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**VERIFICATION STATEMENT:**

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**PRESENTATION/MANUSCRIPT TITLE:**

Improving practice with Living Theory research in living-cultures-of-inquiry

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**ABSTRACT:**

*The workshop focused on joint action in learning with and from one another in Living Theory research with living culture of inquiry in ARNA with individual inquiries of the kind, 'How do I improve what I am doing?' The workshop explored practical and theoretical implications of working with the relational dynamics of 'I am because we are/we are because I am' in creating living legacies through inquiring collaboratively into ARNA's living culture of inquiry. The international layer connected this joint learning to the transformative power of action research globally with cultural insights from East Asia, Africa, Europe and the Americas. These insights included issues of knowledge creation, validity, objectivity, subjectivity, generalisability and values that carry hope for the flourishing of humanity. Participants were shown how to use digital video of practice in generating multi-media explanations of their educational influences in local, regional, national and global contexts.*

## **The Workshop's Connection to Conference Theme**

Joint action in learning with and from one another in inquiring collaboratively into things we care about was emphasised in inquiries of the kind, 'How do I improve what I am doing?' The connection with the transformatory power of action research globally was shown through the value of living-global-citizenship (Coombs et.al, 2014).

## **Introduction and Purpose**

The introduction focused on what participants care about in their inquiry, 'How do I improve what I am doing?' The purpose was to share the values that motivate and sustain participants in their action research in their specific professional contexts. The purpose was also to demonstrate how to work together in creating a living culture of inquiry that can engage with wider regional, national and global influences in improving practice and generating knowledge.

## **Rationale and Theoretical Framework**

The theoretical framework is living theory action research (Whitehead, 2014) in which individuals generate and share their evidence-based and validated explanations of their educational influences in their own learning in the learning of others and in the learning of the social formations that influence their practice and writings. It draws insights from East Asian Epistemology (Inoue 2012; 2014). The rationale is that through contributing to the

generation of living cultures of inquiry individuals can inquire collaboratively with others in learning how to enhance the flow of values and understandings that contribute to the flourishing of humanity (DeLong, 2014; DeLong, et.al 2013).

## **Goals**

These were:

- i) To develop the skills of using digital video in clarifying the meanings and representation of the embodied expression of the values used by action researcher in explanations of their educational influence.
- ii) To introduce the ideas of Ba, Omoi, Kizuna, Takumi, Chi, Yin and Yang from East Asian Epistemology (Inoue, 2012 ; 2015).
- iii) To explain educational influences in learning with living cultures of inquiry (DeLong,2014).
- iv) To introduce the value of living-global-citizenship in living-theories.

## **Activities**

- i) Sharing the values that distinguish what people care about in improving their practice
- ii) Developing understandings through conversation of experiences of an Ubuntu way of relational being in which 'I am because we are/we are because I am'.
- iii) Engaging in a validation exercise in which action research accounts of being 'loved into learning', were critically evaluated in terms of

comprehensibility, truthfulness, rightness and authenticity.

- iv) Using empathetic resonance with digital video of practice to clarify and share meanings of the embodied expressions of values that carry hope for the flourishing of humanity.
- v) Exploring the significance of participants' action research in specific contexts that are relatable to regional, national and global contexts.
- vi) Exploring how to generate a unique living-educational-theory within a living culture of inquiry from action research specific, professional contexts.
- v) Sharing insights from other academic theories in the generation of a living-theory.

#### **Artefacts used in the Workshop:**

- i) Action Planner Template –  
<http://www.actionresearch.net/writings/jack/arplannertemplate.pdf>
- ii) The December 2013 (<http://ejolts.net/node/209> ) of the Educational Journal of Living Theories (EJOLTS). This included:
  - a) Campbell, E. (2013)The heART of learning: Creating a loving culture-of-inquiry to enhance self-determined learning in a high school classroom. EJOLTS, 6(2); 45-61. Retrieved 11 December 2014 from <http://ejolts.net/node/214> .
  - b) Griffin, C. (2013) Transforming teaching and learning practice by inviting students to become evaluators of my practice .

EJOLTS, 6(2); 62-77. Retrieved 11 December 2014 from

<http://ejolts.net/node/215>

- iii) The December 2015 (<http://ejolts.net> ) issue of EJOLTS.
- iv) The archive of living-theory masters dissertations and doctoral theses at:

<http://www.actionresearch.net/living/living.shtml>

<http://www.actionresearch.net/writings/mastermod.shtml>

## References

Coombs, S., Potts, M., Whitehead, J. (2014) *International Educational Development and Learning through Sustainable Partnerships: Living Global Citizenship*. London; Palgrave Macmillan.

Delong J. (2014) Generating educational knowledge through Living Theory research in a Culture of Inquiry. A presentation in the symposium on 'Creating an Educational Epistemology through Living Educational Theories', at the British Educational Research Association Conference, 23-25th September 2014 at Institute Of Education, University of London.

Delong, J., Griffin, C., Campbell, E. & Whitehead, J. (2013) The significance of 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); 78-96. Retrieved 11 December 2014 from

<http://ejolts.net/node/216>

Inoue, N. (2015) *Beyond Actions: Psychology of Action Research for Mindful Educational Improvement*. New York; Peter Lang.

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