Web-Resources to Support Action Research in the Function of Professional Development of Teachers

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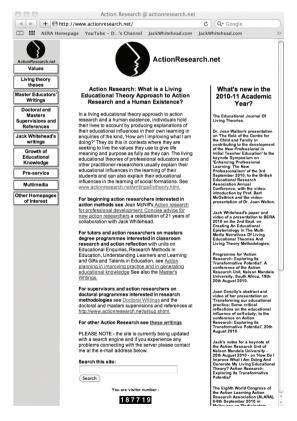
In my presentation to the Council of Europe sponsored workshop on Action Research in the Function of Professional Development of Teachers, I focused on the action research resources on the professional development of teachers freely available from the web-site http://www.actionresearch.net.

On the following page you can see most of the front page of the website on the 6th September 2010. The resources include those for beginning action researchers, master action researchers and doctoral action researchers as well as the contributions to the refereed journal, 'Educational Journal of Living Theories' (EJOLTS). The approach to action research that is represented in the resources in the web-space is that action research includes a self-study by a practitioner-researcher into their own practice as they seek to improve their practice, to understand the process of improvement and to improve the social context in which the practice is located. In developing their understandings action researchers produce explanations for their educational influences in their own learning, in the learning of others and in the learning of the social formations in which they live and work.

If you are a beginner action researcher you can access Jean McNiff's booklet on 'Action Research for professional development: Concise advice for new action researchers' from the homepage of http://www.actionresearch.net. You can also access the resources on 'Action planning in improving practice and in generating educational knowledge'. If you are in initial teacher education either as a student or tutor I think you will enjoy Moira Laidlaw's resources in the *Pre-service* section.

If you are a master's action researcher you can access the *Master Educator's Writings* from the left hand menu column. These include masters units and dissertations of action researchers who are exploring the implications of asking, researching and answering questions of the kind, 'How do I improve what I am doing?' You will find writings on Educational Enquiries, Understanding Learners and Learning, Research Methods and Gifts and Talents in Education as well as completed dissertations.

If you are a doctoral action research you can access the *Living Theory Theses* section. The masters dissertation of Christine Jones has been included in this section because it is the first multi-media living theory narrative to be accredited by Bath Spa University and received a merit in 2009. The Doctoral Theses have had to satisfy internal and external examiners as to the originality of the contribution to knowledge and the quality of critical and creative engagement with the ideas of others. On page three of this present writing I shall focus on the publications that are freely available from the Educational Journal of Living Theories and the global dialogues that are helping to spread the educational influences in learning of the accounts of action researchers. Here is the homepage of action research.net.



The right hand column of the web-page is on *What's new in the 2010-11 Academic Year?*

One of the important responsibilities of an action researcher is that they publish accounts of their research in ways that enable others to evaluate the validity of the accounts. If you go into the first issue of EJOLTS you will see papers by Branko Bognar, Marica Zovko and myself. Branko and Marica should how advanced action research is in Croatia as they focus on enabling pupils to become action researchers in their own learning. My paper is focused on a living theory methodology and integrates video data in evidence-based claims to know what I am doing. Such multi-media narratives enable action researchers to communicate the meanings of energy-flowing values, as their explanatory principles. The use of these visual narratives overcomes limitations in the ability of words on pages of printed text to communicate the meanings of energy-flowing values in explanations of educational influences in learning.

You can appreciate the importance of visual data in helping to communicate such meanings by accessing from the What's New section, contributions to the keynote symposium of the 2010 Annual Conference of the British Educational Research Association (BERA) on the 3_{rd} September 2010 on Enhancing Professional Learning: A new professionalism. You can see a brief video of Bart McGettrick, the Dean of the Faculty of Education of Liverpool Hope University, introducing the keynote symposium. The Faculty of Education has a stated commitment to education as a meaning of humanizing society and of facilitating the flourishing of humanity. One of the great contributions that action researchers are making to the creation of a new epistemology for educational knowledge is to express, clarify and communicate the meanings of energy-flowing values that carry hope for the future of humanity, in their practice and in their knowledge-creation as they explain their educational influences in learning. If you are reading this in the 2011-12 academic year or later you can access these resources from the previous items of the What's New menu.

In this previous items section you can access the contributions to the 2009 BERA Keynote Symposium on *Explicating A New Epistemology For Educational Knowledge With Educational Responsibility.* This symposium explains how action researchers are contributing to an epistemological transformation in what counts as educational knowledge. The transformation is focused on bringing new living standards of judgment into the Academy. These living standards of judgment are flowing with life-affirming energy with values that carry hope for the future of humanity. These values are consistent with the commitment of the Faculty of Education of Liverpool Hope University in the UK to education as a means of humanizing society and facilitating the flourishing of humanity. If you are an action researcher you can contribute to this global movement by making available your explanations of

your educational influences in learning as you seek to live your values as fully as you can in enquiries of the kind, 'How do I improve what I am doing?' By making available your explanations in which you account to yourself and others for living the values that are contributing to the future of humanity and our own, you are contributing to the pooling of the flow of life-affirming energy with the values, skills and understandings that we need to express in making the world a better place to be. I do hope that you will feel moved to share your own accounts within this pooling of our contributions.