

Interrogating Consequential Education Research in Pursuit of Truth in Living Theory Educational Research.

Abstract

We accept MacIntyre's (1988) point that

The rival claims to truth of contending traditions of enquiry depend for their vindication upon the adequacy and the explanatory power of the histories which the resources of each of those traditions in conflict enable their adherents to write. (p. 403)

Our explanations of educational influences in learning, our living-educational-theories, engage with global differences in cultures of inquiry from India, Nepal, Canada, USA and the UK. They include our contributions to the AERA 2021 and 2022 themes of educational responsibility and equity, with the addition of values of human flourishing and cultures of inquiry. These values are used as explanatory principles in our explanations of educational influences. A distinction is drawn between education and educational research. The educational explanations draw insights from consequential education research whilst integrating these insights within educational research.

MacIntyre, A. (1988) *Whose Justice? Which Rationality?* London; Duckworth.

Session Summary

Objectives

To engage with the 2023 AERA theme that includes:

Education research should be positioned as a necessary site in deliberations and practices. Instead of being reactive to educational problems or to social movements designed to maintain an inequitable status quo, education research can (and should) be at the center of co-constructing with communities, agendas of consequence that have a real bearing on disrupting ableism, racism, sexism, homophobia, xenophobia, and other forms of discrimination.

The engagement provides evidence to support of the claim that 'Interrogating Consequential Education Research in Pursuit of Truth', is not sufficient to generate educational research that enhances the flow of values of human flourishing in improving educational practices. Evidence is provided to support the claim that living-educational-theories within cultures of inquiry are necessary to improve practice and to contribution to the global knowledgebase of education.

Overview

In engaging with the 2023 AERA Theme the contributors will critically analyze existing consequential education research and scholarship in relation to the generation and testing of their living-educational-theories within diverse cultures of inquiry. These living-educational-theories include an intentional focus on equity, justice, and other values of human flourishing. The contributors identify the essential sites for their empirical research and engage dialogically with communities in the design and carrying out of their studies. They identify, critique, and utilize multiple modes for communicating findings of consequential education research in the generation of their living-educational-theories within cultures of inquiry. Each contributor has prepared a paper for a symposium that focuses on creating space for educational analysis and discussion. The space includes critical and educational discussions that are designed to advance methods, mechanisms and practices that explicitly names injustice and co-construct opportunities for just educational processes and systems in the generation and sharing of living-educational theories within cultures of inquiry.

Significance

This can be understood in relation to the political, economic, institutional regimes, for the production of truth within a regime of truth. AERA can be understood as such a regime of truth. The language of 'Interrogation' 'Consequential Education Research' and 'Pursuit of Truth', used in the AERA 2023 Theme, can be understood as supporting a regime of truth that focused on interrogation and education research. The significance of the symposium can be understood as offering a different regime of truth that is focused on critical dialogue rather than interrogation, the generation of living-educational-theories that include insights from education research and as a contribution to the global knowledgebase of education.

Structure

Each presenter will begin by locating themselves their context, culture and questions – 2 minutes each. (10 minutes)

Participants will be asked to identify any questions or issues they wish to be addressed during the symposium and encourage to contribute their responses throughout the symposium – 5 minutes.

Contributors will summarise the contents of their papers – 5 minutes each and respond to responses from participants – 5 minutes (50 minutes)

Forming a community of practice to sustain the conversations and to offer ideas for future research – (25 minutes).