

BECOMING CRITICAL

EDUCATION, KNOWLEDGE AND ACTION RESEARCH

WILFRED CARR · STEPHEN KEMMIS

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Becoming Critical

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Education, Knowledge
and Action Research

Wilfred Carr
School of Education
University College of North Wales

Stephen Kemmis
School of Education
Deakin University



UK
USA

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Preface

Joint authorship is a risky business which can only succeed if it is founded on personal and intellectual cooperation, a sense of common purpose and some shared commitments and concerns. This book was no exception: it emerged from an extended dialogue between us both which was often conducted from opposite ends of the world, which was sometimes difficult and protracted, but which was always anchored by our shared convictions and beliefs. One of these was a dissatisfaction with the way in which educational research was increasingly becoming divorced from its philosophical and historical roots; another was our conviction that current conceptions of the relationship between educational theory and practice could no longer be vindicated; yet another was our commitment to the development of forms of enquiry in which educational research and the professional development of teachers could be more readily integrated. The book represents our collaborative effort to give some expression to these beliefs and to show how they are related to one another.

To those who are familiar with the literature of curriculum theory, educational philosophy and educational research, our larger intellectual debts will be easily recognized. We would like here to record the assistance of Susan Dawkins, Dilys Parry and Pat Rankin in preparing and typing the manuscript and our gratitude to Marisse Evans and Sheila Kemmis for their encouragement and support during the period in which the book was written.

Our final acknowledgement recognizes a debt of a quite different character. Without the work and ideas of the late Lawrence Stenhouse this book could not have been written; without his personal encouragement and support, progress towards its completion would