

ALARA World Congress 2018

PRESENTATION PROPOSAL SUBMISSION FORM: ALARA2018

(Only proposals submitted on this form will be accepted)

Please provide the details of the author(s) involved, indicating which will present.

Office Use Only: Code

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Type of Congress Contribution: (Please mark appropriate block with an X)

Paper presentations: A 45-minute presentation will have about half of the time allocated for audience interaction. Presentations will be grouped together to form logical themes where possible	<input type="checkbox"/>
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Symposiums: These sessions will comprise three/four thematically related presentations that must be submitted as one unit. Each presentation will be allowed 15 mins, followed by 15-30 minutes (depending on number of papers) of facilitated discussion. (90 mins)	
Workshops: A workshop is an interactive session that is designed to ensure audience participation through activities intended to share the knowledge created by the research in question. (90 mins)	X
Poster presentations: Graphic displays of action research projects, both in progress and completed which will allow the delegates to engage in dialogue with the researcher(s). Poster viewing will be allocated a specific time on the program but will be on display throughout.	
Artistic displays: Music, visual art, drama, dance events that highlight issues relevant to the conference theme are all welcome. These displays will be allocated space throughout the conference where appropriate.	

Presentation relates to Congress Sub-Theme: (Please mark the appropriate block with an X)

1. AL/AR Experiences of Individuals: This stream will focus on the legacy for transforming social change based on the accounts of emerging models of AL/AR shaping the experiences of individuals. Use of approaches that take into account critical insights of reflexive change agent models of inquiries such as reflective learning, experiential learning, action learning, action research, appreciative inquiry, reflective practice inquiry, learning history inquiry, living theory inquiry will also be considered.	X
2. AL/AR Experiences of Professionals: This stream will focus on the anecdotal significance of transformational change that supports the development of stakeholders, practitioners, citizens, and the wider ecology. Use of approaches that take into account the significance of collaborative AL/AR such as participatory research, participatory action research (PAR), collaborative inquiry, cooperative inquiry, reflective practice inquiry, participatory evaluation, participatory monitoring, and evaluation inquiry will also be considered.	
3. AL/AR for Communities' Developments: This stream will focus on the legacy of social and community development for transformational change initiatives. The stream includes the use of AL/AR with citizens and stakeholders, in advocacy and gendered approaches, public service, democratic actions, and for change within health and/or welfare systems. Use of approaches that take into account wider ecologies will also be included, such as community-based participatory research, clinical inquiry research, PAR, participatory monitoring and evaluation inquiry, and learning history inquiry.	
4. AL/AR for Organizational Advancements: This stream will focus on the systemic legacy for transforming social change that supports the flourishing of stakeholders, citizens, organizations/institutions, education, higher education administration, technological innovations, and the wider ecology. Use of approaches that take into account a wide range of ways of knowing such as action learning/action research in organizational design, process management, systems thinking, clinical inquiry research, dialogical action learning, evaluative inquiry, collaborative management research, and organizational development will also be included.	
5. AL/AR for Global Initiatives: This stream will focus on building on our global legacy to transform our world of practice that supports the flourishing of knowledge democracy, democratic governance, and human rights. Other areas for considerations include conserving the environment and resources of nations and the world, the stakeholders, the citizenry, social and political institutions, terrorism and homeland security management, and the wider ecology. Use of approaches that take into account capacity building initiatives of practitioners, advocacy groups, and public affairs will also be considered. It will include approaches such as action learning/action research, process management, systems thinking, dialogical action learning, action science, appreciative inquiry, participatory monitoring and evaluation inquiry, collaborative management research, participatory action research, collaborative inquiry, cooperative inquiry, learning history inquiry.	

To complete the submission, please copy the headings under the type of presentation that you wish to give at the World Congress, and paste those headings on the last page, under the "Presentation Type."

After stating the presentation type on the last page, please provide a short abstract, and a more detailed overview using the headings (Title to Conclusions) as a guide. Do not include authors' names. Once completed, send the entire document to Robyn at secretary [at] alarassociation.org [i.e., secretary@alarassociation.org]

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Our Submission

WORKSHOP:

Abstract: (300 words max, typed in single space Arial 12)

The workshop will bring together through social media the evolving living-posters and living-theories, of global citizens who are engaged in action learning/action research inquiries of the kind, 'How do I improve what I am doing with values and understandings that carry hope for the flourishing of humanity?' The participants will also include, through their 'virtual presence' contributors to the 2015 Town Hall meeting of the Action Research Network of the Americas Conference in Toronto, the 2016 participatory workshop and CARN study day for the 2017 1st World Congress for Knowledge Democracy: towards an ecology of knowledges in Cartagena and other new participants. This workshop will focus on the legacy for transforming social change of the living-theories of educational practitioner researchers including those engaging in AL/AR practitioners. The living-theories to be used in the workshop will include those accredited for doctoral degrees in different universities around the world. Taken together they take into account critical insights of reflexive change agent models in reflective learning, experiential learning, action learning, action research, appreciative inquiry, reflective practice inquiry, learning history inquiry and living theory inquiry.

The workshop will demonstrate the communicative power of multi-media narratives with digital visual data to clarify and communicate the meanings of embodied expressions of values that carry hope for the flourishing of humanity. Ideas critically and creatively engaged with will include current social theories such as de Sousa Santos' (2014) ideas on 'epistemicide'. These ideas will be used to show how Western academic reasoning and epistemology, can be understood and transcended, in the generation of the living-educational-theories of individuals, grounded in their experiences and contexts.

Title: (no more than 20 words)

Where do we go from here in contributing to 'The Action Learning and Action Research Legacy for Transforming Social Change?'

Keywords: Social Change, Living Theory research, Values of Global Citizens.

Purpose of workshop: To contribute to the evolution of global, AR/AL research communities of practitioner-researchers, who are creating and sharing, as living-theories, their evidence-based explanations of educational influences in learning.

What you will do: We will introduce the idea that individuals can generate their living-educational-theories as explanations of their educational influences in their own learning, in the learning of others and in the learning of the social formations that influence their practice and understandings. We will access the web-based resources at

<http://www.actionresearch.net> to demonstrate the academic legitimacy of living-theories in Universities around the world. We will focus on Living Theory doctorates to show how a multi-media narrative can carry the meanings of embodied values.

How participants will be involved: Participants will begin by discussing in pairs their experiences and contexts in which they are seeking to live their relational and ontological values as fully as possible. These are the values they use to give their lives meaning and purpose. Participants will be taken through an action reflection cycle in which they describe what they would like to improve, produce an action plan, explain the data they will need to collect to make an evidence-based judgement on their effectiveness. Virtual participants will share their living-posters and living-theories in web-based resources and in the workshop. Virtual participants from European Countries, South Africa, New Zealand, India, Australia, Canada, Mongolia and the Republic of Ireland have confirmed their desire to participate.

What participants will learn:

- i) The meaning of a living-educational-theory and Living Theory research in AL/AR in learning where do we go from here in contributing to *'The Action Learning and Action Research Legacy for Transforming Social Change?'*
- ii) How to integrate digital visual data into an explanation of educational influence in learning
- iii) How to strengthen the validity of an explanation grounded in personal experience through the use of a validation group that uses the mutual rational control of critical discussion.
- iv) How to integrate insights from social theories and other disciplines in the generation and sharing of a living-educational-theory.

Presentation Type: Workshop