

Title of abstract: What makes 'educational research' educational?

Abstract type: Individual paper

Abstract number: 4364528

SIG: Educational Research and Educational Policy-Making

Thank you for submitting an abstract for the British Educational Research Association (BERA) Annual Conference, to be held on the 10th - 12th September 2019, at Manchester University, Manchester.

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What makes 'educational research' educational?

Abstract

Focus

The focus is on a distinction between education and educational research that can be used to address the question, 'What makes 'educational research' educational? The focus is related to a call by Whitty (2005) in his Presidential Address to BERA:

One problem with this distinction between 'education research' as the broad term and 'educational research' as the narrower field of work specifically geared to the improvement of policy and practice is that it would mean that BERA, as the British Educational Research Association would have to change its name or be seen as only involved with the latter.

(Whitty, 2005, p. 172-173)

This is related to a similar call by the Executive Director of the American Educational Research Association, to editors of AERA publications, to use education research rather than educational research.

In answering his question, 'Why educational research has been so uneducational?' Torbert (1981) makes the case for a new model of social science based on collaborative inquiry. In answering the question what makes 'educational research' educational, this paper presents a Living Theory approach to educational inquiry that includes relationally dynamic values as the distinguishing qualities of educational research. The values are used as explanatory principles in explanations of educational influences in learning.

Originality

The originality is focused on the nature of the educational knowledge that is being generated by educational researchers who are exploring the implications of asking, researching and answering close-to-practice (Wyse, 2018) questions of the kind, 'How do I improve what I am doing in my professional educational practice?' The originality of this educational knowledge is focused on over 40 Living Theory doctorates, that have been legitimated by Universities around the world, between 1996-2018 for the originality of the explanations of

practitioner-researchers of their educational influences in their own learning the learning of others and in the learning of the social formations that influence practice and understanding.

Rigour

The rigour of the educational research is ensured by applying Winter's (1989) six principles of reflective and dialectical critique, risk, plural structure, multiple resource and theory practice transformation. The principles are applied in Validation Groups of between 3-8 people who also seek to enhance the validity of the explanations by applying 4 questions derived from Habermas' (1976) 4 criteria for ensuring social validity: comprehensibility; evidence to justify assertions; sociocultural and sociohistorical understandings of these influences in practice and understanding; authenticity in the sense that the values used by the researcher to distinguish their research as educational are being lived as fully as possible.

The rigour of the research, in clarifying and communication the embodied expressions of the meanings of the ontological values used by the researcher to distinguish their research as educational, is also focused on the use of digital, visual data from educational practice with the methods of empathetic validity (Dadds, 2008) and empathetic resonance (Sardello, 2008).

Significance

The significance for educational theory is:

- i) the idea that individual practitioner-researchers can generate their own living-educational-theories as explanations for their educational influences in learning.
- ii) the clarification of embodied expressions of the ontological values of educational researchers that can distinguish research as educational, using digital visual data of practice and using the creative methods of empathetic resonance and empathetic validity.
- iii) the use of these meanings as explanatory principles in explanations of educational influence in learning.

The significance for educational practice and policy is to show how a clear distinction between the concepts of educational and education emphasises the significance of educational practice and policy.

References

Dadds, M. (2008) Empathetic Validity in Practitioner-Research. *Educational Action Research*, 16(2), 279-290.

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Whitty, G. (2005) Education(al) research and education policy making: is conflict inevitable? Presidential Address to the British Educational Research Association, University of Glamorgan, 17 September 2005. *British Educational Research Journal* Vol. 32, No. 2, April 2006, pp. 159–176

Wyse, D. (2018) Editorial in Quality in Close-To-Practice Educational Research, *Research Intelligence*, Issue 137, Autumn, 2018, p.14.

Title of abstract: An introduction to developing educational knowledge through Close to (educational) Practice research

Abstract type: Alternative Format Sessions - Workshop (90mins)

Abstract number: 4364554

SIG: Teacher Education and Development

Thank you for submitting an abstract for the British Educational Research Association (BERA) Annual Conference, to be held on the 10th - 12th September 2019, at Manchester University, Manchester.

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An introduction to developing educational knowledge through Close to (educational) Practice research

Focus

Most CPD provides training to improve skills and subject knowledge but rarely does it enable professional educational-practitioners to realise their professional responsibility to research their educational practice to improve it and contribute to a global educational knowledge-base. The Living Theory Masters curriculum, developed and researched by Mounter (2019) addresses this issue. It enables professional educators to engage in Close to Practice research (Wyse et al, 2018, p. 16) within an educational setting that provides collaborative support.

Values-led practice is at the heart of this MA and not just the focus of a single module. The modules within the MA Values-led Leadership pathway enable practitioners to research their educational influences in their leadership practice and to contribute to leadership knowledge, skills and practice, whilst developing and understanding their ontological values. These values are used as explanatory principles and standards of judgement in their contributions to leadership knowledge. Living Theory research methodology incorporated within the modules supports research into practice in light of values, as students offer their

own living-educational-theory as an explanation of their educational influences to the educational knowledge-base (Whitehead, 2010).

In this workshop participants will work together to develop their understanding and practice of Living Educational Theory research and begin to create values-based explanations of their educational influence in learning, and produce accounts of their living-theories, which can contribute to the growth of a professional educational knowledge-base of master and doctor educators.

Session format

The format of the workshop will be participant led. During the session we will introduce research methods educational practitioner researchers have used to: inquire into their professional practice; create valid explanations of their educational influence in learning; help them improve their practice; tap into what motivates them; develop their individual sense of their professionalism and contribute to a professional knowledge-base. During the workshop we will share and develop with participants:

- The use of research methods available, such as Action Research, Narrative Enquiry and Auto-ethnography, and new ones being developed, such as Spirals and Living Theory TASC (Mounter, Huxtable and Whitehead, 2019), to explore the question, 'How do I understand, improve, and explain my educational practice?'
- How digital, visual data of practice can be used to clarify and communicate the life-affirming ontological and relational values that give their professional practice meaning and purpose that they use as explanatory principles of educational influence and standards of judgment.
- How to produce and make public multi-media valid explanations of educational influences in learning as contributions to professional knowledge.
- Ways of sharing explanations of educational influence, which enables us all to learn from and with each other and contribute to a social movement for the flourishing of humanity.

We will draw researchers, working in other countries and fields of practice, into the workshop through SKYPE. For example, those who have shared their work through living-posters accessible from

<http://www.actionresearch.net/writings/posters/homepage061115.pdf>

Rigour (and validity)

Rigour is addressed by drawing on Winter's six criteria of rigour (1989) and Habermas' (1976) four criteria of social validity.

Significance of the proposal for practice, policy and theory

Education is a values laden activity yet most concerned with the development of practice, policy and theory rarely make reference to values. Educational knowledge that can contribute to the development of educational practice, policy and theory is tacit and relational yet most social science methodologies and methods are focused on producing

propositional and explicit knowledge. The significance of the workshop is the opportunity it affords professional educators to develop skills and understandings that will enable them to realise their professional responsibility to research their educational practice to improve it and generate accounts of their values-laden tacit knowledge that can contribute to the growth of a global educational knowledge base.

References

Habermas' (1976). *Communication and the Evolution of Society*. London; Heinemann

Mounter, J. (2019). *MA Values-led Leadership Validation Final Stage*. Unpublished.

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Whitehead, J. (2010). Creating An Educational Epistemology In The Multi-Media Narratives Of Living Educational Theories And Living Theory Methodologies. *Action Researcher in Education* 1(1); 89-109.

Winter, R. (1989). *Learning from Experience*. London; Falmer.

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Title of abstract: Come and join us for a conversation on living-educational-theories

Abstract type: Alternative Format Sessions - Live stream session

Abstract number: 4364602

SIG: Educational Technology

Thank you for submitting an abstract for the British Educational Research Association (BERA) Annual Conference, to be held on the 10th - 12th September 2019, at Manchester University, Manchester.

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Title – Come and join us for a conversation on living-educational-theories.

The Focus is on the use of Live Streaming with communities of educational researchers in clarifying the units of appraisal, standards of judgment and living logics of living-educational-theories. This includes a clear distinction between education researchers, whose frameworks of analysis are grounded within education theories and educational researchers who are offering valid explanations of educational influences in learning from enquiries of the kind, 'How do I improve what I am doing in my educational practices?'

The Rationale – live streaming is appropriate because of the role played by digital visual data, from communities of Living Theory researchers, in clarifying the meanings of relationally dynamic values that are used as standards of judgment in communities of educational researchers to explain their educational influences in learning and to evaluate the validity of their contributions to educational knowledge.

One paragraph description of any presentation

Whitehead (2018) (UK) – The influence of Live Streaming is shown to contribute to the clarification of the meanings of the relationally dynamic values used as explanatory principles in educational research through an analysis of the epistemology significance for educational research of over 40 living-theory doctorates accessible from <http://www.actionresearch.net/living/living.shtml>.

Rawal (2018) (India) – How Do I Overcome Challenges to Justify and Communicate Claims to My Educational Knowledge and the Educational Influence of My Practice? A living-educational-theory of professional practice is constructed from a practitioner’s enquiry of the kind: How do I live my values in practice? Rawal (2018) analyses the long struggle she experienced while drafting the life-skills educational policy for the Ministry of Human Resource and Development, India.

Huxtable (2018) (UK) will clarify the values-based nature of educational knowledge and research and analyse the evidence from the contributions of Living Theory researchers to the evolution of an educational knowledge-base. Huxtable will explain the importance of live-streaming and multi-media narratives in the generation of the 2018 Living Poster homepage at <http://www.actionresearch.net/writings/posters/homepage020617.pdf> in contributing to Living Theory research as a global social movement.

Delong’s (2018) (Canada) understanding of a living-culture-of-inquiry, emerged in her doctoral research (Delong, 2002) from 1996 to 2002. A clearer definition came through the use of multi-media as Delong was enabled to bring the visual data, through Live Streaming to the explanation of a culture-of-inquiry and to see its “living” nature as it emerged (and is emerging) in practice.

Campbell (2018) (Canada) explains her exploration of the generation of her living educational theory in introducing love into my educational practice with the obstacles and challenges to living more fully according to my values of love, hope, and joy. Using a narrative inquiry methodology and methodological inventiveness, Campbell draws on 6 years of data collection from her personal journals and lived experiences to make explicit the process of living narratively.

McBride (2018) (Canada) will explore *What does it mean to know-in-relation?* In researching her questions with the help of Live Streaming, McBride includes multiple approaches to inquiry, including written, visual and performance methods of creating and sharing texts for representing and extending learning in *Méttisage*. This will include collaborative inquiry as a reflective, emotive, relational, recursive process in which I/we engage for the purpose of the betterment of my/our Selves, and those in our care.

Breakdown of timings for the sections for 90 minute session with brief descriptions of each section including space for audience participation

- i) Focus and rationale - 10 minutes
- ii) Audience initial response - 5 minutes
- iii) Presentations with Live Streaming including live url (see below) connections to each individual's living-poster- Whitehead 5 minutes; Huxtable 5 minutes; Rawal 5 minutes; Delong, 5 minutes; Campbell 5 minutes; McBride 5 minutes.
- iv) Audience response - 15 minutes
- v) The epistemological significance of the focus for educational researchers as distinct from education researchers - 15 minutes
- vi) Audience response and ending - 15 minutes.

Names have been included in the LSS abstract.

Campbell, E. (2018) *How has love influenced me as a teacher researcher, and learner? A narrative inquiry into a teacher's abrupt awakenings*. Ph.D. Thesis, University of Nipissing.

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Delong, J. (2018) Living Poster. Retrieved 14 January 2019 from

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Rawal, S. (2018) Acceptance of Honorary D.Litt. Degree from the University of Worcester.

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