

The educational knowledge being generated with educational values in a University practitioner-researcher group.

ABSTRACT

The Covid-19 Pandemic has increased the use of multi-media technologies for enhancing research co-operations between individuals, groups and global networks of researchers. This symposium presents the educational knowledge generated by a University community of educational researchers who are expressing their educational responsibilities (Harper, et al. 2020), as professional educators, to be accountable for living their values as fully as possible.

The community is dynamic and changes over time in terms of its members and in the way it generates educational knowledge. The contributors are researching their own academic development as practitioner-researchers with questions of the form, 'How do I improve my educational practice as a Higher Education Educator?'. They are using technology, especially in multi-media narratives, to extend their educational influences within global networks of practitioner researchers. The originality is demonstrated in the processes for clarifying and communicating the meanings of the relationally dynamic values that are used as explanatory principles in explanations of educational influences in learning in their academic practices. The clarification includes the use of digital visual data as evidence. Rigour (Winter, 1989) validity, coherence (Habermas, 1975, pp. 1-2) and research literacy (Boyd et al. 2022) are strengthened through the use of validation groups exercising the mutual rational controls of critical discussion (Popper, 1975, p. 44) on the evidence-based explanations of educational influences in learning, of the participants.

Paper1. – How do I extend academic staff's understanding of imposter syndrome and how it might influence their work and research?
(A1 & A2, 2022)

This research analyses the impact of Imposter Syndrome on new academic staff, with particular emphasis on those who are recruited from Industry, Educational Settings and Clinical Practice.

Paper2. How do I understand and explain the dynamics of practice improvement as a dialectic/dialogic process of mutual improvement within the supervisory relationship? (A3, 2022)

Values are clarified and applied as standards of judgement and evolve as explanatory principles (A 9 2009; 2019), alongside two key Adlerian concepts; social interest and community feeling (Adler 1998, p3). A living-educational-theory of Adlerian influenced practice is presented, from a clinical supervisor of therapeutic practitioners who works with children and young people.

Paper3. As a master's module tutor and programme leader with healthcare professionals, how am I using a personal and professional development model to enhance their continuing professional development? (A4, 2020; 2022)

This research includes registered nurses' (RN) personal and professional development (PPD) in the UK and South Africa. The Living Educational Theory Research is based on the use of a PPD model for use in the personal and professional journeys that RNs undertake. These journeys differ from traditional career frameworks and advice that only focuses on the professional, whilst excluding "the personal". Evidence is provided to support the claim that the PPD model can empower RN's development through self-recognition of where they are within their PPD journeys, considering what impacts them now, what things will change over time, what they can change in the future, and what their PPD aims are, planning to how they will get there.

Paper4. How can I improve my practice as a lecturer in higher education? (A5, 2022)

This research is focused on the question, how I can improve my practice as a lecturer in higher education, through asking questions of the kind, 'How do I improve my practice?' (Whitehead, 1989). It includes an evidence-based explanation of educational influence in the learning of students, as I seek to support them in their journey of becoming independent learners.

Paper5. How am I using creative art-based research methods to support youth participatory action research? (A6, 2022)

The use of creative art-based research methods using poems and lyrics formed from interviews with young people and set to music. The research analyses the extent to which the principles and possibilities of (youth) participatory action research can be achieved through the adoption of these methods.

Paper6. How do I enhance the academic practices of myself and others? (A7, 2022)

Analysing educational influences in modifying teacher discourse with insights from discourse differences between novice and expert teachers. It includes academic practices in curriculum design with story boarding and other methods.

Paper7. How are we enhancing the systemic influences of Living Educational Theory Research in continuing professional development with educational technologies? (A8, 2022; A9, 2022; A10, 2022)

Contributions include networks (Wolthuis et al., 2021) of practitioner-researchers in India, Republic of Ireland, Canada, Nepal, India, South Africa, Malaysia and Mongolia, who are communicating virtually and generating their living-educational-theories.

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