

# Using a Living Educational Theory Research approach to Enhance Community Based *Educational* Research (COMBER)



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presentation](#)



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**The implications of educational-practitioners accepting professional responsibility for realising, as fully as possible, values that carry hope for the flourishing of humanity within Community Based Educational Research. This responsibility includes making a contribution to the growth of a global educational knowledgebase through explaining and sharing one's educational influences in one's own learning, in the learning of others and in the learning of the social formations within which the practice is located.**

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Jack Whitehead is a Visiting Professor at the University of Cumbria. He is a former President of the British Educational Research Association and Distinguished Scholar in Residence at Westminster College, Utah. He is a Visiting Professor at Ningxia University in China. He is a member of the editorial board of the Educational Journal of Living Theories (EJOLTS - <http://ejolts.net/node/80> ). Since 1973 his research programme has focused on the creation of the living educational theories that individual's use to improve their practice and explain their educational influences in their workplaces.

His original contributions to knowledge have focused on enquiries of the kind, 'How do I improve what I am doing in my workplace?' These contributions can be accessed from his web-site at <http://www.actionresearch.net> . His recent research has focused on the use of digitalized video-data in explanations of educational influences in continuing professional development in a range of workplaces.

You can access many of his writings from 1967-2020 at: <https://www.actionresearch.net/writings/writing.shtml>

You can access his contribution to the 2021 Symposium at the American Educational Research Association on 'Accepting Educational Responsibility: Building Living Theory Cultures of Educational Inquiry in global contexts.' at:

<https://www.actionresearch.net/writings/aera21/2021aerasymposiumfull.pdf>

## GLOBAL CONTEXT FROM UNESCO

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UNESCO (2022) Knowledge-driven actions: transforming higher education for global sustainability. UNESCO. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000380519>

- “During the course of our discussions, specific recommendations arose for concrete actions HEIs can take to overcome the barriers to embracing the 2030 Agenda, covering themes of sustainability, equity and inclusion, and global partnerships, among others. Among them we wish to highlight the following: “
- This is followed by 16 recommendations on pages 85-87.

## WHAT IS MISSING FROM THE UNESCO REPORT?

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What is missing is 'Using a Living Educational Theory Research approach to Enhance Community Based *Educational* Research (COMBER)'

WHAT IS NEEDED, TO ENHANCE THE FLOW OF VALUES OF HUMAN FLOURISHING, IS AN INDIVIDUAL AND COLLECTIVE RESPONSE TO QUESTIONS OF THE KIND, 'HOW DO I IMPROVE WHAT I AM DOING WITH VALUES OF HUMAN FLOURISHING?' WHAT IS NEEDED IS FOR EACH ONE OF US TO EXPRESS OUR EDUCATIONAL RESPONSIBILITY TO RESEARCH OUR OWN EDUCATIONAL PRACTICE WITHIN OUR COMMUNITIES AND TO SHARE THE KNOWLEDGE WE GENERATE IN ENHANCING THE FLOW OF VALUES OF HUMAN FLOURISHING

WHERE CAN I FIND THE EVIDENCE OF INDIVIDUAL EDUCATORS IN HIGHER EDUCATION RESEARCHING THEIR OWN PRACTICE.

THE EVIDENCE CAN BE FOUND AT  
<https://www.actionresearch.net>

AND

<http://www.spanglefish.com/marissite/>

- THE EDUCATIONAL JOURNAL OF LIVING THEORIES - <https://ejolts.net/current>
- LIVING EDUCATIONAL THEORY DOCTORATES - <https://www.actionresearch.net/living/living.shtml>
- LIVING-POSTERS  
<https://www.actionresearch.net/writings/posters/homepage2021.pdf>
- DO FOLLOW THE GUIDELINES AND SUBMIT YOUR LIVING-POSTERS IF YOU HAVEN'T ALREADY DONE SO.

CONTRIBUTING TO  
SHIFTING ARCHITECTURES  
OF KNOWLEDGE  
THROUGH COMMUNITY  
UNIVERSITY ENGAGEMENT  
AND THE FUTURE OF  
HIGHER EDUCATION.

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SEE THE REPORT AT:

<http://www.actionresearch.net/writings/ArchitecturesofKnowledge.pdf>

- **One of the key messages of the report is that:**
- Engaged scholarship requires academics to become reflexive and grounding their practice in life enhancing work.
- I am suggesting that contributions to shifting architectures must go beyond the rhetoric of researchers into shared valid, values and evidence-based explanations of educational influences in learning in life enhancing work.