

Framework and rationale for research
Jack Whitehead 10th October 2010

Issue / Question	Response
What really matters to me?	Sustaining an openness to a feeling of well-being that flows with a life-affirming and life-enhancing energy.
What do I care passionately about?	Living a loving and productive life. I think of a productive life in Marx's terms of being twice affirmed as a produce something that is both satisfying to me and that others find useful in their lives.
What kind of difference do I want to make in the world?	My focus is on educational learning that contributes to enhancing the loving and productive lives of other individuals and well as my own. I see standards of judgment being imposed by institutions of higher education on what counts as legitimate knowledge that hinders the recognition of the energy-flowing embodied knowledge of practitioners. I want to make a difference by contributing to the legitimation of energy flowing values in institutions of higher education that carry hope for the future of humanity.
What are my values and why?	The values that given meaning and purpose to my life include the freedom to do what I want to do. Living in social formation that values fairness and justice with people who will work to overcome injustice and unfairness wherever they see it. Living with people who are loving, caring and compassionate and enjoy life with expressions of delight, pleasure and joy.
What is my concern?	My concern is focused on both improving practice in the sense of living the above values as fully as I can and on transforming the standards of judgment in the academic that are used to legitimate knowledge, so that the standards flow with the energy-flowing values that carry hope for the future of humanity.
Why am I concerned?	My concern is related to the following insight from Habermas that: <i>"The private autonomy of equally entitled citizens can only be secured only insofar as citizens actively exercise their civic autonomy."</i> (p.264) Habermas, J. (2002) <i>The Inclusion of the Other: Studies in Political Theory</i> , Oxford; Polity.
What kind of experiences can I describe to show the reasons for my concerns?	In 1968-70 I experienced the colonising power of philosophers of education in their desire to replace the practical principles I used to explain my educational practices, by principles from the disciplines of education. Some institutions of Higher Education are still, in 2010, requiring practitioner-researchers to remove the 'I' from their research enquiries. I experience many educators who could be encouraged to bring their embodied knowledge into the academy for legitimation, but who are being pushed by some Institutions of Higher Education

	<p>into programmes of professional learning and development that are not enabling them to make public their own embodied knowledge in a way that contributes to its evolution.</p>
<p>What can I do about it?</p>	<p>I can continue to support masters and doctoral programmes by encouraging the creation of the individual's living educational theory. I can continue to enhance the resources at http://www.actionresearch.net to help practitioners generating their own living educational theories and to help supervisors to understand better how to help practitioner-researchers to generate and make public their own living educational theories.</p>
<p>What will I do about it?</p>	<p>I will do what I can to support the work of Joan Walton in the Centre for the Child and Family at Liverpool Hope University to enable as many people as possible to generate their own living educational theories. This includes the members of the 2010 Ed.D. cohort at LHU and bringing alive the meanings of a commitment to education as a means of humanizing society and facilitating the flourishing of humanity.</p> <p>I will do what I can to support the work of Marie Huxtable in both supporting teachers to gain masters accreditation as they generate their own living educational theories. In particular I want to do what I can to show that pupil/student researchers can also generate and share their own living theories of their educational learning.</p> <p>I will do what I can to support the work of Andrew Henon as a socially engaged artist, in working with community relationships and practices to enhance the flow of values and understandings that carry hope for the future of humanity.</p> <p>I am beginning to engage with the Council of Europe Pestalozzi programme to see if I can encourage the development of action research approaches to the professional development of teachers in the 47 member states and the generation, sharing and evolution of their living educational theories.</p>
<p>How do I evaluate the educational influences of my actions?</p>	<p>I evaluate the educational influences of my actions in relation to my own learning in extending my systemic influences in the generating and sharing of living educational theories that carry the energy-flowing values that carry hope for the future of humanity.</p> <p>I evaluate the educational influences of my actions in relation to the learning of others as they integrate insights from the living theories of others in the creation of their own.</p> <p>I evaluate the educational influences of my actions in relation to the learning of social formations in terms of Sonia's pooling of life-enhancing energy within sustaining communities of enquiries/practitioner-researchers. I also look for evidence of influence in relation to the legitimation of living theory theses</p>

	with their living standards of judgments, within Universities around the world.
How do I demonstrate the validity of the account of my educational influence in learning?	<p>The way the validity of my account of my educational influence in my own learning is demonstrated in my 1999 doctorate at http://www.actionresearch.net/living/jack.shtml</p> <p>I provide sufficient evidence, as judged by examiners/assessors, to satisfy them of the validity of my claims.</p> <p>The way the validity of my account of my educational influence in the learning of others can be demonstrated is shown in the text of Jack Whitehead Validations at http://www.actionresearch.net/writings/jack/jackvalidationsb.htm. It is through the voices of others and their own living theories that I validate an explanation of my educational influence in their learning.</p> <p>The way the validity of my account of my educational influence in the learning of social formations can be demonstrated is provided by evidence of the legitimation of the living educational theories of others in a range of different universities. These can be accessed at http://www.actionresearch.net/living/living.shtml</p>
How do I modify my concerns, ideas and actions in the light of my evaluation?	I'll report on this as my enquiries continue..... 10/10/10