

**FROM GROUNDED THEORY TO CRITICAL HERMENEUTICS?
Issues of elaborating, coding and analysis of data concerning the Social
Dimension of Educational Policies ١.**

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ABSTRACT

*The present study focuses on the social dimension of state or supra-national policies in education. It suggests that a dialectic synthesis between **grounded theory** techniques (“labeling phenomena” procedures and “conceptualizing-categorizing phenomena” processes) and **critical hermeneutics** would be crucial in order to reveal and interpret the Discourses and the Practices that determine*

- *the transformation of the social inequalities to educational ones and vice versa,*
- *the role of class, race, gender and cultural background in the social and educational reality.*

The suggested synthesis can contribute to the construction of a “meaningful circuit”, useful for a profound analysis of both the way social structure affects education and the way educational policy acts (or is impeded to act) as a social- compensative policy.

1. Introduction.

The nature of research, concerning state policies in education (*educational policy*²), seems to be multi-dimensional, multi-prismatic³. On this ground the educational policy researcher should choose a methodological strategy

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² Educational Policy would be briefly presented as “EP”.

³ See Papadakis N., The qualitative paradigm in social & political research: The case of Educational Policy Analysis. Epistemological and methodological aspects, paper presented in the 8th International Ph.D Summer School on “Qualitative Approaches in Special and Educational Sciences” (Crete, September 2001).

that concludes from an effective synthesis of methodological directions and techniques for elaborating, categorizing, coding, analyzing and interpreting information and data. A dialectic synthesis that demands both “methodological sensitivity” and flexibility

In this study we try to suggest a methodological strategy that is characterized by the inter-thematic approach, namely the involvement of several researching and scientific fields. More specifically we focus on issues concerning the *collecting- elaborating- coding and analyzing* procedures.

2. Beyond the monologic approaches to State and Social Policies in Education.

In fact, what the present study suggests is the dialectic synthesis among techniques, deriving from different sciences and theories. Additionally, the necessity for a synthesis between the *history of ideas*⁴ and the *social history*, is more than crucial. In order to achieve such an aim, is necessary to focus on the interpretation of both the things legally enacted and the ones expressed and legitimated by a social or political ideology or even an educational theory, but never legislated⁵. Besides, the history of educational policy and reform itself is not only a history of changing ideas, of organizational practices expressed in educational laws. It's also a history of ideologies, values and interests that sometimes remain unacknowledged or hidden, never legally enacted but are still embedded in the ongoing practices of schooling⁶. At this point, we shouldn't forget that EP analysis is mostly a

⁴ History of ideas is registered in intellectuals' discourse and is traced in the images of mind through its one tools.

⁵ Regarding the abovementioned synthesis and its role to the social history see Stone L. (ed.), *The University in Society*, New Jersey, Princeton University Press, 1974, vo. 1, p. 3 and Furet F., *En marge des Annales. Histoire et sciences sociales*, in *Le debat*, 17-12-1981, p. 121-126.

⁶ See Popkewitz T. S., *A political sociology of educational reform*, New York, Columbia University, 1991, p. 20 and Hamilton D., *Towards a theory of schooling*, London, Falmer, 1989.

political science. And political science cannot, in any case, be released by the mission and the aim of the historical interpretation⁷.

The aforementioned interdisciplinary and inter-thematic approach faces the need to constitute a handy discourse among sciences and methods. Moreover, it faces the need to compose a researching strategy, sensitive and capable of responding in all the forms of questions caused by the researching issue itself⁸,

- either this issue concerns a specific historical episode or a thematic field of the current educational policy,
- or the abovementioned issue is connected to the evolutionary process of a state or supra-state policy (i. e. USA's educational policy, EC's policy, OECD's policy).

What is actually proposed here is the combination between *chronological* and *structural analysis* and the connection of the *empiricism-contained-in-facts* to *history-(as a)-problem approach*.

More specifically now, the aforementioned combination has vital importance in macro-inquiries (namely, studies focused on education reforms, on the historical evolution either of a specific sector of the state policy in education or of an historical subject, such as the University). Thereby the combination itself contributes researcher to exhibit the historical experience, which is "smashed" in various identities, according to Hobsbawm⁹. In any case, collection and elaboration of the researching documents and data should take place in a way that

- on the one hand, ensures both the comprehension and the attribution of the uniqueness of the facts,
- on the other hand, lay emphasis to the broadest possible spectrum of "disreputable" facts (what actually constitutes the historically

⁷ See van Evera St., Introduction in guide to methods for students of political sciences, N. Y., Cornell Un. Press, 1997.

⁸ In this manner, researcher adopts, in praxi, a scientific pluralism, that penetrates the sealed of the monologic methodological specialization.

⁹ Actually, the "individual experience of a life time is simultaneously a collective experience too" (Hobsbawm E., On History, p. 279).

marginalized knowledge and permits us to “uncover the truth-constitutive rules of exclusion in any discourse”¹⁰).

The importance of these “disreputable” facts in EP research, becomes more than obvious as soon as the researcher take into consideration the inherent relation between the educational and social structures and the actions adopted, usually during an educational reform, in order to change or just to ameliorate (and subsequently maintain) these structures. Thomas Popkewitz, ascertains in the context of his political sociology of educational reform, that “*we can consider structure as patterns that impose upon social life certain regularities, boundaries and frames that facilitate understanding and practice in the world. In one sense, structure is analogous to the frame of a building*”¹¹, where among its frames are geography, modes of organizing production, cognitive frameworks, patriarchy and spiritual beliefs. What is really essential here for the EP researcher is to understand that a study of educational structures and socio-political structures that effect education, cannot miss the identification of presuppositions and rules that are unacknowledged and unspoken in everyday life but, nevertheless, shape practice and mediate between collective discourse and action and individual behavior. On all these grounds, the emphasis on what is considered as pedding knowledge can reveal the hidden components of the aforementioned rules that shape legitimated practices¹² and seem to determine

- the role of *class*, *race*, and *gender* in educational reality, on the one hand and

¹⁰ Habermas J., The philosophical discourse of modernity, Cambridge, Polity Press, 1987, p. 248.

¹¹ Popkewitz T. S., A political sociology of educational reform, New York, Columbia University, 1991, p. 21.

¹² According to Paul Ricouer “all that I know intellectually and that we indicate by the general term «knowledge» is a schema, a flexible method rather than rigid association” (Ricouer P., Freedom and nature: the voluntary and the involuntary, Evanston, Northwestern Un. Press, 1966, p. 292). Such a schema, a method has -a priori - a lot of alternatives and aspects. The subdued knowledge is one of the most hermeneutically useful alternatives.

- the limits of *individual voice, resistance, and agency* in the EP formation and implementation, on the other.

While using such terms and issues as structural concepts, the researcher is expected to face educational inequities, power relations and domination as a result of one or multiple structural patterns that are mediated by collective or individual action of specific power groups and mega-actors and finally underlie daily life. Subsequently he is expected to trace the origins or causes of the ongoing events¹³. Let's not forget that even the educational occurrences and phenomena themselves, embody social forms that are inherited from historical social conditions and probably are effected by past or present transformative actions (variable hierarchy of school knowledge, methods of imposing discipline in school, modes of students' evaluation, could be typical examples).

What is actually needed here, is a kind of an *informative pluralism* that can provide the researcher with different and various resources, represented the same fact, the same phenomenon. Such a pluralism is expected to permit the achievement of the *balanced holism between structure and action*. Another proposed methodological "tool" is the analytical distinction between *social integration*, that studies society in the terms of the relationships developed among agents and *systemic integration* that focus on the compatibility among the several institutions¹⁴. This distinction, has no existential substance. In fact, it is a constructed, a made segregation. Though, it is more than useful in the context of an inquiry that involves agents and institutions, for it helps researcher to see things from the view of biokosmos and institutional components (system) on the one hand, and from the view of their interaction into a societal community¹⁵. Since biokosmos is the trace-

¹³ See Popkewitz T. S., *ibid*, p. 21- 22.

¹⁴ See Mouzelis N., Social and system Integration: Lockwood, Habermas, Giddens, in *Sociology*, vol. 31, no. 1, February 1997.

¹⁵ Societal Community in Habermas' terms. Habermas adapts Parsons and emphasize on the "structural amount of rules and institutions which are formulated through the daily biokosmos, while sustaining the interactive state of the art" (see Scott J., *Sociological Theory*, Aldershot, Edward Elgar, 1995, p. 241).

point between social action and social structure¹⁶, EP researcher should have in mind distinctions as the abovementioned during his “movement” between an analytical macro-level, focused on the processes that derive educational structural reforms and a micro-level analysis of the way these structural reforms- changes effect every-day’s educational practice, action and interaction. That’s the most convenient way to **trace** the origins of educational practice to the characteristics inherent in daily practices¹⁷.

3. Towards the interpretative “reading”: *Initial Epistemological acknowledgements and methodological techniques.*

Several issues – questions derive, since we adopt the abovementioned approach:

How can we make feasible the elaboration of a multifold researching material that echoes a multi-dimensional field? How can we analyze a researching material that often includes historical documents, statistic data, material derived from elaborated semi-structured interviews with either the recipients or the mutterers of the educational policy, biographical analysis-narratives of living mega- actors etc?

The sufficient elaboration of such a material is the one, based on the synthesis among the *historical analysis*, where necessary (especially in studies concerning reform episodes), the *educational examination* and the *socio-political approach*. This form of synthesis faces the necessity for adapting the method to the variety of sights and aspects, of the multifarious

¹⁶ See Layder D., *Understanding social theory*, London, Sage, 1994, p. 193.

¹⁷ See Popkewitz T. S., *ibid*, p. 20.

In the context of such a “tracing- detecting” procedure, the use of either quantitative data or techniques (namely statistic tables, histograms, SPSS data, etc) is strongly encouraged. The co-existence between qualitative and quantitative techniques doesn’t misquote the researching direction. In contrario, it contributes to the disclosure of some important elements, contained in the examined documents,

- a) to the interpretation of the details, composing the researched phenomenon

Strauss wittly stresses that some of the data may be quantified, but the analysis itself can remain a qualitative one (see Strauss A. - Corbin J., *Basics of Qualitative research. Grounded theory. Procedures and techniques*, London, Sage, 1990, p. 17)..

issue¹⁸. Historical analysis is based on both the *hypothesis* and the *researching problem*. At this point we should mention that the researcher is asked to

- take into account the *serial version* of the historical inquiry¹⁹ and
- try to avoid the sterile “fact-based” conception, resulting from the corresponding conception of state policies history.

On the other hand sociological approach establishes a dialectic relation to the *post-structural approaches* of educational policy and the *critical political analysis* of educational “done-thing”²⁰. Thus it’s used to achieve the profound examination of the former or contemporaneous interrelated sociopolitical agents that determine-influence education. At this point, we should mention that post-structural approach’s contribution results from its main conception about the determining role of “*power and knowledge to the practices that create or constitute History*”²¹. This acknowledgement

- orientates the researcher towards texts and discourses, connected to the endeavour to create institutions,

¹⁸ More and more researchers acknowledge the necessity of such synthesis (among methods, epistemological- methodological paradigms) in the context of social and educational inquiry. See Husen T., Research paradigms in education, in *J. P. Keeves (ed.), educational research, methodology and measurement*, Oxford, Pergamon, 1988, p. 39 and Bassey M. (ed.), Readings on the paradigms of Inquiry, Nottingham, Faculty of Education- Nottingham Polytechnic (PGDip and Med Course Reader Two, June 1990.

¹⁹ Serial History «describes continuities according to the pattern of discontinuity’ it’s rather a history- problem than a history- narrative. It separates the levels of the historical necessity and dilutes any previous conception about “total history”. Consequently it disputes the quest for an hypotheticated homogenous evolution of all the social elements- components. The series’ analysis is meaningful only when it happens in the long-range level, for the short or circular changes of tendencies can only be traced at that time- level” {Noreau P.- Goff Z., trans. Z. Mitsotakis, The mission of History, Athens, Rappa publ., 1983, p. 137 (in greek)}.

²⁰ We should mention that the sociological approach is inevitably enriched with elements from *political sociology*.

²¹ Ball St., Education Reform. A critical and poststructural approach, Buckingham, Open University Press, 1994, p. 1.

- forces him/ her to lay emphasis on the reformatory Discourse and Praxeology and subsequently on the Discourse and Action of the EP utterers, recipients and reactors.

Additionally the critical political analysis (often combined to critical ethnography) focus on the economy of power lying in educational policy and being under re-orientation during each educational reform. What is actually examined here are the procedures “which allowed the effects of power to circulate in a manner at once continuous, uninterrupted, adapted and «individualized» throughout the entire social body”²².

4. Beyond the “State Limits”: *Focusing on the power networks.*

Thus the EP researcher can extend his analysis beyond the workings of the educational state and the consensus, struggles and conflicts enjoined inside the state, beyond the limits of the central state. He can examine some of the “power networks”, discourses and technologies which run through the social body of education (such as the local state, educational organizations and classrooms)²³. Expressis verbis, he can trace the politics of education, latent in educational policy, and subsequently unmask the power of the state policy, for those who go through it²⁴. In such an approach, the EP researcher has furthermore to examine whether political, social and economic arrangements “*contained*” in or *affecting* the state policy in education, treat persons as means to an end (progress, for example) or ends in their one right²⁵.

All the abovementioned synthesis facilitate the incorporation of the elaborated and codified material into its context, and the interpretation of both the facts and the researched correlations. At this point we have to clarify that phenomenological presentation should come before analysis and interpretation. By the term “phenomenological presentation” we practically

²² Rabinow P., *The Foucault Reader*, Harmondsworth, Penguin, 1986, p. 61.

²³ See Ball St, *ibid*, and Ball St., *Politics and policy making in education*, London, Routledge, 1990, p. 123.

²⁴ See Sheridan A., *The will to truth*, London, Tavistock, 1980, p. 221, quoted in *St. Ball, Education reform...*, *ibid*, p. 1-2.

²⁵ See Prunty J., *Signposts for a critical educational policy analysis*, in *Australian Journal of Education*, vo. 29, no. 2, 1985, p. 135.

mean the description of each reformative effort's main choices or each EP's crucial sight/ aspect (i. e. intercultural education, compensational policy, policy in secondary education, procedures concerning transmission from secondary to post-secondary or tertiary education, modernizing teaching practices, school computerization, "building" policy, teachers' education and training, kids with special needs' education etc). Expressis verbis, this initial approach focus on "what, when, who and how", on the EP utterers' programmatic oration, on public discourse caused due to the educational policy or reform, on the actions framing EP's content.

The abovementioned phenomenological description exhibits the original sense through the original intent²⁶. It is followed by the final "interpretative reading". This transposition is symbolically traced back to the transfer from the *description of what somebody explicitly says* to the *analysis of what he seeks to introject*, what he actually implies. While the researcher turns his attention to the level of *prepositionality*, he starts looking to the latent meaning, to the latent aspects of the central significance²⁷. The emphasis laid on the broadening of the meaning's possible versions (*eventuality*) is due to the linkage between *reformative sense* and *educational system*. This linkage underlies the system constitution and reinforces its "emerging potential"²⁸.

The emersion of both the original and the latent sense depends on the way the researching material and documents (semi-structured interviews and biographical analysis²⁹, law acts, drafts of law, legal reports, proceedings, journal articles and text of political parties concerning educational policy,

²⁶ See Dworkin R., In law. Morality and society: essays in honour of H. L. A. Hart, Oxford, Oxford University Press, 1977, σ. 58-83.

²⁷ Heinz stresses that the speaker or the actor usually produce more notion than the one initially intended.

²⁸ See Luhmann N., Sinn als Grundbegriff der Sociologie, in J. Habermas- N. Luhmann (ed.), *Theorie der Gesellschaft oder Sozialtechnologie*, Frankfurt 1971, σελ. 25- 100.

²⁹ To be acquainted with the use of interviews and biographical analysis in EP see Grant B., Discipling students: the construction of student subjectivities, in *British Journal of Sociology*, vo. 18, no. 1, 1997, p. 112.

etc) are coded. This interdependence forces us to proceed in the necessary clarifications, concerning the process of coding in EP research.

5. Coding Procedures: *can a synthesis between grounded theory approach and critical hermeneutics be feasible and how?*

The initial reading of the resources should be done without any resort to the pre-shaped researching questions. In this manner the resource or the interviewed person can “talk”, while the researcher is **just** listening. This first path of data “reading”

- initiates the necessary “*open discourse between the researcher and the resources*” (in Gadamer’s terms), and
- fulfills the late-modern expectation for a conscious rejection of foundational knowledge and any a priori privileging of a given regime of truth³⁰.

In any case the resources themselves would finally judge researcher’s “comprehension in advance” and interpretative attempts³¹.

Having checked and ascertained his resources’ credibility, paternity and authenticity³², the researcher can now proceed to the material coding, which is a *conditio sine qua non* for conceptualizing data³³. This coding normally takes place in different stages/ steps. Having in mind that qualitative coding and analysis is a nonmathematical analytic procedure, that aims and normally results “*in findings derived from data gathered by a variety of means*”³⁴, we will suggest a coding process³⁵. This procedure emerges from

³⁰ See Paulston R. G., Comparative Education as Heterotopia?, in *Josef Bouzakis (ed.), Historical – Comparative Perspectives*, Athens, Gutenberg, 2000, p. 254.

³¹ See Warwick Montgomery J., Legal Hermeneutics and the interpretation of scripture, in *Premise*, vo. II, no. 9, 19 October 1995, p. 15-16.

³² The issue of validity is of vital importance in qualitative research, since it is linked up to the generalisability of the research (see Larsson St., Quality, validity and generalisability in qualitative research, a contribution to the 8th International Ph.D Summer School on “Qualitative Approaches in Special and Educational Sciences” (Crete, September 2001).

³³ Strauss A. - Corbin J., Basics of Qualitative research...., *ibid*, p. 20.

³⁴ Strauss A. - Corbin J., Basics of Qualitative research...., *ibid*, p. 18.

the grounded theory methodology, which is based on the methodological principles of Symbolic Interactionism and the reconstructive perspective of Social Constructionism.

At the beginning, a form of *open coding* precedes. Open coding operates, in the context of EP research, the following way:

- It sets off the *labeling phenomena procedures*. Let's use for our example an EP inquiry that examines the mode through which the power mediates the designing and the implementation of state policy in a specific educational level / stage (primary, secondary or tertiary). The first study-reading of the relative laws, reveals a sequence of references to issues concerning power segmentation, discipline, surveillance and control, etc. More specifically: What is actually revealed is the effort to create a pledge of de jure procedures, which supervises, controls, retains discipline, forces teachers, students and employees to account for their action and performance.
- The labeling phenomena procedure is followed by the *conceptualizing and categorizing data process*. Since the researcher has identified particular phenomena, he can begin to group his concepts around them. This process of grouping concepts is connected to the development of the concepts themselves, in terms of their content. While the researcher is naming and developing categories in terms of their properties and dimensions, he would better choose names that seem most logically related to the data they represent and graphic enough to remind him quickly of its referent. In addition he should trace the characteristics or attributes of each category, in order to form the basis for making relationships between categories and the probable subcategories. In our example now: The emerged categories are public servants- educators' disciplinary accountability, the central surveillance of schools' and teachers' effectiveness in terms of the aims achieved, the performance-evaluation procedure, the modes of disciplines and technologies of control etc. This form of coding is actually combines the entire-document

³⁵ At this point we would like to mention that the proposed procedure isn't either researcher's only alternative or the more manageable one.

analysis (in the first coding stage) to the line-by-line analysis, for after the initial overall consideration of the law, the draft of law, the proceedings and so on, and the pre-formation of specific general categories the researcher proceeds phrase-by-phrase and focus even on single words (such as accountability).

It's obvious that open coding is consistent to the request of critical hermeneutics, for the creation of a context that *accepts* and *interposes* the polysemy of Discourse and Action³⁶. In this manner, hermeneutics extends its scientific subject- field. In Ricouer's words, it brings in touch heterogeneous terms and categories, forming a new homogeneity and creating new logical "species"³⁷.

The open coding is completed by the needful *axial and selective coding* of both the informative archival material and the secondary literature. That's the second and last stage of the coding procedure. It places the categories, emerged from the initial stage of coding, among broader thematical categories- taxonomies.

More specifically now: The researcher chooses the most important categories, emerged from the open coding. Their choice is based on the unification of the categories, that – according to the systematic comparison – resemble or even more identify with each other. The researcher correlates these unified thematic categories, in the context of the second coding stage.

³⁶ Foucault is useful here when he discusses the notion of discourse: "it transmits and produces power, it reinforces it, but also undermines it and exposes it, renders it fragile and makes it impossible to thwart it" (Foucault M., *The history of sexuality*, vol. 1: An Introduction. London, Penguin, 1984, p. 100).

³⁷ Ricouer P., *On Interpretation*, in *Alan Mantefiore (ed.) Philosophy in France Today*, p. 184.

To be acquainted with the coding procedures see Strauss A. - Corbin J., *Basics of Qualitative research....*, *ibid*, p. 57- 74 (*open coding*) and p. 96- 142 (*axial coding*), Strauss A.- Corbin J., *Grounded theory methodology. An Overview*, in *N. K. Denzin- Yv. S. Lincoln (eds), Handbook of Qualitative Research*, London- New Delhi, Sage Publications, p. 273-285, Glaser B., *Theoretical sensitivity*, Mill Valley, CA: Sociology Press, 1978, p. 56- 72 and Strauss A., *Qualitative analysis for social scientists*, New York, Cambridge Un. Press, 1987, p. 58- 64.

These are the categories presented in the final researching draft. Thus the axial and selective coding is concluded.

Coming back to our example, the coding procedure ends to the formation of the main thematic category, titled “technologies of surveillance and control in the primary, secondary, tertiary education”. Each of these general thematic categories contains “material” concerning the interior operation of the examined educational stage (internal reform- *insystemic interventions*), and the exterior operation (external reform- *outsystemic interventions*). Hereby we should stress that the term “coding” means the procedure by which interpretation and emerging theory are built from data. It actually represents the consequence of operations “by which data are broken down, conceptualized and put back together in new ways”³⁸, in Strauss’ terms.

In the settings of the axial- selective coding, the researcher has better to lay emphasis on the documents, concerning phenomena that reflect qualitative choices. Namely the phenomena that are connected to the intention for constant and structural changes. These phenomena are usually due to the existence of a political will either to impose such changes or to legalize others that have already eventuated. Consequently, the axial- selective coding regards the construction of categories with historical potential. Such categories facilitate the study of institutions or diachronic phenomena (i. e. reactions to a reform, technologies of legalization- support, methods to impose a policy etc). Emphasis on the study of this kind of phenomena deters the researcher from focusing on occasional and accidental transitions, which have only superficial effects to the operation of the examined institutions and structures. Of course, these incidental transitions are not excluded from the research. What is actually discouraged is to consider them as the researching focal point.

The abovementioned coding procedures finally end to the construction of the appropriate *taxonomic categories and typologies*.

³⁸ Strauss A. - Corbin J., Basics of Qualitative research...., ibid, p. 57.

The construction of the necessary typologies constitutes *conditio sine qua non* for the final interpretative reading of the documents- data. This interpretative procedure emerges as the resultant of three analytical “axes”.

I. The *normative one*, namely the analytical context connected both to the ideology- prospect for education³⁹, and to the relation that should exist among the educational system, the State and the Society.

II. The *existential ax* which concerns the EP modulation- formation itself (laws, drafts of law, legal reports, newsletters), and to the programmatic discourse that tends to legalize the abovementioned formative process.

III. The analytical ax that focuses on the political, economic, social and cultural context (*contextualization*).

The researcher combines and critically contrasts the first to the second analytical constituent. Subsequently he connects both with the third one, namely he places the general theory of education and the educational policy- practice among the social, economic, political and ideological context⁴⁰.

The aforementioned combination, during both the process of the interpretative annotation and the eduction of the final conclusions, lets the researcher to approach the Educational Policy as *text, discourse* and *action*. As a whole, actually. Additionally it provides him with the opportunity to bring to light many different aspects of the relation between State, Society and Education. All these levels of analysis are suggested to take place, while the researcher constantly taking into account the historical “before” (*estimation-in-advance*) and the historical “after” (*after-estimation*), and using as *tertium comparationis* the way educational policy faces the matters that constitute the focal point of his inquiry.

³⁹ Which inspires people involved in the formation of the examined EP.

⁴⁰ This subsumption lets the researcher to “lighten” the triple basic pattern (*quest for reform- state policy in education- final result through critique, cancellations and interceptions*), and to reconstruct the “pledge” of the relations between the intentional and the practical level.

6. The “meaningful” circuit: *The need for a grounded evaluation of the public policy in education.*

An inquiry focused on the social dimension of educational policy, should not ignore *hermeneutics*. Based on its capability to be simultaneously a method and a constant procedure, to incorporate and set out semantic readjustments and theoretical arrangements, hermeneutics reinforces the aforementioned methodological pluralism. In fact, it faces the need for constant repeatable movements between the Whole and its Parts and vice versa⁴¹. The interpretative process passes through the trimer heideggerian pattern: “*situation/ condition- comprehension- interpretation*”, constituting a meaningful circuit⁴². While “moving” into that circuit, the researcher has to emphasize

- the interest- system (probably) effecting EP modulation,
- reformers’ ideological acknowledgments concerning the relation between education and society⁴³.

The hermeneutic circuit can constitute a valuable alternative to the linear and monologic perspective of the coding and elaboration process, that practically ignores both the theoretical context and the literature. Let’s not forget that post-modernity an especially chaotic paradigms seem to put away the linear perspective of phenomena, even in issues concerning human behavior⁴⁴. Researcher’s usual approach to both the theoretical context and the elaborated researching data, is the suggested version of the hermeneutic circuit. Besides, “even the registered past changes under the auspices of the following history”⁴⁵.

⁴¹ The interpretative movement from Whole to the Parts and vice versa is indispensable in order to produce sense from a text, a narrative or a registered action. In fact it contributes to the broadening of the sense-circuit.

⁴² See Blacker D., Education as the normative dimension of Philosophical hermeneutics, Un. Of Illinois, 1996 (published in relevant Internet site , p. 2.

⁴³ Education is not a single state ideological mechanism. Mainly constitutes a structural condition of the State.

⁴⁴ See Young t. R., Chaos theory and social dynamics: foundations of postmodern social science., στο R. Robertson & A. Combs (eds.), *Chaos theory in psychology and the life sciences*, NJ: Erlbaum, Hillsdale, 1995, p. 217-233.

⁴⁵ Hobsbawm E., *ibid*, p. 286.