

Accepted individual and session proposals for ARNA 26-28 June 2019 in Montreal, :

On 25 Apr 2019, at 20:48, Patricia Jackson, Ms. <patricia.jackson@mcgill.ca> wrote:

Dear Jack Whitehead,

Thank you for your interest in presenting at the ARNA 2019 to be held at McGill University (Faculty of Education), Montréal, Québec, Canada. The committee reviewed your proposal and is very pleased to announce that it was accepted. Congratulations!

This letter is to confirm that you will be scheduled to present your conference paper "*Contributing to Moving Action Research to Activism with Living Theory Research*" in Montréal. Conference sessions will be held from 9:00 am to 5:30 pm on Wednesday and Thursday June 26 and 27th and from 9:00 to 1:30 pm on Friday June 28. The scheduling of sessions is currently under way and you will receive more information in the weeks ahead leading up to the conference. Please note that due to the broad range of conference themes and formats (paper, workshop, panel, roundtable etc.,) you may find that you have been placed in a stream other than that you have identified. In addition, please inform us if you have any special/technical needs that you might have to conduct workshops etc., by May 24th. Last, be sure to review the conference program to ensure your information has been entered correctly.

Please confirm your acceptance of this offer to present by registering for the conference no later than May 24th. Click [here](#) to be directed to the conference registration website. If you have further questions, please contact the Conference Manager, Patricia Jackson at: (patricia.jackson@mcgill.ca).

We are very much looking forward to meeting you and your colleagues in Montreal!

Sincerely,

Dr Steven Jordan

Dr. Steven Jordan

Conference Chair

ARNA 2019 Conference Committee

A paper proposal for the ARNA Conference 26-28 June 2019, in Montreal, with the theme *Repoliticising P/AR: From Action Research to Activism*.

Contributing to Moving Action Research to Activism with Living Theory Research.

Jack Whitehead, University of Cumbria, UK.

- **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.

April 25th, 2019

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

Thank you for your interest in presenting at the ARNA 2019 to be held at McGill University (Faculty of Education), Montréal, Québec, Canada. The committee reviewed your proposal and is very pleased to announce that it was accepted. Congratulations!

This letter is to confirm that you will be scheduled to present your conference panel "*A hopeful and loving educational activism in living-theories for social transformation*" in Montréal. Conference sessions will be held from 9:00 am to 5:30 pm on Wednesday and Thursday June 26 and 27th and from 9:00 to 1:30 pm on Friday June 28. The scheduling of sessions is currently under way and you will receive more information in the weeks ahead leading up to the conference. Please note that due to the broad range of conference themes and formats (paper, workshop, panel, roundtable etc.,) you may find that you have been placed in a stream other than that you have identified. In addition, please inform us if you have any special/technical needs that you might have to conduct workshops etc., by May 24th. Last, be sure to review the conference program to ensure your information has been entered correctly.

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Sincerely,

Dr Steven Jordan

Dr. Steven Jordan

Conference Chair

ARNA 2019 Conference Committee

A session proposal for the ARNA Conference 26-28 June 2019, in Montreal, with the theme *Repolicising P/AR: From Action Research to Activism*.

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

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

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

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.

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.

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.