Explorations of action research

Atweh, B., Kemmis, S. and Weeks, P. (eds.) (1998) *Action Research in Practice: Partnership for Social Justice in Education*, London: Routledge. Presents a collection of stories from action research projects in schools and a university. The book begins with theme chapters discussing action research, social justice and partnerships in research. The case study chapters cover topics such as: school environment – how to make a school a healthier place to be; parents - how to involve them more in decision-making; students as action researchers; gender - how to promote gender equity in schools; writing up action research projects.

Carr, W. and Kemmis, S. (1986) *Becoming Critical. Education, knowledge and action research*, Lewes: Falmer. Influential book that provides a good account of ‘action research’ in education. Chapters on teachers, researchers and curriculum; the natural scientific view of educational theory and practice; the interpretative view of educational theory and practice; theory and practice - redefining the problem; a critical approach to theory and practice; towards a critical educational science; action research as critical education science; educational research, educational reform and the role of the profession.

Carson, T. R. and Sumara, D. J. (ed.) (1997) *Action Research as a Living Practice*, New York: Peter Lang. 140 pages. Book draws on a wide range of sources to develop an understanding of action research. Explores action research as a lived practice, ‘that asks the researcher to not only investigate the subject at hand but, as well, to provide some account of the way in which the investigation both shapes and is shaped by the investigator.

Dadds, M. (1995) *Passionate Enquiry and School Development. A story about action research*, London: Falmer. 192 + ix pages. Examines three action research studies undertaken by a teacher and how they related to work in school - how she did the research, the problems she experienced, her feelings, the impact on her feelings and ideas, and some of the outcomes. In his introduction, John Elliot comments that the book is ‘the most readable, thoughtful, and detailed study of the potential of action-research in professional education that I have read’. 

Network. Chapters on: dialectical forms; graduate medical education - research’s outer limits; democratic education; managing action research; writing up.

McNiff, J. (1993) *Teaching as Learning: An Action Research Approach*, London: Routledge. Argues that educational knowledge is created by individual teachers as they attempt to express their own values in their professional lives. Sets out familiar action research model: identifying a problem, devising, implementing and evaluating a solution and modifying practice. Includes advice on how working in this way can aid the professional development of action researcher and practitioner.

Quigley, B. A. and Kuhne, G. W. (eds.) (1997) *Creating Practical Knowledge Through Action Research*, San Francisco: Jossey Bass. Guide to action research that outlines the action research process, provides a project planner, and presents examples to show how action research can yield improvements in six different settings, including a hospital, a university and a literacy education program.


**Action research guides**

implementation of the action research project (including managing internal politics and the ethics and politics of action research). New edition due late 2004.

Elliot, J. (1991) *Action Research for Educational Change*, Buckingham: Open University Press. 163 + x pages Collection of various articles written by Elliot in which he develops his own particular interpretation of action research as a form of teacher professional development. In some ways close to a form of ‘reflective practice’. Chapter 6, ‘A practical guide to action research’ - builds a staged model on Lewin’s work and on developments by writers such as Kemmis.


Winter, R. (1989) *Learning From Experience. Principles and practice in action research*, Lewes: Falmer Press. 200 + 10 pages. Introduces the idea of action research; the basic process; theoretical issues; and provides six principles for the conduct of action research. Includes examples of action research. Further chapters on from principles to practice; the learner’s experience; and research topics and personal interests.

*Action research in informal education*

Usher, R., Bryant, I. and Johnston, R. (1997) *Adult Education and the Postmodern Challenge. Learning beyond the limits*, London: Routledge. 248 + xvi pages. Has some interesting chapters that relate to action research: on reflective practice; changing paradigms and traditions of research; new approaches to research; writing and learning about research.
Other references


education I got at university.' Choose the best word from the brackets ( ) to fill the gap. The first one is an example. Everyone should stay in full-time until they are at least 18. (school/education). 1 Of course qualifications are important, but they're not everything, (printed/paper). 2 I look for people with lots of relevant experience, (job/work). 7 We have a of 65 in London and about 30 in Paris, (staff/union/headquarters). 8 You haven't been paid this month? OK, I'll put you through to the department. (pay/salary/finance). Write one word in each gap to complete the conversation. The first letter of each word is given. The first one is an example.