

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'.

Ghaye, T. and Wakefield, P. (eds.) *CARN Critical Conversations. Book one: the role of the self in action*, Bournemouth: Hyde Publications. 146 + xiii pages. Collection of five pieces from the Classroom Action Research

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.

Plummer, G. and Edwards, G. (eds.) *CARN Critical Conversations. Book two: dimensions of action research - people, practice and power*, Bournemouth: Hyde Publications. 142 + xvii pages. Collection of five pieces from the Classroom Action Research Network. Chapters on: exchanging letters and collaborative research; diary writing; personal and professional learning - on teaching and self knowledge; anti-racist approaches; psychodynamic group theory in action research.

Whyte, W. F. (ed.) (1991) *Participatory Action Research*, Newbury Park: Sage. 247 pages. Chapters explore the development of participatory action research and its relation with action science; and examines its usages in various agricultural and industrial settings

Zuber-Skerritt, O. (ed.) (1996) *New Directions in Action Research*, London; Falmer Press. 266 + xii pages. Useful collection that explores principles and procedures for critical action research; problems and suggested solutions; and postmodernism and critical action research.

Action research guides

Coghlan, D. and Brannick, D. (2000) *Doing Action Research in your own Organization*, London: Sage. 128 pages. Popular introduction. Part one covers the basics of action research including the action research cycle, the role of the 'insider' action researcher and the complexities of undertaking action research within your own organisation. Part two looks at the

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.

Johnson, A. P. (2007) *A short guide to action research 3e*. Allyn and Bacon. Popular step by step guide for master's work.

Macintyre, C. (2002) *The Art of the Action Research in the Classroom*, London: David Fulton. 138 pages. Includes sections on action research, the role of literature, formulating a research question, gathering data, analysing data and writing a dissertation. Useful and readable guide for students.

McNiff, J., Whitehead, J., Lomax, P. (2003) *You and Your Action Research Project*, London: Routledge. Practical guidance on doing an action research project. Takes the practitioner-researcher through the various stages of a project. Each section of the book is supported by case studies

Stringer, E. T. (2007) *Action Research: A handbook for practitioners 3e*, Newbury Park, ca.: Sage. 304 pages. Sets community-based action research in context and develops a model. Chapters on information gathering, interpretation, resolving issues; legitimacy etc. See, also Stringer's (2003) *Action Research in Education*, Prentice Hall.

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

Bogdan, R. and Biklen, S. K. (1992) *Qualitative Research For Education*, Boston: Allyn and Bacon.

Goetschius, G. and Tash, J. (1967) *Working with the Unattached*, London: Routledge and Kegan Paul.

McTaggart, R. (1996) 'Issues for participatory action researchers' in O. Zuber-Skerritt (ed.) *New Directions in Action Research*, London: Falmer Press.