
Bibliography

- Achinstein, P. (2001). *The Book of Evidence*. Oxford: Oxford University Press.
- Anscombe, G.E.M. (1975). Causality and determination. In E. Sosa (ed.), *Causation and Conditionals* (63–81). Oxford: Oxford University Press.
- Arnesen, A., Ogden, T., and Sørli, M.-A. (2006). *Positiv atferd og støttende læringsmiljø i skolen [Positive Behavior and a Supportive School Environment]*. Oslo: Universitetsforlaget.
- Audi, R. (1991). *Practical Reasoning*. London: Routledge.
- Bateson, G. (1972). *Steps to an Ecology of Mind*. New York: Ballantine Books.
- Bateson, G. (1980). *Mind and Nature. A Necessary Unity*. Glasgow: Fontana/Collins.
- Bateson, G. (2009). Conventions of communication: Where validity depends upon belief. In J. Ruesch and G. Bateson, *Communication. The Social Matrix of Psychiatry* (212–7). New Brunswick: Transaction Publishers.
- Berkowitz, M.W. (2012). Moral and character education. In K.R. Harris, S. Graham, and T. Urdan (eds.), *APA Educational Psychology Handbook: Vol 2. Individual Differences and Contextual Factors* (247–64). Washington, DC: American Psychological Association.
- Berkowitz, M.W. and Bier, M.C. (2007). What works in character education. *Journal of Research in Character Education*, 5, 1, 29–48.
- Bertalanffy, L. von (1984). *General System Theory. Revised Edition*. New York: George Braziller.
- Bickel, W.E. (1983). Effective Schools: Knowledge, dissemination, inquiry. *Educational Researcher*, 12, 4, 3–5.
- Biesta, G. (2007). Why “what works” won’t work: Evidence-based practice and the democratic deficit in educational research. *Educational Theory*, 57, 1, 1–22.
- Biesta, G. (2010). Why “what works” still won’t work: From evidence-based education to value-based education. *Studies in Philosophy and Education*, 29, 5, 491–503.
- Bowyer-Crane, C., Snowling, M.J., Duff, F.J., Fieldsend, E., Carroll, J.M., Miles, J., Götz, K., and Hulme, C. (2008). Improving early language and literacy skills: Differential effects of an oral language versus a phonology with reading intervention. *Journal of Child Psychology and Psychiatry*, 49, 4, 422–32.
- Bredo, E. (1989). Bateson’s hierarchical theory of learning and communication. *Educational Theory*, 39, 1, 27–38.

- Bridges, D., Smeyers, P., and Smith, R. (2008). Educational research and the practical judgment of policy makers. *Journal of Philosophy of Education*, 42, Supplementary Issue 1, 5–11.
- Bridges, D. and Watts, M. (2008). Educational research and policy: Epistemological considerations. *Journal of Philosophy of Education*, 42, Supplementary Issue 1, 41–62.
- Brookover, W.B. (1987). Distortion and overgeneralization are no substitutes for sound research. *Phi Delta Kappan*, 69, 3, 225–7.
- Bruner, J. (2002). *Making Stories. Law, Literature, Life*. Cambridge, MA: Harvard University Press.
- Burns, R. (1785). To a Mouse, on Turning Her Up in Her Nest with the Plough. http://en.wikipedia.org/wiki/To_a_Mouse. Retrieved October 11, 2013.
- Bøyum, S. (2013). Evidensbasert undervisning – eit filosofisk forsvar [Evidence-based teaching – a philosophical defense]. *Nytt Norsk Tidsskrift*, 1, 69–78.
- Carr, D. (1992). Practical enquiry, values, and the problem of educational theory. *Oxford Review of Education*, 18, 3, 241–51.
- Cartwright, N. (1983). *How the Laws of Physics Lie*. Oxford: Clarendon Press.
- Cartwright, N. (2001). *The Dappled World. A Study of the Boundaries of Science*. Cambridge: Cambridge University Press.
- Cartwright, N. (2007a). Are RCTs the gold standard? *BioSocieties*, 2, 11–20.
- Cartwright, N. (2007b). *Hunting Causes and Using Them. Approaches in Philosophy and Economics*. Cambridge: Cambridge University Press.
- Cartwright, N. (2009). How to do things with causes. *Proceedings and Addresses of the American Philosophical Association*, 83, 2, 5–22.
- Cartwright, N. (2011). Predicting what will happen when we act. What counts for warrant? *Preventive Medicine*, 53, 221–4.
- Cartwright, N. (2012). Will this policy work for you? Predicting effectiveness better: How philosophy helps. *Philosophy of Science*, 79, 5, 973–89.
- Cartwright, N. (2013). Knowing what we are talking about: Why evidence doesn't always travel. *Evidence & Policy*, 9, 1, 97–112.
- Cartwright, N. and Hardie, J. (2012). *Evidence-Based Policy. A Practical Guide to Doing it Better*. Oxford: Oxford University Press.
- Cartwright, N. and Munro, E. (2010): The limitations of randomized controlled trials in predicting effectiveness. *Journal of Evaluation in Clinical Practice*, 16, 260–6.
- Davies, B. (2003). Death to critique and dissent? The policies and practices of New Managerialism and of “evidence-based practice.” *Gender and Education*, 15, 1, 91–103.
- Davies, P. (1999). What is evidence-based education? *British Journal of Educational Studies*, 47, 2, 108–21.
- Davies, P. (2004). Systematic reviews and the Campbell Collaboration. In G. Thomas and R. Pring (eds.), *Evidence-Based Practice in Education* (21–33). Maidenhead: Open University Press.
- Dean, C.B., Hubbell, E.R., Pitler, H., and Stone, B.J. (2012). *Classroom Instruction that Works. Research-Based Strategies for Increasing Student Achievement*. 2nd edition. Denver: McREL (Mid-continent Research for Education and Learning).
- Dewey, J. (1981). Theory of valuation. In J. A. Boydston (ed.), *John Dewey. The Later Works, 1925–1953*. Carbondale, IL: Southern Illinois University Press.

- Dowe, P. (2009). Causal process theories. In H. Beebe, C. Hitchcock, and P. Menzies (eds.), *The Oxford Handbook of Causation* (213–33). Oxford: Oxford University Press.
- Edmonds, R. and Frederiksen, J.R. (1979). *Search for Effective Schools: The Identification and Analysis of City Schools that are Instructionally Effective for Poor Children*. Cambridge, MA: Center for Urban Studies.
- Eells, E. (1991). *Probabilistic Causality*. Cambridge: Cambridge University Press.
- Elliott, J. (2004). Making evidence-based practice practical. In G. Thomas and R. Pring (eds.), *Evidence-Based Practice in Education* (164–86). Maidenhead: Open University Press.
- Elliott, J. and Lukeš, D. (2008). Epistemology as ethics in research and policy: The use of case studies. *Journal of Philosophy of Education*, 42, Supplementary Issue 1, 87–119.
- Eraut, M. (2004). Practice-based evidence. In G. Thomas and R. Pring (eds.), *Evidence-Based Practice in Education* (91–101). Maidenhead: Open University Press.
- Erwin, E. and Siegel, H. (1989). Is confirmation differential? *The British Journal for Philosophy of Science*, 40, 1, 105–19.
- Galavotti, M.C. (2001). Causality, mechanisms and manipulation. In M.C. Galavotti, P. Suppes, and D. Costantini (eds.), *Stochastic Causality* (1–13). Stanford, CA: CSLI Publications.
- Galavotti, M.C., Suppes, P., and Costantini, D. (2001). Preface and Acknowledgements. In M.C. Galavotti, P. Suppes, and D. Costantini (eds.), *Stochastic Causality* (ix–xii). Stanford, CA: CSLI Publications.
- Gamson, D. (2007). Historical perspectives on democratic decision making in education: Paradigms, paradoxes, and promises. In P. Moss (ed.), *Evidence and Decision Making. 106th Yearbook of the National Society for the Study of Education* (15–45). Malden, MA and Oxford: Blackwell Publishing.
- Gerring, J. and Barresi, P.A. (2003). Putting ordinary language to work: A min-max strategy of concept formation in the social sciences. *Journal of Theoretical Politics*, 15, 2, 201–32.
- Glymour, C. (1984). *Theory and Evidence*. Princeton, NJ: Princeton University Press.
- Glymour, C. (2014). Reliable (?) methods for finding reliable methods. Paper presented at Biennial Meeting of the Philosophy of Science Association, Chicago, November 6–9.
- Good, I.J. (1961a). A causal calculus (I). *The British Journal for the Philosophy of Science*, 11, 44, 305–18.
- Good, I.J. (1961b). A causal calculus (II). *The British Journal for the Philosophy of Science*, 12, 45, 43–51.
- Gough, D. (2004). Systematic research synthesis. In G. Thomas and R. Pring (eds.), *Evidence-Based Practice in Education* (44–62). Maidenhead: Open University Press.
- Griffiths, M. and McLeod, G. (2008). Personal narratives and policy: Never the twain? *Journal of Philosophy of Education*, 42, Supplementary Issue 1, 121–43.
- Grimen, H. (2009). Debatten om evidensbasering – noen utfordringer [The EBP debate – some challenges]. In H. Grimen and L.I. Terum (eds.), *Evidensbasert profesjonsutøvelse [Evidence-based Professional Practice]* (191–222). Oslo: Abstrakt.

- Hacking, I. (1990). *The Taming of Chance*. Cambridge: Cambridge University Press.
- Hammersley, M. (1997). Educational research and teaching: A response to David Hargreaves' TTA lecture. *British Educational Research Journal*, 23, 2, 141–61.
- Hammersley, M. (2004). Some questions about evidence-based practice in education. In G. Thomas and R. Pring (eds.), *Evidence-Based Practice in Education* (133–49). Maidenhead: Open University Press.
- Hammersley, M. (2005). Countering the “new orthodoxy” in educational research: A response to Phil Hodgkinson. *British Educational Research Journal*, 31, 2, 139–55.
- Hammersley, M. (2007). Introduction. In M. Hammersley (ed.), *Educational Research and Evidence-Based Practice* (x–xix). Los Angeles, CA: Sage.
- Hargreaves, D. (1996a). Teaching as a research-based profession: Possibilities and prospects. Teacher Training Agency Annual Lecture, London.
- Hargreaves, D. (1996b). Educational research and evidence-based educational practice – a response to critics. *Research Intelligence*, No. 58 (November 1996), 12–16.
- Hargreaves, D. (1999). The knowledge-creating school. *British Journal of Educational Studies*, 47, 2, 122–44.
- Hatcher, P., Hulme, C., Miles, J.M.V., Carroll, J.M., Hatcher, J., Gibbs, S., Smith, G., Bowyer-Crance, C., and Snowling, M.J. (2006). Efficacy of small group reading intervention for readers with reading delay: A randomised controlled trial. *Journal of Child Psychology and Psychiatry*, 48, 8, 820–7.
- Hattie, J. (2009). *Visible Learning. A Synthesis of Over 800 Meta-analyses Relating to Achievement*. Abingdon: Routledge.
- Hitchcock, C. (1995). The mishap at Reichenbach Fall: Singular vs. general causation. *Philosophical Studies*, 78, 3, 257–91.
- Hitchcock, C. (1996). The role of contrast in causal and explanatory claims. *Synthese*, 107, 3, 395–419.
- Hitchcock, C. (2001). The intransitivity of causation revealed in equations and graphs. *The Journal of Philosophy*, 98, 6, 273–99.
- Hitchcock, C. (2003). Of Humean Bondage. *The British Journal for the Philosophy of Science*, 54, 1, 1–25.
- Hitchcock, C. (2007a). Prevention, preemption, and the principle of sufficient reason. *The Philosophical Review*, 116, 4, 495–532.
- Hitchcock, C. (2007b). Three concepts of causation. *Philosophy Compass*, 2/3, 508–16.
- Hitchcock, C. (2012). Portable causal dependence: A tale of consilience. *Philosophy of Science*, 79, 5, 942–51.
- Hitchcock, D. (2003). Toulmin's warrants. In F. van Eemeren, J.A. Blair, C.A. Willard, and F.S. Henkemans (eds.), *Anyone Who Has a View. Theoretical Contributions to the Study of Argumentation* (69–82). Dordrecht: Kluwer Academic Publishers.
- Hitchcock, D. (2011). Instrumental rationality. In P. McBurney, I. Rahwan, and S. Parsons (eds.), *Argumentation in Multi-Agent Systems. Proceedings of the 7th International ArgMAS Workshop* (1–11). New York/Heidelberg: Springer.
- Hoefer, C. (2010). Causal determinism. In E. Zalta (ed.), *Stanford Encyclopedia of Philosophy*. <http://plato.stanford.edu/entries/determinism-causal/>. Retrieved March 20, 2012.

- Hooper, S.R., Knuth, S.B., Yerby, D.C., and Anderson, K.L. (2009). A review of science-supported writing instruction with implementation in mind. In S. Rosenfield and V. Berninger (eds.), *Implementing Evidence-Based Academic Interventions in School Settings* (49–83). Oxford: Oxford University Press.
- Hoover, K. (2001). *Causality in Macroeconomics*. Cambridge: Cambridge University Press.
- Hoskyn, M. (2009). The prevention science perspective: Early intervention research on literacy, mathematics, and social competence. In S. Rosenfield and V. Berninger (eds.), *Implementing Evidence-Based Academic Interventions in School Settings* (165–212). Oxford: Oxford University Press.
- Jenicek, M. and Hitchcock, D. (2005). *Evidence-Based Practice. Logic and Critical Thinking in Medicine*. Chicago, IL: American Medical Association Press.
- Kelly, T. (2008). Evidence. In E. Zalta (ed.), *Stanford Encyclopedia of Philosophy*. <http://plato.stanford.edu/entries/evidence/>. Retrieved September 16, 2008.
- Kock, C. (2007). Is practical reasoning presumptive? *Informal Logic*, 27, 1, 91–108.
- Kohlmoos, J. and Kimmelman, P. (2009). Toward a new era of knowledge use in education: National challenges and opportunities. In S. Rosenfield and V. Berninger (eds.), *Implementing Evidence-Based Academic Interventions in School Settings* (217–32). Oxford: Oxford University Press.
- Kvernbekk, T. (2011). The concept of evidence in evidence-based practice. *Educational Theory*, 61, 5, 515–32.
- Kvernbekk, T. (2013). Evidence-based practice: On the functions of evidence in practical reasoning. *Studier i Pædagogisk Filosofi*, 2, 2, 19–33.
- Kvernbekk, T. (2014). My practice, our practice. In J. Baldacchino, S. Galea, and D. Mercieca (eds.), *My Teaching, My Philosophy. Kenneth Wain and the Lifelong Engagement with Education* (186–99). New York: Peter Lang Publishing.
- Laudan, L. (1996). *Beyond Positivism and Relativism: Theory, Method, and Evidence*. Boulder, CO: Westview Press.
- Lewis, D. (1975). Causation. In E. Sosa (ed.), *Causation and Conditionals* (180–91). Oxford: Oxford University Press.
- McCardle, P. and Miller, B. (2009). Why we need evidence-based practice in reading and where to find that evidence. In S. Rosenfield and V. Berninger (eds.), *Implementing Evidence-Based Academic Interventions in School Settings* (19–48). Oxford: Oxford University Press.
- Mackenzie, D.E. (1983). Research for school improvement: An appraisal of some recent trends. *Educational Researcher*, 12, 4, 5–17.
- Mackie, J.L. (1975). Causes and conditions. In E. Sosa (ed.), *Causation and Conditionals* (15–38). Oxford: Oxford University Press.
- Mackie, P. (1992). Causing, delaying, and hastening: Do rains cause fires? *Mind*, 101, 403, 483–500.
- McREL. Mid-continent Research for Education and Learning. www.mcrel.org. Retrieved April 5, 2015.
- Menzies, P. and Price, H. (1993). Causation as a secondary quality. *British Journal for the Philosophy of Science*, 44, 2, 187–203.
- Mitchell, S.D. (1997). Pragmatic laws. *Philosophy of Science*, 64, Supplement, S468–79.
- Mitchell, S.D. (2000). Dimensions of scientific law. *Philosophy of Science*, 67, 2, 242–65.

- Mitchell, S.D. (2002). Ceteris Paribus: An inadequate representation for biological contingency. *Erkenntnis*, 57, 3, 329–50.
- Mlodinow, L. (2009). *The Drunkard's Walk. How Randomness Rules our Lives*. New York: Vintage Books.
- Morrison, K. (2001). Randomised controlled trials for evidence-based education: Some problems in judging “what works.” *Evaluation & Research in Education*, 15, 2, 69–83.
- Nordkvelle, Y. (2004). Technology and didactics: Historical mediations of a relation. *Journal of Curriculum Studies*, 36, 4, 427–44.
- Norris, S.P. (2006). Book review: Evidence-Based Practice in Education. *Theory and Research in Education*, 4, 2, 251–3.
- Norris, S.P. and Kvernbekk, T. (1997). The application of science education theories. *Journal of Research in Science Teaching*, 34, 10, 977–1005.
- Norton, J.D. (2008). Must evidence under-determine theory? In M. Carrier, D. Howard, and J. Kourany (eds.), *The Challenge of the Social and the Pressure of Practice* (17–44). Pittsburgh, PA: University of Pittsburgh Press.
- Oancea, A. and Pring, R. (2008). The importance of being thorough: On systematic accumulation of “what works” in education research. *Journal of Philosophy of Education*, 42, Supplementary Issue 1, 15–39.
- Paul, L.A. (2009). Counterfactual theories. In H. Beebe, C. Hitchcock, and P. Menzies (eds.), *The Oxford Handbook of Causation* (158–84). Oxford: Oxford University Press.
- Pawson, R. (2012). *Evidence-based Policy. A Realist Perspective*. Los Angeles, CA: Sage.
- Pearl, J. (2001). Direct and indirect effects. *Proceedings of the 17th Conference on Uncertainty in Artificial Intelligence* (411–20). San Francisco, CA: Morgan Kaufman.
- Pearl, J. (2009). *Causality. Models, Reasoning, and Inference*. Cambridge: Cambridge University Press.
- Peters, R.S. (1966). *Ethics and Education*. London: Allen and Unwin.
- Pettersvold, M. and Østrem, S. (2012). *Mestrer, mestrer ikke. Jakten på det normale barnet [Mastery or No Mastery. In Search of the Normal Child]*. Oslo: Res Publica.
- Phillips, D.C. (2007). Adding complexity: Philosophical perspectives on the relationship between evidence and policy. In P. Moss (ed.), *Evidence and Decision Making. 106th Yearbook of the National Society for the Study of Education* (376–402). Malden, MA and Oxford: Blackwell Publishing.
- Plato (1981). *Five Dialogues. Euthyphro, Apology, Crito, Meno, Phaedo*. Indianapolis, IN: Hackett Publishing Company. Translated by G.M.A. Grube.
- Price, H. (1991). Agency and probabilistic causality. *British Journal for the Philosophy of Science*, 42, 2, 157–76.
- Price, H. (1992). Agency and causal asymmetry. *Mind*, 101, 403, 501–20.
- Pring, R. (2004). Conclusion: Evidence-based policy and practice. In G. Thomas and R. Pring (eds.), *Evidence-Based Practice in Education* (201–12). Maidenhead: Open University Press.
- Psillos, S. (2009). Regularity theories. In H. Beebe, C. Hitchcock, and P. Menzies (eds.), *The Oxford Handbook of Causation* (131–57). Oxford: Oxford University Press.

- Quine, W.V.O. (1980). *From a Logical Point of View: Nine Logico-Philosophical Essays*. 2nd revised edition. Cambridge, MA: Harvard University Press.
- Quine, W.V.O. (2004). Two dogmas in retrospect. In R.F. Gibson (ed.), *Quintessence: Basic Readings from the Philosophy of W.V. Quine* (54–63). Cambridge, MA: The Belknap Press of Harvard University Press.
- Ramsdal, H. (2009). Fra kunnskap til organisatorisk praksis [From knowledge to organizational practice]. In H. Grimen and L.I. Terum (eds.), *Evidensbasert profesjonsutøvelse [Evidence-Based Professional Practice]* (169–90). Oslo: Abstrakt forlag.
- Reiss, J. (2009). Causation in the social sciences: Evidence, inference, and purpose. *Philosophy of the Social Sciences*, 39, 1, 20–40.
- Rescher, N. (1998). *Predicting the Future. An Introduction to the Theory of Forecasting*. Albany, NY: State University of New York Press.
- Rosenfield, S. and Berninger, V. (2009). Introduction: Implementing evidence-based academic interventions in school settings. In S. Rosenfield and V. Berninger (eds.), *Implementing Evidence-Based Academic Interventions in School Settings* (3–11). Oxford: Oxford University Press.
- Russell, B. (1983). *The Art of Philosophizing and Other Essays*. New York: Littlefield Adams.
- Rømer, T. Aa. (2012). Pædagogik og evidens [Education and evidence]. *Pædagogisk Psykologisk Tidsskrift*, 3, 176–86.
- Sabatini, J. (2009). From health/medical analogies to helping struggling middle school readers: Issues in applying research to practice. In S. Rosenfield and V. Berninger (eds.), *Implementing Evidence-Based Academic Interventions in School Settings* (285–319). Oxford: Oxford University Press.
- Sanderson, I. (2003). Is it “what works” that matters? Evaluation and evidence-based policy-making. *Research Papers in Education*, 18, 4, 331–45.
- Salmon, W. (1984). *Scientific Explanation and the Causal Structure of the World*. Princeton, NJ: Princeton University Press.
- Salmon, W. (1994). Causality without counterfactuals. *Philosophy of Science*, 61, 2, 297–312.
- Schaffer, J. (2007). The metaphysics of causation. In E. Zalta (ed.), *Stanford Encyclopedia of Philosophy*. <http://plato.stanford.edu/entries/causation-metaphysics/>. Retrieved March 20, 2012.
- Scheffler, I. (1960). *The Language of Education*. Springfield, IN: Charles C. Thomas Publisher.
- Scheffler, I. (1995). *Teachers of My Youth. An American Jewish Experience*. Dordrecht: Kluwer Academic Publishers.
- Simons, H. (2003). Evidence-based practice: Panacea or over promise? *Research Papers in Education*, 18, 4, 303–11.
- Skjervheim, H. (1969). Den metavitenskaplege problematikken med omsyn til pedagogikken [Philosophical problems concerning education]. In H. Skjervheim and L. Tufte (eds.), *Pedagogikk og samfunn [Education and Society]* (54–63). Oslo: Gyldendal.
- Skjervheim, H. (1992). Det instrumentalistiske mistaket [The instrumentalist mistake]. In H. Skjervheim (ed.), *Filosofi og dømmekraft [Philosophy and Judgment]* (172–78). Oslo: Universitetsforlaget. Article first published 1972.

- Sloman, S. (2005). *Causal Models. How People Think about the World and its Alternatives*. Oxford: Oxford University Press.
- Smeyers, P. (2006). The relevance of irrelevant research; the irrelevance of relevant research. In P. Smeyers and M. Depaepe (eds.), *Educational Research: Why "What Works" Doesn't Work* (95–108). Dordrecht: Springer.
- Stedman, L.C. (1987). It's time we changed the effective schools formula. *Phi Delta Kappan*, 69, 3, 215–24.
- Stedman, L.C. (1988). The effective schools formula still needs changing. A reply to Brookover. *Phi Delta Kappan*, 69, 6, 439–42.
- Steinsholt, K. (2009). Evidensbaserte standarder eller profesjonalitet [Evidence-based standards or professionalism]. *Bedre Skole*, 1, 54–62.
- Suppe, F. (1989). *The Semantic Conception of Theories and Scientific Realism*. Ithaca, IL: University of Illinois Press.
- Taleb, N.N. (2010). *The Black Swan. The Importance of the Highly Improbable*. New York: Random House.
- Terhart, E. (2011). Has John Hattie really found the holy grail of research on teaching? An extended review of *Visible Learning*. *Journal of Curriculum Studies*, 43, 3, 425–38.
- Thomas, G. (2004). Introduction: Evidence and practice. In G. Thomas and R. Pring (eds.), *Evidence-Based Practice in Education* (1–18). Maidenhead: Open University Press.
- Toulmin, S.E. (2003). *The Uses of Argument. Updated Edition*. Cambridge: Cambridge University Press.
- Tyler, R. (1949). *Basic Principles of Curriculum and Instruction*. Chicago, IL: University of Chicago Press.
- US Department of Education (2003). *Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide*. Washington, DC: Coalition for Evidence-Based Policy. www2.ed.gov/rschstat/research/pubs/rigorousetid/rigorousetid.pdf. Retrieved June 12, 2014.
- Walsh, C. and Sloman, S. (2011). The meaning of cause and prevent: The role of causal mechanism. *Mind & Language*, 26, 1, 21–52.
- Weniger, E. (1990). *Ausgewählte Schriften. Zur geisteswissenschaftlichen Pädagogik [Selected Writings. Contributions to Humanistic Pedagogy]*. Weinheim: Julius Beltz.
- Whitehead, A.N. and Russell, B. (1910–13). *Principia Mathematica I, II, III*. Cambridge: Cambridge University Press.
- Williamson, J. (2009). Probabilistic theories. In H. Beebe, C. Hitchcock, and P. Menzies (eds.), *The Oxford Handbook of Causation* (185–212). Oxford: Oxford University Press.
- Wise, B., Rogan, L., and Sessions, L. (2009). Sharing knowledge with teachers: The story of *Linguistic Remedies*. In S. Rosenfield and V. Berninger (eds.), *Implementing Evidence-Based Academic Interventions in School Settings* (443–77). Oxford: Oxford University Press.
- Wong, B.Y.L. and Berninger, V. (2004). Instructional principles for composition in elementary, middle, and high school: Merging process writing instruction with cognitive processes of the writer and teacher. In B.S. Schulman, K. Apel, B. Ehren, E.R. Silliman, and A. Stone (eds.), *Handbook of Language and Literacy Development and Disorders* (600–24). New York: The Guilford Press.

- Woodward, J. (2003). *Making Things Happen. A Theory of Causal Explanation*. Oxford: Oxford University Press.
- Woodward, J. (2008). Causation and manipulability. In E. Zalta (ed.), *Stanford Encyclopedia of Philosophy*. <http://plato.stanford.edu/entries/causation-mani/>. Retrieved March 20, 2012.
- Woodward, J. (2009). Agency and interventionist theories. In H. Beebe, C. Hitchcock, and P. Menzies (eds.), *The Oxford Handbook of Causation* (234–62). Oxford: Oxford University Press.
- Woodward, J. and Hitchcock, C. (2003). Explanatory generalizations, part I: A counterfactual account. *Noûs*, 37, 1, 1–24.