

Methods and Paradigms in Education Research

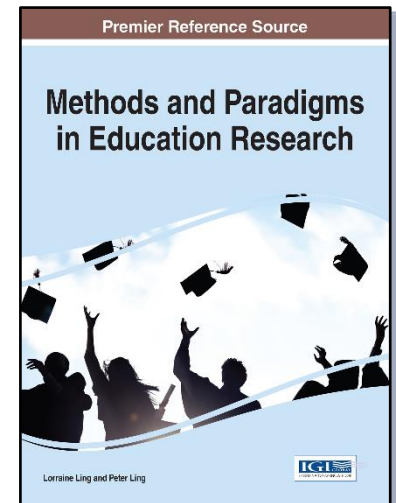
Part of the Advances in Educational Marketing, Administration, and Leadership Book Series

Lorraine Ling (Victoria University, Australia and La Trobe University, Australia) and Peter Ling (Swinburne University of Technology, Australia)

Description:

The tools used in data collection have the ability to influence the ways information is perceived and generated. Analyzing research processes is a concept that can be overlooked, though is as important as the information itself.

Methods and Paradigms in Education Research addresses the innovative formulaic approaches taken in research to challenge their effectiveness. Features coverage on selection, forms, and analytical procedures of data.



Readers:

This publication is essential for researchers, students, and academicians seeking current information on understanding research methodology.

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Lorraine Ling is Dean of College of Education, Victoria University, Australia and Emeritus Professor, La Trobe University, Australia. Lorraine's academic and research interests include: educational administration and leadership; higher education policy construction; the changing nature of academic work; values in education; and curriculum design and development. Lorraine has conducted educational consultancies in many countries including Indonesia, Vietnam, Finland, U.S.A., Scotland and Ireland. She has been chair of the Association for Teacher Educators in Europe – Research and Development Centre for the Professional Development of Teachers. Recent publications include: Stephenson, J. and Ling, L. (Eds), *Challenges to Teacher Education in Difficult Economic Times: International perspectives* (Routledge, 2013); Ling, L. Knowledges, Discontinuities, Spirals and Universities, in T. Fitzgerald (Ed) *Advancing Knowledge in Higher Education: Universities in Turbulent Times* (IGI Global, 2014); and Ling L. and Mackenzie N., An Australian Perspective on Professional Development in Supercomplex Times, *Psychology, Society and Education* (2015).

Peter Ling is Adjunct Associate Professor, Learning Transformations, Swinburne University of Technology, Australia. Peter has extensive experience in academic development in Australia and U.S.A. Peter has been principal researcher for several national projects including "The development of academics and higher education futures" (2012). He has been evaluator for nationally commissioned projects including: "Peer Review of Teaching in Higher Education", (2008), "Evaluation of Learning Spaces" (2010), and "Professional development program to embed inclusive and explicit teaching practices" (2015). Recent authored or co-authored publications include: Pedagogies for Next Generation Learning Spaces, in K. Fraser (Ed.), *New Generation Learning Spaces* (Routledge Falmer, 2014); Learning online, in K. Fraser (Ed.), *Studying for Continuing Professional Development in Health* (Routledge, 2009); Towards post-colonial management of transnational education, *Australian Universities Review* (2014); and How academic is academic development? *International Journal for Academic Development* (2013). Peter has co-edited *Higher Education Research and Development* and guest edited *Innovative Higher Education*.

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