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Altri autori (Persone)	BoylesDeron
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Nota di contenuto	On "education research" -- On scientism and positivism : John Dewey and education research -- Degrees of distinction : education doctoral study and the "culture of science" -- "Governing" science : the scientific imaginary and the creation of people in the information age -- Entrepreneurship and the "grants culture" : privatization of research and academic freedom.
Sommario/riassunto	Winner of the 2010 Critics' Choice Award presented by the American Educational Studies Association2009 CHOICE Outstanding Academic TitleIn The Politics of Inquiry, Benjamin Baez and Deron Boyles critique recent trends in education research to argue against the "culture of science." Using the National Research Council's 2002 report Scientific Research in Education as a point of departure, they contend that the entire discourse on education science reflects a number of distinct but mutually constitutive political forces or movements that use science and education to shape what we can think, and, thus, what we can become. These forces include the attempts to restrict democracy via scientism; the uses of academic classifications for organizing the world into social groups; the imperatives of the informational society, which seek precision in order to convert the world into "data" for easy governing; and the effects of transnational capitalist exchanges, which convert everything into a cost-benefit analysis, and which make us all complicit in ways we do not fully grasp. Baez and Boyles examine these

forces and offer an alternative to the current pushes to make educational inquiry scientific.
