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1.2 Context

The introductory chapter of *Geography Education Research: Retrospect and Prospect* starts by raising the important question of whether geography education research is a specialist field or an interdisciplinary endeavour. It then discusses the importance of research in geography education and the role of research in the development of the discipline. It also discusses the importance of research in the development of the discipline and the role of research in the development of the discipline. It also discusses the importance of research in the development of the discipline and the role of research in the development of the discipline.

One of the reasons for writing this book has been to open up – for geography educationists as well as for those from other disciplinary and subject backgrounds – a discussion of the role of research in education – or, more specifically, in geography education. To do so, we have tried to provide a critical overview of the current state of research in education. There is a need to do so because, as we have argued, the current state of research in education is in a state of crisis. This is not to say that in every institution where research is undertaken, whether there are universities or schools, there are crippling problems. This is far from the case. But the general ‘health’ of education research, and of the universities it inhabits, is poor. Some individuals and institutions are struggling to survive, while others struggle to survive. Some are struggling to survive, while others struggle to survive. Some are struggling to survive, while others struggle to survive.