

How do we keep the connection between us going so that it evolves and has the potential to change things?

Jack Whitehead, Liverpool Hope University

December 2010

The above question was asked by Margaret Ledwith in a conversation of a committee of enquiry on the 7th November 2010 at the Collaborative Action Research Network Conference, with Zoe Parker, Jack Whitehead, Ruth Balogh, Marie Huxtable, Mary Mcateer, and Missy Morton.

I am hopeful that this contribution to keeping the connection between us going will help to stimulate your participation by attracting you into a living space for the expression and evolution of the life-affirming energy and values that carry hope for the future of humanity.

I am going to focus on my responses to the expression of values and understandings in video-clips from the committee of enquiry and from Nigel Harrison (UK), Yvonne Crotty (Republic of Ireland), Je Kan Adler-Collins (Japan), Joan Conolly (South Africa), Joan Walton and myself (UK). I shall also draw your attention to our writings in which we are projecting ourselves into a future that has yet to be created in relation to living more fully the values that we believe carry hope for the future of humanity.

In responding to the energy-flowing values expressed through the video-clips I shall draw on ideas from Margaret Farren, Lecturer in e-learning at Dublin City University, on celtic spirituality, a web of betweenness and educational space.

Because of my emphasise on showing ourselves in visual narratives in keeping our connecting going I shall first draw on a technique for analysing video-clips described by Marie Huxtable. Marie has described the technique in relation to part of a video narrative in which she ostensibly clarifies the meanings of her energy-flowing educational values of, a loving recognition, a respectful connectedness, and an educational responsibility. You can access Marie's description in a contribution to the Open Dialogue section of Research Intelligence, the newsletter of the British Educational Research Association at <http://www.actionresearch.net/writings/huxtable/mh2009beraRI107.pdf>.

Here is a 1:28 minute clip of Marie Huxtable described what really matters to her:



<http://www.youtube.com/watch?v=dNBGxssfdvo>

I am hoping that Marie's expression of a loving recognition, respectful connectedness and an educational responsibility will attract you into this living space of the CARN Ning forum and serve to stimulate your desire to participate.

The second connection I'd like to share is with Margaret Farren at Dublin City University. Margaret is on the right.



You can access Margaret's multi-media narrative on 'Co-creating an educational space' at <http://ejolts.net/node/78>. Margaret's summary of the paper includes:

In this paper, I generate my living educational theory as an explanation of my educational influences in learning as I research my tutoring with practitioner-researchers from a variety of workplace backgrounds. I will show how I have closely inter-related the teaching, learning and research processes by providing opportunities for participants to accept responsibility for their own learning and to develop their capacity as learners and researchers. My Ph.D. inquiry 'How can I create a pedagogy of the unique through a web of betweenness?' (Farren, 2006 - <http://www.actionresearch.net/living/farren.shtml>) The originality of the contribution is in the constellation of values and understandings I use as explanatory principles in generating my explanations of educational influence. This constellation includes the unusual combination of an educational response to the flow of energy and meaning in Celtic spirituality and the educational opportunities for learning opened up by digital technology.

I believe that you might be like me in that you are interested in how flows of energy and meaning in different forms of spirituality can be expressed and integrated in explanations of our educational influences in learning. I'd like very much to keep our connection going with some conversation on this issue.

In focusing your attention on more video-clips below I begin with an extract of the conversation in the committee of enquiry with Margaret's question, *'How do we keep the connection between us going so that it evolves and has the potential to change things?'*

Here is a 13:42 minute video of our conversation in the committee of enquiry.

<http://www.youtube.com/watch?v=7SAgR7I3tKE>

Between 1:06-2:13 minutes Margaret puts her question into the context of past experiences where connections have not been sustained. I am hoping that you will feel attracted into the conversation through Margaret's expression of her passionate concern.

As Ruth is speaking from 6:30-7.54 minutes about social dreaming I feel attracted into the conversational space as Ruth's relational qualities evoke in me a loving warmth of humanity that I am bearing in mind as I seek to contribute to answering Margaret's question on keeping the conversation going. Do please use the technique Marie describes for communicating meanings with visual narratives and run the cursor backwards and forwards over the 1:24 minutes of Ruth. I'm hoping that you, like me, are attracted into a conversational space with Ruth.

Because Ruth, you are expressing qualities that resonate in me with a loving warmth of humanity, I would really like to know how you see yourself in this clip.



Ruth



Margaret

In bringing into the conversation the video-clips and ideas below from Yvonne Crotty from Dublin City University (Republic of Ireland), from Je Kan Adler-Collins from Fukuoka University (Japan), from Joan Conolly from Durban University of Technology (South Africa), and from Joan Walton and myself from

Liverpool Hope University (UK), I am hoping that you will feel moved to join, to contribute your own values and accounts in sustaining our conversation.

My choice of video-clips and their order below is intended to evoke a feeling of inclusion and identification with **Nigel Harrisson's** passionate commitment to enhance the well-being of young people through inclusion and to engage in the development of a learning organisation through a collaborative enquiry. Nigel is the Head of the Education and Inclusion Service within the Children's Service of Bath and North East Somerset and working on his doctorate with Joan Walton at Liverpool Hope University, in the Centre for the Child and Family.

In this 4:44 minute video-clip Nigel is expressing his values and ideas on an inclusive community culture to the meeting to celebrate the 2010 Inclusion Quality Mark in the Guildhall, Bath.



http://www.youtube.com/watch?v=_KcagJCM8Sk

Nigel's doctoral enquiry includes his ideas on 'Developing a Learning Organisation: A collaborative inquiry.' This paper was Presented to the 2010 BERA conference – see:

<http://www.actionresearch.net/writings/actionplanning/nigelharrissonarplanning.pdf>

With **Yvonne Crotty** of Dublin City University I'm hoping that you feel attracted into an educational space that includes Yvonne's loving care, empathy and a desire for excellence in whatever we are doing. Yvonne is a colleague of Margaret Farren and they work together in the co-creation of educational spaces with their students.

In the 13:51 minute video-clip below Yvonne is expressing her values and presenting ideas from her doctoral enquiry into, *How am I inspiring creativity and visual literacy in higher education to change workplace practice?* at a doctoral seminar in Dublin City University on the 27th November 2010.



http://www.youtube.com/watch?v=z_81WURHWuE

Yvonne's enquiry is also focused on '*enabling practitioners to be in their element exploring the art of possibility in their educational practice through the enlightened eye and I.*'

Yvonne is Director of the DIVERSE (**D**eveloping **I**nnovative **V**isual **E**ducational **R**esources **F**or **S**tudents **E**verywhere) Conference 2011 on the theme of: **Creativity - Enhancing Our Vision of the Future**, between the 28-30 June 2011 at Dublin City University. Details at:

<http://diverse2011.dcu.ie/welcome.html>

and I hope to see you there.

With **Je Kan Adler-Collins** and his work in a hospice in Thailand I hope that you feel a resonance with the values that moved him to create a curriculum for the healing nurse and to bring this into the curriculum of Fukuoka University in Japan.

In this 14:56 minute video, Je Kan is at the Wat Kham temple in Thailand, living his values and practices as a healing nurse in hospice care:



<http://www.youtube.com/watch?v=XzgB4x8NNps>

Je Kan has contributed a paper on:

A narrative of my ontological transformation as I develop, pilot, and evaluate a curriculum for the healing and reflective nurse in a Japanese faculty of nursing.

to the Educational Journal of Living Theories at:

<http://ejolts.net/node/125>

With **Joan Conolly** of the Durban University of Technology I'd like you to feel a resonance with Joan's respect for the qualities of indigenous knowledge that carry hope for the future of humanity. As you watch Joan responding to her audience at a Conference of the Action Research Unit of Nelson Mandela University in August 2010, I am hoping that you identify with Joan's relationally dynamic awareness in an educational space within which she is responsive to

the questions of her audience. I am also hoping that you will wish to follow and perhaps contribute ideas to the three year Research Project funded by the Educational Research Foundation of South Africa on Transformative Education/al Studies. Joan is the lead investigator for this project.

In this 9:54 minute (Part 1 of 3) video Joan is expressing her values and presenting her ideas at an Action Research Conference at Nelson Mandela University – Action Research: Its Transformative Potential on the 19th August 2010.



<http://www.youtube.com/watch?v=Vy0FXXNH2hU>

Joan is the lead investigator for the three year research project 2011-2014 funded by the National Research Foundation of South Africa on *Transformative Education/al Studies* with Co-Investigators Prof Thenjiwe Meyiwa (Walter Sisulu University and Dr. Kathleen Pithouse-Morgan (University of KwaZulu-Natal). I do hope that you will read the proposal to see what Joan is committed to supporting at:

<http://www.actionresearch.net/writings/southafrica/TEsproposalopt.pdf>

With **Joan Walton** and her work as Director of the Centre for the Child and Family at Liverpool Hope University I'd like to check with Joan that she can feel herself, through the video, expressing her values of a loving dynamic energy with a spiritual resilience. As I watch the video I can feel Joan's expression of her loving dynamic energy and her passion to improve the well-being and learning of young people. I can see and understand her idea of accounting for herself in relation to an evidence-based account of her educational influences in the learning of others.

In this 13:59 minute video Joan is expressing her values and presenting her ideas on *Enhancing student learning through their active participation in learning* at the 2010 Conference of the Collaborative Action Research Network (CARN) conference.



Part 1 of 2 <http://www.youtube.com/watch?v=dAL4w04d9vY>

Both Joan and I are working to realize the vision and purpose in the Strategic Map for 2010-11 of the Faculty of Education of Liverpool Hope University:

The guiding vision and orientation of the Faculty is to develop educational thought and practices which promote education as a humanising influence on each person and on society locally, nationally and internationally.

The strategic map also includes the purpose of contributing to the development of knowledge and understanding in all fields of education characterizing all work with values arising from hope and love - see:

<http://www.actionresearch.net/writings/lhu/LHUFacultyStrategicMap2010-11.pdf>

Joan has set out a brief account of how she is holding herself to account in her work in the Centre for the Child and Family at:

<http://www.actionresearch.net/writings/walton/jwaccounteddccfcf.pdf>

Watching my own video below I can see and hear myself communicating the significance of B P Singh's book, 'When the Chalk is Down', in relation to the values that could contribute to the future of South Africa, as well as the rest of humanity, at the University of Zwa Zulu Natal on the 30th October 2010.

In this 9:27 minute video-clip I ([Jack Whitehead, Liverpool Hope University](#)) am a Guest of Honour at the launch of B P Singh's book 'When the Chalk is Down' at the University of KwaZulu Natal, South Africa, on the 30th October 2010.



<http://www.youtube.com/watch?v=yUFTW5pWvgw>

You can access and contribute to the web-site of *When the Chalk is Down* at

<http://whenthechalkisdown.com/>

You can also access some ideas on *Using a living theory methodology in improving practice and generating educational knowledge in living theories* from the Educational Journal of Living Theories (EJOLTS) at:

<http://ejolts.net/node/80>

to see if they might have some significance for your own enquiries. My latest publication is, *As an Educator and Educational Researcher, How do I improve what I am doing and contribute to educational theories that carry hope for the future of humanity*. Inquiry in Education, 1(2) Article 2. Retrieved 4 December 2010 from <http://digitalcommons.nl.edu/ie/vol1/iss2/2>

Here's hoping that you feel moved to respond, share your own video-clips and ideas and to sustain our connections with the pleasure, commitment and warmth of humanity I continue to feel as I watch the video-clips above and respond to Margaret's passion and commitment to community and education.

Jack Whitehead, 21st December 2010.