

Changing Lives through values-embedded action research

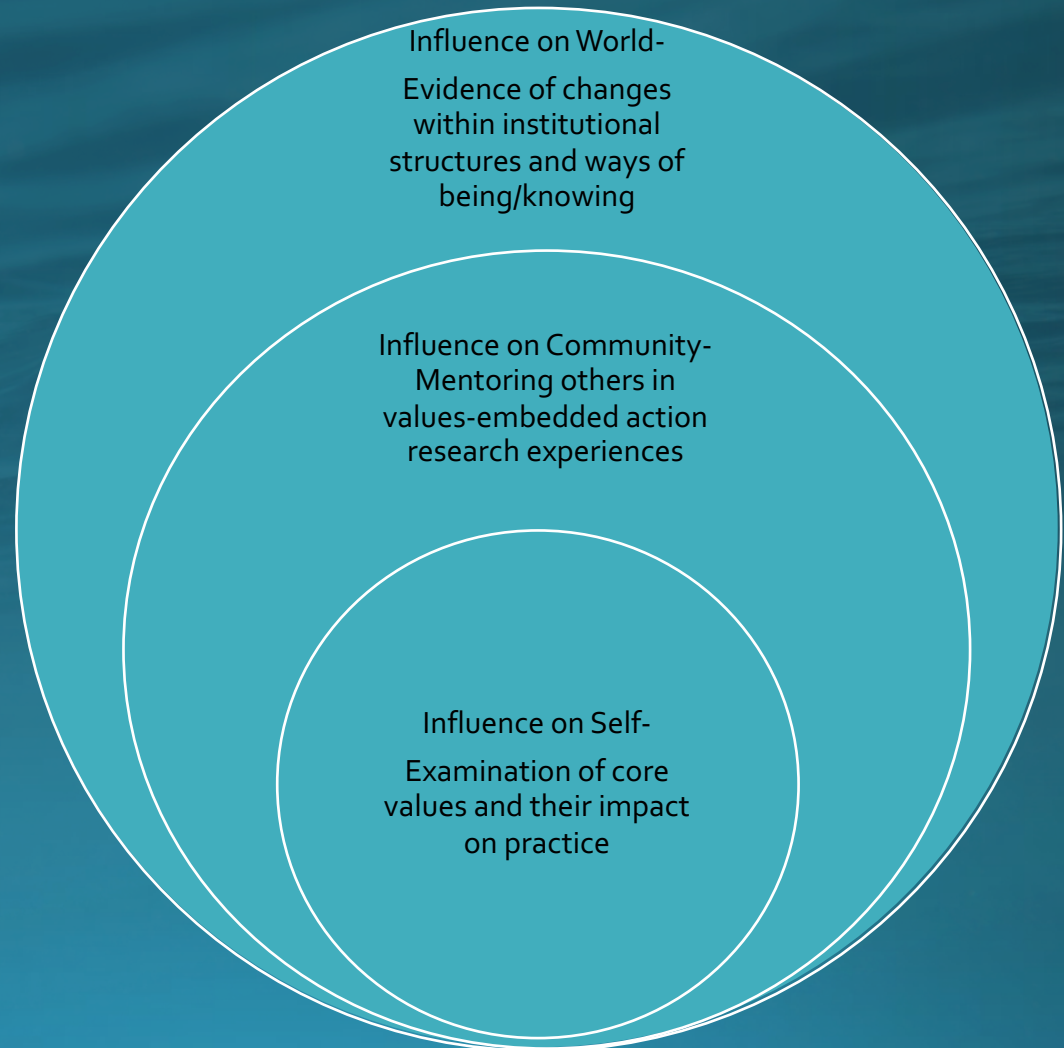
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Purpose of contribution

- Share my explanation of my educational influence in my own learning, the learning of others and the learning of the social formations in the context of my practice
- Highlight how cultures of inquiry have influenced my thinking and learning
- Share various forms of data collected to support my core research question of, 'How do I improve my practice?'
- Highlight the action research cycles used to support the development of my living educational theory

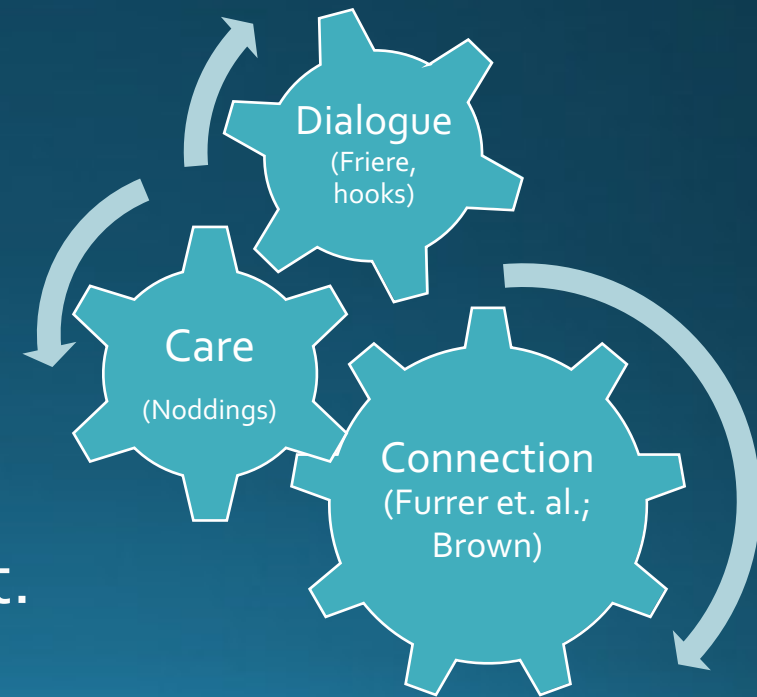
Living Educational Theory as a foundation for change

- How does this process help me live my own values?
- How does this process help me influence others to live a more enriching life?
- How does this process improve the larger world?



Why is this important?

- Understanding the core values in which you operate is necessary to understand how you may or may not impact your context/study/students.
- The life-affirming energy emitted through our interactions becomes blocked if we operate as “living contradictions.”
- Removing the blockages allows for greater energy flow and higher impact.



How does this
process
influence
others?

“A key concern of a Living-theory researcher is to create and make public valid accounts of their living-theory research to contribute to the development of an educational knowledge-base. In doing so the researcher is going beyond researching to improve ‘personal educational practice’ to contribute to improving their own and other people’s ‘professional educational practice.’”

(Marie Huxtable)

Action research cycles focused core values

(Connection first, content second)

Examining feedback in online and hybrid coursework through the use of LMS tools

Use of video interactions to support instructor-student connection

Analysis of online instructional strategies to support an equitable learning experience with graduate students

Creating research communities of practice to support novice teacher researchers

Implementing varied and frequent modes of communication with online learners to build community

Evidence of core values and the influence on others

(Graduate coursework)

Student course reflections highlight evidence of core values present within the course experience (comments on connection over content):

- *I love Dr. Vaughan's **availability, responsiveness, and accessibility**. She takes the time to respond to questions and always **show respect and exhibits patience** in group and one-to-one interactions. She is **approachable**.*
- *She was always **respectful of our time as students, and she was also obviously respectful to us as individuals**. She is an excellent role model for classroom teachers: **calm, respectful, organized, humorous, and kind**.*
- *She couldn't have been **more compassionate and helpful** with supporting her students.*
- *Dr. Vaughan was **very helpful and encouraging**. She offered timely advice and feedback. I appreciate the **ease with which I can communicate concerns and needs**.*

Evidence of core values influencing transformation

(AR coursework/ experiences)

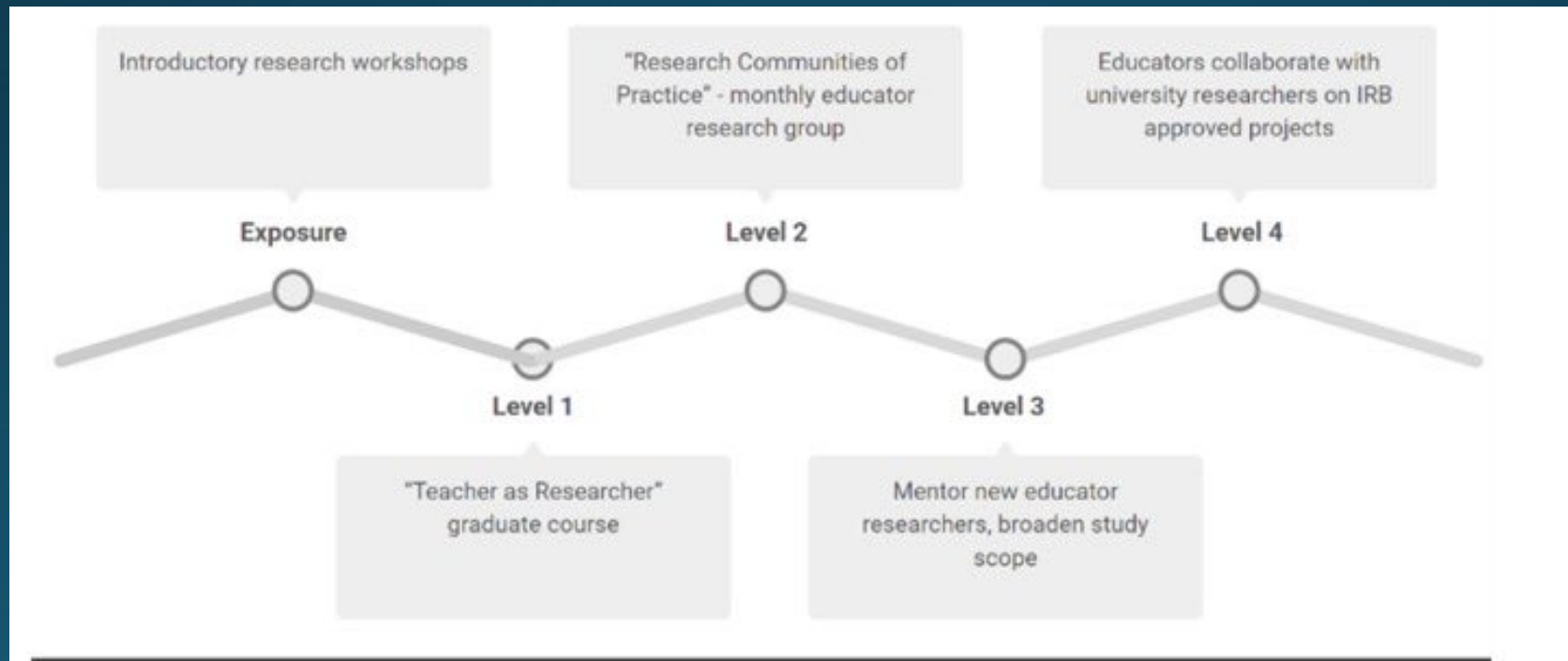
Student research reflections highlight evidence of transformational growth experiences in teachers' identity as researchers:

- *I see the importance in participating in research because it **lit a fire in me and gave me a renewed sense of purpose in my job...I believe teacher research gives teachers a voice and a way to share our learning about the profession.***
- *I learned the power and the clarity research can give me as a classroom teacher...Research also can help educators who felt powerless due to mandates, testing demands, or constraints from administration. It can allow for them to have a tool to explain to others the importance, success, or even failure behind a program or instructional strategy.*

- *In addition, my research **opened my eyes to some of the preconceived assumptions I had about my students...making me a better teacher.***
- *Not only does the action research process improve my teaching, but...**This process has empowered both students and me as a teacher by positively impacting the learning environment within my classroom.***
- *Throughout this action research project, I have learned what it truly means to be a teacher researcher. **I have grown and bettered myself by becoming more inquisitive and continuously reflecting on my practice.***

Evidence of influence beyond my context

- Growth of Teacher Inquiry Strand within Florida Educational Research Association (FERA)
- Increase in teacher-authored publications following AR coursework
- Federal support for Comprehensive Educator Research Program



Culture of inquiry influence

- Support for development of research methods and validation of findings
- Cross-cultural cultures of inquiry add depth to understanding of values
- Recognition of language limitations in English for complexity of harmonious energy within relationships
- What's next...how can we mindfully support values-embedded action researchers through cultures of inquiry?