

**Book Review**

**Reading Educational Research and Policy  
Key Issues in Teaching and Learning**

**By: David Scott**

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The book “Reading Educational Research and Policy” claims that educational literacy provides individuals with critical thinking and reading, which gives individuals the chance of relocating themselves in the way that arguments, policies, and instructions may not request. Educational literacy allows individuals to improve their



implementation and make their implementations transferable (Lankshear, 1997). As control mechanisms in education -by policies and educational goals- are increasing day by day, the educational literacy of teachers specifically gains importance. It is because educational literacy gives teachers the competence to analyze the structure of educational texts, such as research reports, political texts, newspaper reports, and media, and to place them in historical, social, and literal contexts.

The book suggests that teachers read different types of documents to learn and expertise in relevant fields. It helps them to improve the capacity of acting alternatively and having a critical approach towards teaching. The book which focuses on strategies on how to read political texts in education depicts the political texts as formal texts intending to lead perceptions of the public related to a political agenda. That's why political texts are in the quest of changing practitioners' way of accepting the policies. According to the book, policies can be prescriptive or non- prescriptive, open or concealed ideologically, a single author or multi-authored, large-scaled, or narrow scaled. Moreover, the book suggests that political texts can be placed in one of three political processes. One of those processes is controlled by the center and directive. This political process supports certain values in policies. The second one is the pluralistic process in which various interests are taken into consideration in each step. The last one is not a linear process; the policies are not applied in practice as they are planned at the beginning.

After political processes, the book mentions various ways to read research reports. Researchers carry out studies to comprehend the world better and find appropriate strategies for presenting the findings and making plenty of decisions about methods and strategies. These

decisions are based on certain information bases such as positivism, empiricism, critical theory, and postmodernism. The book suggests its readers to ask questions to understand the relationship between the information bases and the reality that the researcher wants to describe. Functions of written media in the education field are also tackled in the book. Media can adapt and control specific education agendas. National media generally supports the education agenda, as it is stated by the government. The readers should pay attention to the techniques that journalists take benefit from to prepare their articles because news is perceived as different than the truths. Besides, visual media has similar effects on written media; however, the former is stronger in the education area than the latter in terms of thoughts. The book also claims that it is difficult to put a model that identifies a relationship between political texts and media and research reports. The reason for this is that this model will not be able to explain that political texts are already more effective on their own.

The book envisions educationally literate teachers' characteristics, as well. The main point is that teachers should deal with educational texts critically. To do this, they are supposed to perceive the effects of educational texts on them. At this point, the book highlights the importance of symbols, oriented cognitive approach, and active, reflexive, and contextual aspects vis-a-vis learning theories, which explain the process of becoming an educationally literate teacher. The book alleges that policies, media, and reports must be thought indivisible from each other. If teachers want to interpret the educational texts properly, they should be able to notice the underlying principles of news. For instance, all media means use "our" schools, "our" citizens. In this way, people tend to internalize the embedded values in the news. Therefore, teaching and learning how



to read educational research and policy are essential to the authorities in the education field.

Overall, this book can contribute to its audience since it provides valuable information regarding the ways that political texts and media are constructed. It is useful for teachers to analyze which techniques are used in educational texts and to figure out the real purposes and ideologies of those educational texts, policies, or reports. The book helps its audience to interrogate how they interpret the educational texts counting policies, reports, and media. The book also gives real educational texts such as an annual report of a head auditor submitted in 1998, a report published in the Times Educational Supplement, and Chibnall's (1977) positive and negative values which legitimize the media. Hence, as the book gives the status quo with new perspectives to its readers and with sample texts in practice reinforcing the topics covered in each chapter, it broadens its readers' horizon in terms of reading and analyzing educational texts.

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