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Professor R. Burke Johnson, a research methodologist, has co-authored three books on methodology: *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (Sage, 2007); *Research Methods, Design, and Analysis* (Pearson, 2010); and *Dictionary of Statistics and Methodology* (Sage, 2011). He was an editor of *The Sage Glossary of the Social and Behavioral Sciences* (2009), and guest-edited two special journal issues on mixed methods research (for *Research in the Schools*, and *American Behavioral Scientist*).

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**Dr Pam Woolner** is a Lecturer in Education in the Research Centre for Learning and Teaching at Newcastle University. Formerly a secondary school mathematics teacher, she now teaches research methods and supervises postgraduate students. Her research interests centre on investigations of the learning environment and have included evaluations of learning innovations.
The previous editions of *Research Methods in Educational Leadership and Management* have proved to be a worldwide success. The book addresses the specific needs of researchers in educational leadership and management, particularly of new researchers, and has been adopted as a core text in many UK universities as well as in Canada, Australia and Hong Kong. One strength of the book is that it identifies a specialist niche in the field of research methods, namely a book that is required by researchers – including practitioner researchers – who are working in the field of educational leadership and management throughout the world. A second strength is that it contains specially commissioned pieces that are appropriate for the field of educational leadership and management, and addresses issues of concern to the experienced researcher, the new researcher and those engaged in practitioner research.

The third edition draws on the strengths of the previous volumes. Responding to reader evaluations, Ann Briggs, Marianne Coleman and Marlene Morrison have sought updated chapters from many of their authors, and new chapters from others, in response to the needs of the field. New chapters introduced in the third edition include: research design, grounded research, ethnography and mixed methods as well as other major topics in chapters that have been updated. The contributions provided by various authors demonstrate a rich range of methodologies that social scientists use when studying educational settings. As with any volume on research methodology, the authors indicate the ‘different voices’ in which research methodology can be discussed.

The range of chapters provided within this third edition is indeed impressive. The philosophical issues that underpin our rationale for conducting research, and our approaches to it, are addressed; there are technical appraisals of validity, reliability and triangulation as well as discussions of a wide range of research approaches, such as case studies and practitioner research, as well as thought-provoking chapters about research tools and research ethics. A particular feature of this book is the way in which it focuses on data analysis, writing and dissemination as well as some of the standard topics associated with research techniques and data collection.

This volume, like its predecessors, is an important contribution to the literature, which enables students to engage with the wide range of issues which affect and underpin their research, before consulting specialist texts on particular aspects of research methods. It is this facility that this collection
provides. Overall, it is a volume that will be of great value to those engaged in teaching and learning about the research process and research methods. I am sure that the third edition of this collection will become essential reading for students engaged in the study of educational leadership and management.

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