

Session, Town Hall, Workshop and Individual presentations and proposals for ARNA 26-28 June 2019 at McGill University in Montreal with the theme *Repoliticising P/AR: From Action Research to Activism*.

- 1) Session with Liz Campbell, Jacqueline Delong, Judy McBride, Margaret Wadsley and Jack Whitehead on *A hopeful and loving educational activism in living-theories for social transformation*. Pages 2-4.**

Liz Campbell - *Hope as a catalyst for action and the flourishing of humanity*. Page 3.

Jacqueline Delong - *Ontological and epistemological ways of creating living-theories for social transformation: a form of educational activism*. Page 3.

Judy McBride - *Life Writing and Literary Métissage: Polyvocal explanations of learning in community*. Page 4.

Margaret Wadsley - *Community feeling, Social interest and Mental Health*. Page 4.

- 2) Town Hall with Jacqueline Delong, Marie Huxtable and Jack Whitehead on *From action research to activism with a global community of Living Theory researchers*. Pages 5-6.**

- 3) Workshop with Michelle Vaughan and Jacqueline Delong on *Creating living theories through love and life-affirming energy: Examining the role of a living culture of inquiry to move from action research to activism*. Pages 7-9.**

- 4) Individual Presentations with:**

- i) Marie Huxtable On *Educational Research and Knowledge Creation: Mechanisms for Social Transformation?* Pages 10-11.**
- ii) Margaret Draper on *Action Research*. Pages 11-12.**
- iii) Margaret Wadsley on *Self-encouragement as a Tool of Enquiry*. Pages 12-13.**
- iv) Jack Whitehead on *Contributing to Moving Action Research to Activism with Living Theory Research*. Pages 13-14.**

1) Session A hopeful and loving educational activism in living-theories for social transformation

Liz Campbell, Jacqueline Delong, Judy McBride, Margaret Wadsley & Jack Whitehead.



From right to left – Margaret Wadsley, Judy McBride, Jacqueline Delong, Liz Campbell and Jack Whitehead.

58:32 minute video presentation at <https://www.youtube.com/watch?v=tNzZuc7Av-A>

Overall aims of the session

This session documents our research into sustaining local and global educational conversations about extending the influence of knowledge and education in social transformation. We understand that it is hard to remain hopeful about the future of humanity and essential to resist the pull towards apathy and inaction. In this proposed contribution to *Repoliticising P/AR: From Action Research to Activism* we provide explanations of our educational influences in learning from within our local sites of practice. We extend this influence into global educational conversations using digital visual technology. The explanations of influence include explanatory principles of: being loved into learning; community feeling, social interest and mental health; cultures of inquiry; Métissage.

In our doctoral and post-doctoral enquiries we use our relational dynamic values as explanatory principles in our explanations of educational influences in our own learning, the learning of others and in the learning of the social formations that influence practice and explanations. In legitimating and extending our contributions to knowledge within Universities and other global contexts we include our understandings of the power relations

that influence what counts as knowledge. These understandings take account of the differences in power relations associated with legitimating the epistemologies of the South in global Academies.

We understand the demoralisation and devaluation that can accompany the globalising influences of neo-liberal economic policies. We show how educational conversations, grounded in values that carry hope for the flourishing of humanity, can contribute to overcoming such demoralisation and devaluation in hopeful and loving processes of social transformation. Part of this contribution is requiring the legitimation of such activist forms of knowledge in the global Academy. We show how we are using digital visual data from multi-screen Skype conversations and digital technologies in living-posters and a Living Theory Wiki to sustain and evolve our global educational conversations as we deepen and extend the educational influences of our activism within local and global contexts.

Dr. Jack Whitehead – Chair and Discussant. University of Cumbria, UK.

Dr. Liz Campbell – University of Prince Edward Island

For Liz Campbell's full paper click here:

<http://www.actionresearch.net/writings/arna/lizarna2019.pdf>

Educational sustainability (the freedom to think *and* act holistically based on the assumption that everyone and everything is connected) requires a holistic approach to learning. My interpretive qualitative study explores the generation of my living educational theory as I introduce love into my practice and discover 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, I draw on 6 years of data collection from my personal journals and lived experiences to make the process of living narratively explicit.

Dr. Jacqueline Delong – International Consultant

For Jacqueline Delong's full paper click here:

<http://www.actionresearch.net/writings/arna/JDDARNA2019.pdf>

The research demonstrates my continuing commitment to building educational relationships within a living culture of inquiry as I encourage and support practitioner-researchers to create their own living-theories.

The ontological importance of conversation and dialogue in my relationships informs this approach to educational conversations as a research method. It is embodied in my dialogic way of being and highlights dialogic research combined with digital data as a form of representation.

As our Living Theory movement expands, we commit ourselves to activism with others across the globe as we improve ourselves and our world for the flourishing of humanity.

Dr. Judy McBride – Life Writing and Literary *Métissage*: Polyvocal explanations of learning in community.

For Judy McBride's full paper click here:

<http://www.actionresearch.net/writings/arna/judy2019arnasession.pdf>

Traditionally, in Québec, people have not been afraid to fight in solidarity for their beliefs. However, cutbacks over the past twenty years have resulted in schools characterized by efficiency, not efficacy. Current political, economic and education policies are homogenizing and debilitating teachers in terms of professional identity, collegiality and professional capacity.

This paper reports ongoing, iterative and collaborative action research. Teachers with shared values and purpose are refining a methodology situating themselves as creators of polyvocal, narrative knowledge through self-study, professional conversation, life writing, and literary *métissage*.

Margaret Wadsley - Community feeling, Social interest and Mental Health. University of Cumbria, UK.

For Margaret Wadsley's full paper click here:

<http://www.actionresearch.net/writings/arna/margaret2019arna.pdf>

Alfred Adler, originator of Individual Psychology determined that a person who is mentally healthy, "... has enough energy and courage to meet the problems and difficulties [of life] as they come along." He connected Mental Health with a feeling of being valued through making contributions that evoke social connection among people. He explained that behaviour that serves social interest result in *Gemeinschaftsgefühl*, a person's feeling of ease and belonging.

My contribution to the session would be to illustrate the way in which social interest and community feeling enhance the comprehensibility and validity of LT as a social movement.

2) Town Hall with Jacqueline Delong, Marie Huxtable, Jack Whitehead

Title - Come and join us in an exciting dialogue: 'from action research to activism with a global community of Living Theory researchers.'

1hour14minute video at <https://www.youtube.com/watch?v=N5epoORhpg4>



For the plan for the Town Hall Meeting see:

<http://www.actionresearch.net/writings/arna/arna2019townhallplan.pdf>

Overall aims – We wish to extend and deepen the global educational influences of action researchers who are focusing on activism with Living Theory research. The extending is focused on being accountable to living the value of global citizenship as fully as possible. The deepening is focused on developing the mutual understandings of researchers from different cultural contexts around the world.

Mutual understanding will emerge as the participants share their explanations of their educational influences in their own learning, in the learning of others and in the learning of the social formations (workplaces and institutions) that influence practice and understandings. The explanatory principles in the explanations will be focused on the values that participants use to give meaning and purpose to their lives and carry hope for the flourishing of humanity.

Structure –

A. Large Group:

- a. The participants will introduce themselves to the group.
- b. The group will engage with:
 - i) The living-posters of practitioner researchers at: <http://www.actionresearch.net/writings/posters/homepage020617.pdf>
 - ii) The Educational Journal of Living Theories at: <https://ejolts.net>
 - iii) The Living Theory Wiki at: http://ejolts-wiki.mattrink.co.uk/index.php/Main_Page

B. Large Group:

International participants will be brought into the Town Hall meeting through SKYPE with Swaroop from from India, Mark Potts from the UK, Mairin Glenn from the Republic of Ireland, Giulia Corozzi from Italy and Arianna Briganti from Albania.

C. Small Groups:

Depending on the number of participants, small groups with a facilitator will be formed after the initial activities so that all voices are heard and appreciated.

Topics for the groups will include:

- a) In moving from action research to activism, individual practitioner-researchers will share their explanations of educational influences in learning with their values of global citizenship and other values that carry hope for the flourishing of humanity, such as compassion, loving-kindness, justice and freedom.
- b) The strength of the commitment will be expressed and shared in the conversations.
- c) The explanations will be related to recent research on knowledge-democracy and an ecology of knowledges (Santos, 2014).

D. Large Group:

The Town Hall will conclude with sharing the nature of the conversations of the small groups with commitments to continuing the movement from action research to activism through this new community of action researchers.

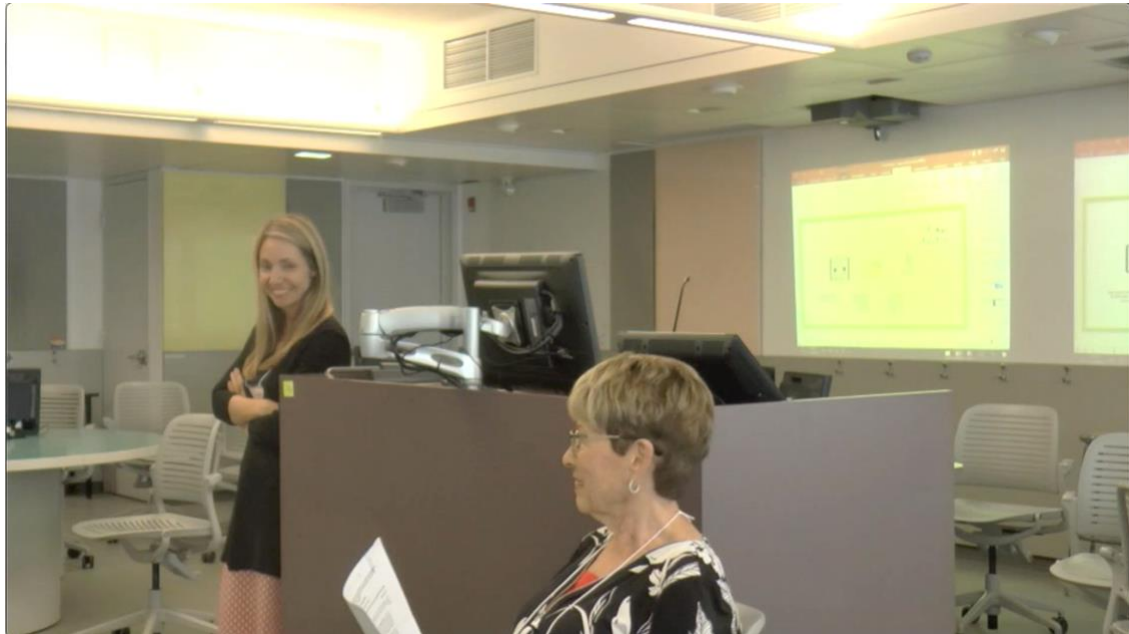
With participants' permission, the educational conversation in the meeting will be video-taped and made available through YouTube, together with a report on the Town Hall meeting that will be designed to facilitate a continuing global conversation on living the values that carry hope for the flourishing of humanity and moving from action research to activism.

Capacity – Everyone who wishes to join us!

Among the on-site group, we will be inviting face-to-face participants from around the globe, including Canada, Venezuela, United Kingdom, Mongolia and USA.

3) **Workshop** with Michelle Vaughan and Jacqueline Delong on *Creating living theories through love and life-affirming energy: Examining the role of a living culture of inquiry to move from action research to activism.*

1hr19min video at <https://www.youtube.com/watch?v=k6nV3XCFdPc>



Proposal Title:

Please join our living culture of inquiry where we experience love and life-affirming energy that gives us strength to improve our world and the world around us as we create our living theories and move from action research to activism.

OR

Creating living theories through love and life-affirming energy: Examining the role of a living culture of inquiry to move from action research to activism.

Outcomes:

We invite action researchers engaged in questions like, ‘How do I improve myself, and the world in which I live?’ to join our community of practitioner-researchers who are creating and sharing their living-theories. Our movement from action research to activism starts with this ‘bubble’ (la burbuja in Spanish), this ‘living culture of inquiry’, that gives us the support for our own well-being which then gives us the strength that we carry out into our social

formations (our colleagues, classrooms, workplaces and families) for the purpose of building a better world.

The engagement will include a demonstration of how digital visual data from educational practices can be used with methods of empathetic resonance and empathetic validity. These methods will be used to clarify and communicate the use of the embodied expressions of ontological values as explanatory principles in explanations of educational influences in learning as we move from action research to activism.

The workshop will be highly interactive and dialogic. The ontological importance of conversation and dialogue in our relationship informs this approach to educational conversations as a research method. It is embodied in a dialogic way of being and highlights dialogic research combined with digital data as a form of representation.

We hope that participants will begin or continue their learning about Living Theory research and how it contributes to research as an activist tool for the improvement of the world in which they live. Participants will be encouraged to share their evidence-based explanations of educational influences in their own learning, the learning of others and the learning of social formations where they live and work.

We would love for participants to leave the session with a different view of what the process of educational research can look like: a living culture of inquiry beneficial to the well-being of researchers so that they are enabled to improve the world.

Activities:

The activities will emerge from the needs of the participants, include whole groups and small groups and address:

1. Michelle and Jackie sharing their educational relationship as they journeyed together over the last year and the 'ripples of change' through their influence
2. Living Theory as social movement that carries hope for the flourishing of humanity
3. Using visual data as a method of explaining educational influences in learning

4. Sharing of a variety of means to strengthen the validity of an account
5. Experiencing the nature of a living culture of inquiry and being loved into learning
6. Review of resources such as <http://www.actionresearch.net>

Workshop capacity: 20-30

4) Individual Presentations and Proposals with:

- i) Marie Huxtable on *Educational Research and Knowledge Creation: Mechanisms for Social Transformation?*

21 minute video at <https://www.youtube.com/watch?v=n9wyOM-CgBQ>

The draft paper and powerpoint slides can be accessed from:

Paper – <http://www.actionresearch.net/writings/arna/mharna280619draft.pdf>

Powerpoint slides – <http://www.actionresearch.net/writings/arna/mharnasides.pptx>



I am researching the question, ‘How do I contribute to the flourishing of emancipating, egalitarian and inclusive educational relationships and communities?’ to understand, improve and explain my practice with the hope of creating knowledge that contributes to the flourishing of a co-operative, humane society in a sustaining, diverse global ecology. In developing my living-educational-theory methodology I draw insights from various practitioner-research and theoretical-research methodologies and methods, for instance those of Action Research, Narrative Enquiry and Auto-Ethnography. I also critically and creatively engage with knowledge created in various fields of practice, such as Education, Business and Health, and disciplines such as Psychology, Sociology and Philosophy. For this paper I draw on data collected during and between two international events. The first event was a CARN study day/Pre Conference workshop organised by the Bath (UK) based ‘Conversation Café’ in preparation for the 1st Global Assembly for Knowledge Democracy, 2017, organised by ARNA. The second was organised to contribute to preparations for the ARNA 2019 conference. Both events included people physically in Bath and those living and working in countries around the world. They were brought into the

gathering in Bath through SKYPE and/or their 'living-posters' (accessible from <http://www.actionresearch.net/>). People were therefore able to contribute irrespective of their locality or technology. The data, comprising video and SKYPE recordings, emails, reflections and reports collected before, during and after the events are analysed with respect to my research question and its purpose. (Ethical permissions are of course sought for use of data where necessary).

ii) Margaret Draper on *Action Research*

35minute video at <https://www.youtube.com/watch?v=h43Qk-iHGfE>



I propose to present a session that will discuss and attempt to interpret how an effort to inform teachers about a professional development opportunity aimed toward teacher-developed action research failed.

I contacted Jack Whitehead in November of 2017 about my idea for this professional development. I had worked with Jack and the late Fran Halliday in Quebec when action research programs were being developed at Bishop's University.

Fran's inquiry model created with Dr. Mark Aulls at McGill University was the focus of the planned workshops. Creating an action research network was an ultimate goal. I hired a professional marketing company and worked closely with them. Unfortunately, in spite of all our efforts using current marketing strategies, we could not reach teachers.

In 2018, Jack let me know about the ARNA Conference and asked if I would be interested in submitting a proposal about these workshops. Unfortunately, I had to inform him of the failure of my attempt.

Since then, I have tried to make some sense of this experience. Recently, my thoughts have centered on what, I believe, wasn't there from the beginning: an unmediated communication link about professional growth directly available to teachers. The teachers we tried to reach about these workshops were left uninformed because professional development is now "delivered" no longer created by teachers.

iii) Margaret Wadsley on *Self-encouragement as a Tool of Enquiry*

21 minute video at <https://www.youtube.com/watch?v=QWlyfNxC15E>



In Adlerian Psychology, encouragement is seen as a vital ingredient of social living.

"Encouragement is seen as the process of facilitating the development of a person's inner resources and courage toward positive movement." Dinkmyer and Losoncy (1996, p.7)

Within the process of focusing my PhD research question I came to decide on, then include, three key Adlerian concepts in it, that are most important to me as I seek to explain: "How do I improve my practice?" Not only is encouragement a process I adopt in seeking to influence my self, those with whom I work and indirectly the people they support, but also, most resonant with my values.

In my work life I have taught exercises for self-encouragement to children, adults, parents, couples and practitioners to offer them the tools for researching their strengths, qualities, goals, effectiveness and self-responsibility, in support of living their values in relationship with others and in the social formations within which they live and work.

The focus of my presentation will be to introduce self-encouragement as a tool for self-inquiry. I will demonstrate how self-encouragement supports ontological consistency and highlights aspects of contradiction that are within the power of the practitioner to reorientate. By applying key concepts of Adlerian Psychology to visual data I will enhance

the comprehensibility of self-encouragement's value and a research method that can be implemented by applying an action-reflection cycle.

iv) Jack Whitehead on *Contributing to Moving Action Research to Activism with Living Theory Research*.



16 minute video at <https://www.youtube.com/watch?v=QWIyfNxC15E>

For the full paper click here:

<http://www.actionresearch.net/writings/arna/jwindividualpaper2019arna.pdf>

- **The research and action aims**

The research aims to contribute to an ecology of knowledges that includes moving from action research to activism with Living Theory research. In this research individuals hold themselves accountable for their action aims of living in practice, as fully as possible, their values that carry hope for the flourishing of humanity.

- **methodology, theoretical tools and methods**

The living-theory-methodologies in this research draw insights from the methodologies of auto-ethnography, critical social constructivism, action research, narrative and self-study. The theoretical tools include insights from understandings of ecology of knowledges and knowledge democracy and in creating alternatives to

neoliberalism with co-operative economies. The methods include the use of empathetic resonance and empathetic validity for clarifying the meanings of the embodied values used as explanatory principles. They include the use of four criteria of comprehensibility, evidence, normative influences and authenticity to strengthen the validity of explanations in moving from action research to activism.

- **Results, outputs, program changes and events.**

The results include program changes to a University accredited MA curriculum for the professional development of educators using a Living Theory approach. The events include presentations at conferences of CARN, ALARA and ARNA. The outputs include contributions to the 2019 - Wiley Handbook of Action Research; 2019 - Second edition of the International Handbook of Self-Study of Teaching and Teacher Education; 2017 - Palgrave International Handbook of Action Research; The Educational Journal of Living Theories.