



Values-based Inquiry in Cross-cultural Research: towards Remedy and Repair

2025 AERA Annual Meeting
DENVER, Colorado, USA
WEDNESDAY, APRIL 23, TO SUNDAY, APRIL 27, 2025

Jacqueline Delong and Mairin Glenn
With
Parbati Dhungana, Michelle Vaughan-
McGovern and Jack Whitehead

Purposes of this paper

This paper explores how Action Research in a values-based inquiry can:

1. improve the quality of learning in a cross-cultural setting
2. have a transformational educational influence in the learning of self and others
3. contribute to remedy and repair in global contexts and to the knowledgebase

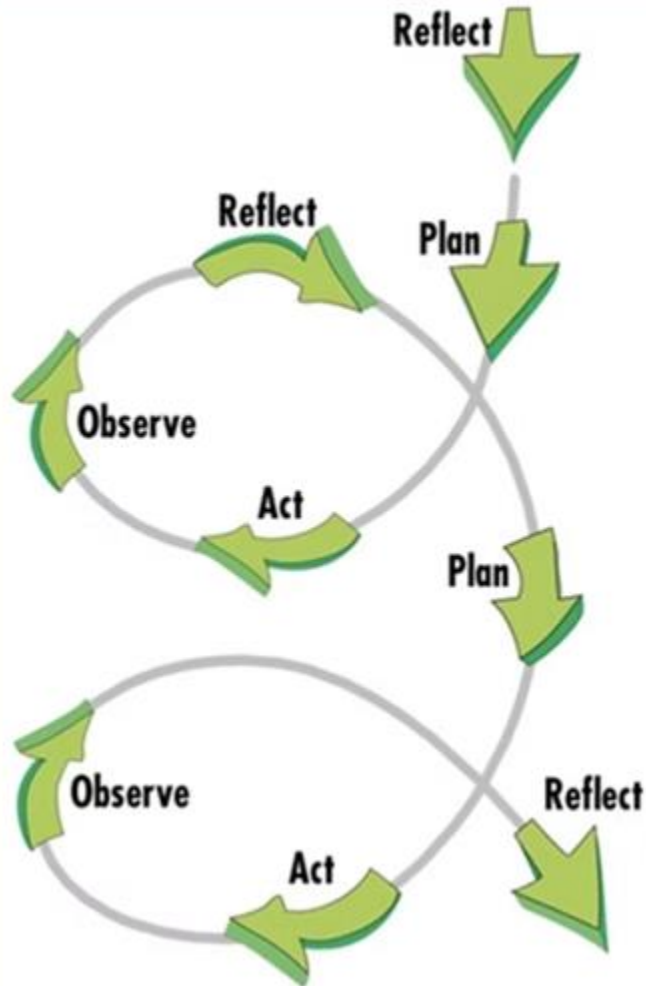
Background of our work and contributions



- An international group of practitioner researchers and scholars.
- Accept educational responsibilities by generating and sharing valid explanations of our educational influences in learning.
- We support each other through our presentations at CARN (2022, 2023, 2024) and AERA (2021, 2022, 2023, 2024) conferences.

Michelle Vaughan-McGovern (USA), Mairin Glenn (Ireland), Jackie Delong (Canada), Parbati Dhungana (Nepal), Jack Whitehead (UK),

Action Research Questions in Living Educational Theory Research



What do I want to improve and why do I want to improve it?

What actions will I take?

Who will I engage for challenge and support?

What data will I collect to make a judgment?

How will I know if I've improved?

What are my next steps?

What is Living Educational Theory Research?

Living Educational Theory:

Accepting responsibility for becoming aware of one's values and articulating them is a key element of [Living Educational Theory](#) research. Our work focuses on values of support, encouragement, caring, empowerment, social justice, transformation and improvement.

See glossary at

<https://ejolts.net/glossary>



Distinguishing Epistemological Points of Living Educational Theory Research

- **Values as Standards of Judgment** are used to evaluate the quality of the research and to determine if the researcher is enhancing their practice, living more closely to their values and making a contribution to knowledge.
- **Unit of Appraisal** is the individual's own explanation of their educational influence in their own learning, in the learning of others and in the learning of the social formations where they live and work.
- **Improving Practice** lies at the heart of the research. Researchers show evidence of improved practice with special reference to how values are lived in that practice.

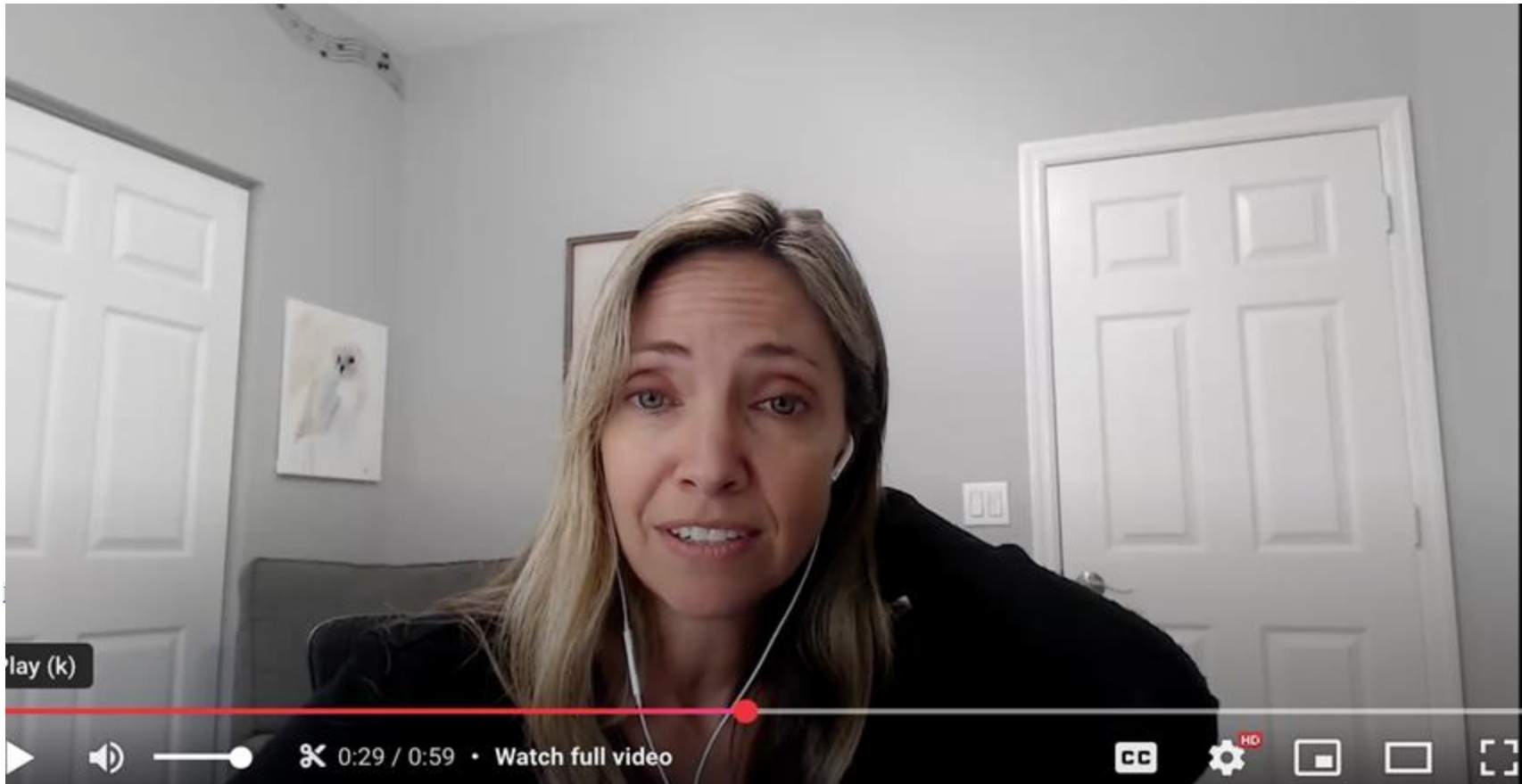
Key points on the relationship between values and repair/remedy

‘Remedy’ and ‘repair’ - improving something that has not worked well

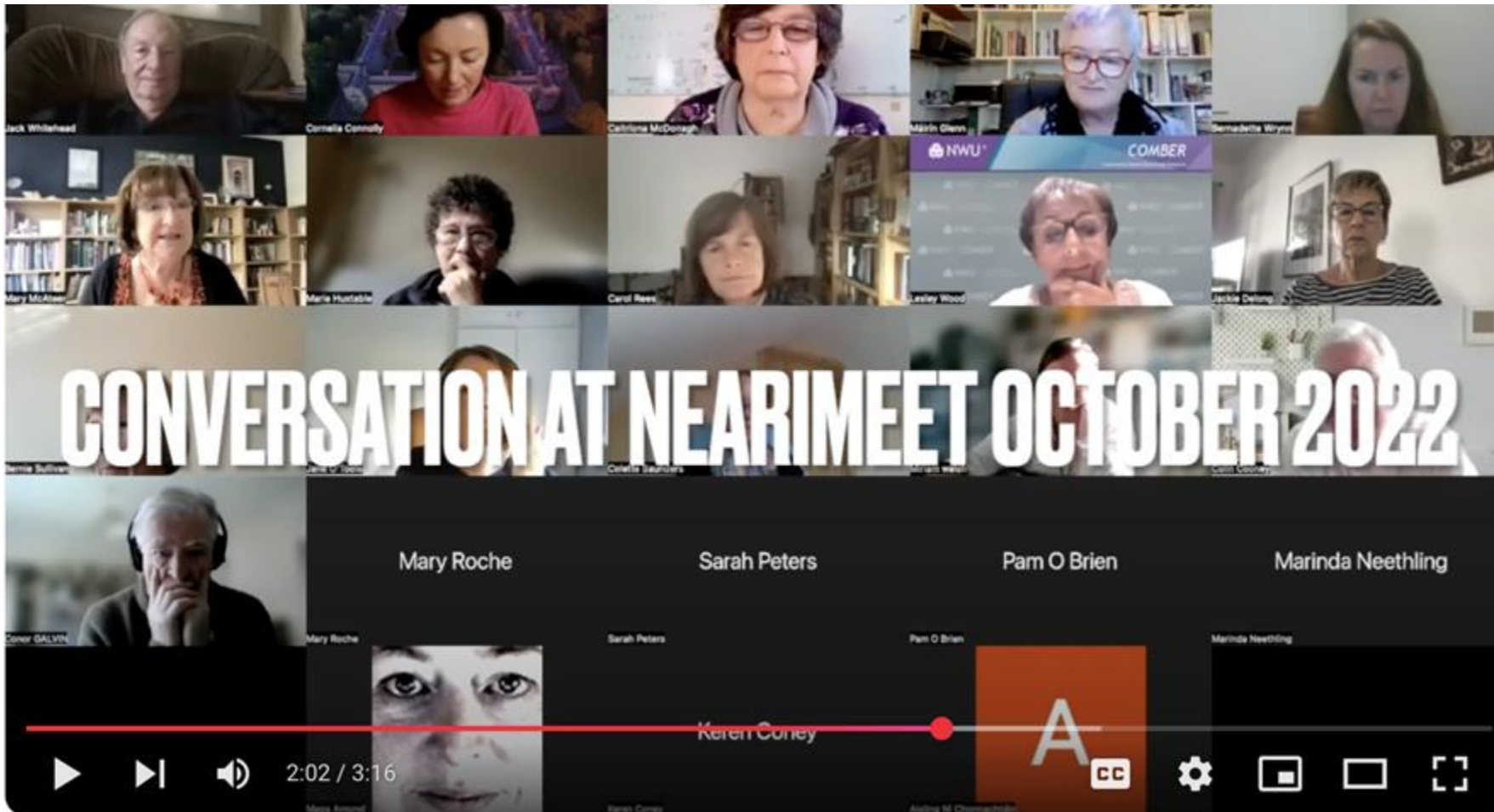
- **Self-Awareness:**
 - Understanding one’s own values and their influence their learning and the learning of others.
 - Accepting responsibility
- **Human Flourishing:**
 - Researchers need to live according to their values so as contribute to human flourishing.
 - Our work includes remedies that can repair contexts and practices where human values are being negated.

Michelle Vaughan McGovern: Values in a Living Educational Theory approach to Action Research (snippet from

meeting 20 May 2024)



Living to my values: Máirín Glenn

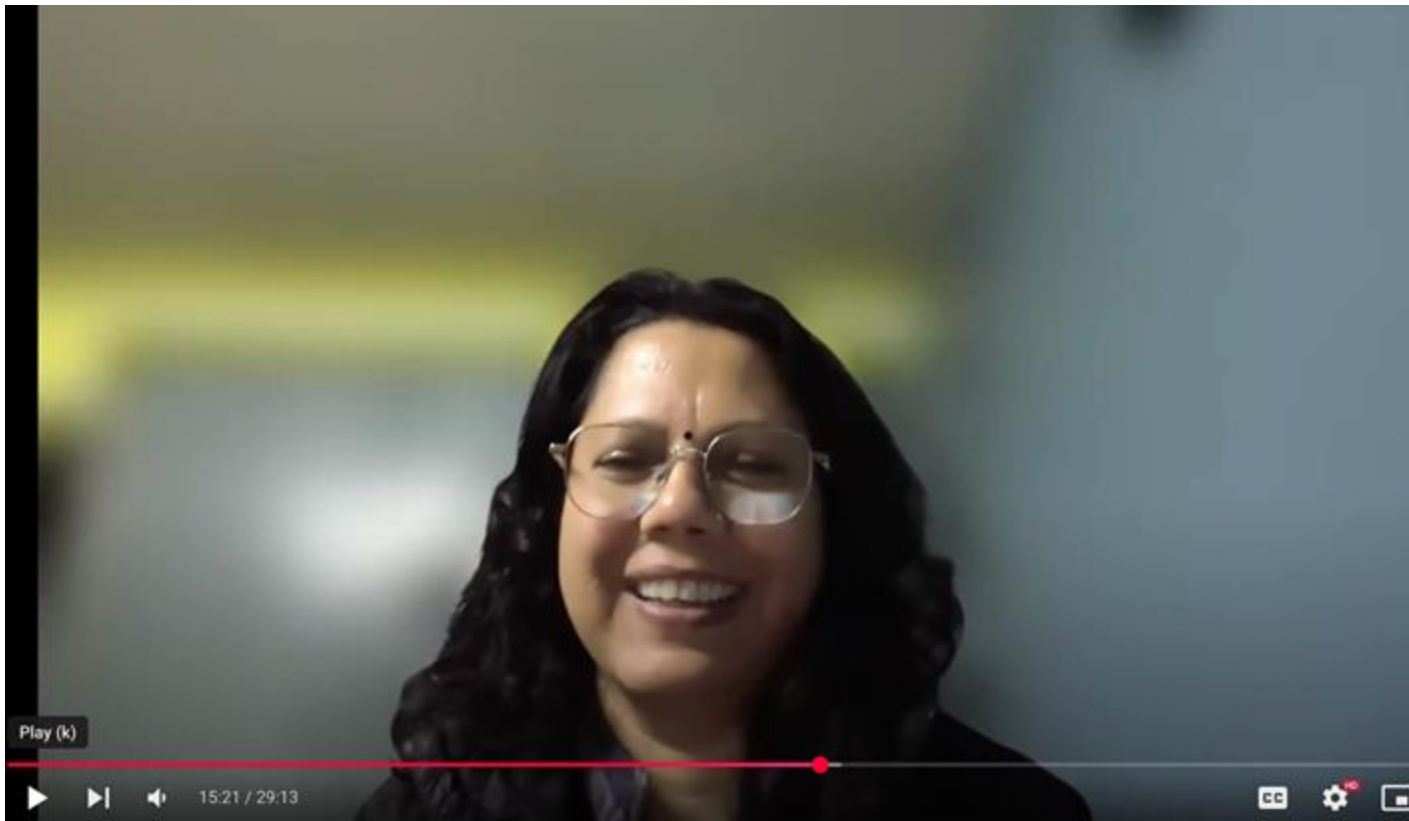


Parbati Dhungana: Evidence of knowledge in values-based inquiry

<https://youtube.com/clip/UgkxL3rxp-KyYeA1Ymg4HYmmoyfrFow2Uovo?si=bx5q6HHIVjUdK3yY>



Figure 2. Photo painted by my friend:
Ardhanarishwar as the metaphor of my living educational theory methodology



Parbati: In the Eastern Wisdom Traditional knowledge system, we cannot get evidence of knowledge. I can see the practice in everyday actions as evidence. I think knowledge that I get through experiences is beyond experiential knowledge.

Only the one with the experience can know it, and once s/he tries to make sense, its originality fades. Seeking words or mediums of expression distorts its authentic sense/meaning.

How am I living according to my values?

<https://www.youtube.com/watch?v=0DuYFfl6yHg>

Jack Whitehead



I demonstrate how I am living according to my values by:

i) Using them in publicly validated explanations of educational influences in learning, in supporting Living Educational Theory researchers. See: *Joy Mounter's Doctoral Thesis on 'A Living Educational Theory Research Approach to Continuing Professional Development in Education'*. University of Cumbria, 2024. <https://www.actionresearch.net/living/2024MounterPhd.pdf>

ii) Making available, for public criticism, my writings in which I use my values as explanatory principles at <https://www.actionresearch.net/writings/writing.shtml>

iii) Researching my values-laden, educational contributions to the Living Educational Theory Researcher groups around the world as described in living-posters at <https://www.actionresearch.net/writings/posters/homepage2023.pdf>. These include an Indonesian research group at <https://www.actionresearch.net/writings/posters/indonesiangp23.pdf>, and an Education for Development and Sustainability group of Bangladeshi/Norwegian researchers at <https://www.actionresearch.net/writings/posters/eds24.pdf>

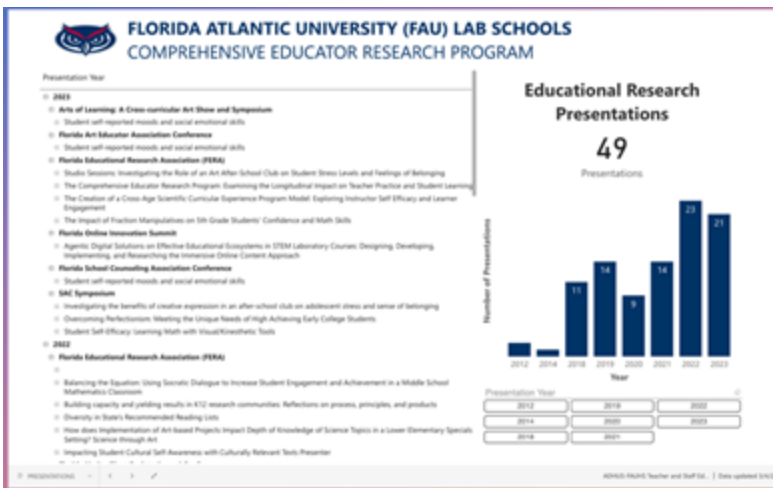
iv) Contributing to the Educational Journal of Living Theories as a member of the Editorial Board and a mentor to researchers who wish to contribute their research to the Journal - <https://ejolts.net/>

v) Extending and deepening my understanding of Living Educational Theory Research in the What's New section of <http://www.actionresearch.net>

Michelle: Evidence of living according to my values

Claim: Through caring connections with my students, I seek to empower them by developing their research capacity and providing opportunities to contribute to the field of academic research

- Vaughan, M.,** Cheva, E., Ponce, R., Theophile, K., & Vajda, M. (2024). Caring in academia: Exploring the role of values-led practice within the doctoral student experience. *Educational Journal of Living Theories*, 17 (1), 28-54.
- Vajda, M., Theophile, L., Ponce, R., Cheva, E., & **Vaughan, M.** (October, 2024). *Collaboration through a Culture of Inquiry: Exploring the experiences of values based action researchers within a Doctoral Program.* Symposium presented at Collaborative Action Research Network annual conference (CARN). Malmo, Sweden.
- Vaughan, M.,** Cheva, E., Ponce, R., Theophile, K., & Vajda, M. (June, 2024). *Co-researchers within a Culture of Inquiry: Exploring the Experiences of Values-Based Action Researchers within a Doctoral Program.* Panel presented at Action Research Network of the Americas (ARNA) annual conference. Ypsilanti, Michigan.
- Vaughan, M.,** Meredith, T., Diaz, G., Timar, A., & Calabrese, E. (October, 2023). *Action Research as a vehicle for empowerment, growth, and professionalization in K12 schools: A review of a university-school partnership.* Paper presented at Collaborative Action Research Network annual conference (CARN). Manchester, UK.
- Pavek, C & **Vaughan, M.** (2023). Digital Reading Check-ins: Supporting independent digital reading. *The Reading Teacher*. <https://doi.org/10.1002/trtr.2179>
- Vaughan, M.,** Cavallaro, C., Baker, J., Celesti, C., Clevenger, C., Darling, H., Kasten, R., Laing, M., Marbach, R., Timar, A., & Wilder, K. (2019). Positioning teachers as researchers: Lessons in empowerment, change, and growth. *Florida Educational Research Association Journal*, 57(2), 133-139.



Voices of Reform:
Educational Research to Inform and Reform

A Journal from the Nina B. Hollis Institute for Educational Reform

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Living to my values: Jackie DeLong

A recent example using dialogue as research method (DeLong 2020) for evidence to support my claim to be 'loving them into learning':

Joakim Arnoy in his paper 'Appreciating my core values to more fully appreciate others: My living-educational-theory as a peace education researcher-practitioner' wrote:

Jackie said, "I think you need to have more faith in your knowledge and your understanding and your capacity to theorise" (in conversation 10.6.2024)...

Later in the conversation she expressed "I think I'm hearing the influence on yourself, but we want to talk about the influence on others" ... "Where did you see people working towards the kind of direction that you want them to go in in peace education?" (in conversation 2.9.2024)



The significance of our research: values-based inquiry in a cross-cultural setting for remedy and repair

- **Cultural Traditions** – **cross-cultural group** helps to disrupt previously accepted beliefs, values, and structures and deepen understandings.
- **Cross-Cultural Support** – members feel safe to share in a culture of inquiry: address uncomfortable concerns and promote harmony.
- **Professional Learning** – practitioner researchers live values of human flourishing seeking remedy and repair and contribute to the knowledgebase.

Our emergent thinking today... (snippet from meeting 7 March 2025)

Today, we are questioning traditional, fixed, patriarchal assumptions as they undermine democracy, seeing education promote the privileged elites (hooks, 2010). Feminist perspectives in education promote critical thinking and make that all-important link between education and social justice.



We invite you to contact us to engage in more dialogue:

https://www.youtube.com/watch?v=Hn-4X7x_Fvg



Jackie Delong, jddelong@gmail.com

Mairin Glenn,
mairin.glenn@gmail.com

Michelle Vaughan-McGovern,
mvaugha3@fau.edu

Jack Whitehead,
jack@livingtheory.org

Parbati Dhungana,
parbati@kusoed.edu.np