Table of Contents

Preface
Acknowledgments
Introduction
Part I. Engaging Ideas: The Context of Inquiry and Meaningful Problems

Section One: Exploring the Multiple Purposes of Inquiry and Key Stakeholders

1. What Knowledge Users Want — Robert E. Floden
2. Minding the Gap Between Research and Policymaking — David N. Plank and Debbi Harris

Section Two: Identifying Meaningful Problems and Approaches to Inquiry Across and Within Fields

1. Studying Teacher Education Programs: Rethinking and Expanding the Inquiry — Kenneth Zeichner
2. What Are We Tripping On? Transgressing the Fault Lines in Research on the Preparation of Multicultural Educators — Carl A. Grant and Vonzell Agosto
3. All Else Is Never Equal: Opportunity Lost and Found on the P–16 Path to College Access — Patricia M. McDonough and R. Evely Gildersleeve
5. Comparative Education: An Approach to Educational Inquiry — David Phillips

Part II. Engaging Issues: The Challenges of Meaningful Inquiry

Section Three: Challenges in Formulating and Framing Meaningful Problems

1. Situating Ourselves and Our Inquiry: A First-Person Account — James Youniss

Section Four: Challenges in Preparing for Inquiry

1. Light and Shadow in Research Design — John P. Bean

Section Five: Challenges in Conducting Inquiry

1. Windows of Possibility: Perspectives on the Construction of Educational Researchers — Anna Neumann and Aaron M. Pallas
2. Constructing Analyses: The Development of Thoughtfulness in Working With Qualitative Methods — Michael Seltzer and Mike Rose

Section Six: Challenges in Writing, Voice, and Dissemination of Research

1. Writing in Education Research — Beth Graue
2. Getting the Word Out: Challenges and Opportunities in Explaining Educational Research to the World — Gerald W. Bracey