

Educational responses to reaching out to people and communities with Action and Living Educational Theory Research.

Symposium proposal for CARN 2023, October 28th at the Friends Meeting House 6 Mount Street Manchester, UK, with Jacqueline Delong, Canada; Mairin Glenn, Republic of Ireland; Michelle Vaughan, USA; Tara Ratnum, India; Jack Whitehead, UK.

Image from a CARN symposium 2023 planning group of 9th October 2023. Clockwise - from top left - Jacqueline Delong, Jack Whitehead, Mairin Glenn, Michelle Vaughan, Tara Ratnam.



1:16 hour video of the symposium presentations can be accessed from:

<https://youtu.be/kGj9NS6Zsmc>

The educational responses presented in this symposium have evolved over several years. They include three symposia at the American Educational Research Association on educational responsibility (DeLong et al. 2021), equity (DeLong et al. 2022) and consequential educational research (DeLong et al. 2023). They include the educational responses from the 2022 CARN Symposium on 'Changing Lives through Action Research and Living Educational Theory Research in Cultures of Inquiry' and the 2023 CARN Symposium on 'Talking locally connecting globally across the living boundaries of cultures of inquiry.' The educational responses are focused on the epistemological contributions of generated individual and community-based explanations of educational influences in learning with values of human flourishing. The importance of combining individual explanations, with community generated explanations, has relevance for collaborative action research, with their units of appraisal, standards of judgment and living-logics that define the rationalities of the explanations.

The explanations are influenced by cultural influences from Canada, Republic of Ireland, USA, India and UK. The relationally dynamic values, that form explanatory principles in the explanations of educational influences in learning include Delong's research on international mentoring and Cultures of Inquiry, Glenn's research on sharing school-based research, Vaughan's research on giving voice to teacher researchers, Ratnam's research on excessive entitlement and best-loved self and Whitehead's research on the generation of living-educational-theories with values of human flourishing. Through their collaborative research they also share their community generated explanations of educational influences with their values of human flourishing as they explore researching and answering their real-world questions, 'How do I/We improve my/our professional practices?'

Introductory slides from Jacqueline Delong

<http://www.actionresearch.net/writings/carn2023/jddCARN2023symintroslices.pdf>

Individual Proposals, slides and papers:

Jacqueline Delong, Canada

Paper - <http://www.actionresearch.net/writings/carn2023/jddCARN2023indiv141023.pdf>

Slides - <http://www.actionresearch.net/writings/carn2023/jackieslidescarn2023.pdf>

My contribution to "Research in the Real World: Reaching out to people and communities" is to share my research as I ask the question, 'How can I improve my mentoring practice and build 'Cross-Cultural Cultures of Inquiry'? I contribute to human flourishing and transforming lives as I love practitioners into learning as they create their own living-educational-theories. My learning includes increased understanding of Eastern Wisdom Traditions. I have gone beyond "reaching out" to analyzing the results of reaching out in my international mentoring to find evidence of helping others transform their lives. With the members of the Culture of Inquiry, we strengthen our subjective claims through intersubjective criticism to enhance the objectivity of our claims and go beyond subjective anecdotal accounts. We use dialogue as research method with digital visual data. As validation groups we build in the rigor of Habermas and Popper in our values-based inquiries as global citizens.

Mairin Glenn, Republic of Ireland

Slides - <http://www.actionresearch.net/writings/carn2023/mairinslidescarn2023.pdf>

In my contribution to the symposium, I suggest that my work as a co-convenor of the Network for Educational Action Research in Ireland (NEARI) is an expression of my values of fairness and social justice. I experience myself as a living contradiction when I see the injustice of silencing of teacher researchers who have few opportunities to share their

invaluable research accounts, although an abundance of practitioner research is undertaken in classroom settings throughout the world.

There is an urgent need for a reinterpretation of the knowledge base for education as a tangible platform that can be found at a specific URL, that celebrates and supports all forms of school-based research. It would welcome all who research their practice as they generate new educational theory. I suggest that this re-envisioned knowledge base could be modelled on NEARI as it embraces educational research as co-created, ever-emergent and kernel to public debate.

Michelle Vaughan, USA

Slides - <http://www.actionresearch.net/writings/carn2023/michelleslidesCARN2023.pdf>

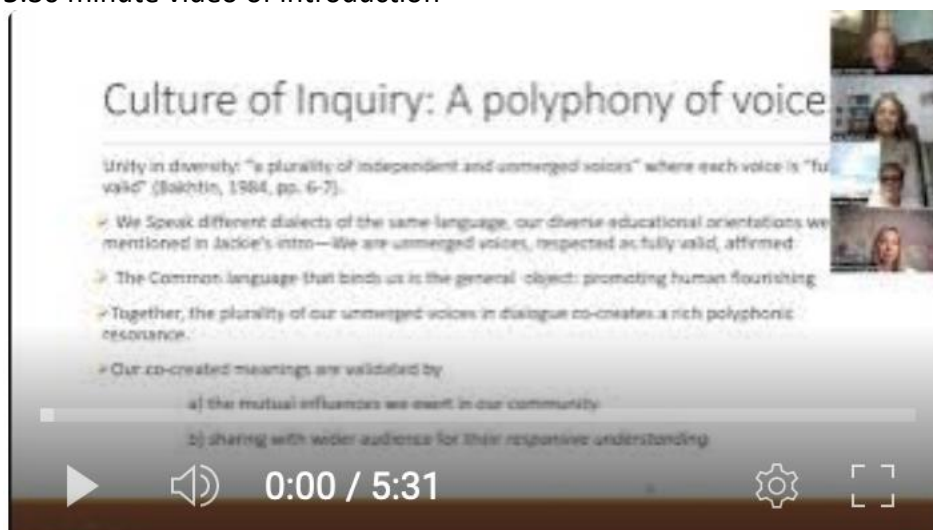
The role of values in our research in the “real word”: Reaching out to people and communities with Action and Living Educational Theory Research.

Within a living educational theory, there is a responsibility to explain one’s educational influence in their own learning and in the learning of those in the context that surrounds them. Using embedded action research cycles within my practice, data is produced that describes the nature of my influence and helps me address the question, ‘How do I improve my practice?’ In this symposium, I will explore how my living educational theory, guided by values of connection and care, impacts teacher researchers within my community. Action research is a vehicle for empowering teacher researchers, yet their voice within the field of educational research is lacking in presence and impact. I will share data on how consciously building cultures of inquiry that create spaces for value-based research and dialogue bolster the influence on those involved and the outcomes of their work.

Tara Ratnam, India

Slides - <http://www.actionresearch.net/writings/carn2023/taraslidescarn2023.pdf>

5:30 minute video of introduction



<https://youtu.be/losozBQGdyE>

Reaching out to people and communities through international research collaboration

My explanation of my educational influence is based on the work I am doing with the notion of “excessive teacher/faculty entitlement” (Ratnam, 2021) and its better half, the “best loved self” (Craig, 2020; Schwab, 1954/1978). The notion of “excessive teacher/faculty entitlement,” has pinned for legitimate investigation the oppressive emotions that teachers and educators suffer silently in schools and universities feeling that it is something that must be kept at bay. Its resonance with international scholars led to the formation of new communities of research collaboration all working with the vision of actively promoting their own transformative learning and the learning and wellbeing of others in the educational communities they serve. The living educational theories generated by individuals from their action research into the phenomenon gets its validation dialogically in the larger communities of researchers they are part of and other potential audience of their work.

Jack Whitehead, UK

Slides - <http://www.actionresearch.net/writings/carn2023/jwslidescarn2023.pdf>

Paper - <http://www.actionresearch.net/writings/carn2023/jwcarn2023sym061023.pdf>

Educational responses to reaching out to people and communities with Action and Living Educational Theory Research.

A distinction is made between education research that is carried within the conceptual frameworks and methods of validation of forms and fields of education such as the philosophy, psychology, sociology and history of education and educational research that generates valid, evidence and values-based explanations of educational influences in learning. The educational responses are expressed as living-educational-theories in which practitioner-researchers explain their educational influences in their own learning, in the learning of others and in the learning of the social formations within which the practice is located. The real-world questions are of the form, ‘How do I improve my professional practice in education with values of human flourishing. Digital visual data with a method of empathetic resonance are used to clarify and communicate the relationally dynamic values used by individuals and communities in different cultural contexts to explain their educational influences in learning in contributing to the global knowledge-base of education.

