

Theories and Values in Living Educational Theory and *Eastern-Western Academic Traditions*

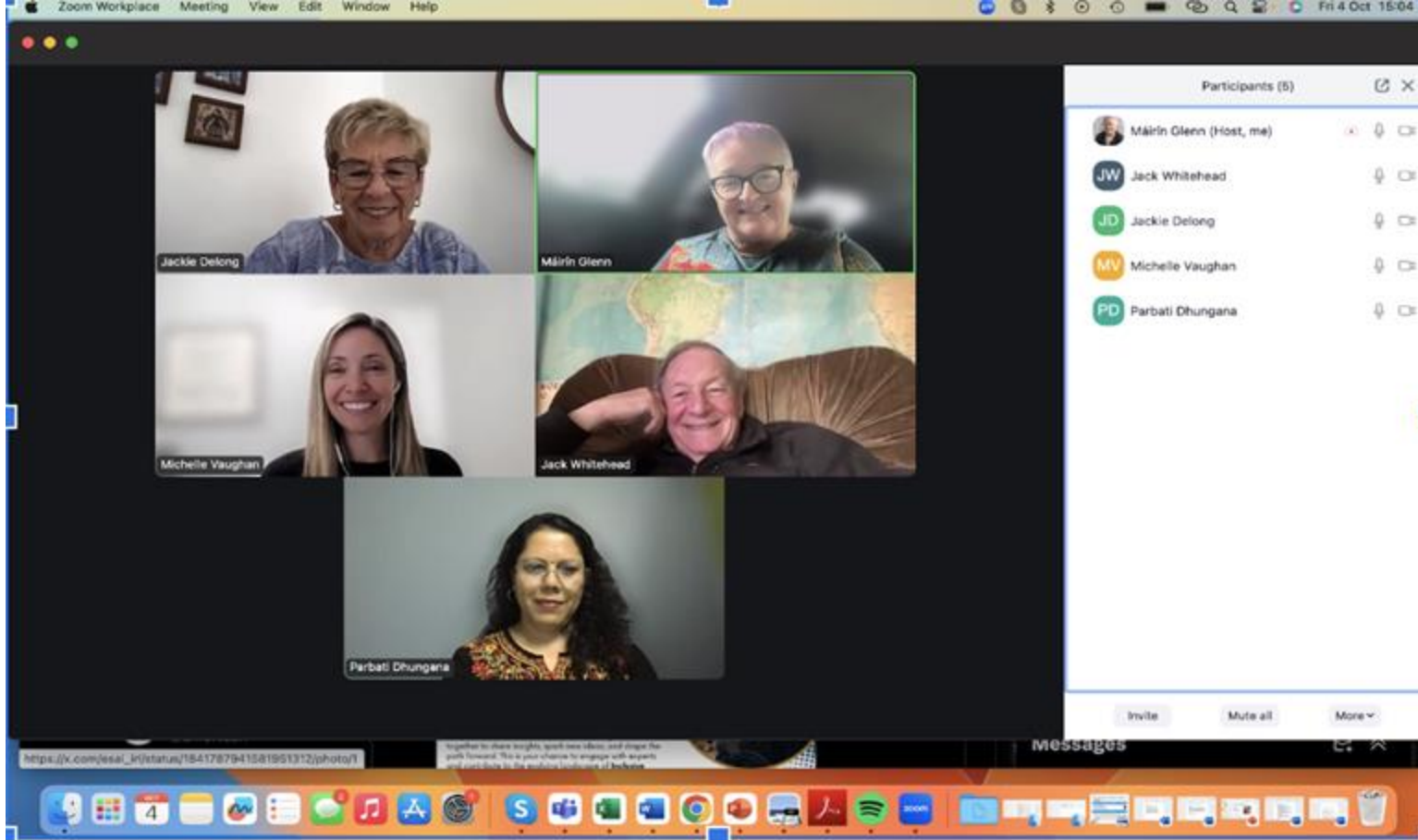
Slides:<https://www.actionresearch.net/writings/carn/jddpdCARN2024.pdf>



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Link to paper





Life-Affirming Energy in our Cross-Cultural Culture of Inquiry

Theory and Values

A practitioner-researcher's **theory** can generate an explanation by clarifying their values and using them to explain the nature of their educational influences in their own and others' learning.

“Values can only be clarified and understood in the course of their emergence in practice.” Feyerabend (1990)

In this program, an ECD expert said something like this:

"There are no theories of Early Childhood Development. We bring theories from other fields to understand ECD; that is why I don't rely on theoretical discussions on ECD."



Why living-educational-theories?

In 1971-72 Jack challenged conventional theories in his Science class and created

Living Educational Theory.



<https://www.youtube.com/watch?v=Jf1kFHLdiPY&feature=youtu.be>

Living Educational Theory

Whitehead (1989) created a living form of educational research, meaning that the theory is evolving and embodied by the researcher as they research their practice asking, “How can I improve my practice?”.

A researcher's own living-educational-theory account includes:

- explanations over time of past learning,
- the intention to improve practice in the future and
- values as standards of judgment of improvement.

Our Values as Standards of Judgement

Collaboration

- a spiritual value,
- a socio-cultural-historical value,
- my living value,
- my professional value,
- my institutional value, and
- our common living value that influenced our learning, the learning of others and contributed to social formations.

Loved Into Learning

- value learned from student
- essential to Culture of Inquiry:
 - Safe, comfortable, democratic space for being vulnerable, sharing values and creating one's own-living-educational-theory

Parbati Dhungana on Cosmic Energy



Dialectical Engagement for Transformative Educational Research

EWTs focus on

- an individual's transformative process
- nurture their agency.

WCT's focus on

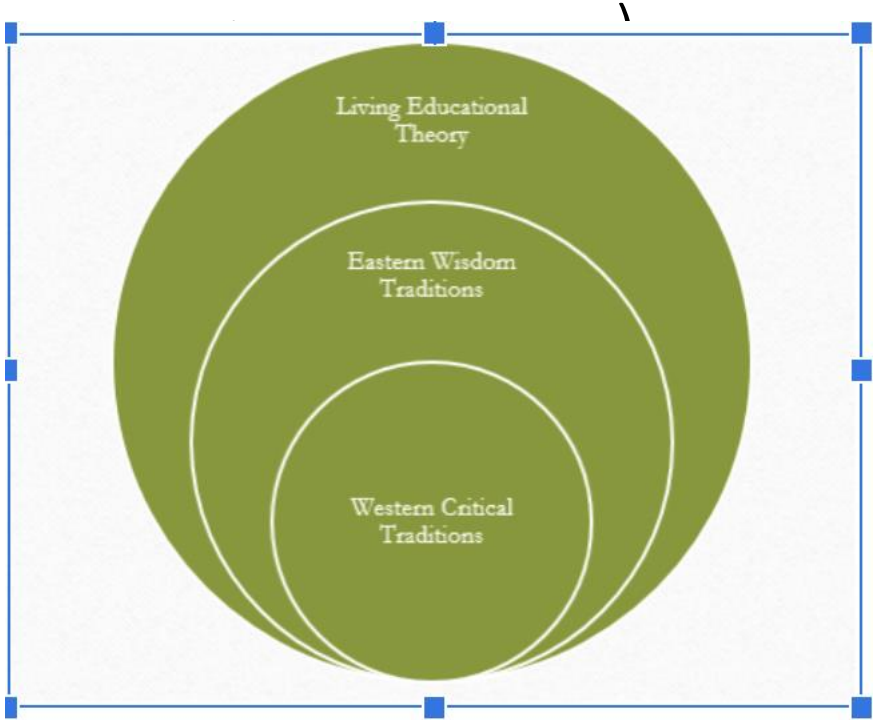
- rational knowing and technical interests
- may be necessary but not sufficient for connecting to the non-material or spiritual side

Together, we explore:

- the logic behind the complementarity of East and West through dialectical engagement
- include the key tenets of EWTs to enrich and make sense of integrated perspectives to contribute to transformative educational research.

(Panta, Dhungana & Luitel, 2022 p. 61)

Living Educational Theory Cultures of Inquiry integrate Eastern Wisdom Traditions and Western Critical Traditions



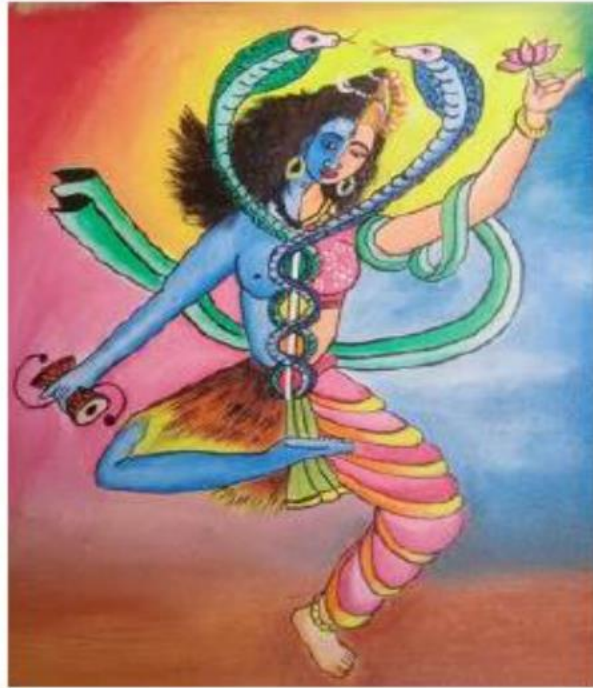


Figure 1: Ardhanarishwor, a Metaphor of a Harmonious Equitable space

Our Eastern Wisdom Traditions and Western Critical Traditions

Inquiry Approaches

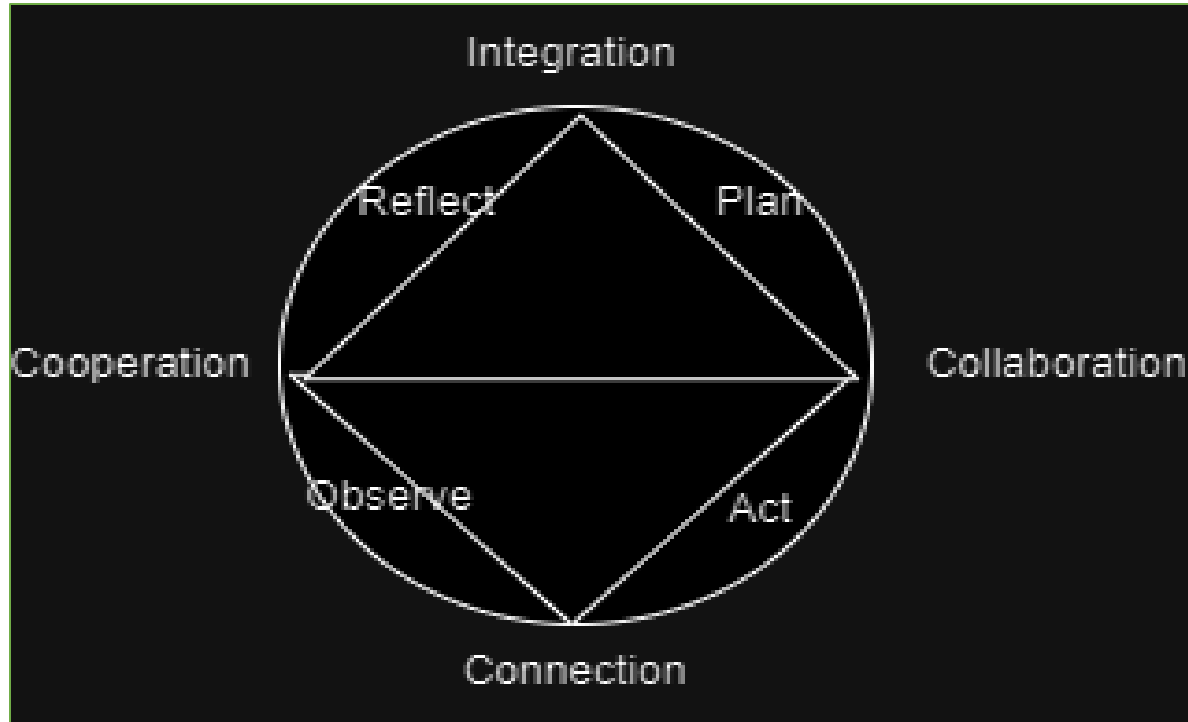
Eastern Wisdom Traditions

-(informed by Prasna Upanishad)
of Self-inquiry, the researcher asks questions like 'who am I?'
-a journey inwards (i.e., spiritual) questioning our inner selves (inner world or non-physical world) in order to become a better self.

Western Critical Traditions

-tend to objectivity and need for generalization; exception is when one asks self-study questions "How can I/we improve what we have been/are doing?"
-questioning is reflective, insightful and critical especially when we find ourselves not living our values, "a living contradiction" (Whitehead, 1989).

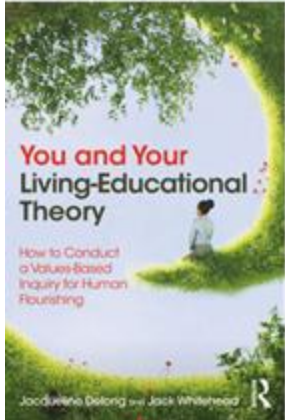
Methodological Innovation





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References and Resources

Jack's website: www.actionresearch.net

EJOLTs: www.ejolts.net

NEARI website: www.eari.ie

Dhungana, P. (2022). Developing a living model of professional development of school teachers in Nepal: A collaborative epistemic journey (Doctoral dissertation, Kathmandu University School of Education).

[You and Your Living-Educational Theory: How to Conduct a Values-Based Inquiry for Human Flourishing](#)
(Delong & Whitehead, 2024)

Add Comments to our discussion sheet.

- What values do you see in your research?
- What values do you see embedded in your own unique context?
- Please tell us how we can support your work.

