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# Research Methods in Educational Leadership and Management 3rd Edition

*Edited by Ann R. J. Briggs, Marianne Coleman and  
Marlene Morrison*

Welcome to the website materials for *Research Methods in Educational Leadership and Management*, edited by Ann R. J. Briggs, Marianne Coleman and Marlene Morrison.

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# Notes on Contributors

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**Dr Judith Bell** is now retired but has worked as a college lecturer, head of department and vice-principal, as a lecturer in several universities, as a course team writer in the Open University and as one of Her Majesty's Inspectors specialising in further and higher education.

**Dr Ann R.J. Briggs** is Emeritus Professor of Educational Leadership at Newcastle University, UK. She has published on research methods, middle leadership, 14–19 education and management structures in post-compulsory institutions. Ann is a past Chair of British Educational Leadership, Management and Administration Society (BELMAS) and is currently National Secretary of New Zealand Educational Administration and Leadership Society (NZEALS), having retired to New Zealand in 2009.

**Professor Sir Robert Burgess** is Vice-Chancellor of the University of Leicester. He has engaged in a wide range of research, writing and teaching on research methods in the Social Sciences. He was Director of the Centre for Educational Development, Appraisal and Research (CEDAR) at the University of Warwick from 1987 to 1999.

**Professor Tony Bush** is Chair of Educational Leadership at the University of Warwick, UK, and Visiting Professor of Education at the University of the Witwatersrand, Johannesburg, South Africa. He has published more than 30 books and 70 articles in refereed journals. He is the editor of the leading international journal, *Educational Management, Administration and Leadership*.

**Dr Hugh Busher** is a Senior Lecturer in the School of Education, University of Leicester, with extensive experience of teaching and examining at Masters and Doctoral level. He is currently researching students' and teachers'

perspectives on education, and teaches courses on research methods and on leadership, inclusive schooling and learning communities.

**Dr Marianne Coleman** is an Emeritus Reader in Educational Leadership and Management at the Institute of Education, University of London. She has taught extensively at Master's and doctoral level and is now retired, but maintains her research interest in how gender and other aspects of diversity relate to leadership. Her latest book is *Women at the Top: Challenges, Choices and Change* (Palgrave Macmillan, 2011).

**Professor Shirley Dex** is Emeritus Professor of Longitudinal Social Research in Education, University of London. She previously held posts at the Universities of Cambridge, Essex and Keele. Much of her research has involved the secondary analysis of large-scale longitudinal data on topics such as life course trajectories, family policy and cross-national research and she has taught courses in quantitative methods in social science.

**Professor Clive Dimmock** is Visiting Professor at the National Institute of Education, Nanyang Technological University, Singapore, where he is leading a major research project on leadership across the Singapore school system. He is also Emeritus Professor and former Director of the Centre for Educational Leadership and Management, at the University of Leicester.

**Dr Pauline Dixon** is a senior lecturer in International Development and Education at Newcastle University. Her research in developing countries investigates education for the poorest living in slums. She presents worldwide and has more than 30 publications in academic journals including *School Effectiveness and School Improvement*, and *Educational Management, Administration and Leadership*.

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**Dr Alan Floyd** is Senior Lecturer in Educational Leadership and Management at the University of Reading. His research interests include the role of the academic HoD, how people perceive and experience being in a leadership role, and professional identity formation and change throughout the life course.

**Professor Margaret Grogan** is currently Professor of Educational Leadership and Policy, and Dean of the School of Educational Studies at Claremont Graduate University, California. She has published many articles and chapters on educational leadership and has authored, co-authored or edited five books. Her latest one, co-authored with Charol Shakeshaft, is entitled *Women in Educational Leadership* (Jossey-Bass, 2011).

**Dr Elaine Hall** is a Senior Research Associate in the Centre for Learning and Teaching at Newcastle University. Elaine's major research interests are the development of teachers' enquiry skills; the impact that an enquiry has on pedagogy and learners' experience and the role of the university in supporting a process of enquiry in schools, colleges and universities.

**Mary F. Hibberts** is a PhD student in Instructional Design and Development at the University of South Alabama. She works in the Center for Evaluation, Measurement and Statistics and assists in quantitative methods courses in the college of education. She plans on becoming a professor in Instructional Design with an emphasis on research, statistics and program evaluation.

**Dr Nalita James** is lecturer in Employment Studies at the Centre for Labour Market Studies, University of Leicester. Her substantive research interests lie in the broad field of young adults' and teachers' work, identity and learning in informal and formal educational settings, as well as the methodological capacities of the Internet.

**Professor Veronica James** is a medical sociologist with a particular interest in qualitative research and the study of emotional labour. She is currently Executive Dean and Pro Vice Chancellor at the School of Health and Life Sciences, Glasgow Caledonian University.

**Professor R. Burke Johnson**, a research methodologist, has co-authored three books on methodology: *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (Sage, 2007); *Research Methods, Design, and Analysis* (Pearson, 2010); and *Dictionary of Statistics and Methodology* (Sage, 2011). He was an editor of *The Sage Glossary of the Social and Behavioral Sciences* (2009), and guest-edited two special journal issues on mixed methods research (for *Research in the Schools*, and *American Behavioral Scientist*).

**Dr Martha Lam** is Associate Director of the Language Centre at the Hong Kong University of Science and Technology. She is the recipient of the 2008 Ray Bolam Doctoral Thesis Award from BELMAS for her thesis, *Senior Women Academics in Hong Kong: A Life History Approach*.

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**Professor Jacky Lumby** is Professor of Education at Southampton Education School, University of Southampton. She has taught in a range of educational settings, including secondary schools, community and further education. She

has researched in the UK, South Africa, China and Hong Kong and published extensively on leadership.

**Professor Marlene Morrison** is Emeritus Professor of Education at Oxford Brookes University. A sociologist of education, her interests are in critical interpretations of education leadership and management, policy and practice, for diversity, social justice and inclusion. She has conducted funded research in all sectors of education, including adult and postgraduate education, and at the 14–19 interface. Her publications reflect her substantive and methodological interests. Recent works include *Leadership and Learning: Matters of Social Justice* (IA Publishing, 2009) and with David Scott, *Key Ideas in Educational Research* (Continuum, 2006).

**Professor Daniel Muijs** holds the Chair of Education at the University of Southampton. He is an acknowledged expert in the field of Educational Effectiveness and School Leadership and is co-editor of the journal *School Effectiveness and School Improvement*. He has published widely in the areas of educational effectiveness, leadership and research methods.

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**Professor David Scott** is Professor of Curriculum, Pedagogy and Assessment at the Institute of Education, University of London. His most recent books are *Education, Epistemology and Critical Realism* (Routledge, 2010) and *Critical Essays on Major Curriculum Theorists* (Routledge, 2008).

**Dr Juanita M. Cleaver Simmons** is an associate professor at the University of Missouri-Columbia. She works with the leadership development and preparation of Pre-Kindergarten to 12th grade educators.

**Professor David Stephens** is currently Professor of International Education at the University of Brighton. For the past 40 years, he has worked in universities in the UK, Norway, East and West Africa. He is particularly interested in the role of culture in the research process and is currently writing a book on narrative in the research process.

**Professor Anna Vignoles** is a Professor in the Economics of Education at the Institute of Education, University of London. Her research interests include quantitative methods, equity in education, school choice, school efficiency and finance and the economic value of schooling. Anna has advised numerous government departments and is the economist member of the NHS Pay Review Body.

**Dr Kate Wall** is Senior Lecturer in Education at Durham University. She is committed to research partnerships between teaching and research communities to generate better understandings of 'what works'. She has written extensively around the process of collaborative research, focusing on how visual methods can support effective learning conversations between researchers, teachers and students.

**Dr Rob Watling** has worked at the Universities of Nottingham, Nottingham Trent and Leicester where he conducted qualitative research for a wide range of government departments, NGOs, Local Authorities and Trades Unions. He now runs Momentum Associates, providing executive coaching, organisational consultancy and project evaluations across the public sector.

**Jacqui Weetman DaCosta** has worked in academic libraries in the UK and USA for over 25 years, where she has taught hundreds of students the skills associated with literature searching. She holds an MBA in Educational Management (with distinction) from the University of Leicester.

**Dr Pam Woolner** is a Lecturer in Education in the Research Centre for Learning and Teaching at Newcastle University. Formerly a secondary school mathematics teacher, she now teaches research methods and supervises postgraduate students. Her research interests centre on investigations of the learning environment and have included evaluations of learning innovations.

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# FOREWORD

The previous editions of *Research Methods in Educational Leadership and Management* have proved to be a worldwide success. The book addresses the specific needs of researchers in educational leadership and management, particularly of new researchers, and has been adopted as a core text in many UK universities as well as in Canada, Australia and Hong Kong. One strength of the book is that it identifies a specialist niche in the field of research methods, namely a book that is required by researchers – including practitioner researchers – who are working in the field of educational leadership and management throughout the world. A second strength is that it contains specially commissioned pieces that are appropriate for the field of educational leadership and management, and addresses issues of concern to the experienced researcher, the new researcher and those engaged in practitioner research.

The third edition draws on the strengths of the previous volumes. Responding to reader evaluations, Ann Briggs, Marianne Coleman and Marlene Morrison have sought updated chapters from many of their authors, and new chapters from others, in response to the needs of the field. New chapters introduced in the third edition include: research design, grounded research, ethnography and mixed methods as well as other major topics in chapters that have been updated. The contributions provided by various authors demonstrate a rich range of methodologies that social scientists use when studying educational settings. As with any volume on research methodology, the authors indicate the ‘different voices’ in which research methodology can be discussed.

The range of chapters provided within this third edition is indeed impressive. The philosophical issues that underpin our rationale for conducting research, and our approaches to it, are addressed; there are technical appraisals of validity, reliability and triangulation as well as discussions of a wide range of research approaches, such as case studies and practitioner research, as well as thought-provoking chapters about research tools and research ethics. A particular feature of this book is the way in which it focuses on data analysis, writing and dissemination as well as some of the standard topics associated with research techniques and data collection.

This volume, like its predecessors, is an important contribution to the literature, which enables students to engage with the wide range of issues which affect and underpin their research, before consulting specialist texts on particular aspects of research methods. It is this facility that this collection

provides. Overall, it is a volume that will be of great value to those engaged in teaching and learning about the research process and research methods. I am sure that the third edition of this collection will become essential reading for students engaged in the study of educational leadership and management.

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