

APRESENTAÇÃO

CRITICAL PEDAGOGY AND EDUCATIONAL RESEARCH

Scholarpractitioners of critical pedagogy and critical research on and extend a number of theories and methods but have the common goal of giving education and research a humanized approach in contemporary society, through Critical Pedagogy. This special issue aims at providing a broad overview of why researchers embrace critical pedagogy and critical research. Inspired by critical theory and other philosophies, Critical Pedagogy seeks to develop awareness and help question beliefs and practices that are alleged to dominate.

“The role of critical reflexivity in the professional development of professional developers: a co-autoethnographic exploration” shares findings from a collaborative autoethnography project during which two classroom teachers worked together with university researchers to develop and facilitate science education professional development workshops for elementary teachers in Luxembourg. The research was grounded in critical theoretical perspectives to examine professional development as a two-way process among colleagues. The authors highlight that motivation is a key factor for teachers, researchers and professional developers as they engage in collaborative research methods in order to achieve multi-voiced, equitable praxis.

In “Trusting the students and each other: a story of critical collaborative praxis and critical literacy practice in an urban U.S. classroom” the author explores critical literacy practices that both emerged and were made visible through the collaborative praxis of an elementary teacher and a teacher educator, both working in a U.S. urban school context. The findings reinforce the idea that a praxis orientation, grounded on powerful pedagogy, leads to active, intentional and participatory learning, considering that our learning

intersects with the learning of our students as all the ones involved in the educational process seek to engage with their perspectives, challenging them with new perspectives.

The authors of the paper “Walking with Freire: exploring the onto-epistemological dimensions of Critical Pedagogy” demonstrate the significance of material context in Paulo Freire’s conceptualization of his philosophy of democratic education. Using vignettes from his work in Brazil, Guinea-Bissau, Porto Mont, and New York as sources they highlight the significance of the body, emotions, and individual and local history as partners in the political-pedagogical project of transformative learning. As they walk with Freire through his autobiography, they explore what it means to engage in critical praxis and the role of humility. Viewing the world through his eyes, it is possible to see one man in a much larger and continuously unfolding world.

Through a project held in the northeast of Brazil, the authors of “World reading: strengths between an outreach practice and the principles of critical pedagogy” analyze elements of lived experience based on a hands on practice inspired by the principles in Critical Pedagogy. They use narratives of undergraduate students who participated in an educational practice as adult literacy teachers and realized that the Freirean postulates have proved important, not only in theory but also in practice, taking into consideration that knowledge is liberating only if it is associated with a political commitment on behalf of the oppressed.

Based on what we have just presented, we invite you to go through the articles collected here as a way to illustrate the many possibilities that emerge whenever critical pedagogy and critical research are put together.

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