

**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 10<sup>th</sup> - 12<sup>th</sup> September 2019, at Manchester University, Manchester.

I am delighted to confirm that the above paper has been accepted for presentation at the Conference. Small grammatical changes can be made to abstracts. Substantial changes to the content of your abstract however cannot be made. If you would like to change anything on your abstract, please email the full abstract, highlighting the parts to be changed to [conference@bera.ac.uk](mailto:conference@bera.ac.uk).

## **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.

Research Intelligence (2018) Quality in Close-To-Practice Educational Research. *Research Intelligence Issue 137*, Autumn 2018.

Sardello, R. (2008) *Silence: The Mystery of Wholeness*. Berkeley; Goldenstone Press.

Torbert, W. R. (1981) Why educational research has been so uneducational: the case for a new model of social science based on collaborative inquiry, in Reason, P. & Rowan, J. (Ed.) (1981) *Human Inquiry*, John Wiley & Sons Ltd.

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 10<sup>th</sup> - 12<sup>th</sup> 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.

Mounter, J. Huxtable, M. and Whitehead, J. (2019) Using Thinking Actively in a Social Context and Spirals in Living Theory research in explanations of educational influences in a global social movement. *Gifted Education International*, (in press).

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.

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

**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 10<sup>th</sup> - 12<sup>th</sup> 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. Retrieved 14 January 2019 from <http://www.actionresearch.net/living/campbellphd/campbellphd2018.pdf>

Delong, J. (2018) Living Poster. Retrieved 14 January 2019 from <http://www.actionresearch.net/writings/posters/jackie020617.pdf>

Huxtable, M. (2018) Living Poster, Retrieved 14 January 2019 from <http://www.actionresearch.net/writings/posters/marie020617.pdf>

McBride, J. (2018) Living Poster. Retrieved 14 January 2019 from <http://www.actionresearch.net/writings/posters/judy250518.pdf>

Rawal, S. (2018) Acceptance of Honorary D.Litt. Degree from the University of Worcester. See <https://ejolts.net/current> - Living Poster Retrieved 14 January 2019 from <http://www.actionresearch.net/writings/posters/swaroop250518.pdf>

Whitehead, J. (2018) Living Theory research as a way of life. Bath; Brown Dog Books see <http://www.actionresearch.net/writings/posters/jack020617.pdf>

**Joy Mounter**

**Title of abstract: Research-based Professional Development for Educators**

**Abstract type: Individual Paper**

## **Research-based Professional Development for Educators**

Joy Mounter

### **Focus**

The focus on is on close-to-practice research that explores the implications of asking, researching and answering questions of the kind, 'How do I improve my professional practice as an educator':

*'Close-to-practice research is research that focusses on aspects defined by practitioners as relevant to their practice, and often involves collaborative work between practitioners and researchers.'* (Wyse et al, 2018, p. 16)

Most CPD provides training to improve skills and subject knowledge but rarely does it enable professional educational-practitioners to see themselves as educational knowledge-creators who can contribute to a global educational knowledge-base.

The focus on my professional practice, as the Master's lead in an Institute of Higher Education, is the development of a University accredited Living Theory Masters curriculum. The curriculum is designed to enable professional educators to engage in Close to Practice research 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 are designed to enable practitioners to research their educational influences in their leadership practice. The emphasis is on the knowledge-creation of the educators in contributing 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, 2019). The methodology includes an engagement with the final report of the Ethical Leadership Commission (ASCL, 2019).

### **Originality**

The original lies in the educational knowledge generated from researching the generation and legitimisation of a Living Theory Masters CPD programme in values led leadership.

The creative methods developed for this curriculum in Spirals and TRASC (Author, 2019) have been used by educational practitioner researchers 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.

The originality of the creative methods include Action Research, Narrative Enquiry and Auto-ethnography in the generation of the living-educational-theories of individual educators.

They include producing and making public multi-media valid explanations of educational influences in learning as contributions to professional knowledge.

The collaborative support and data collection include drawing Living Theory researchers, working in other countries and fields of practice, into regular conversation (using SKYPE and ZOOM). This form of collaboration can be seen in the living-posters accessible from

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

### **Rigour (and validity)**

Rigour is addressed by drawing on Winter's six principles of rigour (1989) of reflexive and dialectical critique, risk, plural structure, multiple resource and theory practice transformation and Habermas' (1976, pp2-3) four criteria of social validity related to comprehensibility, evidence, socio-cultural and socio-historical understandings and authenticity.

### **Significance of the proposal for practice, policy and theory**

The significance for practice is that the presentation provides a clear communication of the meaning of educational practice, used in this research. Educational practice and research is clearly distinguished from education practice and research.

The significance for an educational policy is focused on an understanding of the responsibility of a professional educator to research and to contribute their professional knowledge to the professional knowledge-base of education.

The significance of the presentation for educational theory is that it shows how research-based professional development for educators can generate the living-educational-theories of educators as a contribution to educational knowledge.

### **References**

Author et al (2019)

ASCL (2019) *Navigating the Educational Moral Maze*. The final report of the Ethical Leadership Commission. Leicester; Association of School and College Leaders.

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

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.

Whitehead, J., Delong, J., Huxtable, M., Campbell, L., Griffin, C., Mounter, J. (2019) Self-Study in Elementary and Secondary Teaching: A Living Theory Approach in *Second International Handbook of Self-Study of Teaching and Teacher Education*. Dordrecht; Springer; Dordrecht. (in press)

Whitehead, J. & Huxtable, M. (2016) Creating a Profession of Educators with the living-theories of Master and Doctor Educators, *Gifted Education International*, 32(1) 6-25

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

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