

EJOLTS Bits of News

Hi All

To celebrate the forthcoming Year of 2017 and the Year of the Rooster I thought you might enjoy some EJOLTS news of what has been, is, and is yet to be.

The December issue of EJOLTS is ready and waiting for you at <http://ejolts.net/>. Please do send on this note to as many colleagues as possible and encourage them to read it and to send the information on to colleagues and others in their networks.

There are numerous spaces for you to get involved in conversations. Have a look in <http://ejolts.org/>. The ones where authors are working on papers with reviewers and members of the community have been particularly generative and we are hoping you might like to contribute to continuing conversations after a paper has been published (see <http://ejolts.org/mod/forum/view.php?id=16> - log in to make a contribution).

EJOLTS has been submitted to SCOPUS for recognition on their database. We will keep you posted. If there are other databases it would be useful for EJOLTS to be on please let us know and we will do what we can.

Finally, I am keen to find ways of encouraging generative and productive connections and conversations between educational-practitioners working and living in different places and fields of practice. Who to connect with? One idea: explore <http://www.actionresearch.net/writings/posters/homepage061115.pdf> and contribute. Another idea: read the news from members of the Editorial Board and Development Team below and contact them if you can contribute, have got questions, ideas or just want to know more. Last, but not least, please do send any news you have and I will share it with our community and between us we can see if we can extend the influence of Living Theory research as a social movement as another contribution to the evolution of a world in which humanity can flourish. As Gandhi said, "Be the change you want to see in the world".

Hope this, and the news that follows below, gives you plenty to smile about. They say a smile is infectious. Surely an infection worth spreading and can serve as an antidote to what is coming through the news and social media.

Marie Huxtable on behalf of the Editorial Board ejolts.editor@gmail.com

EJOLTS News

Branko Bogнар

As a member of the organising committee and a keynote speaker I am working towards the 42nd annual ATEE conference, Changing Perspectives and Approaches in Contemporary Teaching, Dubrovnik, Croatia 23-25 October 2017. Abstract submission: Deadline is 15 March 2017 (see <http://atee2017.org/>). The focus will be work that addresses all forms of disparities and inequalities in access, participation and learning outcomes, exclusion and marginalization. Subthemes: migrations, equality and inclusion; building networks in education; enhancing the quality of teacher education; sustainable changes in education; gifted educators and gifted education.

Caitriona McDonagh

We (Bernie Sullivan, Máirín Glenn, Mary Roche, Caitriona McDonagh) were delighted to receive an invitation to launch our book, *Introducing Critical Reflection and Action for Teacher Researchers* at The University of Limerick, Ireland's Winter School for PhD writing. We each completed our own living-theory doctoral thesis in the college between 2006 and 2007 and the book is based on what we have learned about Living Theory research since then. As we say in its introduction...

'We authors are frequently invited to work on various postgraduate programmes in education.. . We have found that, while many students can grasp the basic elements of researching their practice and can write about practitioner research, some find it difficult to articulate their values, identify their learning, and generate theory from it. We aim to guide readers through the underpinning theory of action research as you work through the practicalities of doing an action research project, thus enabling you to subsequently generate your own educational theory from your learning.'

Jack Whitehead

I'm working on organising the CARN Study Day, 4th February 2017, Bath, UK with virtual participation through living-posters and SKYPE, contributions by 30 January 2017 (see <http://actionresearch.net/writings/carn/CARNstudydayemailandreg.pdf>). I'm hoping that values-driven practitioner-researchers who want to enjoy a sense of connection with like-minded people and contribute to spreading globally the influence of knowledge that carries hope for the flourishing of humanity will contribute through creating/revising their individual and network living-posters (see <http://www.actionresearch.net/writings/posters/homepage061115.pdf>)

The purpose of this study day is to prepare for the ARNA conference 'Participation and Democratization of Knowledge: New Convergences for Reconciliation' in Colombia, 12-16 June 2017, submissions by 13th February (see <http://www.arna2017.unal.edu.co/1/>) and particularly the 1st Global Assembly on Knowledge Democracy: Toward an Ecology of Knowledges, Colombia, 16th June 2017, submissions by 30th April (also see <https://knowledgedemocracy.org/> and <http://www.actionresearch.net/writings/brief.pdf>).

Jackie Delong

I am providing support and encouragement to Living Theory researchers, in particular, a PhD student, a school district in Ontario, Canada and EJOLTS submissions for publication.

I am nearing completion of an article for the June issue of EJOLTS on Respecting and Legitimizing The Embodied Knowledge of Practitioners In A Context of Power Struggles. The article outlines my experiences over 20 years in dealing with obstacles and constraints that Living Theory researchers face and, indeed, transcend.

I am also working with Jack Whitehead on a joint proposal for the ARNA conference 'Participation and Democratization of Knowledge: New Convergences for Reconciliation' in Colombia, 12-16 June 2017, submissions by 13th February

(see <http://www.arna2017.unal.edu.co/1/>) and the 1st Global Assembly on Knowledge Democracy: Toward an Ecology of Knowledges, Colombia, 16th June 2017.

Je Kan Alder-Collins

My first year farming in Japan has finished with our growing all our own food except beef, pork and sheep. And what a year, earth quakes, countless now and still causing problems

with water and land shifting yet we harvested 188 kgs of red rice, 120 kgs of white rice, 200 kgs early potatoes, 360 kgs of late potatoes, 200 kgs of carrots, 500 assorted, cabbages 10 kgs of garlic, 50 kgs of celery, 20 kgs of herbs, 100 chickens, 15 turkeys, 15 rabbits, 150 ducks, and 55 kgs of oranges, limes and chestnuts. I am rebuilding 9 rice fields using a digger and rebuilding stonewalls, drains and irrigation systems. So busy and loving it but some times I wish I had help; physically things can be a challenge for one person.

Our hospice has two palliative residences eating beautiful organic food. Our community cooking school is working well with two classes a month. Our outreach community therapists groups are active in four Japanese cities now. Our healing centre is ticking away bringing relief and hope for many, our therapists are working in four Japanese cities and several are active in nursing and hospital care.

I have been appointed as Professor of International Nursing starting from April in a Japanese university so then I will have to farm on the weekends.

Marie Huxtable

I am trying to learn more about Living Theory research as a social movement and contribute to its spread. I have various sites of practice as you can see on my living-poster, which you can access from <http://www.actionresearch.net/writings/posters/homepage061115.pdf>. I hope visiting that page might encourage more people to create and offer theirs and offer opportunities for people to connect with others who share their passion for making a difference that matters. In that way I hope we might add to the flow of energy that sustains and supports hopeful practice that contributes to a world in which humanity can flourish – or at least spread a smile instead of tears.

Moira Laidlaw

Using the benefits of modern technology I am supporting Open University students working in various countries and contexts learning to recognise, value and extend their knowledge and gain accreditation at first degree and Masters level. I am also supporting a Living Theory doctoral student working in challenging circumstances and developing my own post doctoral research and contributing to that of others in conversations with members of the EJOLTs community and the EJOLTs Editorial Board. My other site of practice is my local community and contributing to the success of a charity shop where the conversations give me energy and enthusiasm I take into my other work.

Pete Mellett

I have spent most of the past year involved in writing the paper published in the latest edition of EJOLTs (A Living Theory Pedagogy for Distance Learning Education) - as well as writing the construction management paper that supports it. I have now turned my attention back to the Blueprint Alliance (see <http://www.blueprint-alliance.org/>) that is based on the integrative approach for the design of regenerative human settlements initiated by my son who died in 2014 (see <http://www.r-u-g.info/>). I am now working with three others on the design of a 'Living Manual' that will use a picture-based approach to problem solving for the design of autonomous and regenerative communities. This manual will contribute to the ongoing work of current Blueprint projects for the support of refugees in several locations around the world.

Pip Bruce Ferguson

NEARI face-to-face meeting is happening at Dundalk Institute of Technology, Ireland, 21st January, (see <http://www.eari.ie/2017/01/11/neari-meet-21-january-dkit/> and <http://eari.ie> for future events and activities). I'm keynote for that, topic being, 'How might teachers research their practice?'

The other item was the release on Dublin 103FM of an interview I recorded with Seán Delaney, who is the Registrar at a local tertiary institution and runs weekly education-related podcasts. The interview is split in two starting with the first access from <http://www.insideeducation.podbean.com/>

Swaroop Rawal

I am carrying out a teacher training (TT) Life skills enhancement through drama and a workshop with the students of Primary Government Schools in Nandurbar District, which is the Tribal belt of Maharashtra, India. The Government has identified this area because it has the most students dropping out of education. The drop-out ratio is high for various reasons: poverty - children dropout to become child labourers; child marriages - girls are forced to dropout as they are married off as soon as they complete 8/9th Grade; high number of mental health problems in children in rural areas; distance of travel from schools; lack of effective teacher training which contributes to ineffective schooling; few teachers in schools - sometimes only one or two teachers are present in school for many reasons in this tribal belt there is a large number of teachers suffering from depression.

This is a pilot project with Maharashtra State Council of Educational Research and Training (MSCERT). If this works well we will take this project to the area in the state where there is maximum farmer suicide, where I will work with the farmer children.

I am also going to start drama in education training with approx 1000 teachers of Primary Government Schools for MSCERT in Pune, India.

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Please send your news and contributions to EJOLTs to ejolts.editor@gmail.com details of submission of papers on <http://ejolts.net/submission>

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