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Nota di contenuto	1. Introduction: Beyond Impotent Criticality in Education Research? -- Part I. Reflecting on and Defining Criticality in Education -- 2. Developing Anglo-Centred Academic Literacy: Problematizing Understandings of Criticality -- 3. Criticality Within the "École de la République": A Study of a French Educational Programme Based on Scientific Research -- 4. Reflections on Narratives of Other's Lives in Critical Educational Research -- Part II. Beyond Just Criticality? -- 5. Critical Online Learning Networks of Teachers: Communitarity and Collegiality as Contingent Elements -- 6. Moving Forward with Poetry Lessons: Exploring How Poetry Can Stimulate Creativity and Criticality in English Secondary Schools -- Part III. Different Ways of 'Doing' Criticality in Education (Research) -- 7. Historical Bodies and Spaces in Criticality Practices: Revisiting Interview Data from Upper Secondary History Classrooms in Sweden, Russia and Australia -- 8. A Practitioner-Research Study of Criticality Development in an Academic English Language Programme -- 9. Afterword: Beyond the Naïve Mantra of Criticality in Education (Research)?.
Sommario/riassunto	This book explores, and problematises, what it means to be 'critical' in education research. Drawing together chapters from diverse global

perspectives, this volume aims to stimulate dialogue about possible meanings of criticality in education research. In doing so, they question why criticality has become such an essential part of education, and what researchers expect of it. The book opens up and contests some of the deficiencies of criticality in education research: ultimately it is not a global term, but often creates a false binary between East and West. Offering an alternative trajectory to educational narratives surrounding criticality, this book will be of interest and value to scholars of critical pedagogy and comparative education. Ashley Simpson is Assistant Professor at Shanghai University of Finance and Economics, China. His research specialises in intercultural education, discourse theories and methods, and critical approaches to democracy. Fred Dervin is Professor of Multicultural Education at the University of Helsinki, Finland. He also holds honorary and visiting professorships in Australia, Canada, China, Luxembourg, Malaysia and Sweden. He specialises in intercultural communication education, the sociology of multiculturalism and student and academic mobility.
