

**Lightning Talk - Research and Practice in HE: Living Theory Workshop**  
**Wednesday 03 November 2021 between 10-11am, University of Cumbria, UK.**

Hosted by:

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The University of Cumbria supports *new vibrant practical research making a difference to the way we live our lives... We aim to deliver research of national and international importance that addresses the challenges of our time and provide research-connected programmes of study* – see <https://www.cumbria.ac.uk/research/>

Do you want to research into your professional practice to improve it and publish the results of your high quality research to impact on policy and practice? The purpose of Living Educational Theory Research is to make public valid knowledge created through values-laden research for systemic change, which contributes to the flourishing of humanity. This makes it an ideal methodology for researchers and educators in a university, such as the University of Cumbria, to adopt as part of their professional development.

### **Summary**

Practitioners around the world have used Living Educational Theory Research, extensively over many years, to enhance their professionalism. Being professional includes keeping up to-date with knowledge of the field and practicing ethically. It also entails a practitioner continually researching into their practice to learn how improve it, to understand the values that form their explanatory principles and standards of judgment and to contribute the educational knowledge they create in the process to an educational knowledge-base for the benefit of all. 40 Living Educational Theory doctorates (access from <https://www.actionresearch.net/living/living.shtml>) offer illustrative examples.

### **Introductory workshop**

This introductory workshop will be focused by the practical concerns of participants to improve what they are doing and to enable them to begin to research into it adopting a Living Educational Theory Research approach, which will lead to publications. They will learn about the concepts and discourses that guide the development of a living-educational-theory and the significance of the educational knowledge they create as a contribution the development of education as a life-long values-laden process for the flourishing of humanity (Whitehead, 1989a & b). In the course of the workshop we will develop a shared understanding of what constitutes practices and professionalism in Higher Education (Whitehead & Huxtable, 2016, Whitehead, 2021). Associated epistemological, axiological, methodological and ontological issues will be addressed as they arise. These issues will be related to the following presentations and publications:

- Whitehead, J. (2008) Using a living theory methodology in improving practice and generating educational knowledge in living theories. *Educational Journal of Living Theories* , 1(1); 103-126. Retrieved from <https://ejolts.net/node/80>
- Whitehead, J. (2010) Creating An Educational Epistemology In The Multi-Media Narratives Of Living Educational Theories And Living Theory Methodologies. *Action Researcher in Education* 1(1); 89-109. Retrieved from <http://www.actionresearch.gr/i1contents>
- Whitehead, J. (2011) Developing a relationally dynamic epistemology for educational knowledge - Presentation at the British Educational Research Association Conference, 7th September 2011. Retrieved from <https://www.actionresearch.net/writings/jack/jwbera11dr040911opt.pdf>
- Whitehead, J. (2013) A living logic for educational research. A presentation at the 2013 Annual Conference of the British Educational Research Association, University of Sussex, 5th September. Retrieved from <https://www.actionresearch.net/writings/bera13/jwbera13phil010913.pdf>
- Whitehead, J. (2016) Jack Whitehead's 2016 Book Review of: de Sousa Santos, B. (2014) *Epistemologies of the South: Justice against Epistemicide*. London; Paradigm Publishers. *Educational Journal of Living Theories* 9(2), 87-98. Retrieved from <https://www.actionresearch.net/writings/jack/jwreviewdesantos2016.pdf>
- Whitehead, J. (2018a) *Living Theory Research As A Way Of Life*. Bath; Brown Dog Books. Retrieved from <https://www.actionresearch.net/writings/jack/jwbook2018LTR.pdf>
- Whitehead, J. (2018b) 'Emancipation and Epistemicide : Two approaches to professing higher educational research', a paper presented at the conference of the European Association of Research on Learning and Instruction (EARLI) on 'Dialogue between ontology and epistemology: New perspectives on theory and methodology in research on learning and education', 27 August 2018, Homerton College, Cambridge. Retrieved from <https://www.actionresearch.net/writings/jack/jwcambridge250818.pdf>

The workshop will begin with participants sharing what motivates them as a practitioner in the University of Cumbria. This will include the identification and sharing of the values, which may form the practitioner's explanatory principles and standards of judgment of their explanations of their educational influences in the learning of the social formation and those who comprise it, such as students and/or colleagues and themselves. Participants will be encouraged to begin to create and share their living-posters to introduce their context and research (see - <https://www.actionresearch.net/writings/posters/homepage2021.pdf>). A systematic action reflection cycle for improving practice will be introduced (see <http://www.actionresearch.net/writings/jack/jwlivingtheoryplannertemplate.pdf> ). We will illustrate the use of visual digital data to clarify and communicate the meanings of the practitioner-researcher's embodied values and help them identify where they could improve their practice. For analyses that demonstrate the limitations of printed text based communications when compared to multi-media narratives see:

- Whitehead, J. & Huxtable, M. (2006a) How are we co-creating living standards of judgement in action-researching our professional practices? Printed text in the Conference Proceedings of the World Congress of ALARPM and PAR 21-24 August 2006 in Groningen. Retrieved from <https://www.actionresearch.net/writings/jack/jwmhalarpmttext06.pdf>

Whitehead, J. & Huxtable, M. (2006b) How are we co-creating living standards of judgement in action-researching our professional practices? Multi-media text presented at the World Congress of ALARPM and PAR 21-24 August 2006 in Groningen. Retrieved from <https://www.actionresearch.net/writings/jack/jwmh06ALARPMmulti.pdf>

Integral to a Living Educational Theory Research approach to improving professional practice is to bring the knowledge generated first to a research group to test the validity of the claims and then to submit to an academic journal. By submitting your paper for publication, you can test the validity of the knowledge with peers and contribute to world knowledge. This is part of the researcher's responsibility as a professional researcher, academic and educator.

The workshop will conclude with a discussion about what participants might like to do to support their own and other's research.

### **Suggested readings**

Huxtable, M. & Whitehead, J. (2021) 'Enhancing educational influences in learning with a Living Theory approach to Pedagogical Action Research in Higher Education.' *Educational Action Research* 29(2); 310-327. You can access the final draft before publication. Accessed from

<https://www.actionresearch.net/writings/jack/mhjwEAR0620.pdf>

Huxtable, M. & Whitehead, J. (2017) Enhancing Professionalism in Education through Inquiry Learning: a Living Theory Research Approach in Pete Boyd & Agnieszka Szplit (Ed.) (2017) *Teachers and Teacher Educators Learning Through Inquiry: International Perspectives*. Kielce Krakow; Wydawnictwo Attyka. Retrieved from

<https://www.actionresearch.net/writings/jack/mhjwboyd2017.pdf>

Whitehead, J. (1989a) How do we Improve Research-based Professionalism in Education? A question which includes action research, educational theory and the politics of educational knowledge. 1988 Presidential Address to the British Educational Research Association. *British Educational Research Journal*, 15(1); 3-17. Retrieved from <https://www.actionresearch.net/writings/jwberapres.html>

Whitehead, J. (1989b) Creating a living educational theory from questions of the kind, "How do I improve my practice?". *Cambridge Journal of Education*, 19(1); 41-52. Retrieved from <https://www.actionresearch.net/writings/livtheory.html>

Whitehead, J. (2008) Using a living theory methodology in improving practice and generating educational knowledge in living theories. *Educational Journal of Living Theories*, 1(1); 103-126. Retrieved from <https://ejolts.net/node/80>

Whitehead, J. (2010) Creating An Educational Epistemology In The Multi-Media Narratives Of Living Educational Theories And Living Theory Methodologies. *Action Researcher in Education* 1(1); 89-109. Retrieved from <http://www.actionresearch.gr/i1contents>

Whitehead, J. (2011) Developing a relationally dynamic epistemology for educational knowledge - Presentation at the British Educational Research Association Conference, 7th September 2011. Retrieved from

<https://www.actionresearch.net/writings/jack/jwbera11dr040911opt.pdf>

- Whitehead, J. (2013) A living logic for educational research. A presentation at the 2013 Annual Conference of the British Educational Research Association, University of Sussex, 5th September. Retrieved from <https://www.actionresearch.net/writings/bera13/jwbera13phil010913.pdf>
- Whitehead, J. (2016) Jack Whitehead's 2016 Book Review of: de Sousa Santos, B. (2014) Epistemologies of the South: Justice against Epistemicide. London; Paradigm Publishers. *Educational Journal of Living Theories* 9(2), 87-98. Retrieved from <https://www.actionresearch.net/writings/jack/jwreviewdesantos2016.pdf>
- Whitehead, J. (2018a) Living Theory Research As A Way Of Life. Bath; Brown Dog Books. Retrieved from <https://www.actionresearch.net/writings/jack/jwbook2018LTR.pdf>
- Whitehead, J. (2018b) 'Emancipation and Epistemicide : Two approaches to professing higher educational research', a paper presented at the conference of the European Association of Research on Learning and Instruction (EARLI) on 'Dialogue between ontology and epistemology: New perspectives on theory and methodology in research on learning and education', 27 August 2018, Homerton College, Cambridge. Retrieved from <https://www.actionresearch.net/writings/jack/jwcambridge250818.pdf>
- Whitehead, J. (2021) Enhancing Professionalism in Education Through Living Educational Theory Research. A paper presented on the 9th September 2021 to the Association of Teacher Education in Europe, Annual Conference. Retrieved from <https://www.actionresearch.net/writings/jack/jack2021atee090921.pdf>
- Whitehead, J. & Huxtable, M. (2006a) How are we co-creating living standards of judgement in action-researching our professional practices? Printed text in the Conference Proceedings of the World Congress of ALARPM and PAR 21-24 August 2006 in Groningen. Retrieved from <https://www.actionresearch.net/writings/jack/jwmhalarpmttext06.pdf>
- Whitehead, J. & Huxtable, M. (2006b) How are we co-creating living standards of judgement in action-researching our professional practices? Multi-media text presented at the World Congress of ALARPM and PAR 21-24 August 2006 in Groningen. Retrieved from <https://www.actionresearch.net/writings/jack/jwmh06ALARPMmulti.pdf>
- Whitehead, J. & Huxtable, M. (2016) Creating a Profession of Educators with the living-theories of Master and Doctor Educators, *Gifted Education International*, 32(1) 6-25. Retrieved from <https://www.actionresearch.net/writings/writing.shtml>

Browsing through the resources and What's New section of <http://www.actionresearch.net>  
Accessing the June 2021 issue of the *Educational Journal of Living Theories* and the archive of issues from <https://ejolts.net/current>