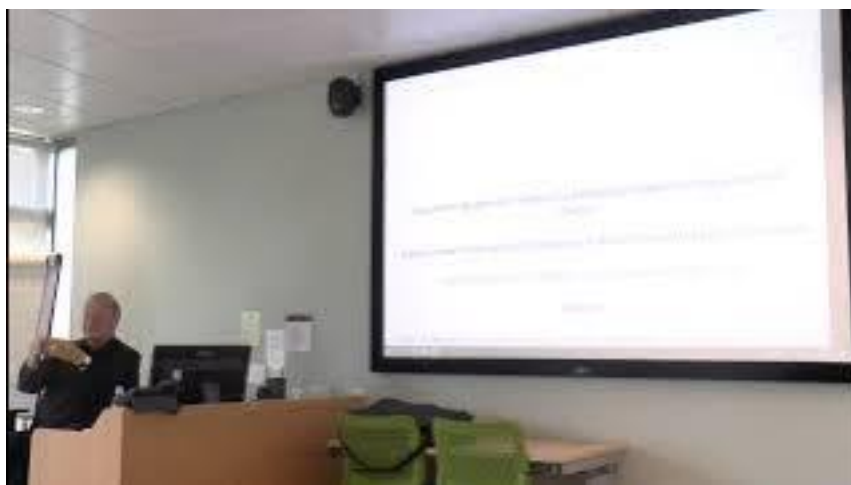


Using technology globally in evidence-based pedagogic research in living-educational-theories.

A presentation at the Solstice/CLT Conference on the 15th June 2023 at Edge Hill University

Jack Whitehead, Visiting Professor of Education, Edge Hill University.



[42:39 minute video at](#)

<https://youtu.be/u3PrL45H4tM>

Abstract

This presentation is focused on a process of communication that can captivate your imaginations in using technology globally in generating evidence-based explanations of your educational influences in learning and teaching in higher education. It has evolved from previous Solstice presentations on: '*Researching your educational influences in teaching and learning*' (Whitehead, 1922); '*Generating living-educational-theories in enhancing evidence-based educational practitioner, pedagogic research*' (Whitehead, 2021); '*An educational response to teaching, learning and assessment in the time of the pandemic*' (Whitehead, 2020). The evolution is focused on the use of technology in generating living-educational-theories in pedagogic, community-based educational research in different cultural contexts in the UK, USA, India, Nepal and South Africa. The technology includes the use of digital visual data and a process of empathetic resonance to clarify and communicate the embodied expressions of values of human flourishing (DeLong & Whitehead, 2023). These values are used as explanatory principles in explanations of educational influences in learning.

I shall use web-based technologies to communicating the living-posters of practitioner-researchers in higher education and to encourage you to submit your own at <https://www.actionresearch.net/writings/posters/homepage2021.pdf>. The technologies are used in the contributions to the on-line, Educational Journal of Living Theories (EJOLTs 2008-2022) at <https://ejolts.net/current> , in making available over 50 Living Educational Theory

doctorates that have been legitimated by a range of Universities around the world (<https://www.actionresearch.net/living/living.shtml>) and in communications from the Network Educational Action Research Ireland (NEARI) from <http://www.eari.ie/neari-network-for-educational-action-research-in-ireland/>.

Technology is also at the heart of an analysis of the use of recordings of SKYPE, ZOOM and TEAMS research planning meetings for three American Educational Research Association symposia in Delong, et al. (2021, 2022 and 2023) and A Collaborative Action Research Network Symposium (Delong, et al. 2022b), on researching educational responsibility, equity and consequential educational research in Living Educational Theory Research.

The analysis is focused on the use of the technology in enhancing the educational influences in learning, with values of human flourishing in pedagogical research in higher education, by educators who are also global citizens. A clear distinction is drawn between education research and educational research. Education research is carried out within the conceptual frameworks and methods of validation of the disciplines of education. Educational research generates valid, evidence and values-based explanations of educational influences learning with values of human flourishing. The main purpose of the presentation is to see if it sufficiently captivates your imagination to motivate you to generate and share your living-educational-theory of the educational influences of your pedagogic practices in your higher education and in the learning of others.

Introduction

In this presentation I am using technology globally in evidence-based pedagogic research in living-educational-theories. I shall first show you my use of technology in fulfilling the idea of research as systematic inquiry made public. The importance of making public a research account is that it opens an account to validating through public criticism. You can access my use of technology if making public, over 50 living-educational-theories, at <https://www.actionresearch.net/living/living.shtml>. This use of technology is allowing the wide dissemination of research whilst opening it up to public criticism. This can be seen in the publications in the Educational Journal of Living Theories (EJOLTs) at <https://ejolts.net/about>. It has also allowed me to disseminate and make open to public criticism my published and other papers and conference presentations made between 1967-2023 at <https://www.actionresearch.net/writings/writing.shtml> with new contributions between 2022-2023 in the 'What's New' section of <https://www.actionresearch.net/>.

In this 2023 presentation I am drawing on historical insights from the following previous Visiting Professor presentations at SOLSTICE/CLT Conferences (Whitehead, 2020, 2021, 2022), on three Symposia at the American Educational Research Association (Delong, et al., 2021, 2022a, 2023), a Symposium at the 2022 Collaborative Action Research Network (Delong, et al., 2022b) and in contributions to the Network Educational Action Research Ireland (NEARI) at <http://www.eari.ie/neari-network-for-educational-action-research-in-ireland/>. My purpose in focusing on the history of the ideas presented at SOLSTICE/CLT and other conferences, is to see if I can captivate your imaginations in encouraging you to respond to this history Because it resonates with the values you use to give meaning and

purpose to your lives in education. I am thinking of your responses in the use of technology in contributing globally to evidence-based pedagogic research in Higher Education in your living-educational-theories with values of human flourishing.

A) An educational response to teaching, learning and assessment in the time of the pandemic. Whitehead, J. (2020).

This presentation was given to the online conference of the SOLSTICE/CETL of the 3rd June 2020. It focused on the use of technology in:

1.1 On-line educational conversations during the pandemic (time of writing 23 May 2020)

- See the Network Educational Action Research Ireland (NEARI) and the Values Led Practitioner Research, Special Interest Group of the Educational Studies Association of Ireland, for the use of on-line learning with a multi-media application for professional development.
- Browse <http://www.eari.ie/neari-network-for-educational-action-research-in-ireland/> to see the use of ZOOM with multi-participants.

1.2 Producing and sharing your living-poster

- See the 2020 homepage of living posters at <https://www.actionresearch.net/writings/posters/homepage2020.pdf>

This gave you access to the guidelines for producing and sharing your own living-poster as a contribution to a global network of practitioner-researchers. These researchers are working to improve the educational influences of their teaching, learning and assessment. They are researching to extend the influence of a Living Theory Research approach to professional development with values of human flourishing.

2. Improving your pedagogy in teaching, learning and assessment.

See:

Huxtable, M. & Whitehead, J. (2021) Enhancing educational influences in learning with a Living Theory approach to Pedagogical Action Research in Higher Education. Educational Action Researcher 29(2); 310-327. Final draft before publication (May 2020) retrieved from <https://www.actionresearch.net/writings/jack/mhjwEAR180520.pdf>

This paper highlighted the importance of researching pedagogy in higher education and the role of Living Educational Theory Researchers in this field. It acknowledged that while there has been an increasing interest in studying pedagogy, there are limited studies that specifically analyze the educational influences of Higher Education and other educators in their own teaching practice within education. The paper addressed this gap by utilizing a Living Educational Theory Research approach to pedagogy in Higher Education. I encouraged staff and students at Edge Hill University to research your own pedagogical practices and to generate and share your own living-educational-theories.

The paper presented an analysis of educational influences in the learning of students who have benefited from Living Educational Theory Research and have developed into knowledge-creating researchers contributing to a global knowledge base. The analysis is based on data collected from supervising and tutoring master's and doctoral programs in professional development for teachers and other educational practitioners. The successful completions of these programmes can be access from:

For masters' programmes at: <https://www.actionresearch.net/writings/mastermod.shtml>

For doctoral programmes at: <https://www.actionresearch.net/living/living.shtml>

The paper also clarified the meanings of educational practice, educational influences in learning, educational pedagogy, and educational research. It emphasized that a Living Educational Theory Research approach, to pedagogy in higher education, enabled students to engage in advanced levels of learning, where they create and contribute knowledge guided by values that promote human flourishing. It demonstrated how the Living Educational Theory Research approach has enhanced educational influences in learning, fostering a transformative and meaningful educational experience for students.

B) Generating living-educational-theories in enhancing evidence-based educational practitioner, pedagogic research. Whitehead, (2021).

This virtual presentation was focused on the idea that enhancing professionalism in education required the generation and sharing of our living-educational-theories in Higher Education as we research our educational influences in learning in our pedagogic practices. Education is a values-laden practical activity. Therefore, improvements in educational, pedagogic practices are judged with respect to values of human flourishing. Digital video-data from educational practices are used to clarify the meanings of such values, as they emerge in the course of inquiries of the form, 'How do I improve my educational influences in my educational pedagogic practices?' The technology of digital video-data with a process of empathetic resonance was used to communicate the meanings of the values that form the explanatory principles and standards of judgement in accounts of professional learning and development in education.

C) 'Researching your educational influences in teaching and learning' (Whitehead, 1922)

In this presentation I aimed to contribute to enhancing your professionalism, as educational practitioners, by focusing on the process of asking, researching, and answering questions about improving educational practice. It promoted the idea that as educational practitioners we have a responsibility to engage in research and contribute to the global knowledge base of education as part of our ongoing professional development.

The presentation was grounded in the belief that all educational practitioners are interested in improving their educational influences in teaching and learning. It assumed that as educational practitioners we have, intuitively or explicitly, used action-reflection cycles to improve our practice. By this I meant that we have expressed a concern about the extent to which our values are being fully lived, imagined ways to improve practice, selected an action

plan, gathered data to make evidence-based judgments on our educational influences, evaluated practice, and modified ours concerns, ideas, and practices, based on our evaluations.

In researching our educational influences, I suggested that educational practitioners have an educational and professional responsibility to go beyond implementing action-reflection cycles. This responsibility included the generation and sharing of validated, evidence and values-based explanations of our educational influences in our own learning, in the learning of others, and in the learning of the social formations within their practices. These explanations are our living-educational-theories.

Living Educational Theory Researchers, as opposed to educational researchers grounded in specific disciplines, derive their explanations from the implications of asking, researching, and answering questions about improving educational practice. The presentation focused on the practitioner-research of Branko Bogner & Marica Zovko (2008) with 10 year old pupils, Joy Mounter with 6 year old pupils (2008), and Sally Cartwright with 17 year old students, to highlight the unique constellation of values used by individual practitioners as explanatory principles in explaining their educational influences in learning with their pupils and students. The presentation emphasized the importance of our practitioner-led research as Higher Education students and educators, generating living-educational-theories to improve educational practice and contribute to the global knowledgebase of education.

This evolution of my SOLSTIC/CLT presentations has focused on the use of technology in generating living-educational-theories in pedagogic, community-based educational research, in different cultural contexts in the UK, USA, India, Nepal and Canada, with contributions from South Africa. These community-based and generated living-educational-theories from these different cultural contexts can be accessed from AERA Symposia presented in 2021, 2022, 2023 (Delong, et al., 2021, 2022a and 2023) and a Symposium presented at the 2022 Collaborative Action Research Network (CARN) Conference (Delong, 2022b). Each of the AERA Symposia focuses on the different values of 'accepting responsibility', 'equity' and 'consequential educational research', with the CARN Symposium focusing on 'changing lives'.

1) The 2021 Symposia focused on the AERA theme of **'Accepting Responsibility'**.

Delong, J. (2021) Symposium presentations on 10th April at the 2021 Conference of the American Educational Research Association on Accepting Responsibility with Jacqueline Delong (Canada), Jack Whitehead (UK), Shivani Mishra (India), Michelle Vaughan (USA) and Parbati Dhungana (Nepal). Retrieved from <https://www.actionresearch.net/writings/aera21/2021aerasymposiumfull.pdf>

2) The 2022 Symposium focused on the value of **'Equity'**

Delong, J. (2022a) Jacqueline Delong, Jack Whitehead, Parbati Dhungana, Michelle Vaughan and Swaroop Rawal. Cultivating Equitable Education Systems for the 21st Century in global contexts through Living Educational Theory Cultures of Educational Inquiry. Successful proposal for a session presentation at the April 2022 Conference of the American

Educational Research Association on Cultivating Equitable Education Systems for the 21st Century, in San Diego, California. Retrieved from <https://www.actionresearch.net/writings/jack/AERA2022sessionprop.pdf>

- 3) The 2023 AERA Symposium focused on **'Consequential Educational Research'** in relation to Consequential Education Research.

Delong, J. et al. (2023) Symposium on 'Interrogating Consequential Education Research in Pursuit of Truth in Living Theory Educational Research', with Jacqueline Delong, Tata Ratnum, Parbati Dunghana, Michelle Vaughan and Jack Whitehead, on the 4th May 2023 Retrieved from <https://www.actionresearch.net/writings/aera2023/aera2023overviewproposal220722.pdf>

In this symposium, five international practitioner-researchers share their research: Jacqueline Delong, Canada; Tara Ratnam, India; Parbati Dhungana, Nepal; Michelle Vaughan, USA; Jack Whitehead, UK. We share our learning as a culture of inquiry where we co-create knowledge and as individuals in our contexts. The following conference sub-themes will be addressed: Community action and activism; Knowledge ecologies and knowledge democratisation; Improving practice in the face of adversity & pandemics; Including diverse voices and perspectives; Social Justice and equity; Educational and educative change; Methodological rigour and innovation. Evidence will be shared to justify the claim that Action Research and Living Educational Theory Research are changing lives with values of human flourishing within living cultures of inquiry. "What is the more general value of this initiative? Our work gets its validity from how the meaning we produce resonates with others working in other contexts with similar concerns-- contributing to the larger dialogue on educational issues of equity, change, knowledge co-construction and conducting research"

- 4) The 2023 CARN Symposium on **'Changing Lives'**

Delong, J. et al. (2022b) Symposium on 'Changing Lives through Action Research and Living Educational Theory Research in Cultures of Inquiry' at the 2022 Collaborative Action Research Network Conference on the 29th October 2022 at the National College of Ireland in Dublin, with Jacqueline Delong, Tara Ratnam, Michelle Vaughan, Parbati Dhungana and Jack Whitehead. Retrieved from <https://www.actionresearch.net/writings/carn2022/CARN2022sympproppres151022.pdf>

The evolution of my SOLSTIC/CLT presentations has also focused on the use of technology in generating living-educational-theories in pedagogic, community-based educational research in South Africa. I am sharing the living-poster of Nalini Chitanand from Durban University of Technology as an example of the use of technology in designing and sharing living-posters, that communicate the context, inquiries and publications of a Living Educational Theory Researcher:

Access the living-posters homepage from <https://actionresearch.net/>



Nalini nalinic@dut.ac.za
Meaning: Lotus flower of a thousand petals – or an assemblage of lotuses
Signifying Multiplicities



[Link to details of the components of this page](#)

I live out the meaning of my name through my pluralistic worldview, and multiplicity of approaches that I have incorporated in my practice and research, respecting multiple ways of coming to know and producing knowledge. This is important for South African higher education where the socio-historical legacies continue to condition and shape educational practices, privileging some, marginalising many. Therefore I value: co-creation, co-researching, co-traveling with my colleagues

I am passionate about making connections, cultivating partnerships and networks where we can work collaboratively toward a truly transformative and socially just higher education, society and world, including our posthuman world



I am an **Academic Development Practitioner-Scholar**
I strive toward **Transformative and Sustainable Academic Development** with values of **Respect, Love & Care** – Embodied within the philosophy of **Ubuntu** (African philosophical approach)



Institutional work Academic Staff Development



Siyaphumelela
<https://www.youtube.com/watch?v=TI2wmNmo9uw> (28:36)

National Engagements

New Academic Transitioning into HE project (NATHEP)

[National Academic Development](#) (NADL) project:
[HELTASA Conference](#) Convener



International Partnerships

International Transformative Educational Research Network (ITERN)

<https://terg4022.kusped.gdu.np/committees/>
[Living Educational Theory](#) Research
Legitimation Code Theory (LCT)
Transformative learning Network



Links to some of my institutional work:

[Academic Induction](#)
[Scholarship of Teaching and Learning](#)
Siyaphumelela Hambisa Launch
[Student](#) and [staff](#)
[SALT Webinar 1](#) – with Chrissie Boughey
[SALT Webinar 2](#) – with Jack Whitehead

[Curriculum Conversations](#) Aug 2021
[Co-creation webinar](#) – with Cathy Bovill
Learning & Teaching symposium:
[Day 1](#) & [Day 2](#)
[Specifications webinar](#) – with Anisa Vahed & Tyrone Groh
[COVID-19 reflection](#): HELTASA 2020

Research <https://www.researchgate.net/profile/Nalini-Chitanand-2>

Educational Influence through recognition of our work: awards received
[BOLT 2020 Award](#)
[Curriculum Conversations ZUZZA Award](#)

The Spiral denotes for me continuous learning, change, learning possibilities and potentialities that exist... through critical reflection, reflexivity – dialogue, deliberations, and partnerships



Accessed from <https://www.actionresearch.net/writings/posters/nalini22.pdf>. You can also access the living-posters from a global network of Living Educational Theory Researchers that uses technology in the design and sharing of practitioner-research from <https://www.actionresearch.net/writings/posters/homepage2023.pdf>

In evaluating my educational influences in your learning, from my presentations at SOLSTICE/CLT and other conferences and publications, I need data, that I can use as evidence in any claim I can make to have had an educational influence in your learning. As an example of this kind of learning, do read Glenn et al. (2023) as a guide to values-based research in practice. The references to Whitehead in the index and text includes data that I can use as evidence of the educational influences in the learning of others, from my writings and presentations over many years. You could also reference Glenn et al. (2023) in showing how their ideas have had an educational influence in your own learning as you engage in values-based research in your own continuing professional development.

I am hopeful that you might show me, sometime in the future, that something of what I have presented at SOLSTICE/CLT conferences, or elsewhere, has been integrated within your narratives of your learning. I am thinking of narratives that include an explanation of your educational influences in your own learning, in the learning of others and in the learning of the social formations within which your practice is located, with values of human flourishing. The desire to understand one's educational influence in the learning of others is not focused on one's ego. It is focused on what it means to produce something as a human being (Bernstein, 1971, p. 48).

If, as human beings we engage in productive activities, such as our educational practices, both of us benefit and affirm ourselves and each other. Through my production and sharing of my living-educational-theory, I externalize my individuality and my unique qualities such as my unique constellation of values. During the process, I experience a personal sense of fulfilment and enjoyment. When you, as the recipient, use and find satisfaction in the product of my labour, in your living-educational-theory, I directly and consciously

experience the satisfaction of meeting a human need. My work is a manifestation of human nature, with values of human flourishing and provide the object of my living-educational-theory that fulfils the needs of another human being such as yourself.

In your use of my living-educational-theory I am serving as the intermediary between you and the broader human species. You would perceive me as a reflection of your own nature and an integral part of yourself. In your thoughts and emotions, I would be acknowledged and affirmed. Simultaneously, I would directly contribute to shaping and enriching your life. Through our living-educational-theories, we authentically express and actualize our inherent human nature. In this reciprocal relationship of production and consumption, both of us would find fulfilment, affirmation, and a deeper understanding of our shared humanity. (Bernstein, 1971, p. 48). As Fukuyama (1992, p. xvii) says, human beings have an inherent desire for recognition, both for themselves and for the people, things, or principles they value. This desire for recognition, along with the associated emotions of anger, shame, and pride, plays a crucial role in shaping political life.

I agree with Fukuyama on the importance of being recognised. I find that this experience enhances the flow of a life-affirming energy that sustains my motivation for supporting the creation and sharing of living-educational-theories with values of human flourishing. Hence my delight in accepting the award of a Doctor of Letters *Honoris Causa* by another University:

Honorary Degrees are awarded to exceptional individuals who have demonstrated the very highest national and international distinction in their chosen field, in either academic or public life, and whose achievements relate to the work and values of the University. The University would very much like to make the Award to you in recognition of the contribution you have made as a highly regarded educational researcher, mentor and passionate advocate of the Living Educational Theory Research approach. The Award is also given in acknowledgement of your inspirational work as a PhD Supervisor, which has resulted in the completion of 32 Living Educational Theory Doctorates - a commendable achievement.

The existence of a moral dimension in human personality does not imply a consensus on the specific content of morality. In a world where individuals possess a thymotic (spirited) nature, Fukuyama argues that there will always be disagreements and conflicts arising from differing moral perspectives. People will argue, become angry, and engage in conflicts of varying scales due to the importance they attach to their own values and beliefs. Therefore, says Fukuyama, Thymos, even in its simplest forms, serves as a catalyst for human conflicts. It is the starting point from which disagreements and disputes emerge, highlighting the inherent tension between individuals' desires for recognition and their divergent moral perspectives (pp. 181-2).

I was born on the 29th August 1944 in the midst of a global conflict. The world was at war. On my birthday the allies took back Normandy 85 days after the D-day landings on the 6th June 1944. Paris had been liberated on the 25th August 1944. The concentration camps were murdering millions of children, women and men. This history is important in understanding

what human beings are capable of in committing crimes against humanity. In contrast to the experience of these violations of the values of human flourishing, we have the hopeful and human responses of concentration camp survivors such as Frankl (1946, 2021) and Eger (1917). Frankl focuses on the vital importance of finding meaning in life that supports the values of human flourishing. Eger points to the importance of choice in responding to the negation of these values, with hope.

In concluding today's presentation on using technology globally in evidence-based pedagogic research in living-educational-theories I want to draw attention to Bronowski's response at the end of his Ascent of Man Series he stood in the human ashes at Auschwitz and pointed to the use of technology by the most skilled engineers of the day in building the lifts that carried bodies to the crematoria. He beseeched his listeners to learn from history and to recognise that their beliefs may be mistaken about making their contributions to the future of humanity.

In using technology globally in researching pedagogic practices in Higher Education, I have focused on the educational processes of living as fully as we can values of human flourishing. In this focus I have asked you to generate and share your evidence-based pedagogic research in your living-educational-theories as a contribution to enhancing the flow of values of human flourishing, together. In doing this I believe that you will be twice affirmed. You will be affirmed in seeing that you are realising your unique constellation of values in your life. You will also be affirmed in seeing that others are finding meaning and purpose in integrating insights from your own living-educational-theory within their own. I look forward to continuing our educational conversations. Once again I should like to thank Edge Hill University for providing this opportunity to meet and share our contributions to education, together.

Video of this SOLTICE/CLT presentation on the 14th June 2023 at Edge Hill University to show the use of technology <https://youtu.be/u3PrL45H4tM>

SOLSTICE stands for Supplied Online Learning for Students using Information and Communications Technologies in their Education.

References

Bernstein, R. (1971) *Praxis and Action*. London; Duckworth.

Bognar, B. & Zovko, M. (2008) Pupils as action researchers: improving something important in our lives. *Educational Journal of Living Theories* 1(1): 1-49. Retrieved from <https://ejolts.net/node/82>

Delong, J. & Whitehead, J. (2023) *You and Your Living-Educational-Theory: How to conduct a values-based inquiry for human flourishing*. London; Routledge, (in press). See <https://www.routledge.com/You-and-Your-Living-Educational-Theory-How-to-Conduct-a-Values-Based-Inquiry/Delong-Whitehead/p/book/9781032438726>

Delong, J., Whitehead, J., Mishra, S., Vaughan, M. & Dhungana, P. (2021) Symposium presentations on 10th April at the 2021 Conference of the American Educational Research Association on Accepting Responsibility. Retrieved from <https://www.actionresearch.net/writings/aira21/2021aerasymposiumfull.pdf>

Delong, J., Whitehead, J., Dhungana, P., Vaughan, M. & Rawal, S. (2022a) Cultivating Equitable Education Systems for the 21st Century in global contexts through Living Educational Theory Cultures of Educational Inquiry. Presentation at the April 2022 Conference, of the American Educational Research Association, on Cultivating Equitable Education Systems for the 21st Century, in San Diego, California. Retrieved from <https://www.actionresearch.net/writings/jack/AERA2022sessionprop.pdf>

Delong, J., Ratnam, T., Vaughan, M., Dhungana, P. & Whitehead. (2022b) Symposium on 'Changing Lives through Action Research and Living Educational Theory Research in Cultures of Inquiry' at the 2022 Collaborative Action Research Network Conference on the 29th October 2022 at the National College of Ireland in Dublin. Retrieved from <https://www.actionresearch.net/writings/carn2022/CARN2022sympproppres151022.pdf>

Delong, J., Ratnum, T., Dunghana, P., Vaughan, M. & Whitehead, J. (2023) Symposium on 'Interrogating Consequential Education Research in Pursuit of Truth in Living Theory Educational Research' on the 4th May 2023 Retrieved from <https://www.actionresearch.net/writings/aira2023/aira2023overviewproposal220722.pdf>

EJOLTs (2008-2022) Educational Journal of Living Theories. Retrieved from <https://ejolts.net/current>

Eger, E. (2017) *The Choice: Even in hell hope can flower*. London: Ebury Publishing.

Frankl, V. (1946) *Man's search for meaning*. Boston; Beacon Press.

Frankl, V. (2019) *'Yes to Life: In spite of everything'*. Penguin, Random House.

Fukuyama, F. (1992) *The End of History and the Last Man*, London; Penguin.

Glenn, M., Sullivan, B., Roche, M. & McDonagh, C. (2023) *Action Research for the Classroom: A Guide to Values-Based Research in Practice*. London; Routledge.

Huxtable, M. & Whitehead, J. (2021) Enhancing educational influences in learning with a Living Theory approach to Pedagogical Action Research in Higher Education. *Educational Action Researcher* 29(2); 310-327. Final draft before publication (May 2020) retrieved from <https://www.actionresearch.net/writings/jack/mhjwEAR180520.pdf>

Mounter, J. (2008) Can children carry out action research about learning, creating their own learning theory? MA unit on Understanding Learning and Learners, University of Bath. Retrieved from <https://www.actionresearch.net/writings/tuesdayma/joymounterull.pdf>

NEARI (2023) Network Educational Action Research Ireland. Retrieved from <http://www.eari.ie/neari-network-for-educational-action-research-in-ireland/>

Whitehead, J. (2022) Researching your Educational Influences in Teaching and Learning. Presented on 28th June 2022 at Solstice/CLT Conference at Edge Hill University. Retrieved from <https://www.actionresearch.net/writings/jack/jwedgehillabstractCLTsolstice.pdf>

Whitehead, J. (2021) Generating living-educational-theories in enhancing evidence-based educational practitioner, pedagogic research'' Paper presented at the SOLSTICE/CLT Conference on the 2nd June 2021, 14:00-14:45, held virtually from Edge Hill University, UK.. Retrieved from <https://www.actionresearch.net/writings/jack/jwsolstice020621.pdf>

Whitehead, J. (2020) An educational response to teaching, learning and assessment in the time of the pandemic. Presentation to the online conference of the SOLSTICE CETL of the 3 June 2020. Retrieved from <http://www.actionresearch.net/writings/jack/jwedgehillsolstice030620.pdf>

Whitehead, J. (2015) Notes for Jack Whitehead's contribution to the posthumous postgraduate award ceremony for Sally Cartwright at the University of Bath on the 14th April 2015. 'Sally Cartwright - Master Educator'. Retrieved from <https://www.actionresearch.net/writings/jack/sallycartwrightmastereducatorjw140415.pdf>