

Improving our world by raising the voices of action researchers through living-educational-theories.

Jack Whitehead's (University of Cumbria) contribution to the CARN 2020 Symposium panel on the 25th October 2020

Successful Symposium Panel Proposal:

Jackie Delong, International Consultant, Canada
Elizabeth Campbell, University of Prince Edward Island, Canada
Jack Whitehead, University of Cumbria, UK

TITLE: Improving our world by raising the voices of action researchers through living-educational-theories.

ABSTRACT. The three authors share their recent research on encouraging and supporting practitioner-researchers to create their own living-educational-theories of practitioner-researchers for informal research and for legitimation by Universities around the world. Using action-reflection cycles they explore the implications of asking, researching and answering questions of the kind, 'How do I contribute to improving our world as I support others to create their own living-educational-theories? These practitioner-researchers show how their explanations of educational influences in their own learning, in the learning of others and in the learning of social formations, have emerged from supporting global practitioner-researchers. Raising the voices of Living Educational Theory researchers in the contexts of the UK, Canada, Nepal, USA, South Africa and the Ireland is shown to be contributing to the extending global influences of Living Educational Theory research with values of human flourishing in educational conversations. Digital visual data are used to clarify and communicate the meanings of the expression of the ontological values of the researchers in their explanations of educational influences in learning including being loved into learning. The implications are analysed in terms of original contributions to educational knowledge and of their roles as global citizens.

Introduction

This contribution is organised with responses to five questions that are raised in relation to the above proposal:

- i) Have we shared our recent research on encouraging and supporting practitioner-researchers to create their own living-educational-theories of practitioner-researchers for informal research and for legitimation by Universities around the world.
- ii) Have I used action-reflection cycles to explore the implications of asking, researching and answering questions of the kind, 'How do I contribute to improving our world as I support others to create their own living-educational-theories?

iii) Have we shown how our explanations of educational influences in our own learning, in the learning of others and in the learning of social formations, have emerged from supporting global practitioner-researchers.

iv) Have we shown how raising the voices of Living Educational Theory researchers in the contexts of the UK, Canada, Nepal, USA, South Africa and the Ireland have contributed to the extending global influences of Living Educational Theory research with values of human flourishing in educational conversations.

v) Have we used digital visual data to clarify and communicate the meanings of the expression of our ontological values in our explanations of educational influences in learning including being loved into learning. Have we analysed the implications in terms of original contributions to educational knowledge and of our roles as global citizens.

Have we shared our recent research on encouraging and supporting practitioner-researchers to create their own living-educational-theories of practitioner-researchers for informal research and for legitimation by Universities around the world?

The evidence that we have answered this question is in the following:

Whitehead, J., Delong, J., Huxtable, M., Campbell, E., Griffin, C. & Mounter, M. (2020) Self-Study in Elementary and Secondary Teaching: A Living Theory Approach, in Kitchen, J., Berry, A., Bullock, S., Crowe, A., Taylor, M, Guojonsdottir, H. & Thomas, L. (2020). 2nd International Handbook of Self-Study of Teaching and Teacher Education Practices. Rotterdam, The Netherlands: Springer. Final draft before publication. Retrieved 14 October 2020 from <https://www.actionresearch.net/writings/jack/STEPchpt4june2020.pdf>

Whitehead, J. (2020) Contributing to moving action research to activism with Living Theory research. Canadian Journal of Action Research, 20(3) 55-73. Retrieved 14th October 2020 from <https://journals.nipissingu.ca/index.php/cjar/article/view/467>

DeLong, J., Whitehead, J. & Huxtable, M. (2019) Where do we go from here in contributing to 'The Action Learning and Action Research Legacy for Transforming Social Change?'. ALARj 25(1): 65-73. Workshop presentation at the 2019 ALARA Conference in Norwich University, Vermont, USA. Retrieved 14 October 2020 from <https://www.actionresearch.net/writings/jack/jddjwmhalarj19.pdf>

Campbell, E. (2018) How has love influenced me as a teacher researcher, and learner? A narrative inquiry into a teacher's abrupt awakenings. PhD Nipissing University, Canada. Retrieved 14 October 2020 from <https://www.actionresearch.net/living/campbellphd/campbellphd2018.pdf>

- 1) Have I used action-reflection cycles to explore the implications of asking, researching and answering questions of the kind, 'How do I contribute to improving our world as I support others to create their own living-educational-theories?**

Clear evidence of my use of these cycles in this way can be seen in

Jack Whitehead's curriculum proposal for programme GS 570 on 'A Special Topic in Educational Leadership' at Bishop's University, Lennoxville, 5-16 July 1999. Action Research Approaches to Educational Leadership. Retrieved 14 October 2020 from <http://www.actionresearch.net/writings/bishops/bish99.pdf>

- 2) Have we shown how our explanations of educational influences in our own learning, in the learning of others and in the learning of social formations, have emerged from supporting global practitioner-researchers.**

Delong is continuing to evolve her living-educational-theory in 2020 as Delong mentors Living Educational Theory researchers from around the world, include Michelle Vaughn from Florida and Parbati from Nepal.

Campbell is continuing to evolve her living-educational-theory in 2020 as Campbell tutors masters students at Prince Edward Island University, from around the world

Whitehead is continuing to evolve his living-educational-theory in 2020 as he sees to live as fully as he can his value of global citizenship. Arianna Briganti has acknowledged this influence in her living-theory of international development:

Briganti, A. (2020) 'My living-theory of International Development' PhD Thesis, University of Lancaster, UK. Retrieved 14 October 2020 from <https://www.actionresearch.net/living/ABrigantiphd.pdf>

- 3) Have we shown how raising the voices of Living Educational Theory researchers in the contexts of the UK, Canada, Nepal, USA, South Africa and the Ireland have contributed to the extending global influences of Living Educational Theory research with values of human flourishing in educational conversations.**

We have shown this in the 1st International Living Educational Theory research conference on the 27th June 2020 – see

<http://www.spanglefish.com/livingtheoryresearchgathering/index.asp>

For the Living Posters of Living Educational Theory participants at the conference see:

<https://www.actionresearch.net/writings/posters/participants2020conference.pdf>

You can access details of what happened at this 2020 conference at:

<http://www.spanglefish.com/livingtheoryresearchgathering/programmefor27thjune2020.asp>

- 4) Have we used digital visual data to clarify and communicate the meanings of the expression of our ontological values in our explanations of educational influences in learning including being loved into learning. Have we analysed the implications**

in terms of original contributions to educational knowledge and of our roles as global citizens?

The following publications provide the evidence of how we have used digital visual data in answering this question:

Whitehead, J., Delong, J., Griffin, C. & Campbell, E. (2015) Improving practice with Living Theory research in living-cultures-of-inquiry. A Workshop at the Action Research Network of the Americas (ARNA) on the 9th May 2015 in Toronto. Retrieved 14 October 2020 from <https://www.actionresearch.net/writings/arna/arnaworkshopjwdcglc.pdf>

Educational Journal of Living Theories_ Contents of December 2013, Volume 6, Issue 2 (special issue):

[Foreword](#) (pp. i-vii)

Moira Laidlaw

[Introduction to living theory action research in a culture of inquiry transforms learning in elementary, high school and post-graduate settings](#) (pp. 1-11)

Elizabeth Campbell, Jacqueline Delong, Cathy Griffin & Jack Whitehead

[Evolving a living-educational-theory within the living boundaries of cultures-of-inquiry](#) (pp. 12-24)

Jack Whitehead

[Transforming teaching and learning through living-theory action research In a culture-of-inquiry](#) (pp. 25-44)

Jacqueline Delong

[The heART of learning: Creating a loving culture-of-inquiry to enhance self-determined learning in a high school classroom](#) (pp. 45-61)

Elizabeth Campbell

[Transforming teaching and learning practice by inviting students to become evaluators of my practice](#) (pp. 62-77)

Cathy Griffin

[The significance of living-theory action research in a culture of inquiry transforms learning in elementary, high school and post-graduate settings](#)(pp. 78-96)

Jacqueline Delong, Cathy Griffin, Elizabeth Campbell & Jack Whitehead

Interim Conclusion

I have shared the above evidence to justify my claim that I am contributing to improving our world by raising the voices of action researchers through living-educational-theories. This evidence includes publications in which I am supporting the raising of the voices of Living Educational Theory researchers in the contexts of the UK, Canada, Nepal, USA, South Africa and the Republic of Ireland. These voices are focused on contributing to the extending of the global influences of Living Educational Theory research with values of human flourishing in educational conversations. The publications show how digital visual data are used to clarify and communicate the meanings of the expression of the ontological values of the researchers in their explanations of educational influences in learning including being loved into learning. The publications include analyses of the living-educational-theories in terms of original contributions to educational knowledge with the values of global citizenship.