

Philosophy of Science and Educational Research: Strategies for Scientific Effectiveness and Improvement of the Education

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Abstract

This article is a theoretical study on the effectiveness of educational research in the context of philosophy of science. This topic of discussion, in the area of educational research, has been the subject of intellectual debate and arises again at the beginning of the 21st century. This article outlines the challenges and opportunities for scientific effectiveness facing educational research if it aspires to contribute to the ideal of an education of excellence and quality. Nine strategies to improve scientific effectiveness in educational research are identified and discussed. As a conclusion, it is argued that the foundations of contemporary educational research need to be revisited and reformulated, parallel to the new concepts present in the philosophy of science, to face the new problems present in our society^{*}.

Keywords: Educational Research; Philosophy of Science; Scientific Knowledge; Scientific Effectiveness; Education.

1. Introduction

Philosophical thinking centered on science has been an object of intense debate for centuries. Thus, when we speak today of philosophy of science, we refer fundamentally to any reflection produced around the scientific methodology and its results. It faces, from the point of view of reason, the nature of science and the philosophical problems generated around it, with a direct implication in its results and applications.

There have been multiple currents of philosophy of science encountered during the twentieth century. It is possible to find from, the logical positivism of the Vienna Circle, developed in parallel to the revolution in the field of theoretical physics with Einstein's studies and deeply disrupting traditional philosophical thinking centered on empiricism and inductivism [1] [2] [3], to Feyerabend's new proposals against the method, which speak of methodological and epistemological anarchism or the absence of a scientific method [4] [5], as well as Ernst Cassirer's classic contributions in the sphere of neo-Kantianism [6] [7], Ernst Mach and the positivism [8] [9] [10] or Popper and his critical rationalism [11] [12].

Of course, when we focus on the social sciences, and especially on the educational sciences, the problem becomes even more complicated. Since we are in a diffuse scientific field that escapes the fundamental presuppositions of the natural sciences, and whose study of the problems, with an indeterminate number of variables involved, becomes extremely complex. It would even be necessary to reflect in essence on whether we can understand education as a science [13]. However, regardless of their epistemological bases, the truth is that educational research is fundamental in the scope of knowledge necessary for the development of educational processes in all its dimensions. Education is one of the main pillars of our society [14].

Throughout its history, education has been an essential instrument for social and economic development in public policy in many countries. In order to respond to the ideals of social and economic development, education has had to think and rethink its managerial and organizational structures, programs and curricula, teaching practices, skills and recruitment requirements of educators, and their mechanisms to display

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Scientific Research Effectiveness

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