

Chapter 8 Reflective Questions – Inside the black box

1. Measures often act as proxies for other factors of interest. How can we know if what we are measuring is the operative factor rather than a proxy for one?

2. What are the best ways of combining quantitative and qualitative information on effectiveness factors to describe school practice? What does a valid and reliable description of school effectiveness factors look like?

3. How practically useful are lists and models for effectiveness for understanding and promoting effective practice? What does the reader need to know to make sense of what they mean and what they look like in practice? How much is open to interpretation? What does a good model look like?

4. To what extent can lists and models be considered a 'theory'? What is needed to develop greater theoretical sophistication?

5. What educational phenomena are easier/harder to measure? What are the limits of measurement? How can they be overcome/advanced? How?

6. Correlational models struggle to provide causal evidence. To what extent does this undermine the EEI evidence base? What can be done about this?

7. What is the role of experimentation and quasi-experimentation, and broader conceptions of these, in developing the EEI evidence base?

8. What is 'educational disadvantage'? Does/how does it influence what constitutes effective school policy and practice?

9. What wider outcomes of education (beyond academic performance) are there? Which of these needs the most attention? Should/how might these be further studied within EEI research?
