



Educational Research: Material Culture and Its Representation

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This collection discusses and illustrates how educational research is affected by the economic, institutional and physical contingencies of its time, and in our time even increasingly is driven by them. It is argued that the antidote to this is, however, not to aspire to ‘thought itself’, but instead to do justice to its own rootedness in the ‘material’, including textuality. From an historical point of view such an innovative approach can itself revamp the material scholarly culture and the way it is represented. The chapters address a variety of topics such as the cultural heritage of the school desk, the significance of images for research into long-term educational processes, the way iconic signs function, and how modes of enquiry relate to the materiality of education. Attention is also given to standards for reporting on educational research studies and how these limit the scope and communication and moreover shape researchers, to the forms of citation practices as substantially influencing methods and content, and to the centrality of conversation not just as the means to an end but as what matters; further to representational and to non-representational theories for educational research. Some examples are drawn from the area of arts-based educational research, from mathematics education, and from the discourse on universities.

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