

Scott, D. (2000) *Reading Educational Research and Policy*, London: Routledge Falmer.

Nine fallacies in educational research :

1. The Epistemic Fallacy. This is where matters to do with the nature of reality (the ontological dimension) are conflated with matters to do with how researchers can know that reality (the epistemological dimension).

2. The Causal Fallacy. Correlations or associations are frequently conflated with causal relations. Educational researchers make causal claims from observations of regularities.

3. The Homogeneous Fallacy. Characteristics that the researcher gives to a group are then applied to individual members of that group.

4. The Essentialist Fallacy. Attributes or properties of individuals are dehistoricized and assumed to be trans-social, whereas in fact they are specific to particular time-space loci.

5. The Value-free Fallacy. The assumption that is frequently made is that knowledge of the social world can be value-free, and this ignores the pervasiveness of procedural, observational and epistemic values in the conduct of educational research.

6. The Prospective Fallacy. Retrospective explanations are frequently conflated with prospective explanations.

7. The Reductive Fallacy. The assumption is made that human behaviour can be reduced to a set of properties that adequately describe that individual or their activities. These properties act as quasi-descriptions of the real characteristics they have and the real relations that constitute society.

8. The Deterministic Fallacy. Frequently, educational researchers neglect or marginalize human intention and creativity, so that structural descriptions reduce the actor to a pale shadow of their real self.

9. The Pragmatic Fallacy. Frequently, educational researchers understand research as a practical activity, which can be performed without reference to philosophical concerns, such as the place and role of values in research.