

## 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 web-site on the 6<sup>th</sup> 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 researcher 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 [actionresearch.net](http://actionresearch.net).

Action Research @ actionresearch.net

http://www.actionresearch.net/

AERA Homepage YouTube - D...s Channel JackWhitehead.com JackWhitehead.com

ActionResearch.net

Values

Living theory theses

Master Educators' Writings

Doctoral and Masters Supervisions and References

Jack Whitehead's writings

Growth of Educational Knowledge

Pre-service

Multimedia

Other Hompages of Interest

ActionResearch.net

**Action Research: What is a Living Educational Theory Approach to Action Research and a Human Existence?**

In a living educational theory approach to action research and a human existence, individuals hold their lives to account by producing explanations of their educational influences in their own learning in enquiries of the kind, 'How am I improving what I am doing?' They do this in contexts where they are seeking to live the values they use to give life meaning and purpose as fully as they can. The living educational theories of professional educators and other practitioner-researchers usually explain their educational influences in the learning of their students and can also explain their educational influences in the learning of social formations. See [www.actionresearch.net/writings/livingtheory.html](http://www.actionresearch.net/writings/livingtheory.html).

**For beginning action researchers interested in action methods** see Jean McNiff's [Action research for professional development: Concise advice for new action researchers](#) a celebration of 21 years of collaboration with Jack Whitehead.

**For tutors and action researchers on masters degree programmes interested in classroom research and action reflection** with units on Educational Enquiries, Research Methods in Education, Understanding Learners and Learning and Gifts and Talents in Education, see [Action planning in improving practice and in generating educational knowledge](#) See also the [Masters Writings](#).

**For supervisors and action researchers on doctoral programmes interested in research methodologies** see [Doctoral Writings](#) and the doctoral and masters supervisions and references at <http://www.actionresearch.net/arsup.shtml>.

**For other Action Research see these writings**

PLEASE NOTE - the site is currently being updated with a search engine and if you experience any problems connecting with the server please contact me at the e-mail address below.

Search this site:

You are visitor number:

**1 877 19**

**What's new in the 2010-11 Academic Year?**

The Educational Journal Of Living Theories

Dr. Joan Walton's presentation on 'The Role of the Centre for the Child and Family in contributing to the development of the New Professional in Initial Teacher Education' to the keynote Symposium on 'Enhancing Professional Learning: The New Professionalism' of the 3rd September 2010, to the British Educational Research Association Annual Conference, with the video-introduction by Prof. Bart McGebriek and the video-presentation of Dr. Joan Walton.

Jack Whitehead's paper and video of a presentation to BERA 2010 on the 2nd Sept. on 'Creating An Educational Epistemology In The Multi-Media Narratives Of Living Educational Theories And Living Theory Methodologies.

Programme for 'Action Research: Exploring Its Transformative Potential'. A conference of the Action Research Unit, Nelson Mandela University, South Africa, 19th-20th August 2010.

Jean Conolly's abstract and video of her presentation on 'Transforming our educational practice: Some critical reflections on the educational influence of self-study, to the conference on Action Research: Exploring Its Transformative Potential', 20th August 2010.

Jack's notes for a keynote at the Action Research Unit of Nelson Mandela University 20th August 2010 - on 'How Do I Improve What I Am Doing And Generate My Living Educational Theory?' Action Research: Exploring Its Transformative Potential!

The Eighth World Congress of the Action Learning Action Research Association (ALARA), 6-9th September 2010 in Melbourne - 10 October 2010.

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 Bogнар, 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<sup>rd</sup> 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.