

The SAGE Handbook for  
Research in Education



Second Edition

*Pursuing Ideas as the Keystone of Exemplary Inquiry*

Edited by  
Clifton F. Conrad  
Ronald C. Serlin



# CONTENTS

Preface	ix
Acknowledgments	xi
Introduction	1
<b>PART ONE. EXPLORING IDEAS: EMBRACING INQUIRY AND THE CRAFT OF FRAMING MEANINGFUL PROBLEMS</b>	
<b>Section I. Exploring the Multiple Purposes of Inquiry and Key Stakeholders</b>	
Introductory Essay <i>D. C. Phillips</i>	9
1. Muddying the Waters Even More: The Many Faces of Empirical Educational Inquiry <i>D. C. Phillips</i>	13
2. Speaking Truth to Policy and Practice <i>Robert E. Floden</i>	29
3. Minding the Gap Between Research and Policy Making <i>David N. Plank</i>	43
<b>Section II. Formulating Meaningful Problems</b>	
Introductory Essay <i>Daniel K. Lapsley</i>	59
4. Developing and Framing Meaningful Problems <i>Daniel K. Lapsley</i>	63
5. Inquiry Through a Keyhole: Retroduction <i>Ronald C. Serlin</i>	77
6. Reviewing Literature and Formulating Problems <i>Carolyn Kelley</i>	83
7. The Challenge of Framing a Problem: What Is Your Burning Question? <i>Susan Harter</i>	93
8. Developing and Nurturing Interesting and Researchable Ideas <i>Kathryn R. Wentzel</i>	111
9. Situating Ourselves and Our Inquiry: A First-Person Account <i>James Youniss</i>	127

**PART TWO. PURSUING AND SHARING IDEAS:  
THE DESIGN AND CONDUCT OF INQUIRY AND  
THE COMMUNICATION OF RESULTS**

**Section III. Opportunities and Challenges  
in Designing and Conducting Inquiry**

Introductory Essay <i>Ronald C. Serlin</i>	141
10. Research Design in Qualitative/Quantitative/Mixed Methods <i>Michael R. Harwell</i>	147
11. Intellect, Light, and Shadow in Research Design <i>John P. Bean</i>	165
12. Comparative Education: An Approach to Educational Inquiry <i>David Phillips</i>	183
13. Conceptualizing and Conducting Meaningful Research Studies in Education <i>Ronald H. Heck</i>	199
14. Constructing Data <i>Kadriye Ercikan and Wolff-Michael Roth</i>	219
15. Constructing Analyses: The Development of Thoughtfulness in Working With Quantitative Methods <i>Michael Seltzer and Mike Rose</i>	245
16. Approaching Rigor in Applied Qualitative Research <i>J. Douglas Toma</i>	263
17. Constructing Conclusions <i>King D Beach, III, Betsy Jane Becker, and Mary M. Kennedy</i>	281
18. Windows of Possibility: Perspectives on the Construction of Educational Researchers <i>Anna Neumann and Aaron M. Pallas</i>	299
19. Education as Design for Learning: A Model for Integrating Education Inquiry Across Research Traditions <i>Richard Halverson and Erica Rosenfeld Halverson</i>	323

**Section IV. Writing, Voicing, and Disseminating Research**

Introductory Essay <i>Elizabeth Graue</i>	341
20. Cultivating Idea-Centric Writing in Our Teaching of Writing <i>Laura A. Dunek and Clifton F. Conrad</i>	343
21. Writing in Education Research <i>Elizabeth Graue</i>	353
22. Experimenting With Voice and Reflexivity to Produce Multi-Voiced Texts <i>Elizabeth G. Creamer</i>	367
23. Getting the Word Out: Challenges and Opportunities in Explaining Educational Research to the World <i>Gerald W. Bracey</i>	381

## **PART THREE. ENGAGING IDEAS: REFLECTIONS OF SCHOLARS**

### **Section V. Reflections on Critical Incidents**

#### **in Exemplary Inquiry**

Introductory Essay <i>Elfrieda H. Hiebert</i>	397
24. Using Historical Methods to Explore Educational Questions <i>Marybeth Gasman</i>	401
25. Texts for Beginning Readers: The Search for Optimal Scaffolds <i>Elfrieda H. Hiebert</i>	413
26. Conducting Research on Leadership and Change in Education <i>Karen Seashore Louis</i>	429
27. College Access and Educational Research: Persistent Problems and New Perspectives <i>Ryan Evely Gildersleeve and Patricia M. McDonough</i>	449
28. The Arc of Research <i>William G. Tierney</i>	473
<b>Index</b>	<b>487</b>
<b>About the Editors</b>	<b>503</b>
<b>About the Section Editors</b>	<b>505</b>
<b>About the Contributors</b>	<b>507</b>