How can educational influences in learning be explained with insights from the disciplines of education?

Jack Whitehead, University of Cumbria, UK. A paper presented at the 2022 ATEE Conference, 25-27 May at the Marino Institute of Education in Dublin.

Abstract

The research aim is to demonstrate that explanations of the educational influences in learning, of educational practices, require the explanations of the practitioners themselves as well as insights from the Education Disciplines.

The theoretical framework is Living Educational Theory Research. In this framework educational practitioners generate and test their evidence and values-based explanations of educational influences in their own learning, in the learning of others and in the learning of the social formations within which the practice is located. Insights from the theoretical frameworks of the disciplines of education are used in the generation and testing and an individual's living-educational-theory.

The methodological design is based on methodological inventiveness in inquiries of the kind, 'How do I improve what I am doing in my professional practice?' It draws insights from the methodologies of self-study, action research, narrative inquiry and autoethnography. It includes the use of digital visual data and empathetic resonance for clarifying and communicating the embodied expressions of the values that are used as explanatory principles in explanations of educational influences in learning.

The findings draw on over 50 accredited Living Theory doctoral theses, accredited by Universities around the world, that draw insights from the disciplines of education, into their living-educational-theories.

The relevance to 'Teacher Education and Practice: Foresight and Hindsight' is in the explanations that include both hindsight in evaluations of educational influences in previous learning and foresight in the creation of an imagined future which is not yet in existence but that is being worked towards.

The relevance to 'Education Disciplines and Practice' is in the explanations of educational practitioners that draw insights from the education disciplines and are both necessary and sufficient to generate valid explanations of educational influences in learning.

Introduction

The research aim is to demonstrate that explanations of the educational influences in learning, of educational practices, require the explanations of the practitioners themselves as well as insights from the Education Disciplines.

This research aim developed from the first lesson I taught as a science teacher at Langdon Park School in 1967. During this lesson I could see that I was not communicating to the majority of my pupils. I found myself saying to myself. I've got to do this better, 'How do I improve what I am doing?'. The desire to improve my practice was related to my commitment to professionalism in education. 'The Way to Professionalism in Education?' was the title of my special study for my Diploma of Education at the University of Newcastle, Department of Education in 1966. This commitment to enhancing my own professionalism led me to enrol (1968-1979) for the Academic Diploma course, at the Institute of Education of the University of London, and then for the Master's course in the psychology of education (1970-1972). I valued extending my cognitive range and concerns in learning the conceptual frameworks and methods of validation of the disciplines of education of the philosophy, psychology, sociology and history of education. However, as well as extending my cognitive range and concerns I wanted to improve my professional practice as an educator. I wanted to enhance my educational influences in my own learning and in the learning of my pupils. My problems was that I could not derive, from any of these frameworks, taken individually or in any combination, a valid explanation for my educational influences in my own learning or the learning of my pupils. This inability of mine to use the dominant disciplines approach to educational theory to explain these educational influences led me to join the University of Bath, School of Education, in 1973, to see if I could make a research contribution to a form of Educational Theory that could explain these educational influences in learning.

Some 10 years after I joined the staff in the University of Bath, School of Education. Paul Hirst (1983), one of the originators of the disciplines approach to Educational Theory published this acknowledgement of a mistake in this approach when he wrote that much understanding of educational theory will be developed:

> "… in the context of immediate practical experience and will be co-terminous with everyday understanding. In particular, many of its operational principles, both explicit and implicit, will be of their nature generalisations from practical experience and have as their justification the results of individual activities and practices.
>
> In many characterisations of educational theory, my own included, principles justified in this way have until recently been regarded as at best pragmatic maxims having a first crude and superficial justification in practice that in any rationally developed theory would be replaced by principles with more fundamental, theoretical justification. That now seems to me to be a mistake. Rationally defensible practical principles, I suggest, must of their nature stand up to such practical tests and without that are necessarily inadequate."
> (p. 18)

To distinguish my approach to educational theory from the disciplines approach, in the 1980s I coined the idea that a living-educational-theory was an individual's explanation of their educational influences in their own learning, in the learning of others and in the learning of the social formations within which the individual's practice was located (Whitehead, 1985; 1989).

This idea provides the theoretical framework for the paper. Within this framework educational practitioners generate and test their evidence and values-based explanations of educational influences in learning. I stress the importance of **educational** influences in learning as not all learning is educational. I distinguish learning as educational learning when the learning includes values of human flourishing. I also want to emphasise the importance of ideas from the disciplines of education in the generation of a living-educational-theory, whilst understanding that these ideas from the disciplines cannot provide valid explanations of an individual's educational influence in their own learning, in the learning of others and in the learning of the social formations within which the practice is located.

The methodological design is based on methodological inventiveness (Dadds & Hart, 2001) in inquiries of the kind, 'How do I improve what I am doing in my professional practice?'

> …what practitioners chose to research was important to their sense of engagement and purpose. But we had understood far less well that how practitioners chose to research, and their sense of control over this, could be equally important to their motivation, their sense of identity within the research and their research outcomes. (p. 166)

> Practitioner research methodologies are with us to serve professional practices. So what genuinely matters are the purposes of practice which the research seeks to serve, and the integrity with which the practitioner researcher makes methodological choices about ways of achieving those purposes. No methodology is, or should, cast in stone, if we accept that professional intention should be informing research processes, not pre-set ideas about methods of techniques… (p. 169)

The methodological inventiveness of an individual involves the generation of their unique methodology in the course of their inquiry, 'How do I improve what I am doing in my professional practice?' It emerges and is clarified in the generation of their explanation of their educational influences in learning. In generating these explanations each researcher must clarify and communicate the embodied expressions of the meaning of the values they use to distinguish learning as educational. This can include the use of digital visual data and empathetic resonance for clarifying and communicating the embodied expressions of the values that are used as explanatory principles in explanations of educational influences in learning.

Using their methodological inventiveness, a Living Educational Theory Researcher draws insights from the methodologies of self-study, action research, narrative inquiry, autoethnography and other methodologies (Whitehead, 2018) that they find useful in generating their own.

The findings are focused on the evidence of Living Educational Theory doctoral theses that have been accredited by Universities around the world. Many of these are publicly available from https://www.actionresearch.net/living/living.shtml . These show that the claims to educational knowledge emerging from inquiries of the kind 'How do I improve what I am doing in my professional, educational practice?' can include 'I' as a living contradiction and can clarify and communicate the meanings of the embodied values that are expressed by educational practitioners in their educational practices. These clarifications and

communications are often helped through the use of digital, visual data from practice and the method of empathetic resonance. The findings also include the clarification of meanings of values of educational responsibility and equity in two Symposia at conferences of the American Educational Research Association (Delong et al., 2021; 2022).

The relevance to 'Teacher Education and Practice: Foresight and Hindsight' is in the explanations that include both hindsight in evaluations of educational influences in previous learning and foresight in the creation of an imagined future which is not yet in existence but that is being worked towards.

The relevance to 'Education Disciplines and Practice' is in the explanations of educational practitioners that draw insights from the education disciplines and are both necessary and sufficient to generate valid explanations of educational influences in learning.

Following this introduction I shall now focus on the evidential base for the claims to educational knowledge made in the sections on research aim; theoretical framework; methodological design; relevance.

Evidence to justify the following claims to educational knowledge

    i)   **The research aim has been fulfilled.** The aim is to demonstrate that explanations of the educational influences in learning, in educational practices, require the explanations of the practitioners themselves as well as insights from the Education Disciplines.

The evidence that supports the claim to have demonstrated this, has emerged from the academic legitimation of living-educational-theories by universities around the world. One characteristic of research is that it is systematic enquiry made public. Making the research public opens it for testing through public criticism (Popper, 1975, p. 44; Habermas, 1976, pp. 1-2). Submitting research for legitimation by Universities, for the award of a doctoral degree, is one of the internationally recognised processes for gaining academic legitimation for a contribution to educational knowledge. Evidence to justify the claim to educational knowledge that the research aim has been fulfilled is in over 60 Living Educational Theory doctorates that are publicly available from https://www.actionresearch.net/living/living.shtml. Each doctorate presents an explanation of the individual practitioner's educational influences in their own learning together with insights from the Education Disciplines.

These explanations, of educational influences in learning with values of human flourishing, that constitute living-educational-theories, have included 'I' as a living contradiction in inquiries of the kind, 'How do I improve what I am doing in my professional educational practice?'. They have included the clarification and communication of the meanings of the embodied values, expressed in professional educational practice, that establish the practice as 'educational'. The clarification and communication of the meanings of these values as they emerge through practice has often been supported by digital visual data and a method of empathetic resonance.

ii)   **The theoretical framework of Living Educational Theory Research requires both Insights from the theoretical frameworks of the disciplines of education and an individual's explanation of their educational influences in learning in the generation of an individual's living-educational-theory.**

The evidence to support this claim is in over 60 Living Educational Theory Doctorates that you can access at https://www.actionresearch.net/living/living.shtml

I shall just focus on two of the most recent Living Educational Theory Doctorates to highlight the kind of evidence that supports the claim.

The first is Michael Russell's 2021 Doctoral Thesis on 'Privileging Tacit Knowledge within a Software Engineering Curriculum: A Living Educational Theory of Practice'. This has been legitimated by Maynooth University in the Republic of Ireland and can be accessed from https://www.actionresearch.net/living/russellphd2021.pdf

Here is the Abstract that focuses on Russell's generation of his living-educational-theory in a way that includes the engineering knowledge within a software engineering curriculum.

Abstract

Through action research I inquired into my pedagogical practice by questioning the nature of knowledge I valued as a lecturer. This questioning led me to develop my 'living educational theory' (Whitehead, 1989, p.41) of privileging tacit knowledge within a Software Engineering curriculum.

My living educational theory is grounded in ideas of professional knowledge, relationships, competence, and expertise. In developing my theory, I explain how I transformed my ontological values of justice, democracy, and care in relation to students through standards of judgement that I developed to direct, test, and evaluate actions I took to improve my pedagogical practice. I describe how I experienced conflict between my existing practice and ontological values that led me to see myself as a 'living contradiction' (Whitehead, 1989, p.41) and to critique the dominant didactic perspectives located within my practice which privileged explicit disciplinary knowledge within a Software Engineering curriculum.

To overcome feeling like a living contradiction, I researched and engaged with dialogical problem-posing pedagogies to encourage and support students to actively participate in their own development of becoming competent software engineering professionals. The dialogical problem-posing pedagogy I developed during this inquiry is constructed on the basis of just, democratic, and caring relationships with students, who are capable of exercising their agency and are constantly remaking their identity as they both create and use professional knowledge to solve Software Engineering problems.

As I engaged with this dialogical problem-posing pedagogy, I re-conceptualised my identity as a pedagogical practitioner. I questioned the traditional and dominant orthodoxies that I subscribed to and which dictated that I positioned myself as the

knowledge expert within the classroom. In doing so, I took action to move from being the knowledge expert to being a facilitator within the classroom to help students to realise their capacity to become competent software engineering practitioners.

The second is Arianna Briganti's 2021 doctoral thesis on 'My living-theory of International Development'. This has been legitimated by the University of Lancaster in the UK and can be accessed from https://www.actionresearch.net/living/ABrigantiphd.pdf .

Here is the Abstract that focuses on Briganti's generation of her living-educational-theory in a way that includes her engagement with theories of international development within the generation of her own living-educational-theory.

Abstract

My thesis is focused on the relationally dynamic values of empathy, social and gender justice, outrage, responsibility, love for and faith in humanity and dignity. The originality lies in their use as explanatory principles in my explanation of my educational influence in my own learning, in the learning of others and in the learning of the social formations that affect my practice as a development professional. My other original contribution to knowledge is to relate the threefold nature of Living Theory methodology – a self-reflexive action-led research, a way of life, and a social movement - with my practice in International Development, which provides an example of how limitations in this sector might be overcome.

My self-reflexive research conceptualizes International Development as a global responsibility. It offers instances of how to work with others at micro (community) level, meso (organizational) level and shows my developing understanding of my potential systemic influence at a political (macro) level.

By drawing insights mainly from self-study and narrative enquiry methodologies, my living-theory of International Development is presented as an alternative to the neoliberal approach and rests on the idea that Development means having a chance to contribute to a good change (Chambers, 1997, p.1743). My stories derive from the experiences of my own life and that of the people I work with. I use the South African concept of Ubuntu and its transformative growth into I~we~us relationships. Whilst exploring commonalities between Living Theory and International Development, I show they can reinforce each other and combine in the practical realization of a commitment to a fairer world. A generative form of development emerges that includes a gendered epistemology. I discuss how my own pursuit of gender justice has improved the quality of my work as a female development economist and practitioner, living in a capitalistic era.

iii) **The methodological designs are based on the methodological inventiveness of individuals in inquiries of the kind, 'How do I improve what I am doing in my professional practice?'**

Each individual generates their unique methodology as they produce their validated, evidence and values-based explanation of educational influences in learning. The methodologies in the doctoral theses at https://www.actionresearch.net/living/living.shtml draw insights from a wide range of methodologies. You can access a justification for the creation of a living theory methodology in the creation of your living educational theory from https://www.actionresearch.net/writings/arsup/livingtheorymethodologies.pdf. This justification includes a response to Creswell's (2007) ideas on choosing a methodology from narrative research, phenomenology, grounded theory, ethnography and case studies. The response includes Ellis' and Bochner's (2000) ideas on autoethnography; McNiff's and Whitehead's (2009 a&b, 2011) ideas on action research and Living Theory research (Whitehead & McNiff, 2006); Tight's (2016) ideas on phenomenography. Rather than chose a pre-existing methodological approach, the justification stresses the importance of recognising that a living-educational-theory methodology is generated in the course of producing a validated, evidence and values-based explanation of educational influence in learning.

The methodologies include the use of digital visual data and empathetic resonance for clarifying and communicating the embodied expressions of the values that are used as explanatory principles in explanations of educational influences in learning. Each individual uses a unique constellation of embodied values to explain their educational influences in learning. The meanings of these values are clarified and communicated in the course of their emergence in practice and are included in an individual's unique methodological approach.

iv) **The findings** draw on over 60 accredited Living Theory doctoral theses, accredited by Universities around the world. They draw insights, into their living-educational-theories, from the disciplines of education.

See Appendix – this gives access to the Living Educational Theories at:

https://www.actionresearch.net/living/living.shtml

You can access the Abstract of each living-educational-theory from this Appendix. Within the Abstracts each researcher summarises the originality of their contribution to knowledge. Each contribution includes the integration of insights from disciplinary forms of knowledge. Each thesis demonstrates how explanations of educational influences in learning include insights from the disciplines of education.

v) **The relevance** to 'Teacher Education and Practice: Foresight and Hindsight' is in the explanations that include both hindsight in evaluations of educational influences in previous learning and foresight in the creation of an imagined future which is not yet in existence but that is being worked towards.

You can access the evidence and values-based explanations of my educational influences in my own learning, in the learning of others and in the learning of the social formations within which my practice is located, at https://www.actionresearch.net/writings/writing.shtml. This is an archive my writings since my first writings in 1967, 'The way to professionalism in education?', to my 2022 writings as I continue to research my professional development in education in the inquiry, 'How do I improve what I am doing in my professional practice in education with values of human flourishing?' In my first naïve writings there was no consideration of my educational influences in the learning of my pupils. The content of my writings was focused on the role of economics and ethics in professionalism in education. This focus on disciplines of education, rather than explaining educational influences in learning can also be seen with contributions from sociologists, philosophers and psychologists of education.

Examination for the Diploma in Education 1967

DISSERTATION

Name: ....WHITEHEAD.....A.J.............. Tutor's Initials ....

Subject Method Courses: (1) ...CHEMISTRY....... (2) ....PHYSICS..........

A. Provisional Title: *The way to Professionalism in Education?*

Approved (5th December, 1966) by (Tutor) ..... (Specialist Lecturer) ....

B. Brief Indication of Scope and Method (e.g. synopsis, chapter headings; authorities to be consulted; questionnaire or other techniques).

Chapt. I   The Influence of Economics on Education.
Chapt. II The Influence of Ethics on Education.
Chapt. III Professionalism in Education.

BIBLIOGRAPHY

1)	MODERN PHILOSOPHIES OF EDUCATION	KOGORASHA
2)	EDUCATION AND SOCIETY	A.K.C. OTTAWAY
3)	THE INTELLIGENT WOMANS GUIDE TO FASCISM COMMUNISM CAPITALISM AND SOCIALISM.	G.B. SHAW
4)	MAN FOR HIMSELF	ERICH FROMM
5)	LIFE AND POLITICS	LORD ECCLES.
6)	DEMOCRACY AND EDUCATION	J. DEWEY
7)	SOCIAL FOUNDATIONS OF EDUCATIONAL DECISION	FISCHER AND THOMAS
8)	ETHICS AND EDUCATION	R.S. PETERS
9)	AIMS OF EDUCATION.	A.N. WHITEHEAD
10)	EDUCATIONAL PSYCHOLOGY	SKINNER
11)	SOCIAL FOUNDATIONS OF EDUCATION	C.S. BREMBECK.

Some 30 years later, in my doctorate (Whitehead, 1999 – accessed from https://www.actionresearch.net/living/jackwhitehead2.shtml) on, 'How do I improve my practice? Creating a New Discipline of Educational Enquiry', I explain my present practice in terms of an evaluation of my past learning, in terms of experiences of spiritual, aesthetic and ethical contradictions in my educative relations and in terms of my proposals for living my values more fully in the future. The relevance to, 'Teacher Education and Practice: Foresight and Hindsight' is in the recognition that the explanations of educational influences in learning, that constitute a living-educational-theory in the professional development of an educator, include both hindsight, in evaluations of educational influences in previous learning, and foresight in the creation of an imagined future which is not yet in existence but that is being worked towards. This recognition is expressed in the Abstract to my thesis:

ABSTRACT

This thesis shows how living educational standards of originality of mind and critical judgement in educational enquiries has created a discipline of education.

The meanings of these standards emerged from an analysis of my research published between 1977-1999. The analysis proceeds from the base of my experience of myself, my 'I', as a living contradiction in the question 'How do I improve this process of education here?'

An 'educational' methodology, which includes 'I' as a living contradiction, emerges from the application of a four-fold classification of methodologies of the social sciences. Then the idea of living educational theories emerges in terms of the descriptions and explanations which individual learners produce for their own educational development.

A logic of the question, 'How do I improve my practice?, emerges from my engagement with the ideas of others and from an exploration of the question in the practical contradictions between the power of truth and the truth of power in my workplace.

A discipline of education, with its standards of originality of mind and critical judgement, is defined and extended into my educative influences as a professional educator in the enquiry, 'How do I help you to improve your learning?'.

My living educational theory continues to develop in the enquiry , 'How do I live my values more fully in my practice?'. I explain my present practice in terms of an evaluation of my past learning, in terms of my present experiences of spiritual, aesthetic and ethical contradictions in my educative relations and in terms of my proposals for living my values more fully in the future.

i) **The relevance** to 'Education Disciplines and Practice' is in the explanations of educational practitioners of their educational influences in their own learning, in the learning of others and in the learning of the social formations within which the practice is located, that draw insights from the education disciplines and are both necessary and sufficient to generate valid explanations of educational influences in learning.

The relevance to 'Education Disciplines and Practice' can be understood in relation to both Maxwell's distinction between wisdom inquiry and knowledge inquiry and Santos' idea of 'epistemicide'. It can also be understood in terms of the support of senior figures in both the American and British Educational Research Associations to emphasise education research rather than educational research.

Maxwell's (2021) thesis is that Humanity is confronted by two great problems of learning.

The first problem is learning about the universe, and about ourselves and others forms of life as a part of the universe.

The second problem is learning how to create a genuinely civilized, enlightened, wise world.

Maxwell says that the first problem is being solved by modern science and technology. He claims that these have had profoundly beneficial consequences for humanity in that they have made possible the development of modern industry and agriculture, modern hygiene and medicine, modern travel, modern communications, and all the multitude of good things that have come from these developments.

In relation to solving the second problem Maxwell says there is a downside to the application of science and technology which he highlights as knowledge-inquiry. He says that we must learn how to acquire wisdom – social, political, economic wisdom – or we will end up destroying ourselves. He highlights the importance of developing wisdom-inquiry.

Maxwell says that it is vital that we are able to do the following in wisdom inquiry:

- we must be able to discover future undesirable consequences of our actions before these consequences become a reality,
- we must be able to modify our actions so that these undesirable consequences never become a reality.

In the development of a co-operatively rational world Maxwell advocates the development of an aims-improving, progress-achieving conception of rationality. This development will require a "problem-solving" conception of rationality and an "aim-improving" rationality. To develop a co-operatively rational world we need large-scale, public, cooperative action.

Here are my present commitments in terms of the three crucial steps that Maxwell claims that we need to get right in developing a co-operatively rational world.

I identify the following progress-achieving methods of science. The first is the use of action-reflection cycles which involve expressing a concern when values are not being lived as fully as they could be; imagining possibility for improving practice; choosing an action plan; acting and gathering data to make an evidence-based judgements on the influences of actions; evaluating the influence of actions in relation to improving practice and living values as fully as possible; modifying concerns, ideas and actions in the light of the evaluations; generating and sharing a valid explanation of 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.

The second draws on Popper's (1975) insight that recognizes the importance of enhancing the objectivity of explanations through intersubjective testing. I use Popper's insight about the importance of the mutual rational control of critical discussion in validation groups.

The third draws on Habermas' (1976) insight on the four criteria that are used by rational human beings in coming to understand each other. I have modified these criteria in the following four questions that are asked in validation groups of some 3-8 peers to enhance the validity of explanations:

i)   How could I improve the comprehensibility of my explanation?
ii)   How could I strengthen the evidence I use to justify my explanations?
iii)   How could I deepen and extend the sociohistorical and sociocultural understandings of their influences in my explanation?
iv)   How could I enhance the authenticity of my explanation in showing that I am living my values as fully as I can?

The methods are generalized in Living Educational Theory Research so that they become relevant and fruitfully applicable to any worthwhile human endeavor with problematic aims that are related to the flourishing of humanity as well as to the endeavor of improving knowledge.

I am using these progress-achieving methods in my inquiry, 'How do I contribute to enhancing the systemic influence of a Living Educational Theory Research Approach to Continuing Professional Development with values of human flourishing?' as I try to contribute to social progress toward the immensely problematic aim of creating a cooperatively rational world.

As I continue to extend my cognitive range and concern in my continuing professional development an living-educational-theory I am drawing on Santos' (2014) ideas. How I am doing this is explained in my review (Whitehead, 2016):

> My review of de Sousa Santos' book for the Educational Journal of Living Theories (Whitehead, 2016) is in two parts. In Part One I share my understandings of some of Santos' concepts that are new to me. These include ideas on the abyssal line; subaltern insurgent cosmopolitanism; epistemicide; ecology of knowledges; intercultural translation. In Part Two I explain my excitement with Santos' ideas by showing how I am drawing insights from these ideas in the evolution and

transformation of my own living-educational-theory, and in my exploration of the implications of Santos' ideas for Living Theory research as a social movement.

The timeliness of this review is related to the following details of Santos' keynote to the 1st Global Assembly for Knowledge Democracy. These details are from the Brief and Call to Participate in the 1st Global Assembly for Knowledge Democracy (16th June 2017) and the Action Research Network of the Americas (ARNA) 2017 Conference (12-16th June 2017) in Cartagena, Columbia:

The keynote address at the Global Assembly will be given by Prof. Boaventura de Sousa Santos, a Professor of Sociology at the University of Coimbra (Portugal) and a Distinguished Legal Scholar at the University of Wisconsin – Madison. Among his many books in English are Law and Globalization from Below: Towards a Cosmopolitan Legality; Epistemologies of the South:Justice Against Epistemicide; and Another Knowledge is Possible: Beyond Northern Epistemologies. The framing of knowledge democracy, in the particular context of the work of Boaventura de Sousa Santos, indicates a commitment to deeply heterogeneous and emancipatory approaches to knowledge. The idea for an epistemology of the global south guides an understanding of a broader project of transformation, the empowerment of diverse knowledge communities and knowledge systems critical to the long-term sustainment of people and the planet, which sits in the context of the (current) hegemony of West / neo- liberalist knowledge systems. "Cognitive justice," another term used by Santos, indicates the project of making subaltern knowledges visible and legitimate in this neo-liberal context. (See http://www.actionresearch.net/writings/brief.pdf)

The relevance to 'Education Disciplines and Practice' of explaining how educational influences in learning be explained with insights from the disciplines of education, can be related to the educational responsibility of professional educators and educational researchers. I accept a professional, educational responsibility for continuing to improve my practice through a Living Educational Theory Research approach to my continuing professional development. This includes a responsibility for researching my educational practice and contributing any knowledge I generate to the global knowledgebase of education. As I extend my own cognitive range and concern with the ideas of others such as Maxwell and Santos I integrate their philosophical and sociological ideas into my own. I am also aware of the politics of educational knowledge in the sense of responding to resist the moves of people such as Whitty (2005, pp. 172-173) and Levine (2015) who emphasise the dominance of education research over educational research.

The relevance to Education Disciplines and Practice' is in the recognition of the importance for educational practitioner and educational researchers of explaining how they are integrating insights from the disciplines in their explanations of their educational influences in learning in inquiries of the kind, 'How do I improve my professional educational practice?'. To do this is part of the process of resisting the hegemony of education researchers over educational researchers and of resisting the elimination of wisdom-inquiry by knowledge-inquiry.

I have answered the question, 'How can educational influences in learning be explained with insights from the disciplines of education?'. The answer emphasised the importance of a view of professionalism that includes a continuing inquiry of the kind, 'How do I improve my professional educational practice, with values of human flourishing?'. It includes contributing one's living-educational-theory to the global knowledgebase of education. I hope that you have found the answer persuasive in relation to your own continuing professional development.

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Appendix

CREATING AND CONTRIBUTING TO AN ECOLOGY OF KNOWLEDGES

Michael Russell's Doctoral Thesis on 'Privileging Tacit Knowledge within a Software

Arianna Briganti's Doctoral Thesis on 'My living-theory of International Development'.

Engineering Curriculum: A Living Educational Theory of Practice', Maynooth University, 2021.

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Christine Jones' doctorate on - My living-theory of living inclusive and inclusional empowerment: a Living Theory research approach. Liverpool Hope University, UK, 2019.

Elizabeth Campbell's doctorate on - How has love influenced me as a teacher researcher, and learner? A narrative inquiry into a teacher's abrupt awakenings. Nipissing University, Canada, 2018

Anne Keizer-Remmer's doctorate on - Underneath The Surface Of Cosmopolitanism: In Search of Cosmopolitanism In Higher Education. University of Humanistic Studies, Utrecht, the Netherlands, 2017.

Bruce Damon's doctorate on - A Collaboratively Constructed Process Model For Understanding And Supporting The Work Of The Community Volunteer In A Community School. 2017 Nelson Mandela Metropolitan University, South Africa.

Sadruddin Bahadur Qutoshi's doctorate on - Creating Living-Educational-Theory: A Journey Towards Transformative Teacher Education in Pakistan. 2016 University of Kathmandu, Nepal.

Michael Dent's doctorate on - A Reflexive Study Of The Continuous Practice Improvement Of A Global Professional. 2016 University of Malaya.

Helen O' Connor's Professional Doctorate in Practical Theology - From Unearthing Values To Building Educational Foundations: How The Values Of Education Swanage Were Influential In Founding The

Elizabeth Wolvaardt's Doctoral Thesis, Over the conceptual horizon of public health: A living theory of teaching undergraduate medical students, 2013 University of Pretoria.

Swanage School. 2015 Anglia Ruskin University.

Nicole Lee Scott's Master of Technology Dissertation, TELLING TALES: Pictograms as a Visual Voice, 2013 Durban University of Technology.

Bonnie Kaplan's Master of Technology Dissertation, How do I use my living and lived experience to influence creative economic independence in others? 2013 Durban University of Technology.

Delysia Timm's Doctor of Technology: Education (2012) Thesis,Towards The Biochemical Nature Of Learning And Its Implication For Learning, Teaching And Assessment: A Study Through Literature And Experiences Of Learners And Educators. Durban University of Technology, 2012.

Yvonne Crotty's Ph.D. (2012) Thesis, How am I bringing an educationally entrepreneurial spirit into higher education? Dublin City University, 2012.

Jack Whitehead's Ph.D. Volume Two (1999) Thesis, How do I improve my practice? Creating a discipline of education through educational enquiry. University of Bath.

Simon Hughes' Ph.D. (2012) Thesis, Towards auto/pedagogy: A reflexive auto/biographic case study of professional learning mediated by technology. University of Wolverhampton.

Phil Tattersall's Ph.D. (2011) Thesis, How am I generating a living theory of environmental activism with inclusionality? Graduating April 2013 from the University of Western Sydney.

Keith Kinsella's Ph.D. (2012) Thesis, Revealing what is 'tacit/rationally-invisible/in the background': an online coaching pedagogy for developing improved leadership practice through 'presencing empathetic responsiveness' University of Bath.

Marie Huxtable's Ph.D. (2012) Thesis, How do I Evolve Living-Educational-Theory Praxis in Living-boundaries? University of Bath.

Mark Potts' Ph.D. (2012) Thesis, How can I Reconceptualise International Educational Partnerships as a

Form of 'Living Citizenship'? Bath Spa University.

Jerome Thamsanqa Gumede's (2011) Doctor of Technology: Education Thesis,An Auto-Ethnographic Enquiry: Critical Reflection on the Influences in the Development of a Black African Male Educator. Durban University of Technology, South Africa.

Ian Phillips' Ph.D. (2011) Thesis, My Emergent African Great Story 'Living I' as naturally including neighbourhood, embodying an audacious Valuing Social Living Pedagogy and imagining the universe luminously, as an energetic inclusion of darkness throughout light and light in darkness. University of Bath.

Linda Vargas' MA (2010) Dissertation, Out the Box: Flamenco as Educational A Living Theory Study of Dance in Primary Education. The University of KwaZulu-Natal.

Anat Geller's Ed.D. Thesis (2010) Within Dialogue and Without: How has 'Being in the Unkown' become a value in my developing as a better dialogical educator? University of Bath.(live connections to video clips from the text need adding

Marian Lothian's Ph.D. (2010) Thesis, How can I improve my practice to enhance the teaching of literacy. McGill University.

Alon Serper's PhD (2010) An Analytical Critique, Deconstruction, And Dialectical Transformation And Development Of The Living Educational Theory Approach. University of Bath.

Louise Phillips' PhD (2010) Thesis, Young Children's Active Citizenship: Storytelling, Stories, And Social Actions. Queensland University of Technology.

Graham Van Tuyl's Ph.D. (2009) Thesis, From Engineer To Co-Creative Catalyst: An

Chris Jones' MA (2009) Dissertation, How do I improve my practice as an inclusion

Inclusional And Transformational Journey. University of Bath.

officer working in a children's service. Bath Spa University.

Karen Riding's Ph.D. (2008) Thesis, How do I come to understand my shared living educational standards of judgement in the life I lead with others? Creating the space for intergenerational student-led research. University of Bath.

Simon Riding's Ph.D. (2008) Thesis, How do I contribute to the education of myself and others through improving the quality of living educational space? The story of living myself through others as a practitioner-researcher. University of Bath.

Barnabe D' Souza's Ph.D. (2008) Thesis, Evolution of a rehabilitation programme for chemically dependent male street adolescents in a major indian city. Supervised by Stephen Bigger. Coventry University in collaboration with the University of Worcester.

Ray O Neill's Ph.D. (2008) ICT as Political Action. University of Glamorgan.

Jocelyn Jones' Ph.D. (2008) Thesis, Thinking with stories of suffering: towards a living theory of response-ability. University of Bath.

Jane Spiro's Ph.D. (2008) Thesis, How I have arrived at a notion of knowledge transformation, through understanding the story of myself as creative writer, creative educator, creative manager, and educational researcher. University of Bath.

JeKan Adler Collins' Ph.D. (2007) Thesis, Developing an inclusional pedagogy of the unique: How do I clarify, live and explain my educational influences in my learning as I pedagogise my healing nurse curriculum in a Japanese University? University of Bath.

Eden Charles' Ph.D. (2007) Thesis, How Can I bring Ubuntu As A Living Standard Of Judgment Into The Academy? Moving Beyond Decolonisation Through

Swaroop Rawal's Ph.D. (2006) Thesis, The role of drama in enhancing life skills in children with specific learning difficulties in a Mumbai school: My reflective account. Coventry

Societal Reidentification And Guiltless Recognition. University of Bath.

University in Collaboration with the University of Worcester.

Barry Hymer's D.Ed.Psy. submission (2007) How do I understand and communicate my values and beliefs in my work as an educator in the field of giftedness? University of Newcastle.

Eleanor Lohr's Ph.D. (2006) Love at Work: What is my lived experience of love, and how may I become an instrument of love's purpose? University of Bath

Mary Roche's Ph.D. (2007) Towards a living theory of caring pedagogy: interrogating my practice to nurture a critical, emancipatory and just community of enquiry. Limerick University. Supervisor, Jean McNiff.

Caitriona McDonagh's Ph.D. (2007) My living theory of learning to teach for social justice: How do I enable primary school children with specific learning disability (dyslexia) and myself as their teacher to realise our learning potentials? Limerick University. Supervisor, Jean McNiff.

Margaret Cahill's Ph.D. (2007) My living educational theory of inclusional practice. Limerick University. Supervisor, Jean McNiff.

Mairin Glenn's Ph.D. (2006) Working with collaborative projects: my living theory of a holistic educational practice. Limerick University. Supervisor, Jean McNiff.

Bernie Sullivan's Ph.D. (2006) A living theory of a practice of social justice: Realising the right of Traveller Children to educational equality. Limerick University. Supervisor, Jean McNiff.

Margaret Farren's Ph.D. (2005) How can I create a pedagogy of the unique through a web of betweenness? University of Bath.

. Marian Naidoo's Ph.D. (2005)I am because we are (A never ending story). The emergence of a living theory of inclusional and responsive practice. University of Bath.

Madeline Church's Ph.D. (2004) Creating an uncompromised place to belong: Why do I find myself in networks? University of Bath.

Mary Hartog's Ph.D. (2004) A

Jackie Delong's Ph.D. (2002)

Self Study Of A Higher Education Tutor: How Can I Improve My Practice? University of Bath.

How Can I Improve My Practice As A Superintendent of Schools and Create My Own Living Educational Theory? University of Bath.

Rachel Deitcher's D.Phil. Thesis. (2004) Preaching or Practising? Action Research into the Teaching of Early Childhood Mathematics Education

Ram Punia's Ed.D. thesis (2004)My CV is My Curriculum: The Making of an International Educator with Spiritual Values. University of Bath.

Robyn Pound's Ph.D. (2003) How can I improve my health visiting support of parenting? The creation of an alongside epistemology through action enquiry. University of the West of England. Supervisor Martin Forest.

Pat D'Arcy's Ph.D. (1998) The Whole Story... University of Bath.

Kevin Eames' Ph.D. (1995) How do I, as a teacher and educational action-researcher, describe and explain the nature of my professional knowledge? University of Bath.

Vols. 1 & 2 of Jack Whitehead's Ph.D. (1999) How do I improve my practice? Creating a discipline of education through educational enquiry. University of Bath.

Ben Cunningham's Ph.D. (1999) How do I come to know my spirituality as I create my own living educational theory? University of Bath.

Moyra Evans' Ph.D. (1995) An action research enquiry into reflection in action as part of my role as a deputy headteacher. Kingston University

Moira Laidlaw's Ph.D. (1996) How can I create my own living educational theory as I offer you an account of my educational development? University of Bath.

Jacqui Hughes Ch.2.Ph.D. (1996) Action planning and assessment in guidance

Madeleine Mohammed's M.Phil. Brunel University

contexts: how can I understand and support these processes while working with colleagues in further education colleges and career service provision in Avon? University of Bath.

Erica Holley's M.Phil. (1997) How do I as a teacher-researcher contribute to the development of a living educational theory through an exploration of my values in my professional practice? University of Bath.

Andy Larter's M.Phil. University of Bath.

James Finnegan's Ph.D. (2000) How do I create my own educational theory in my educative relations as an action researcher and as a teacher? University of Bath.

JeKan Adler-Collins' M.A. Dissertation, 'A Scholarship of Enquiry'. University of Bath.

Peggy (Kok) Leong's M.Ed. Dissertation, Action Research: The Art of an Educational Inquirer. University of Bath.

John Loftus' Ph.D. Thesis. Kingston University.

Terry Austin's Ph.D. Thesis. 'Treasures in the Snow: What do I know and how do I know it through my educational inquiry into my practice of community?' University of Bath.

Geoff Mead's Ph.D. (2001) Unlatching the Gate: Realising my Scholarship of Living Inquiry. University of Bath.

Jacqui Scholes-Rhodes' Ph.D. (2002)- From the Inside Out: Learning to presence my aesthetic and spiritual being through the emergent form of a creative art of inquiry. University of Bath.

Mike Bosher's Ph.D. (2001) How can I as an educator and Professional Development Manager working with teachers, support and enhance the learning and achievement of pupils in a whole school improvement process? University of Bath.

Paul Robert's Ph.D. (2003)-

Elica Yaffe's Ed.D. Thesis

Emerging Selves in Practice: How do I and others create my practice and how does my practice shape me and influence others? University of Bath.

(2003)- The Reflective Beginner: Promoting Professional Development Of Newly Qualified Teachers.

Hilary Shobbrook's M.A. Dissertation, My Living Educational Theory Grounded In My Life: How can I enable my communication through correspondence to be seen as educational and worthy of presentation in its original form? University of Bath.

Karen Tesson's Ph.D. (2006) Dynamic Networks. An interdisciplinary study of network organization in biological and human social systems. University of Bath. Karen's thesis is included here not because Karen created her living theory, but because of the significance of her ideas on flow-form networks for the generation of living theories)

James Edgerton's (2007) MSc Thesis, Catching a Glimpse of Inspiration: how my research journey is making a different for my management practice. Royal Agricultural College. Graduated 2007. Supervisor, Yaakub-Paulus Murray.

Mairin Glenn's Ph.D. (2006) Working with collaborative projects: my living theory of a holistic educational practice. Limerick University. Supervised by Prof. Jean McNiff

Cynthia Cozette Lee's Ed.D. thesis (2009) D.O.O.R.S. of change: capacity building to differentiated instruction. Ed.D. in Educational Leadership, Rowan University, USA.