

David Frederick Hamilton

(b. 7th September, 1943)

Nationality: United Kingdom (passport number 015102819)

Work address:

Institutionen för pedagogik, Umeå University, 901 87 Umeå, Sweden.

Tel: +46 90 786-6564

Fax: +46 786-7800

Home address:

Östermalmsgatan 44

903 32 Umeå

Sweden

Tel: +46 090 131667

Curriculum Vitae

QUALIFICATIONS

1965 BSc (Hons., Geology), University of Edinburgh.

1973 PhD (Social Sciences), University of Edinburgh.

POSITIONS HELD

1972-4 Lecturer (temporary), University of Glasgow, Department of Education.
(Research project on the development and use of science materials in small schools).

1972 Evaluation consultant attached to a Swedish individualised mathematics scheme, Irish Department of Education, Dublin (April).

1974 Part time tutor for the Open University (Urban Education); part-time tutor, Glasgow University Department of Education; consultant, Scottish Council for Research in Education (Pupil Profiles Project); consultant, National Foundation for Educational Research (Educational Provision for the Blind and Partially sighted); consultant, Jordanhill College of Education (Special Education Project).

- 1975-6 Research Officer, Scottish Council for Research in Education (Projects: A Case Study of a New Scottish Open Plan Primary School, SSRC grant HR3455; Evaluation of the Lothian Region Home Visitor Project).
- 1976 Visiting Research Professor (3 months), Center for Instructional Research and Curriculum Evaluation, University of Illinois at Champaign-Urbana, (Ford Foundation travel grant)
- 1976-7 MA Course tutor, Centre for Applied Research in Education, University of East Anglia.
- 1977-9 Member, Advisory Committee for the Evaluation of Individually Guided Instruction (IGE), Research and Development Center for Cognitive Learning, University of Wisconsin, Madison.
- 1977-8 Research Fellow, University of Glasgow, Department of Education (SSRC Grant HR 5127: Classroom Research and the Evolution of the Classroom System).
- 1978 Consultant, UNESCO Division of Educational Methods, Malta (August)
- 1978-80 Evaluation Consultant, Bilingual Project, Western Isles Island Council, Scotland.
- 1978-89 Lecturer, University of Glasgow, Department of Education.
- 1981 Invited Opening Speaker, Second Annual Minnesota Evaluation Conference, Minneapolis (May)
- 1982 Invited International Speaker, Annual Conference of the Australian Association for Research in Education, Brisbane (November)
- 1982 **In Search of Structure: Essays from an Open Plan School** (1977) chosen as an Open University set book (Course E204: 'Purpose and planning in the curriculum')
- 1983-4 Visiting Lecturer, Department of Education, University of Dundee
- 1984-5 President, British Educational Research Association
- 1985 Visiting Scholar (3 months), Department of Educational Research, Stockholm Institute of Education travel grant from the British Council; subsistence grant from the Swedish Institute)
- 1985 Evaluation consultant, School of Education, Deakin University (on-site review of MEd programme)
- 1986 Member of International Review Panel convened by the 'Joint Committee of Standards of Educational Evaluation' of the American Educational Research Association and the American Psychological Association.
- 1986-9 European Editor, **Journal of Curriculum Studies** (1986-9 Council Member, British Educational Research Association

- 1986 Evaluation Consultant, Advisory Committee for the 16+ Curriculum and Support Team (curriculum initiative of the Scottish Education Department)
- 1987-8 Chairperson of Hillhead Schools Parent-Teacher Association
- 1987 Tutor, ESRC Summer School on 'Qualitative methods in Educational Research' (University of Warwick)
- 1987 'Expert' (official designation) on the OECD/CERI (Paris) Project on 'The economic and social integration of young people'.
- 1987 Invited participant, Seminar on 'State Testing Programs', Center for Instructional Research and Curriculum Evaluation, University of Illinois
- 1987-8 Convenor, Women in Scotland Bibliography Group (which produced **Women in Scotland: an Annotated Bibliography**, Edinburgh: Open University, 1988)
- 1988 'Keynote' speaker, Annual Symposium on Nurse Education, St Bartholomew's School of Nursing, London (May)
- 1990-92 Professor of Education, University of Liverpool
- 1990-95 Head of Education Department, Liverpool University
- 1992-7 School governor, Beaufort Street Primary School, Liverpool
- 1992- Sydney Jones Professor of Education, University of Liverpool
- 1992- University Representative, City of Liverpool Education Committee
- 1993- Co-founder and executive editor **Curriculum Studies: a journal of educational discussion and debate**, whose name was changed to **Pedagogy, Culture and Society**, in 1999.
- 1994- Editorial Board - **Revista Electronica de Investigacion y Evaluacion Educativa** (Spain)
- 1996 Panel member, Australian Research Council Review of research grant funding, 1989-1993.
- 1997 Appointed professor i pedagogik at Umeå University, Sweden
- 1999-2000 Member of the pedagogic review subcommittee of the Swedish Social Science Research Council (HSFR)
- 2001 Editorial board member: *Revista Brasileira de História da Educação*.

RECENT GRANTS

- 1990 £22,000 from Granby-Toxteth Task Force (Liverpool): Staff Development for an Innovative Nursery School.

- 1992 100,000 Swedish Crowns (£9,653) from National Institute for Education (Stockholm) for an external review of Swedish state-funded educational research.
- 1991 £8,000 from ESRC for seminar on Methodology and Epistemology in Educational Research.
- 1993 £75,000 for establishment of Comino Grasp Centre (Comino Foundation, UK)
- 2001 2,867,245 SEK from the Folkbildningsrådet (Stockholm) for research into 'Adult distance education: a discussion milieu for learning' (with Ethel Dahlgren)
- 2001 European Union (Minerva Programme) action 'internetbased assessment in distance education' (cost = Euro 622731, grant, euro 311365). Co-financing contribution from Distum (Swedish distance education authority) – 1 333 333 SEK).

BOOKS

- 1.1 **Curriculum Evaluation**, London: Open Books, 1976, 136pp.
- 1.2 **In Search of Structure: Essays from an Open Plan School**, London: Hodder & Stoughton, 1977, 110pp. [Reprinted in 5.27]
- 1.3 **Towards a Theory of Schooling**, London: Falmer Press, 1989, 183pp. [Chapters reprinted in 5.31,5.32,5.33,5.34, 5.37; translation into Japanese (forthcoming)]
- 1.4 **Learning About Education: an Unfinished Curriculum**, Buckingham: Open University Press, 1990, 96pp. [translated into Icelandic (5.31),Spanish (5.41) and Italian (5.43)]

MONOGRAPHS/RESEARCH REPORTS

- 2.1 Project PHI: **Independent Learning Materials and Science Teaching in Schools in the Highlands and Islands of Scotland**, Department of Education, University of Glasgow, 1974 (with Martyn Roebuck and Jacquetta Bloomer)
- 2.2 **A Bibliography of pre-1900, Education-related Materials in Glasgow University Library**, Glasgow: Glasgow University, Department of Education, 1983 (with F. Donaldson, F.Gostwick and A. Ward)
- 2.3 **Curriculum History**, Geelong: Deakin University Press, 1990, 102pp.
- 2.4 **Steering the Future: Rationality and Efficiency in Policy-related Educational Research and Development**, Stockholm: Skolverket, 1992, 19pp.
- 2.5 **Academy-Industry Collaboration: Mid-term evaluation of the Knowledge and Competence Foundation's Knowledge exchange programme**. Umeå: Umea University Centre for Evaluation Research. 109pp. (with Ingrid Schild and Anders Hanberger).

EDITED VOLUMES

3.1 **Beyond the Numbers Game: A reader in Educational Evaluation**, London: Macmillan & Berkley: McCutchan, 1977, 360pp. (with David Jenkins, Barry Macdonald, Malcolm Parlett and Christine King)

3.2 **Understanding Classroom Life**, Slough: National Foundation for Educational Research, 1978, (with R. McAleese), 133pp.

3.3 **Rethinking Educational Research**, London: Hodder & Stoughton, 1980 (with W B Dockrell), 213pp. [reprinted 5.22]

3.4 **The Meritocratic Intellect: Studies in the History of Educational Research**, Aberdeen: Aberdeen University Press, 1980, (with J.V. Smith), 142pp.

PAPERS IN BOOKS AND JOURNALS

4.1 'Nuffield science in unstreamed classes in a comprehensive school', **Forum**, 1968, **10**, 100-101.

4.2 'Nuffield O-level sciences: sources or courses?' **School Science Review**, 1970, **51**, 905-907.

4.3 'Science for all', in M Hardy (Ed.), **At Classroom Level**, Leicester: PSW (Educational) Publications, 1971, 125-131.

4.4 'Teacher training and the anthropology paradigm', 1971. [Submission to the James Inquiry into Teacher Training]

4.5 'Evaluation as illumination: a new approach to the study of innovatory programs', Occasional Paper No 9, Center for Research in the Education Sciences, University of Edinburgh, 1972 (with Malcolm Parlett). [Reprinted in 5.1, 5.3, 5.4, 5.5, 5.6, 5.11, 5.12, 5.13, 5.16, 5.21, 5.30]

4.6 'The Integration of knowledge: practices and problems', **Journal of Curriculum Studies**, 12973,**5**, 146-155.

4.7 'Classroom Research: a cautionary tale', **Research in Education**, 1974, No. 11, 1-15 (with Sara Delamont). [Reprinted in 5.2, 5.9, 5.24]

4.8 'The end(s) of evaluation', **Proceedings of the 1974 British Educational Research Association Conference** [Birmingham]

4.9 'Integrated science and the politics of innovation', **Studies in Science Education**, 1975, **2**,174-178. [Essay review]

4.10 'School-based responses to innovation: two Scottish examples', in W. A. Reid & D. Walker (Eds.), **Case Studies in Curriculum Change**, London: Routledge, 1975, 179-207. [Reprinted in 5.25]

- 4.11 'The advent of curriculum integration: paradigm lost or paradigm regained?', in M Stubbs & S Delamont (Eds.), **Exploration in Classroom Observation**, London: Wiley, 1976, 195-212. [Reprinted in 5.7]
- 4.12 'Classroom research: a critique and a new approach', **Ibid.**, 3-20 (with Sara Delamont). [Reprinted in 5.7, 5.15, 5.20]
- 4.13 'The case of the missing chairs', **Education 3-13**, 1976, 4,113-116.
- 4.14 'Illuminations and ruminations', **Research Intelligence**, 3, 1977, 22-23.
- 4.15 'Curriculum evaluation: weak or strong?' **Newsletter of the Committee for Research on Teacher Education (CRITE)**, 1977, No.3.
- 4.16 'A comment on the rationale and methodology of the IEA studies in evaluation'. **Prospects** (UNESCO), 1977, 7, No.3, 440-443. [Reprinted in 5.10]
- 4.17 'A methodological diary', in N. Norris (Ed.), **Theory in Practice**, University of East Anglia Centre of Applied Research in Education, 1977, 136-146. [Reprinted in 5.18]
- 4.18 'Making sense of curriculum evaluation: continuities and discontinuities in an educational idea', in L. S. Shulman (Ed.), **Review of Research in Education** (vol. 5), Itasca, Illinois: Peacock, 1978, 318-347. [Paper commissioned by the American Educational Research Association; reprinted in 5.14]
- 4.19 'Organisation for learning', in W. Harlen (Ed.), **Evaluation and the Teacher's Role**, London, Macmillan, 1978, 91-100 (with Joan Hickmott).
- 4.20 'The current context of classroom research', in R. McAleese & D. Hamilton (Eds.), **Understanding Classroom Life**, Slough: National Foundation of Educational Research, 1978, 7-11 (with R. McAleese).
- 4.21 'Educational research and the shadows of Francis Galton and Ronald Fisher', in W. B. Dockrell & D. Hamilton (Eds.) **Rethinking Educational Research**, London: Hodder & Stoughton, 1980, 153-168. [Reprinted in 5.23]
- 4.22 'Educational research and the shadow of John Stuart Mill', in J. V. Smith & D. Hamilton (Eds.), **The Meritocratic Intellect: Studies in the History of Educational Research**, Aberdeen: Aberdeen University Press, 1980, 3-14.
- 4.23 'Adam Smith and the moral economy of the classroom system', **Journal of curriculum Studies**, 1980, 12, 281-298 [Reprinted in 5.28]
- 4.24 'Some contrasting assumptions about case study research and survey analysis' in H. Simons (Ed.), **Towards a Science of the Singular**, University of East Anglia Centre for Applied Research in Education, 1980, 78-92. [Reprinted in 5.17]
- 4.25 'In Search of structure: an afterword', in Curriculum Research Course Study Guide, Deakin University Open Campus Program (Australia), 1981, 1-17.
- 4.26 'Generalisation in the educational sciences: problems and purposes', in T. S. Popkewitz and R. Tabachnick (eds.), **The Study of Schooling: Field-based Methodologies in Educational Research and Evaluation**, New York: Praeger, 1981, 227-241. [Reprinted in 5.19]

- 4.27 'A note on masters of method and the pedagogy of nineteenth century schooling', **Bulletin of the History of Education Society**, 1982, No. XX, 13-15.
- 4.28 'Doing Justice in evaluation research', **Proceedings of the Second Annual Minnesota Evaluation Conference**, Minneapolis: University of Minnesota Research and Evaluation Center, 1982, 5-14.
- 4.29 'History without hindsight: some reflection on British education in the 1980s', **Australian Education Research**, 1983, **10**, 1, 24-36.
- 4.30 'Fewer but better?: a scholar's view of class size and other educational research' in G. V. Glass, L.S. Cahen, M.L. Smith & Nikola Filby (Eds.), **School Class Size: Research and Policy**, Beverly Hills: Sage, 1983, 130-138.
- 4.31 'Robert Owen and education: a reassessment', in W. Humes & H. Paterson (Eds.), **Scottish Education and Scottish Culture 1800-1980**, Edinburgh: John Donald, 1983, 9-24. [Reprinted in 5.26]
- 4.32 'Revisiting classroom research: a continuing cautionary tale', in S. Delamont (Ed.), **Readings on Interaction in the Classroom**, Methuen, 1984, 1-24, (with S. Delamont). [Reprinted in 5.29]
- 4.33 Contributor of titles on 'Curriculum History' to C. Richards (Ed.) **Curriculum Studies: an Introductory Annotated Bibliography**, Falmer Press, 1984.
- 4.34 'Bread & circuses: some challenges to educational research in the 1980s, in **British Educational Research Journal**, 1985, **11**, No. 1, 3-12. [Presidential Address]
- 4.35 'Progressivism reconsidered', **History Workshop**, 1985, No. 20, 195-198.
- 4.36 'Knowledge, control and the long revolution', **British Educational Research Journal**, 1985, **11**, No. 3, 301-304 [essay review].
- 4.37 'The Pedagogical Juggernaut', **British Journal of Educational Studies**, 1987, **35**, 18-29.
- 4.38 'Schooling and enterprise: some historical observations', 1987 [paper commissioned by the OECD Centre for Educational Research and Innovation, Paris, 1987].
- 4.39 'Some observations on progressivism and curriculum practice', in A. Green and S. Ball (Eds.), **Inequality and Progress in Comprehensive Education**, London: Croom Helm 1988, 23-36.
- 4.40 'Has schooling a future?', in S. Brown & R. Wake (Eds.), **Education in Transition: What Role for Research?**, Edinburgh: Scottish Council for Research in Education, 1988, 47-54.
- 4.41 'Beyond the stable state', **History of Education Quarterly** 1989, **29**, No. 2, 279-285. [Essay review]
- 4.42 Essay Review, **Qualitative Studies in Education**, 1989, **2**, No. 3, 263-270.
- 4.43 'What is a textbook?', **Paradigm**, 1990, No. 3-8.

- 4.44 'Beyond the inner city: a curriculum for the leafy suburbs?', **Research Intelligence**, 1991, No. 38, 12-13.
- 4.45 'Beyond the millenium (or whatever happened to the enoblement of life?)', Inaugural Lecture, University of Liverpool, 21st October, 1991. (reprinted 5.39, 5.40)
- 4.46 'Comenius and the new world order', **Comenius**, 1992, 46, 157-171. [Reprinted 5.35, 5.38]
- 4.47 'Texts, literacy and schooling', in B. Green (Ed.), **The Insistence of the Letter: Literacy studies and curriculum theorizing**, London: Falmer Press, 1993, 46-57.
- 4.48 'Traditions, preferences, and postures in applied qualitative research', in Y. Lincoln & N. Denzin (eds.) **Handbook of Qualitative Research**, London: Sage, 1993, 60-69.
- 4.49 'Reflections on a shadow', in D. Broady (ed.) **Education in the Late Twentieth Century** (Essays in honour of Ulf P. Lundgren), Stockholm: Stockholm Institute of Education, 1993, 17-32.
- 4.51 'Educational research, policy and practice', **Lärarytelse och Forskning i Umeå**, 1994, **1**, 5-11.
- 4.52 Review of I. Goodson, **Studying Curriculum: Cases and Methods** (1994), in **Curriculum Studies**, 1995, **3**, 217-221.
- 4.53 'Ordnung und Struktur in Didaktik und Curriculum', **Zeitschrift für Pädagogik**, Beiheft **33**, 1995, 81-89 (reprinted in 5.40).
- 4.54 Review of J. Calderhead & P. Gates (eds.) **Conceptualizing Reflection in Teacher Development** (1993). In **International Review of Education**, 1995, **41**, 551-552.
- 4.55 Peddling feel-good fictions, **Forum**, 1996, **38**, **54-56** [Essay review of **Key Characteristics of Effective Schools**, a government sponsored review of school effectiveness research]. (reprinted in 5.42, 5.46)
- 4.56 Qué es un curriculum comprensivo, in B. Zufiaurre (ed.) **Comprensividad, Desarrollo Productivo y Justicia Social**, Barcelona: Icaria, 1996, 69-83.
- 4.57 Reconstructing the deconceptualists: on the recent history of curriculum theorising in England and Wales. In I. Nilsson (ed.) **European Curriculum Theory and Research in a Twenty Year Perspective**. Monograph on Teacher Education and Research, Umeå University (Sweden), 1996, pp. 29-34.
- 4.58 Teacher education: reform or reformation? In **Proceedings** of the International conference on reform issues in teacher education, Taipei: Municipal Teachers College, 1996, pp. 235-260.
- 4.59 Writing the argument (on the construction of Ian Hunter's *Rethinking the School*, 1994)? In I. Nilsson & L. Lundhal (eds.) **Teachers, Curriculum and Policy: Critical perspectives in educational research**. Umeå: Umeå University Department of Education, 1997, pp. 29-37.

- 4.60 Idols of the market place. In R. Slee, & G. Weiner, with Sally Tomlinson (eds.) **School Effectiveness for Whom?: Challenges to the school effectiveness and school improvement movements**. London: Falmer, 1998, pp. 13-20. (Reprinted in 5.47)
- 4.61 Selecting a voice in academic publishing. In **Field-based Study: Research methods for workplace research**, (Doctorate of Education Reader). Geelong: Deakin University School of Education, 1998, n.p.
- 4.62 Didaktik. Deliberation, Reflection (In search of the common places). In Bjørg B Gudem & Stefan Hopmann, **Didaktik and/or Curriculum: An international dialogue**. New York: Peter Lang, 1998, 79-86.
- 4.63 The Professor's Platform. **Lärarutbildning och Forskning in Umeå**, 1998, No3, pp. 23-33.
- 4.64 The silence of the shadows: Educational research and the ESRC. In J. Rudduck & D. McIntyre (eds.) **Challenges for Educational Research**. London: Paul Chapman, 1998, pp. 77-81.
- 4.65 Rosens problem i Pedagogik, 1999 [Inaugural lecture, unpublished].
- 4.66 Frame factors revisited: definition problems surrounding the beginnings of modern schooling. In **Pedagogikhistorisk forskning: Perspektiv, betydelse och funktion i dagens samhälle** (conference proceedings). Lärarhögskolan i Stockholm, 1999, pp. 38-48.
- 4.67 The pedagogic paradox (or why not didactics in England), **Pedagogy, Culture and Society**, 1999, 7, pp. 135-152 (reprinted in 5.44, 5.45).
- 4.68 Brave hearts and league tables (Review of T.G.K. Bryce & W.M. Humes (eds.) *Scottish Education*, Edinburgh: Edinburgh University Press, 1999), *Scottish Educational Review*, 1999, 31, 181-185.
- 4.69 Review of K. Rousmaniere, I Grosvenor and M. Lawn (eds.) **Silences and Images: the social history of the classroom**. (New York: Lang, 1999). In *Cambridge Journal of Education*, 2000, 30, 440-441.
- 4.70 Restless Landscapes. *Pedagogy, Culture and Society*, 2000, 8, 389-394. (Essay review of T.G. K. Bryce and W. M. Humes (eds.) **Scottish Education**, Edinburgh: Edinburgh University Press, 1999)
- 4.71 In Schwabian Fields (essay review of I. Westbury, S. Hopmann & K. Riquarts (eds.) *Teaching as a Reflective Practice: The German didaktik tradition*), London: Lawrence Erlbaum, 2000), *Pedagogy, Culture and Society*, 2000, 8, 389-394.
- 4.72 Notes from nowhere (on the beginning on modern schooling). In T. Popkewitz, B. Franklin & M. Pereyra (eds.) *Cultural History and Critical Studies of Education: Critical essays on knowledge and schooling*. New York: Routledge, 2001, 187-206. (reprinted/translated 5.52).
- 4.73 Red Threads in social justice. *International Journal of Inclusive Education*, 2001, 5, 97-101.
- 4.74 The disenchanting curriculum. *Pedagogy, Culture and Society*, 2001, 9(3), 301-305.

- 4.75 Ex-centric Voices that Frame Research on Teaching. In Virginia Richardson (ed.) *Fourth Handbook of Research on Teaching*. Washington DC.: American Educational Research Association 2001, pp. 17-43 [with Erica McWilliam].
- 4.76 'Noisy fallible and biased though it be' (on the vagaries of educational research). *British Journal of Educational Studies*, 2002, 50 (1) 144-164.
- 4.77 Preface to Nicholas Beattie, *Freinet in his World: Versions of educational progressivism in France, Italy and Germany 1920-2000*. Lampeter, Wales: Edwin Mellen Press (forthcoming, 2002).
- 4.78 From Dialectic to Didactic. *Paradigm* (Journal of the Textbook Colloquium), 2002, vol. 2, No. 5, pp. 15-24.
- 4.79 O revivesciment da aprendizagem? (on the revival of learning?) *Educação & Sociedade*, 2002 (Abril) No. 78, 187-198. (Quarterly journal for the sciences of education, published in Campinas University, Brazil).
- 4.80 Delivering deliverance. Afterword to A. Edwards, P. Gilroy, & D. Hartley, *Rethinking Teacher Education: Collaborative responses to uncertainty*. London: RoutledgeFalmer, 2002, 135-144.
- 4.81 Subjects, not subjects: Curriculum pathways, pedagogies and practices in the United Kingdom. In W. Pinar (ed.) *International Handbook of Curriculum Research*, 2003, pp. 623-636. Mahwah, NJ: Lawrence Erlbaum (with Gaby Weiner).
- 4.82 Time and tradition: Resolving tensions in the organisation of doctoral training in Sweden. *Nordisk Pedagogik*, 2003, 23 (3), 132-138.
- 4.83 Doctoral studies in pedagogik in Sweden. *Nordisk Pedagogik*, 2003, 23 (4), 246-261 (with Sverker Lindblad and Inga Wernersson).
- 4.84 Att fånga folkbildning på nätet. In *Folkbildning och Lärande ed IKT-stod*, Stockholm: Statens Offentliga Utredningar(SOU), 2004:8, pp. 73-91 (With Ethel Dahlgren, Agneta Hult & Tor Söderström).

REPRINTS AND TRANSLATIONS

- 5.1 Reprint of 'Evaluation as illumination...' in D. Tawney (Ed.), **Curriculum Evaluation Today: Trends and Implications**, London: Macmillan, 1976.
- 5.2 Reprint of 'Classroom research: a cautionary tale' in J. Wolfson (Ed.), **Personality and Learning**, London: Open University Press/Hodder & Stoughton, 1976.
- 5.3 Reprint of 'Evaluation as illumination...' in G. Glass (Ed.), **Evaluation Studies Review Annual**, Beverly Hills: Sage, 1976.
- 5.4 Reprint of 'Evaluation as illumination...' in D. Hamilton **et al.** (Eds.), **Beyond the Numbers Game: A Reader in Educational Evaluation**, London: Macmillan/Berkeley: McCutchan, 1977.

- 5.5 Reprint of 'Evaluation as illumination...' in M. Parlett & G. Dearden (Eds.), **Introduction to Illuminative Evaluation: Studies in Higher Education**, Cardiff-by-the-Sea, California: Pacific Soundings Press, 1977.
- 5.6 Reprint of 'Evaluation as illumination...' in J. Hartley & I. Davies (Eds.), **Contributions to Educational Technology** (Vol.4), London: Kogan Page, 1978.
- 5.7 Spanish reprint of 'Classroom research: a critique and a new approach' in M. Stubbs & S. Delamont (Eds.), **Las Relaciones Profesor-alumno**, Barcelona: Oikos-tau, 1978.
- 5.8 Spanish reprint of 'The advent of curriculum integration..' **ibid.**
- 5.9 Reprint of 'Classroom research: a cautionary tale' in N. Bennett & D. Macnamara (Eds.), **Focus on Teaching**, London: Longmans, 1979a, 157-167.
- 5.10 Brazilian reprint of 'A comment on the rationale and methodology of the IEA studies in evaluation', **Revista Brasileira de Estudos Pedagogicos**, 1979.
- 5.11 Brazilian reprint of 'Evaluation as illumination...' in R. G. Messick et al. (Eds.), **Curriculo: Analise e Debate**, Rio de Janeiro: Zahar Editores, 1980.
- 5.12 Reprint of 'Evaluation as illumination...' in Reader (C) of Curriculum Research Course Study Guide, Deakin University Open Campus Program (Australia), 1981, 18-34. [Deakin University is the 'Open University' of Australia]
- 5.13 Swedish reprint of 'Evaluation as illumination...' in S. Franke-Wikberg & U. Lundgren (Eds.), **Att Vardera Utbilding: En Antologi om Pedagogisk Utvardering**, Stockholm: Wahlstrom & Widstrand, 1981.
- 5.14 Reprint of 'Making sense of curriculum evaluation...' in Deakin University School of Education, **Curriculum Evaluation: History and Approaches**, Geelong: Deakin University Press, 1982.
- 5.15 Reprint of 'Classroom research: a critique and a new approach' in J. Bynner (Ed.), **Issues in Methodology**, Milton Keynes: Open University Press, 1982.
- 5.16 Reprint of 'Evaluation as illumination...' in Deakin University School of Education, **Curriculum Evaluation: History and Approaches**, Geelong: Deakin University Press, 1982.
- 5.17 Reprint of 'Some contrasting assumptions about case study research and survey analysis' in Deakin University School of Education, **Case Study: An Overview**, Geelong: Deakin University Press, 1982.
- 5.18 Reprint of 'A methodological diary' in Deakin University School of Education, **The Conduct of Fieldwork**, Geelong: Deakin University Press, 1982.
- 5.19 Reprint of 'Generalisation in the educational sciences...' in Deakin University School of Education, **Naturalistic Observation**, Geelong: Deakin University Press, 1982.
- 5.20 Reprint of 'Classroom research: a critique and a new approach' in R. McCormick et al. (Eds.), **Calling Education to Account**, London: Heinemann, 1982.

- 5.21 Brazilian reprint of 'Evaluation as illumination...' in M. A. .A. Goldberg & C.P.de Souza (Eds.) **Avaliacao de Programas Educationais**, San Paulo: Editoria Pedagogica e Universitaria, 1982.
- 5.22 Spanish reprint of W. B. Dockrell and D. Hamilton (Eds), **Rethinking Educational Research** as **Nuevas Reflexiones sobra la Investigacion Educative**, Madrid: Narcea, s.a. ediciones, 1981.
- 5.23 Spanish reprint of 'Educational research and the shadows of Francis Galton and Ronald Fisher', **ibid.**
- 5.24 Reprint of 'Classroom research: a cautionary tale', in V. Lee and D. Zeldin (Eds.), **Planning in the Curriculum**, London: Hodder & Stoughton, 1983.
- 5.25 Reprint of 'Schoolbased responses to innovation...' in T. Horton & P. Raggatt (Eds.), **Challenge and Change in the Curriculum**, Hodder & Stoughton, 1983.
- 5.26 Reprint of 'Robert Owen and education...' in T. S. Popkewitz (Ed.), **Change and Stability in Schooling**, Geelong: Deakin University Press, 1983.
- 5.27 Reprint of extract from **In Search of Structure** in S. Delamont (Ed.), **Readings on Interaction in the Classroom**, Methuen, 1984.
- 5.28 Reprint of 'Adam Smith and the moral economy of the classroom system' in P. H. Taylor (Ed.), **Recent Developments in Curriculum Studies**, Windsor: NFER-Nelson, 1986.
- 5.29 Reprint of 'Revisiting classroom research...' in M. Hammersley (Ed.), **Controversies in Classroom Research**, Milton Keynes: Open University Press, 1987.
- 5.30 Reprint of 'Evaluation as illumination...' in R. Murphy & H. Torrance (Eds.), **Evaluating Education: Issues and Methods**, London: Harper & Row, 1988, 57-73.
- 5.31 Translation of chapter 2 of **Towards a Theory of Schooling** (1.3), as 'Orígenes de los terminos <clase> y <curriculum>.' **Revista de Educacion**, 1991, No. 295, 187-205.
- 5.32 Translation of chapter 5 of **Towards a Theory of Schooling** (1.3) as 'De la Instrucción simultáneu et nacimiento de las classe en el aula.' **Revista de Educacion**, 1991, No. 296, 23-42.
- 5.33 Translation of Chapter 1 of **Towards a Theory of Schooling** (1.3) as 'Mundaça social e mudança pedagógica: a trajetória de uma pesquisa histórica', **Teoria & Educaçao**. 1992, 6, 3-32.
- 5.34 Translation of Chapter 2 of **Towards a Theory of Schooling** (1.3) as 'Sobre as origens dos termos classe e curriculum', **Teoria & Educaçao**. 1992, 6, 33-52.
- 5.35 Translation of 'Comenius and the new world order' (4.46) **in Studier av den Pedagogiska Väven**, 1993, 18/19, 2-13.
- 5.36 Icelandic edition of **Learning About Education**, (1.4), Reykjavik: University College of Education.

- 5.37 Translation of Chapter 2 of **Towards a Theory of Schooling** (1.3) as 'Origens dos términos educativos "clase" y "currículum"', **Revista Iberoamericana de Educacion**, 1993, No.1, 201-222.
- 5.38 Translation of 'Comenius and the New World Order' (4.46) in **Pro-Posições** (quarterly Review of the Faculty of Education, university of Campinas, Brazil), 1993, **4**, 7-19.
- 5.39 Reprint of 'Beyond the millenium (or whatever happened to the ennoblement of life?)' (4.45), **Curriculum Studies**, 1993, **1**, 257-273.
- 5.40 Reprint of 'Beyond the millenium (or whatever happened to the ennoblement of life?)' (4.45). In P. Gordon (ed.) **End of an Era?** (vol.4 of The Study of Education: Inaugural lectures). London; Frank Cass, 1995, 149-167.
- 5.39 Japanese translation of **Towards a Theory of Schooling**, 1999 (1.3, forthcoming)
- 5.40 Reprint of 'Order and Structure in Didaktik and Curriculum' (4.53) in S. Hopmann & K. Riquarts (eds.) **Didaktik and/or Curriculum**. Kiel: Institut für die Pädagogik an der Universität Kiel IPN 147), 1995, 71-84.
- 5.41 Translation of **Learning About Education** (1.4) as **La transformación de la Educación en el tiempo: Estudio de la educación y la enseñanza**. Mexico City: Trillas, 1996.
- 5.42 Reprint of 'Peddling feel-good fictions' (4.55) in J. White & M. Barber (eds), **Perspectives on School Effectiveness and School Improvement** (Bedford Way Paper), 1997, pp. 125- 130.
- 5.43 Reprint of 'Traditions preferences, postures in applied qualitative research' (4.48) in N. K. Denzin & Y. S. Lincoln (eds.) **The landscape of Qualitative Research: Theories and issues**. Thousand Oaks, California: Sage, 1998, pp. 111-129.
- 5.44 translation of 4.67 as La paradoja pedagógica(O: ¿por qué no hay didáctica en Inglaterra?), **Propuesta Educativa**, 1999, No. 20, pp.6-13. (Argentinian Journal).
- 5.45 Reprint of the Pedagogic Paradox (or why no didactics in England?). In M. Uljens (red.) *Pedagogikens Problem: Kulturella utvecklingslinjer och teoretiska spörsmål(studier i pedagogiks teori och filosofi 12)*. Wasa: Pedagogiska institutionen, Åbo Academy, 57-76,1999
- 5.46 'Peddling feel-good fictions' (4.55). Reprinted in P. Sammons, *School Effectiveness coming of age in the 21st century*, London: Swets & zeitlinger, 1999, pp. 219-222
- 5.47 Translation of *Learning About Education* (1.4) as *Che cos'è l'educazione*. Rome: Armando Editore, (2000).
- 5.48 Translation of Idols of the market place (4.60). Madrid: Ediciones Akal (forthcoming).
- 5.49 Translation of 'Notes from nowhere' (4.72) in Journal of the Brazilian History of Education Society.
- 5.50 Translation of 'Notes from nowhere (on the beginning on modern schooling)' (4.72). In T. Popkewitz, B. Franklin & M. Pereyra (compiladores), *Historia cultural y educación* (tr. J.M. Pomares & Montse Casademunt). Barcelona: Ediciones Pomares, 2003, 187-207.

MEMBERSHIP OF LEARNED SOCIETIES

Classroom Action Research Network
History of Education Society
British Educational Research Association (editor, Newsletter, 1985-88)
Scottish Educational Research Association
Scottish History of Education Society (treasurer, 1984-89)
Radical Statistics Group
Textbook Colloquium

BOOK REVIEWS

Programmed Learning and Educational Technology
Journal of Curriculum Studies
History of Education
Quality and Quantity Studies in Higher Education
British Educational Research Journal
Studies in Science Education
Scottish Educational Review
History Workshop
Research Intelligence
International Review of Education
Journal of Education for Teaching

EXTERNAL EXAMINING

University of Warwick, BA, 1981-4
University of East Anglia, PhD, 1982
University of Illinois, PhD, 1982
Scottish Council for Research in Education (thesis prize) 1982-4
Sunderland Polytechnic, MEd, 1983-8
University College, Cardiff, PhD, 1984
University of York, MEd, 1984-7
University of Edinburgh, PhD, 1985
University of Sheffield, PhD, 1985
University of Edinburgh, Dip Ed/BEd, 1986-7
University of London Institute of Education, MA in Curriculum Studies, 1986-8
Kings College, University of London (MA/MEd) 1990-3
Open University (PhD), 1990, 1992
CNA A (M.Phil), 1992
University of Warwick BA (QTS), 1992-5
University of East London (PhD) 1993
University of Bath (M.Phil.) 1993
University of Glasgow (PhD), 1995
University of Aberdeen (MEd) 1995-7
De Montford University (PhD) 1998
Sussex University (D. Phil.) 1998
National Technical University, Trondheim, Masters Degree, 2000
University of London (Institute of Education) (PhD), 2003
