

1) 'How do I improve my practice?' - a question of methodology.

The question of methodology in the generation of a living-educational-theory is comprehensively answered in two papers in 2008.

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

Whitehead, J. (2009) *How Do I Influence The Generation Of Living Educational Theories For Personal And Social Accountability in Improving Practice? Using A Living Theory Methodology In Improving Educational Practice*. Last draft before publication in Tidwell, D., Heston, M. & Fitzgerald, L. (Ed) (2009) *Research Methods for the Self-Study of Practice*. Dordrecht, Springer. (see <https://www.actionresearch.net/writings/jack/jwLTM080508.pdf>)

Living Theory researchers who are registering for a higher degree are often faced with a request or requirement that they pre-specify the methodology that is going to be applied in the enquiry. Most research committees in institution of higher education are not used to the idea that a **living-theory-methodology emerges in the course of generating a valid, evidence-base explanation of educational influence in learning**. To help overcome the problem of pre-specifying a research methodology **to be applied** in the research, I have justified the **generation** of a living theory methodology in the creation of a living-educational-theory in relation to a range of methodologies such as Narrative Inquiry, Phenomenology, Case Study, Action Research, Grounded Theory, Ethnography and Autoethnography (see <https://www.actionresearch.net/writings/arsup/livingtheorymethodologies.pdf>).

An important clarification, in relation to methodology, explains that a living-theory-methodology is not a methodology that one applies in Living Theory research. A practitioner-researcher's living-theory-methodology **emerges** as they research their practice to improve it and generate their living-educational-theory.

In the early days of registering Living Theory research proposals for higher degrees with questions of the kind, 'How do I improve what I am doing?', it was not unusual for a University Research Committee to request that the 'I' was removed from the title of the enquiry as personal pronouns were not acceptable in research titles. In one example a Headteacher's research proposal included the question, 'How do I improve my practice?' The removal of 'I' from the research question clearly makes non-sense of the question and this opposition to the inclusion of the personal pronoun in a research question has largely been overcome. The generation of a living-educational-theory requires the first person voice of the practitioner researcher as I explain in:

Whitehead, J. (2015) *The Practice of Helping Students to Find Their First Person Voice in Creating Living-Theories for Education*, pp. 247-255 in Bradbury, H. (Ed) (2015) *The SAGE Handbook of Action Research, Third Edition*, London; Sage. Copy before final corrections because of copyright restrictions.
See <https://www.actionresearch.net/writings/jack/jwBRADBURY-Chp24.pdf>