. Exploring the tension between the use of evidence-based practice, based upon solid ‘objective’ research, and reflection, with its ‘subjectivity’ and personal perception, this book argues that reflection is research. The author increases the use and effectiveness of both action research and reflection through the application of new creative and visual approaches.

*Action Research and Reflective Practice* demonstrates that creative approaches can be utilised effectively in critically reflexive ways, creating a new style of action research that is both innovative and theoretically robust. The resultant approach will improve evidence-based research in education, healthcare and other social sciences to enhance perception and understanding of events, identity and self.

January 2010: 216 x 138: 208pp
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Small-Scale Research in Primary Schools
A Reader for Learning and Professional Development

Edited by Kimberly Safford, Mary Stacey and Roger Hancock

Provides a straightforward, highly accessible introduction to practical investigations and workplace enquiry in the primary school. It considered enquiry approaches and research methodologies, and the questions and challenges adults in schools encounter about children’s learning.

July 2010: 246 x 174: 240pp • Hb: 978-0-415-58559-0: $140.00 • Pb: 978-0-415-58560-6: $36.95

For more information, visit: www.routledge.com/9780415585606
**Becoming a Teacher through Action Research**  
Process, Context, and Self-Study  

**Donna Kalmbach Phillips** and **Kevin Carr**, both at George Fox University, USA

_Becoming a Teacher through Action Research_, skillfully interweaves the stories of pre-service teaching with the process of action research. This engaging text focuses specifically on the needs of pre-service teachers by providing assistance for all stages of the research experience, including guidance on how to select an area of focus, design a culturally-proficient study, collect and interpret data, and communicate findings.

With an updated preface and introduction, this revised edition fully develops a convincing response to the framing question of the book, ‘Why pre-service teacher action research?’ The new edition offers a more robust overview of research methodology, including mixed methods examples as well as quantitative data collection strategies. The authors also touch on digital photography and audio collection tools for presenting action research. Using additional activities and examples, the authors clarify how to ask critical questions using literature reviews.

There is a companion website with downloadable templates and additional instructor resources at [www.routledge.com/textbooks/9780415801065/](http://www.routledge.com/textbooks/9780415801065/).

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**Connecting Inquiry and Professional Learning in Education**  
International Perspectives and Practical Solutions  

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

This book makes explicit the connections between Practitioner Inquiry and Teacher Professional Learning, enabling teacher educators, researchers and policy makers to examine and improve practice leading to enhanced teacher professional learning.

**Responding to Diversity in Schools**  
An Inquiry-Based Approach  

**Edited by Susie Miles** and **Mel Ainscow**, both at University of Manchester, UK

_Responding to Diversity in Schools_ sets out to encourage innovation in schools, challenge existing assumptions and practices, and promote critical reflection. The contributing authors explain how to use a wide range of research methods, including visual methods that can be used to gather the views of children and young people. In addition, the book provides illustrative examples of innovative approaches to doing research with children, teachers and parents in schools.

Written in a clear, direct style that addresses the types of concerns facing teachers on a daily basis, this book offers both practical guidance on responding to the challenge of diversity and inclusion from an inquiry-based learning perspective, and a range of detailed worked examples from schools. It will support individual practitioners and staff teams working on school development issues, as well as tutors wishing to use inquiry-based approaches within workshops and courses. It will also benefit post-graduate students who are focusing on inclusion, diversity, school development and leadership.

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Doing Action Research in English Language Teaching
A Guide for Practitioners
Anne Burns, Macquarie University, Australia

Series: ESL & Applied Linguistics Professional Series

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. Each chapter includes a variety of pedagogical activities.

Bringing the how-to and the what together, this is the perfect text for BATESOL and MATESOL courses in which action research is the focus or a required component.

2009: 229 x 152: 208pp
Hb: 978-0-415-99144-5: $130.00
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For more information, visit: www.routledge.com/9780415991452

You and Your Action Research Project
Jean McNiff and Jack Whitehead

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.

2009: 234 x 156: 280pp • Hb: 978-0-415-48708-5: $130.00 • Pb: 978-0-415-48709-2: $42.95
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BESTSELLER

Using Effectiveness Data for School Improvement
Developing and Utilising Metrics
Anthony Kelly and Christopher Downey, both at University of Southampton, UK

Data metrics in schools are becoming increasingly complex, but despite their best efforts, teachers and academics generally find them something of a ‘black-box’. This book lifts the lid on that box, exploring the provenance and problematization of existing techniques and developing new algorithms for measuring the more oblique aspects of in-school performance. Using contextual value-added measures in England as a foundation the book explores the potential of performance and progress data to guide student and teacher self-evaluation, to set targets and allocate resources, to evaluate initiatives and identify good practice, to assess and reward staff responsibility, and to inform policy in relation to emerging issues like school choice, equality of opportunity and post-compulsory progression.

Using Effectiveness Data for School Improvement brings together for the first time in one place the various metrics and models, and their basis in research. A full technical specification is included so that both ‘data experts’ and ‘data novices’, academics and practitioners, can use the book to understand and maximize what is potentially a hugely transforming, but under-utilized, resource and an increasingly important aspect to school and curriculum management.

December 2010: 234 x 156: 248pp
Hb: 978-0-415-56277-5: $125.00
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For more information, visit: www.routledge.com/9780415562782

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NEW IN 2011

Successful Research Supervision
Advising Students Doing Research
Anne Lee

This book offers a research-based frame for academics to be able to examine and develop their effectiveness as research supervisors.

From identifying and recruiting the best candidates to managing a project through to successful completion, this book guides the reader through a series of exercises to identify their strengths and weaknesses and then provides practical yet theoretically sound advice. The book is full of examples of best practice from outstanding scientists, social scientists and humanities supervisors in both the UK and the USA.

This helpful book will help academics:
• to expand their own repertoire and mix of actions and responses, thus to be able to be more flexible to meet different situations
• to identify the best mix of approaches to fit a particular student
• to understand more deeply how their preferred approach to working with research students is influenced by their own values and experiences
• to be able to choose the most appropriate combination of approaches for a particular curriculum or project
• to have a neutral language for developing others.
The Routledge Doctoral Student’s Companion
Getting to Grips with Research in Education and the Social Sciences
Edited by Pat Thomson and Melanie Walker, both at University of Nottingham, UK
Series: Companions for PhD and DPhil Research

Bringing together contributions from key names in the international education arena, The Routledge Doctoral Student’s Companion is a comprehensive guide to the literature surrounding doctorates, bringing together questions, challenges and solutions normally scattered over a wide range of texts. Accessible and wide-ranging, it covers all doctoral students need to know about: what doctoral education means in contemporary practice; forming an identity and knowledge as a doctoral student; the big questions which run throughout doctoral practice; becoming a researcher; the skills needed to conduct research; and integrating oneself into a scholarly community.

Offering an extensive and rounded guide to undertaking doctoral research in a single volume, this book is essential reading for all full-time and part-time doctoral students in education and related disciplines.

March 2010: 246 x 174: 440pp
Hb: 978-0-415-48411-4: $155.00
Pb: 978-0-415-48412-1: $54.95
eBook: 978-0-203-85224-8

For more information, visit:
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The Routledge Doctoral Supervisor’s Companion
Supporting Effective Research in Education and the Social Sciences
Edited by Melanie Walker and Pat Thomson, both at University of Nottingham, UK
Series: Companions for PhD and DPhil Research

Accompanying The Routledge Doctoral Student’s Companion this book examines what it means to be a doctoral student in education and the social sciences, providing a guide for those supervising students. Exploring the key role and pedagogical challenges that face supervisors in students’ personal development, the contributors outline the research capabilities which are essential for confidence, quality and success in doctorate level research. Providing guidance about helpful resources and methodological support, the chapters: frame important questions within the history of debates; act as a road map through international literatures; make suggestions for good practice; raise important questions and provide answers to key pedagogical issues; and provide advice on enabling students’ scholarly careers and identities.

April 2010: 246 x 174: 300pp
Hb: 978-0-415-48413-8: $155.00
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For more information, visit:
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Practitioner Research at Doctoral Level
Developing Coherent Research Methodologies
Pat Drake, University of Sussex, UK with Linda Heath, University of Brighton, UK

From gathering data, preparing papers and organising projects, to the less obvious difficulties of time management and personal development, doctoral researchers are heavily tasked. In addition to this, those undertaking practitioner research face the complication of negotiating a less traditional research setting.

As a guide to this ongoing, often neglected aspect of doctoral research, the authors of this innovative book explore in detail the challenges faced by doctoral researchers conducting practitioner research today. They show that the special nature of this research and the conditions in which the professional researcher works raise questions about producing new knowledge at work through research. This affects everything: relationships with practice; ethics; the ways that they are taught and supervised; the genre of the thesis; all place practitioners in situations which may not methodologically align with conventional approaches.

September 2010: 234 x 156: 144pp • Hb: 978-0-415-49021-4: $120.00 • Pb: 978-0-415-49022-1: $36.95 • eBook: 978-0-203-84100-6

For more information, visit: www.routledge.com/9780415490221
Most international students need to write essays and reports for exams and coursework. Yet writing good academic English is a demanding task. This new edition of Academic Writing has been fully revised to help students reach this goal. Clearly organised, the course explains the writing process from start to finish. Each stage is demonstrated and practised, from selecting suitable sources, reading, note-making and planning through to re-writing and proofreading.

The book is divided into short sections which contain examples, explanations and exercises for use in the classroom or self-study. Cross-references allow easy access to relevant sections, and a full answer key is included.

The third edition has been developed in response to suggestions from both students and teachers. Featuring a new website, there is increased coverage of plagiarism, argument, cause and effect, comparison, definitions and academic style. Different forms of writing, including reports and literature reviews, are also covered.

January 2011: 246 x 189: 320pp
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Contemporary Critical Theory and Methodology

Piet Strydom

Series: Social Research Today

Contemporary Critical Theory and Methodology is unique in presenting the first critical collection of texts dealing with the debate between critical theory and pragmatism. Piet Strydom focuses in particular on the implications that the relation between the two has for the methodology and research practice of contemporary critical theory.

February 2011: 234 x 156: 272pp  
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NEW IN 2011

Max Weber
Collected Methodological Writings

Edited by Hans Henrik Bruun, University of Copenhagen, Denmark and Sam Whimster, London Metropolitan University, UK

Translated by Hans Henrik Bruun

Series: Weber in Translation

Weber’s contributions to methodology are fundamental to social scientific practice. Weber is now honoured as the theorist who held together divergent strands – of explanation and understanding – and this volume will be indispensable to contemporary debates. The volume provides the first complete and reliable translation of all his methodological writings by two of the world’s leading Weber scholars.

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Inventive Methods
The Happening of the Social

Edited by Lury Celia and Nina Wakeford, both at Goldsmiths University of London, UK

Series: CRESC

This volume proposes a set of new approaches for the empirical investigation of the contemporary world. Building on the increasing importance of methodologies that cut across disciplines, authors explain the utility for social and cultural research of ‘devices’ including the list, the pattern, the event and the anecdote.

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For more information, visit:  
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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

Since the concept of ‘multi-sited’ approaches in ethnography developed over fifteen years ago, it has attracted a growing number of researchers across the social sciences. This volume examines the evolution of the concept as well as the problems and possibilities multi-sited approaches have presented to researchers.

June 2011: 229 x 152: 208pp  
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Mixing Methods in Social Research

Elisa Bellotti
Series: Social Research Today

Social Network Analysis is a research approach widely used in many disciplines ranging from physics to the social sciences. This book offers an insight on how to mix this perspective with qualitative methods, and in so doing enables us to investigate the forms and meanings of the networks of relationships in which people are embedded.

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The Mutual Construction of Statistics and Society

Edited by Ann Rudinow Saetnan, Norwegian University of Science and Technology, Norway, Heidi Mork Lomell, University of Oslo, Norway and Svein Hammer, Norwegian University of Science and Technology, Norway
Series: Routledge Advances in Research Methods

What we choose to count, what we choose not to count, who does the counting, and the categories and values we choose to apply when counting, matter. This volume addresses why and how students and scholars must become more aware of the power and the limitations of statistics.

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Transformation in Scholarly Practice

Edited by Nicholas W. Jankowski, Royal Netherlands Academy of Arts and Sciences, Amsterdam
Series: Routledge Advances in Research Methods

July 2009: 229 x 152: 366pp
Hb: 978-0-415-99028-8: $113.00
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Models in Statistical Social Research

G’otz Rohwer, Ruhr--Universitat Bochum, Germany
Series: Social Research Today

2009: 234 x 156: 160pp
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Secrecy and Silence in the Research Process
Feminist Reflections

Edited by Róisín Ryan-Flood, University of Essex, UK and Rosalind Gill, The Open University, UK
Series: Transformations

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