

**Table 6.1 Action research traditions: principles and purposes**

<b>Approach</b>	<b>Key proponents</b>	<b>Principles</b>	<b>Purposes</b>
Practitioners conducting research about their own practice to better understand and improve practice	Lewin, Corey, Zeichner, Noffkee (USA) Stenhouse, Elliott, Rudduck, Somekh (UK)  <i>Living theories through self-study and auto-ethnography:</i> Whitehead (UK) McNiff (Ireland)	Changing practice is educative and linked to practitioner personal growth	<i>Professional:</i> To test out ideas To change and improve practice and evaluate these changes To enable professional growth of the practitioner  <i>Personal:</i> To examine personal values and beliefs, and to uncover hidden dispositions to guide actions and choices
Collective self-enquiry undertaken by participants in social situations which contribute to greater equity and democracy in schools and society	<i>Critical emancipatory:</i> Carr and Kemmis (Australia) Freire (S. America) Elliott (UK)	Undertaking action research is an emancipatory process	<i>Political:</i> To close the gaps between problems and theoretical ideas