

## Chapter 6

# Educational Research and Policy<sup>1</sup>

**Abstract** This chapter touches on some of the issues discussed in Chap. XX in the context of educational research and practice, but here it is concerned with the relationship between educational research and policy and, more specifically, with the sort of knowledge which can and should inform educational policy. The chapter treats this as an epistemological question and distinguishes it from the more extensively explored question of what sort of knowledge in what form policymakers do in fact commonly take into account.

The chapter examines the logical and rhetorical character of policy and the components of policy decisions, and argues that policy demands a much wider range of information than research typically provides. Either the research task or commission has to be substantially extended or the gap will be filled by information or thinking which is not derived from research.

One of the gaps between research of an empirical kind and policy is the normative gap. The final section of this chapter points to the inescapably normative character of educational policy. Of course the values which inform policy can be investigated empirically or deconstructed through discourse analysis, but this kind of inquiry cannot tell us what we should do. There is, however, a role for research/scholarship and more, rather than less, intelligent and critical argumentation in addressing these normative questions, as well as the empirical questions which underpin policy.

This chapter might be read alongside Chap. XX on the role of the philosopher in policymaking.

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<sup>1</sup> This chapter is mainly derived from a paper that I originally wrote with Michael Watts in the context of an Economics and Social Research Council Teaching and Learning Research Programme (ESRC TLRP). It was published first in a supplementary issue of the *Journal of Philosophy of Education* (2008) edited by Bridges, D., Smeyers, P., and Smith, R., and subsequently (2009) by Wiley Blackwell as *Evidence-based education policy: What evidence? What basis? Whose policy?* I am grateful to Michael Watts and to Wiley Blackwell for allowing me to draw substantially on this paper.

# Educational Research Policy And The Press Research As News

**Julia Schneider**



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