



What Counts as Evidence in Educational Settings?: Rethinking Equity, Diversity, and Reform in the 21st Century (Review of Research in Education)

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The most durable and robust problem facing educational research since the mid-twentieth century is the persistence of educational inequality. Under new economic, technological and cultural conditions, many diverse populations and communities face emergent and long-standing patterns of educational exclusion and marginalization. The authors examine what constitutes evidence in education research within and across a broad range of educational issues, and how evidence can be, and is used, to shape regional, national, and international educational policies on equity and inclusion. The chapters in this volume scrutinize different forms of evidence and focus on how they constitute different ways of naming and defining, explaining and framing equality and inequality in educational policy and practice.

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