

Jack Whitehead's outline schedule with video of the actual sessions in the more detailed schedule below, 20-24 MAY 2013, for Workshops on Action Research for Teachers under the Project for the Promotion of Science and Mathematics Talented Teachers at the Institute for the Promotion of Teaching Science and Technology of the Ministry of Education of Thailand.

You can see Professor Vantipa Roadrangka speaking in Thai to encourage the participants to transform responses from passive to active in developing enquiring learning in the 16:55 minute video at:



<http://www.youtube.com/watch?v=EA4FHvtfgQ8>

**20th
Morning**

Exploration of your contexts, questions, opportunities and constraints for improving practice.

Afternoon

The design of short action enquiries into improving practice into areas of your own choosing.

**21st
Morning**

What constitutes an educational enquiry with action research into your educational influence in learning?

Afternoon

Sharing anecdotes of improving practice and transforming them into knowledge.

22nd

Morning

Formulating and carrying out your enquiry

Afternoon

Sharing drafts of your enquiry report.

23rd

Morning

Cultural and organisational influences on your enquiries

Afternoon

Forming your action enquiries in evolving school-university partnerships with co-operative values.

24th

Morning

The programme is constructed from your concerns, ideas and questions.

Afternoon.

Action planning on moving enquiries forward in your contexts to improve practice and generate knowledge.

A MORE DETAILED SCHEDULE

20th May

PURPOSE

I see the purpose of the workshop to enable you to carry out an educational enquiry into improving your practice, to understand the fundamental principles of living theory action research and to locate

the significance of your enquiries in institutional, local, provincial and national governmental policies and in relation to international, scholarly contributions to educational knowledge.

ORGANISATION

Morning

Exploration of your contexts, questions, opportunities and constraints for improving practice.

I'd like to start the workshop with an exploration of the participants contextual understandings of the opportunities and constraints on their enquiries into improving their practice with such questions as 'How do I improve what I am doing?' I'd like to move on from these contextual understandings to the individual participant's understanding of what constitutes an educational enquiry into improving their educational influences in their own learning in the learning of others and in the learning of the social formations in which we live, work and research.

From this I'd like to focus on the resources for learning that are freely available from my web-site <http://www.actionresearch.net> .

I'll begin by reviewing my learning in the first local curriculum project I directed and evaluated in 1976 on Improving Learning For 11-14 Year Olds In Mixed Ability Science Groups.

This is available at:

<http://www.actionresearch.net/writings/ilmagall.pdf>

and clearly sets out an action reflection cycle for improving enquiry learning in science lessons.

From this focus on improving practice I shall show how to access the masters and doctoral resources that show how higher education tutors can make original contributions to educational knowledge from this kind of research that is having a global influence on what counts as educational knowledge.

I shall also show how to access the contributions to the Educational Journal of Living Theories and emphasise the importance of multi-media narratives in developing educational theories that draw on both Western and East Asian Epistemologies.

My intention for the first morning of the first day, is to emphasise the importance of interaction between participants, the importance of focusing on enquiring into improving one's own practice and in showing that this form of practitioner-research in universities and in school-university partnerships can contribute knowledge to international communities of educational researchers.

Afternoon

The design of short action enquiries into improving practice into areas of your own choosing.

In the afternoon of the first day I'd like to focus on the design of short action enquiries into improving practice into areas of your own choosing. I am thinking of enquiries which will use the group as a peer learning set in which issues and problems related to your enquiries will be addressed and discussed in detail. A draft of an action enquiry report will then form the basis for self and peer assessments.

Day 1 Tape 1



<http://www.youtube.com/watch?v=tQSfJiMqyz8>

Day 1 Tape 2



<http://www.youtube.com/watch?v=l3XeuY2aAkI>

Day 1 Tape 3



<http://www.youtube.com/watch?v=PySZB2gIAI>

Day 1 Tape 4



<http://www.youtube.com/watch?v=etq5-iCiEK4>

21st May

Morning

What constitutes an educational enquiry with action research into your educational influence in learning?

I shall first focus on educational enquiries drawn from your own practice. I shall relate these to examples in the literature on different approaches to action research and to other forms of educational research. After this I want to continuing focusing on formulating a personal action enquiry (this may be an individual or group enquiry) using the action planner from Appendix 1 of <http://www.actionresearch.net/writings/jack/arplanner.htm>.

There will be an initial focus on producing short pieces of autobiographical writing to help you to locate your enquiries in your particular contexts and to explain the unique constellation of values which provide your professional motivations. This should help us all to focus on the values that motivate you in your practice and enable you to reflect on the experiences that are now helping to motivate you in what they do and to help to explain your educational influences in your own learning and in the learning of others.

References to texts for this phase will include

- i) Ghaye, A. & Ghaye, K. (1998) Teaching and 'learning through Critical Reflective Practice. London; David Fulton. See Chapter 3, Reflection-on-values:being a professional' and Chapter 4, Reflection-on-practice: resolving teaching concerns.**
- ii) Connelly, F. M. & Clandinin, D.J. (Eds.) (1999) Shaping a Professional Identity: Stories of Educational Practice. University of Western Ontario; Althouse Press. See Chapter 11, Stories to Live By: Teacher Identities on a Changing Professional Knowledge Landscape.**
- iii) Whitehead, J. (2009) How Do I Influence the Generation of Living Educational Theories for Personal and Social Accountability in Improving Practice? Using a Living Theory Methodology in Improving Educational Practice, in Tidwell, Deborah L.; Heston, Melissa L.; Fitzgerald, Linda M. (Eds.) (2009) Research Methods for the Self-study of Practice, Dordrecht; Springer.**
and the contents of an issue of Gifted Education International due to

be published in hard copy in August 2013 that can be accessed from:

<http://www.actionresearch.net/writings/jack/geicontents1212.pdf> .

iv) Ball, A. (2012) To Know Is Not Enough: Knowledge, Power, and the Zone of Generativity. *Educational Researcher*, 41(8); 283-293.

Afternoon.

Sharing anecdotes of improving your practice and transforming them into knowledge.

Sharing the anecdotes of the experiences that reveal the values that are motivating you to improve your practice.

Explaining how the process of creating one's own living educational theory can transform anecdotes into rigorous and valid explanations that are significant contributions to knowledge.

Day 2 Tape 1



<http://www.youtube.com/watch?v=JUvTAzWp2Xk>

Day 2 Tape 2



http://www.youtube.com/watch?v=rBGZH_8ttzY

Day 2 Tape 3 – to be added

Day 2 Tape 4



<http://www.youtube.com/watch?v=fads3dtfGCo>

22nd May

Morning

Formulating and carrying out an action enquiry

A draft of your action enquiry 'design' will be a focus for group discussion. Questions will be raised about the feasibility of the enquiries and about the kind of data which you will need to gather to enable yourself and others to make judgements on the quality effectiveness and validity of your enquiry. During this time I shall explain how to integrate the methods and conceptual frameworks

from the traditional disciplines of education into your educational enquiry.

In this phase of the programme there will be an emphasis on integrating ideas from educational enquiries published in journals such as Educational Researcher over the past two decades. These will include:

Donmoyer, R. (1996) Educational Research in an Era of Paradigm Proliferation: What's a Journal Editor to do? Vol. 25, No.2, pp 19-25.

Eisner, E. (1997) The Promise and Perils of Alternative Forms of Data Representation. Vol. 26, No.6, pp. 4-10.

Korthagen, F. A.J. & Kessels, J.P.A. (1999) Linking Theory and Practice: Changing the Pedagogy of Teacher Education, Vol. 28, No.4, pp. 4-17.

This phase of the programme will also include an exploration of the implications of the call for papers for a 2013 issue of Teaching and Teacher Education:

"The basis of a submission is such that peer reviewers can evaluate the scholarly (i.e. theoretical and methodological) quality of the work. We imagine that both in representation and analyses of the data and the results alternative forms for the traditional use of only words and numbers are enriching the traditional manuscripts.

We are encouraging the alternative representation as integral to expressing the scholarly work rather than simply complementary or supplementary. As such, the electronic version of the article may be the focus and carry additional material to the print version but the print artefact will need to be informative with written text that points to the digital platform."

22nd May - Afternoon

Sharing drafts of your action enquiry reports.

Participants will present a draft of their enquiry report. The drafts will be used to share evidence concerning claims to knowledge which emerge from the enquiries. Questions of validity, justification and rigour will be raised and discussed, as will questions concerning the

politics of educational knowledge. The latter will focus on the legitimisation of different conceptions of educational theory, especially those informed by multi-media narratives of practice. The idea that your description and explanation of your own professional learning constitutes your living educational theory as a form of improvisatory self-realisation will be considered. The draft of your explanation of your learning in your enquiry will form the basis for triangulated self/peer/tutor assessment.

Educational Conversations in this phase of the enquiry will include our engagement with ideas from the self-study movement published in:

Hamilton, M.L. (Ed) (1998) *Reconceptualizing Teaching Practice: Self-Study in Teacher Education*, London; Falmer. See Chapter 15, Cole, A.L. & Knowles, G. *The Self-Study of Teacher Education Practices and the Reform of Teacher Education*.

In presenting your accounts I ask you to bear in mind Connelly's and Clandinin's (1990) point about validity criteria for narrative inquiry:

"We think a variety of criteria, some appropriate to some circumstances and some to others, will eventually be the agreed-upon norm. It is currently the case that each inquirer must search for, and defend, the criteria that best apply to his or her work."

Connelly, F.M. & Clandinin, J. (1990) Stories of experience and narrative inquiry. *Educational Researcher*, Vol. No.5, pp. 2-14.

Day 3 Tape 1



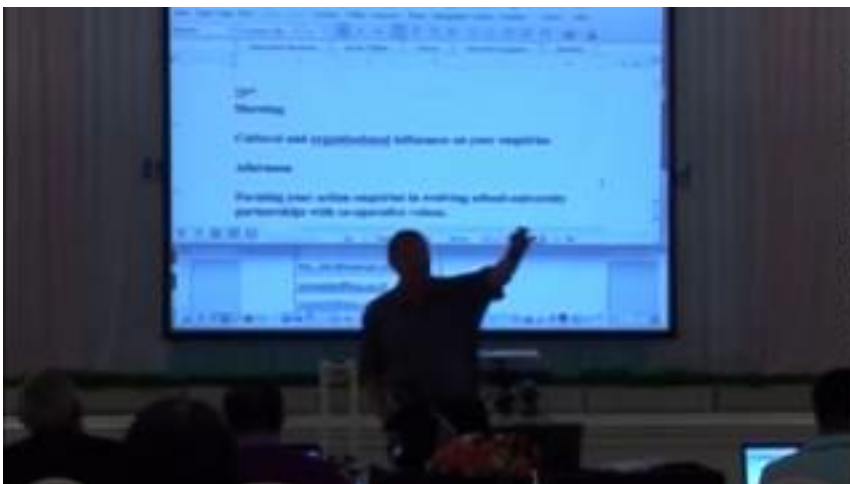
<http://www.youtube.com/watch?v=hFaJz5EXI6w>

Day 3 Tape 2



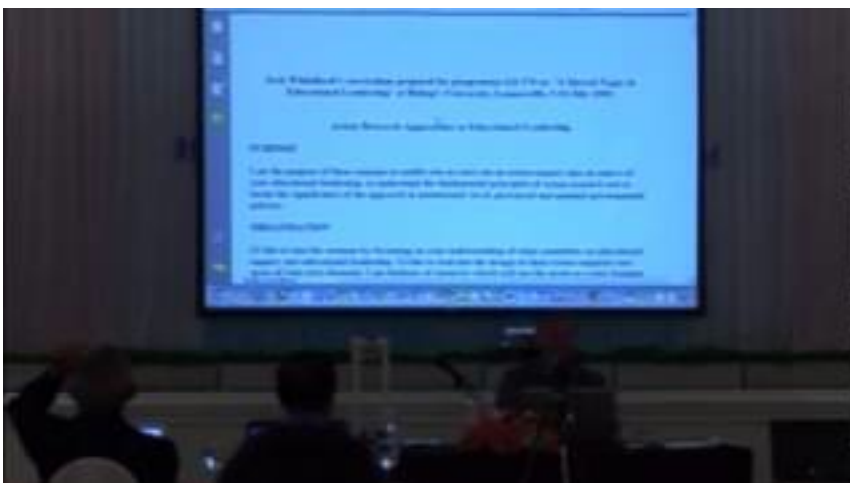
<http://www.youtube.com/watch?v=6SoPaZtyU7Q>

Day 3 Tape 3



<http://www.youtube.com/watch?v=JzO7yJPIQP0>

Day 3 Tape 4



<http://www.youtube.com/watch?v=vxR6ECvNRZ4>

23rd May Morning

Cultural and organisational influences on your enquiries

The focus will now change from your individual enquiry learning to the cultural and organisational influence in co-operative enquiries that involve supporting the action research of others in improving their practice and generating knowledge. The focus will be on the role of university lecturers in forming partnerships with teachers and schools to support continuing professional development programmes for improving learning and contributing to knowledge.

The focus will be on living educational theory research as transformational continuing professional development with the text from a 2013 issue of Gifted Education International at:

<http://www.actionresearch.net/jack/jwmhGEIarticle141012.pdf>

The role of university lecturers in creating a masters curriculum for the continuing professional development of teachers will be focused on the living theory accounts of teachers registered for their masters units and dissertations from the University of Bath between 2008-2012. The tutorial sessions for this programme were carried out at the University of Bath.

This programme will be contrasted with that organised as a partnership between the Department of Education of the University of Bath and Westwood St. Thomas School where the tutoring by university staff was carried out in the school with support from the senior management of the school. Simon and Karen Riding both teachers at Westwood St. Thomas School, both successfully completed their masters degree with this support and then went on to successfully complete their doctoral degrees as practitioner-researchers. Evidence for the success of their individual enquiries within this school-university partnership will be taken from their doctoral theses at:

[Simon Riding's Ph.D. \(2008\) Thesis, How do I contribute to the education of myself and others through improving the quality of living educational space? The story of living myself through others as a practitioner-researcher. Graduated 1 July 2009, University of Bath.](#)

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

[Karen Riding's Ph.D. \(2008\) Thesis, How do I come to understand my shared living educational standards of judgement in the life I lead with others? Creating the space for intergenerational student-led research Graduated 1 July 2009, University of Bath.](#)

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

23rd May Afternoon

The focus of the afternoon session will be on forming action enquiries within the context of school-universities partnerships to enhance the continuing professional development of teachers in improving their own learning and the learning of students. There will be an emphasis on Jacqueline Delong's research on the creation of a culture of inquiry within a school-board for teachers' continuing professional development on a masters programme informed by action research.

Evidence will be drawn from the Brantford Master' Cohorts of 2009 and 2012 and the Bluewater Master's Cohort of 2011 at:

<http://www.spanglefish.com/ActionResearchCanada/>

Evidence will also be drawn on the creation of a culture of inquiry from Delong's doctoral thesis:

[Jacqueline Delong's Ph.D. \(2002\) How Can I Improve My Practice As A Superintendent of Schools and Create My Own Living Educational Theory?](#)

at:

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

and from the action research methodology used in a Teaching School in a partnership between the University of the West of England and Brislington School

at: <http://edu.projects.uwe.ac.uk/trainingschool/methodology/action-research.htm>

Attention will be drawn to research in the Centre for E-innovation and

Workplace Learning: Action Research, Digital Creativity and Educational Innovation at Dublin City University in Ireland with the Co-Directors, Dr. Margaret Farren and Dr. Yvonne Crotty (see <http://www4.dcu.ie/cwlel/index.shtml> and the research projects at <http://www4.dcu.ie/cwlel/projects.shtml>) on supporting, Inspiring Science: A World of eLearning tools (2013-2016) and Pathway to Inquiry Based Science Education (2010-2013) .

Day 4 Tape 1



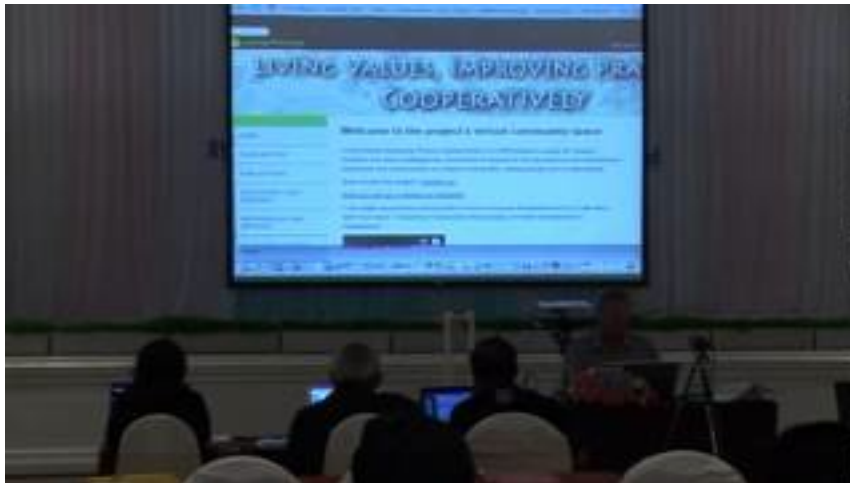
<http://www.youtube.com/watch?v=cwUWH8ACdA>

Day 4 Tape 2



<http://www.youtube.com/watch?v=QGVhAZHuUWA>

Day 4 Tape 3



<http://www.youtube.com/watch?v=XjuL279953w>

Day 4 Tape 4



<http://www.youtube.com/watch?v=f45RSEgBuhs>

The programme for the morning and the afternoon of the 24th May will be generated from your interests, concerns and questions that have emerged during the first four days of the workshop.

Day 5 Tape 1



<http://www.youtube.com/watch?v=SZWlvoYYj-A>

Day 5 Tape 2



<http://www.youtube.com/watch?v=cLewYKnHpmg>

Day 5 Tape 3



<http://www.youtube.com/watch?v=r2sipF1fP5Q>

Day 5 Tape 4



<http://www.youtube.com/watch?v=N704UKmmWlo>