

**2015 ARNA Symposia Session/Town Hall Meeting Proposal
Joint Action - Learning with and from one another**

Submitter Information

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Session Title

Come and join our live conversation with an international community of practitioner action researchers

Additional Presenter Names

A face-to-face team that will be attending the Conference, coordinated by Cathy Griffin, Liz Campbell and Jackie Delong: Sabre Cherkowski, Cathryn Smith, Michelle Cunningham, Kelly Hanson, Leslie Boerkamp, Avis Dalgarno, Krystal Damm, Bradley Clarke, Melissa Juniper, Jack Whitehead

Virtual Participants to be invited into the Town Hall space by Jack Whitehead and Marie Huxtable:

The SKYPE international research support group;
Educational Action Research in Ireland;
International individual practitioner-researchers;
5X5X5=creativity - an action research based arts project in the UK;
The Editorial Board of the Educational Journal of Living Theories (EJOLTs) and past contributors;
Conversation Cafe in Bath, UK.

Type of Presentation Requested *(click box)*

Individual Symposium Panel Discussion Workshop Poster Roundtable
 Town Hall

Stage of Action Research *(click box)*

In progress: beginning middle later stage

Language of presentation

English Spanish French Portuguese

Session Connection to Conference Theme

In this session we hope to share our experience with these sorts of dialogues learning with and from each other and invite others to participate in conversations that influence our teaching and research practice and perhaps use this interactive process as a model for joint action.

Session Abstract

The intent of this Town Hall meeting is to engage practitioner-researchers across the globe as on site and virtual, through the internet, attendees in a living-culture-of-inquiry through values-based dialogue in creating living-theories (explanations of our influence).

Multi-screen SKYPE conversations are shown to be influencing our perceptions of the idea of Ubuntu that 'I am because we are/we are because I am' or i~we for shorthand and enabling us to 'pool' our life-affirming and life-enhancing energies, as well as sharing and evolving our relationally dynamic culture of inquiry and Living Theory research.

In small groups of 6-7, we will share our experience with these sorts of dialogues and invite others to participate in conversations that are influencing our teaching and research practice and hope to encourage use of this interactive process as a model for joint action, learning with and from each other.

Session Proposal

Introduction and Purposes

There are two purposes. One is the evolving one where individuals are encouraged to develop their own living-theories in cultures-of-inquiry as we have been learning with and from each other. Two is the introductory, transformational purpose of encouraging others to enter into the dialogue with groups and individuals across the globe. These new voices in various parts of the world are extending the living-culture-of-inquiry and contributing their own living-educational-theories to this growing knowledge base.

theoretical paper research paper

Rationale and Theoretical Framework

The efficacy of joint actions in learning with and from one another and how to enhance locally, regionally, nationally and globally the values and understandings that carry hope for the flourishing of humanity, could be much improved given the recent increases in inequalities across the world. We are placing education at the heart of the processes of enhancing this flow of values and understandings in creating living-cultures-of-inquiry for producing and sharing the living-theories of practitioner-researchers.

Research Methods or Approach to Inquiry

The approach is grounded in the methodological inventiveness of individuals as they create their own unique and appropriate approach to their questions to create their living-theories. The approach includes a method of validation that involves submitting explanations of educational influence on oneself, on others and on social formations to groups of between 3-8 peers to strengthen their comprehensibility, evidence, sociohistorical and sociocultural awareness, and authenticity. Digital, visual data of practice is used to clarify and communicate the meanings of the relationally dynamic values that constitute explanatory principles.

Data or Sources of Evidence and Analysis

The data, sources of evidence and analysis have been gathered over 20 years of a research programme into the practice of generating, extending and sustaining living-cultures-of-inquiry for enhancing the educational experiences of young people and enhancing the professionalism of teachers. These enhancements include making contributions to the professional knowledge base of education from teachers and other practitioner-researchers, with publicly validated and accredited explanations of educational influences in learning. The analysis includes the use of multi-media narratives for the clarification and communication of the meanings of the embodied expressions of the values used by educational professionals to give meaning and purpose to their lives. These values constitute explanatory principles used in the explanations of educational influence. The values are influenced by the mutual relationships of 'I am because we are/we are because I am'. They flow with energies that are often omitted from traditional academic texts about education.

Findings, Conclusions, Reflections

The findings show that individuals around the world have found it possible to improve their practice and to generate and share their knowledge through their living-educational-theories. However, there is a global weakness in enhancing these flows of values and understandings as socially transformative influences. Reflections in and on the Town Hall Meeting will be integrated, for those wishing to become part of this global movement, into the globalising educational dialogues of individual practitioners who are exploring the implications of asking, researching and answering, 'How do I improve what I am doing?' in the generation and extension of living-cultures-of-inquiry.

References

Campbell, L., Delong, J., Griffin, C., & Whitehead, J. (2013) Introduction to living theory action research in a culture of inquiry transforms learning in elementary, high school and post-graduate settings. *Educational Journal of Living Theories*, 6(2); 1-11. Retrieved 21 January 2015 from <http://ejolts.net/node/211>

DeLong, J. (2001). *Passion in professional practice* (Vol 1). Brantford: Grand Erie. Retrieved 20 January 2015 from <http://www.spanglefish.com/ActionResearchCanada/>

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