

1. Record Nr.	UNINA9910464695403321
Titolo	The nurturing of new educational researchers : dialogues and debates / / edited by Maria de Ibarrola and Lorin W. Anderson
Pubbl/distr/stampa	Rotterdam, Netherlands : , : Sense Publishers, , 2014 ©2014
ISBN	94-6209-698-8
Edizione	[1st ed. 2014.]
Descrizione fisica	1 online resource (158 p.)
Disciplina	370.72
Soggetti	Education - Research Education - Study and teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	Preliminary Material / María de Ibarrola and Lorin W. Anderson -- Doctoral Education and Training: A View Across Countries and Disciplines / Ulrich Teichler -- Commentary on Chapter 1 / María de Ibarrola -- Doctoral Education of Educational Researchers: National Policies, National Context, and Institutional Actors / María de Ibarrola -- Commentary on Chapter 2 / Ulrich Teichler -- A Two-Track Doctorate in Education: There Is More Than One Path to Advanced Scholarship / Gavriel Salomon -- Commentary on Chapter 3 / Lorin W. Anderson -- Commentary on Chapter 3 / Denis C. Phillips -- What Is the Proper Role of Research in Doctoral Programs in Education? / Lorin W. Anderson -- Commentary on Chapter 4 / Denis C. Phillips -- Commentary on Chapter 4 / Gavriel Salomon -- Great Things from Small Beginnings: Innovations in the Education of Educational Researchers / Denis C. Phillips -- Commentary on Chapter 5 / Lorin W. Anderson -- Commentary on Chapter 5 / María de Ibarrola -- Key Questions for Thought and Action / Lorin W. Anderson , María de Ibarrola , Denis C. Phillips , Gavriel Salomon and Ulrich Teichler -- About the Contributors / María de Ibarrola and Lorin W. Anderson.
Sommario/riassunto	Five educational researchers, coming from a variety of higher education institutions, academic disciplines, and cultural backgrounds, met together over a three-year period to discuss the present and future of

doctoral education and training in the field of education. Their hope was that the product of their discussions would enable educators and policy makers around the world to rethink, restructure, and even design new programs to prepare the rising generation of educational researchers in their countries. These differences in academic, national, and institutional perspectives led to a variety of ways, even conflicting ones, in which the quality of doctoral education and training could be improved. Based on our discussion, we came to the conclusion that there are no universal solutions to the problems involved in setting up and operating a quality doctoral program. Rather, educators would be wise to be aware of the alternatives at their disposal and make informed choices based on an understanding of the larger societal and political contexts in their states, regions, or nations. To facilitate this decision-making process, we have chosen to conclude with a set of key questions that should be addressed by those seeking to examine and improve their doctoral programs in education and briefly describe some of the alternative ways of answering these questions. Instead of passively absorbing a unified position, then, the reader is invited to join the dialogue that has taken place (and is still taking place) between and among the authors. To exemplify such a dialogue, each chapter is followed by one or two commentaries written by members of the group. We would encourage the reader to write commentaries on the individual chapters (and perhaps the commentaries), thereby engaging in a dialogue with the authors on a fairly personal level.

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