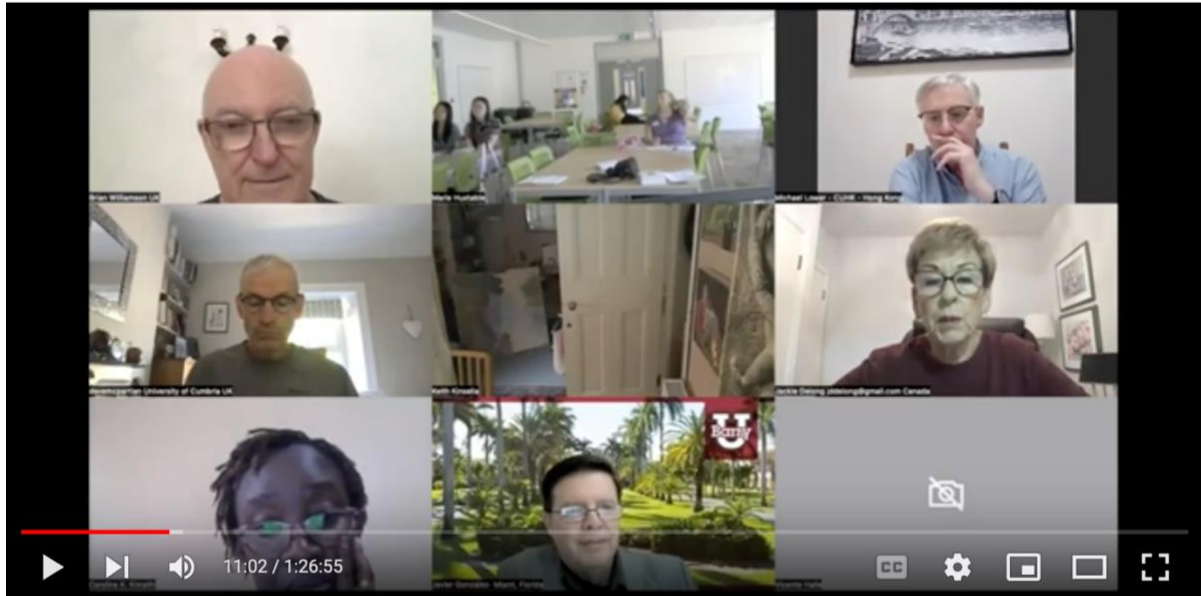


Improving the scholarship of teaching and learning in Higher Education

Workshop presented by Jack Whitehead & Marie Huxtable on the 14th June 2023 at the SOLSTICE/CTL Conference at Edge Hill University.



workshop Edge Hill 140623

Unlisted

<https://youtu.be/RCultMuSB-Q>

The workshop will focus on improving the scholarship of teaching and learning in Higher Education through generating and sharing the living-educational-theories of participants. Improving the scholarship includes clarifying and communicating the embodied values used by higher education educators to explain (their living-educational-theory) 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. This clarification and communication will take place in dialogues between pairs of participants. Improving the scholarship includes making public the valid, evidence and values-based explanations of educational influences in learning, using the embodied values as explanatory principles in explanations of educational influences in learning.

Participants will be taken through the guidelines for generating and sharing their living-posters of descriptions of their context and the sociohistorical and sociocultural influences on their practice and understandings at:

<https://www.actionresearch.net/writings/posters/homepage2021.pdf>

They will be introduced to over 50 freely available Living Educational Theory doctorates on higher education at:

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

This archive will be used to demonstrate how the participants living-educational-theory can contribute to improving the scholarship of teaching and learning in higher education. This includes the experience of working as validation groups of between 3-8 peers. These groups use the mutual rational controls of critical discussions to improve scholarship by strengthening the comprehensibility, evidence, sociohistorical and sociocultural understandings and the authenticity of explanations of educational influences in teaching and learning in higher education.

Participants will be introduced to the archive of issues and papers in the Educational Journal of Living Theories (EJOLTs) between 2008-2022 at:

<https://ejolts.net/current> ,

to show how participants can submit to EJOLTs their explanations of their educational influences in teacher and learning with values of human flourishing, to contribute to improvements in the scholarship of teaching and learning.