The background features several abstract elements: a brown circular shape in the top left, a light brown flower-like shape in the top right, a teal shape with a black outline in the bottom right, and a line-art plant with green leaves in the bottom left. The main text is centered in a large, bold, black font.

The role of values in our research in the “real world”

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

Michelle Vaughan
Florida Atlantic University

Values and Influence

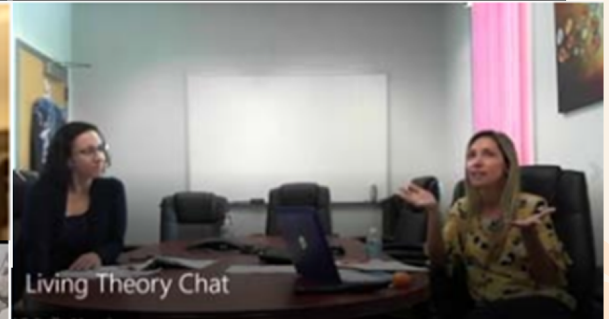
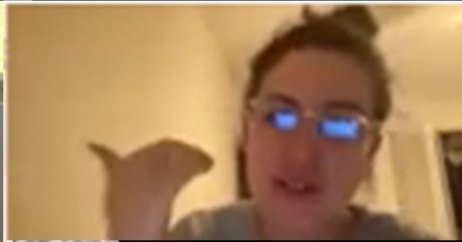
- Understanding our values improves our practice
- Improving our practice helps us to improve the practice/lives of others
- Improving the practice/lives of others helps us maximize our influence in the “real world”



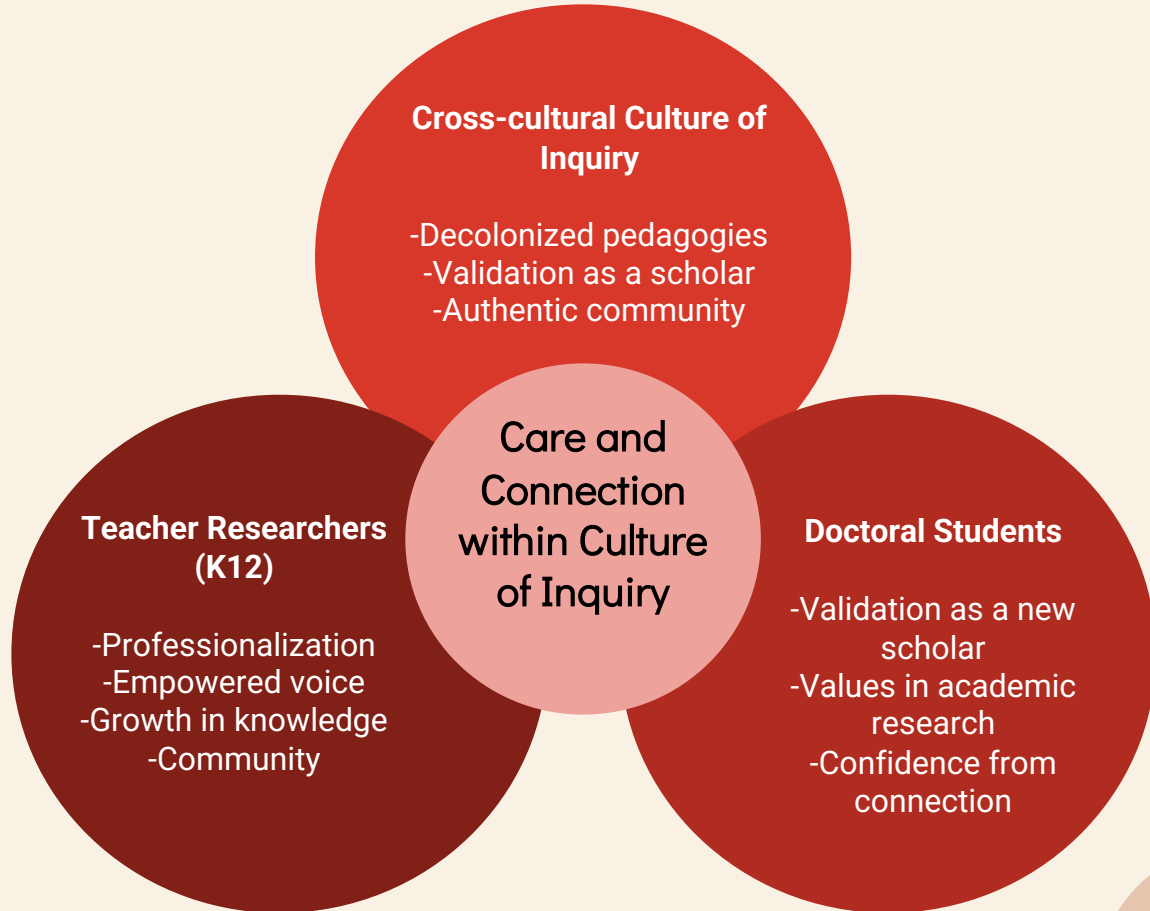
The more aligned our practice/research is to our values...the larger our “rock”

Creating Cultures of Inquiry

With each of us having been so significantly impacted by the work being done in the Living Theory research field, it is a natural evolution to want to invite others to be a part of this process. If our lives have been forever changed, then we can contribute to the flourishing of humanity by supporting those throughout the world in their efforts to engage in some part of the Living Theory research experience” (Vaughan & Delong, 2019).



Culture of Inquiry influence (micro)



Culture of Inquiry influence (macro)

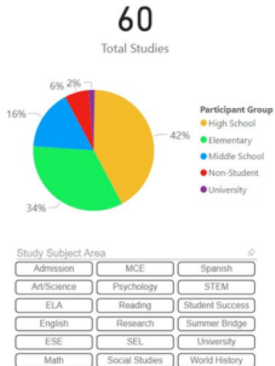


Voices of Reform:
Educational Research to Inform and Reform
A Journal from the Nina B. Hollis Institute for Educational Reform

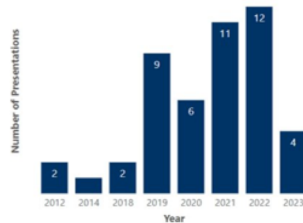


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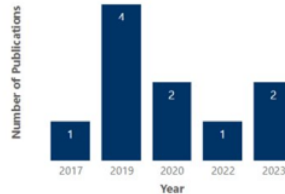


Educational Research Presentations
44
Total Presentations



B.

Educational Research Publications
10
Total Publications



C.





Final thoughts...

Responsibility

What is our responsibility to research, and work from, our values before engaging with others in the “real world?”

Advocacy

As action researchers, how can we advocate for the inclusion of (and spaces for) the voices of those we work with?

Educational Influence

How are we measuring our educational influence in the real world? Are the measures shared today valid?