

Pusat Pengajaran
Pembelajaran Universiti
Universiti Utara Malaysia

WEBINAR ON IMPROVING YOUR PRACTICE THROUGH ACTION AND LIVING EDUCATIONAL THEORY RESEARCH

WEDNESDAY, 9 FEBRUARY 2022 | 2.45PM - 4.30PM

Jack Whitehead is a Visiting Professor at the University of Cumbria and Ningzia University in China. He was formerly the President of the British Educational Research Association and Distinguished Scholar in Residence at Westminster College, Utah. He is a member of the editorial board of the Educational Journal of Living Theories (EJOLTS - <http://ejolts.net/node/80>). Since 1973 his research programme has focused on the creation of the living educational theories that individual's use to improve their practice and explain their educational influences in their workplaces.

His original contributions to knowledge have focused on enquiries of the kind, 'How do I improve what I am doing in my workplace?' These contributions can be accessed from his web-site at <http://www.actionresearch.net>. His recent research has focused on the use of digitalized video-data in explanations of educational influences in continuing professional development in a range of workplaces.

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UNIVERSITY TEACHING AND LEARNING CENTRE (UTLC)
MAJLIS PROFESOR UUM (MPUUM)

Jack Whitehead, University of Cumbria

A presentation on the 9th February 2022 to [Pusat Pengajaran Pembelajaran Universiti \(UTLC\)](#) online Training Webinar on ‘Improving your practice through Action and Living Educational Theory Research.’

Abstract

The University Teaching and Learning Centre (UTLC) of the University of Malaysia, supports the University’s shared values. These include being truthful, trustworthy, fair, responsible, transparent, efficient, wise, excellence, mutual respect, acceptance, communication, gratitude, continuous learning, integrity, self-reflection, vision and spirit (See - <http://uum.edu.my/uum-news-feed/1022-the-university-s-shared-values-become-the-pillars-of-strength.html>).

This presentation explains how each member of staff and student, of the University of Malaysia, associated with UTLC, could contribute to realising these values through exploring and cooperatively researching their question, ‘How do I improve my professional educational practice with values of human flourishing?’. The assumption at the heart of this presentation is that each one of us has an **educational responsibility** to research this question and to produce and share evidence-based explanations of our educational influences in our own learning, in the learning of others and in the learning of the social formations that influence

our practice and understandings. I call these explanations your living-educational-theories. The web-based learning resources to be made available in the presentation are offered to support your research in:

- i) Explaining how you could create and share you own living-posters on your research - <https://www.actionresearch.net/writings/posters/homepage2021.pdf>
- ii) Producing your own living-educational-theory, action-reflection planner - <https://www.actionresearch.net/writings/jack/arlivingtheoryplanner.pdf>
- iii) Participating in other communities of educational practitioners such as the Network Educational Action Research Ireland (NEARI) and the values-based practitioner-researcher SIG of the Educational Studies Association of Ireland - <https://www.actionresearch.net/writings/posters/neari21.pdf>
- iv) Contributing to the self-study and Action Research SIGs of the American Educational Research Association - <https://www.actionresearch.net/writings/jack/AERA2022sessionprop.pdf>
<https://www.actionresearch.net/writings/aera21/2021aerasymposiumfull.pdf>
- v) Publishing your living-educational-theories in the Educational Journal of Living Theories - <https://ejolts.net/current>
- vi) Gaining academic recognition for your living-educational-theories in your Master's dissertations and Doctoral Theses - <https://www.actionresearch.net/living/living.shtml>

Introduction

Whilst UTLC supports the University's shared values, this presentation assumes that improving your practice is based on you living as fully as you can the unique constellation of values that make you who you are and that guide your professional practice. The values you embody and express in your practice are different from the list of value-words I repeated in the above abstract from the University's website. I hope that I am being clear about this important point. Your educational responsibility for living your values as fully as possible in your educational practice, is different from your ability to repeat a list of value-words. The meaning of your embodied value of integrity, together with your other values, can only be clarified in the course of their emergence in your practice. Hence the importance of asking, researching and answering the question, 'How do I improve my professional educational practice with values of human flourishing?'. Sometimes your 'I' is experienced as a living contradiction in the sense that you believe in living a value as fully as possible but sometimes experience yourself denying the values in your practice. Dr. Sarimah Shaik-Abdullah has presented her experience of being a living-contradiction in her living-poster at: <https://www.actionresearch.net/writings/posters/sarima21.pdf>

The assumption at the heart of this presentation is that each one of us has an educational responsibility to research the question, 'How do I improve my professional educational practice with values of human flourishing?' and to produce and share our living-educational-theories. These are the evidence-based explanations of our educational influences in our own learning, in the learning of others and in the learning of the social formations that influence our practice and understandings.

The following 6 activities are offered as a resource to support your contributions to enhancing the national and international reputation of the University of Malaysia, through the generation and sharing of your living-educational-theories.

i) **Explaining how participants could create and share your own living-posters on your research -**

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

Living Educational Theory Researchers & other educational-practitioner researchers developing educational knowledge, theory, practice and opportunities that contribute to systemic change for the flourishing of humanity.

Find a kindred spirit by exploring the researchers' living-posters where they give a snapshot of their sites of practice and research. Follow the links into a group page to find links to the individual's living-posters.
(Use your back-button to return to this page.)

HOW to CREATE and SHARE your LIVING-POSTER...

Click here to go to living-posters directory & archive

Contact Jack Whitehead at jack@livingtheory.org for further information

Use Back key to return to living-posters home page

Click here to go to directory and archive

Malaysian Educational Action Research Group

Action Research on Pandemic Pedagogy: Surviving Distance Teaching and Learning challenges in the era of COVID-19

Mohd Mat Noor, PhD (Seth)

Zailah Zainudin, PhD

Sarimah Shaik-Abdullah, PhD

Satirah Ahmad, PhD

- ii) **Producing your own living-educational-theory, action-reflection planner - <https://www.actionresearch.net/writings/jack/arlivingtheoryplanner.pdf>**

HOW DO I IMPROVE WHAT I AM DOING?

ACTION-REFLECTION PLANNER FOR IMPROVING LEARNING
AND GENERATING A LIVING-EDUCATIONAL-THEORY

NAME

SITE OF PRACTICE

Living Educational Theory researchers usually ask questions which are directed at improving the quality of their own practice, their understanding of their practice and the social context in which the practice is located. The action planner is usually organised through discussions which help to clarify the nature of the enquiry, 'How do I improve.....?', into questions of the form,

- 1) What is your concern/What do you want to improve?
- 2) What are your reasons for your concern?
- 3) What might you do to improve your practice?
- 4) How will you know that your practice has improved? How are you going to find out? ie;

What kind of data will you need to collect to enable you to make a judgement on the outcomes of your practice in terms of the quality of your own or teachers' and/or pupils' learning?
- 5) What kind of resources will you need to enable you to implement your plan?
- 6) Which colleagues might you ask to join a validation group of some 3-8 individuals to help you to strengthen the validity of your draft evidence-based explanation of your educational influences in your own learning and in the learning of other. Your explanations could be improved with the help of responses to the following questions:

How could I improve the comprehensibility of my explanation?
How could I strengthen the data I gather and the evidence I use to justify any claims I make in my explanations of educational influences in learning?
How could I deepen and extend my understanding of the sociohistorical and sociocultural influences in my workplace that influence my work and understandings?
How could I enhance the authenticity of my explanation in the sense of showing that I am living my values as fully as possible?

- iii) **Participating in other communities of educational practitioners such as the Network Educational Action Research Ireland (NEARI) and the values-based practitioner-researcher SIG of the Educational Studies Association of Ireland - <https://www.actionresearch.net/writings/posters/neari21.pdf>**

<http://www.eari.ie/2022/02/08/notes-from-nearimeet-29-january-2022/>

The screenshot shows the NEARI website header with a dark background. At the top left, there is a 'Log in' button and a small logo. The date 'FEBRUARY 8, 2022' is centered. On the right, there are three red circular icons for social media. The main title 'NETWORK FOR EDUCATIONAL ACTION RESEARCH IRELAND' is displayed in large, white, bold, uppercase letters. Below the title is a dark navigation menu with white text. The menu items are: HOME, A SPACE FOR REFLECTION, CONTACT US, EDUCATIONAL ACTION RESEARCH IN IRELAND, FAQs, NEARI IN CONVERSATION WITH..., RESEARCH AND PUBLICATIONS, RESOURCES TO HELP WITH THE ACTION RESEARCH PROCESS, UPCOMING EVENTS OF INTEREST TO PRACTITIONER RESEARCHERS, VALUES BASED PRACTITIONER ACTION RESEARCH (VPAR) ESAI SPECIAL INTEREST GROUP, WHO WE ARE, and NEARI (NETWORK FOR EDUCATIONAL ACTION RESEARCH IN IRELAND). Below the menu, the text 'POSTED ON FEBRUARY 8, 2022 BY MÁIRÍN GLENN' is visible. The main content area features the title 'Notes from NEARIMeet 29 January 2022' in a large, dark font. To the right of the title is a red button labeled 'NEARI' and a grey button labeled 'NEARI page'.

- iv) **Contributing to the Self-study of Teacher Education Practices and Action Research SIGs of the American Educational Research Association –**

- a) **Cultivating Equitable Education Systems for the 21st Century in global contexts through Living Educational Theory Cultures of Educational Inquiry.**

Successful proposal to the Action Research SIG for a symposium 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.

Jacqueline Delong, Jack Whitehead, Parbati Dhungana, Michelle Vaughan and Swaroop Rawal.

<https://www.actionresearch.net/writings/jack/AERA2022sessionprop.pdf>

Session abstract.

The contributors are all exploring the implications for improving their educational practices and contributing to educational knowledge on 'Cultivating Equitable Education Systems for the 21st Century through Living Theory Cultures of Educational Inquiry'. They are participating in a global social movement of educational researchers engaged in asking, researching and answering, 'How do I, in our Living Theory Cultures of Educational Inquiry, enhance the influence of Living Educational Theory research on cultivating equitable education systems for the 21st Century?'

Each researcher is moved by unique constellations of values that are used to explain their educational influences in their own learning, in the learning of others and in the learning of the social formations that influence their practices and understandings.

- b) Accepting Educational Responsibility: Building Living Theory Cultures of Educational Inquiry in global contexts.

Successful proposal to the Self-Study of Teacher Education Practices (S-STEP) SIG for a symposium presentation at the April 2021 Conference of the American Educational Research Association on Accepting Responsibility.

Jacqueline Delong, Jack Whitehead, Shivani Mishra, Michelle Vaughan and Parbati Dhungana.

<https://www.actionresearch.net/writings/aera21/2021aerasymposiumfull.pdf>

Session abstract.

The contributors are all exploring the implications for improving their educational practices and contributing to educational knowledge of accepting educational responsibility in building Living Theory Cultures of Educational Inquiry in their local and global contexts. They are participating in a global social movement of educational researchers this is engaged in asking, researching and answering, 'How do I, individually and in cooperation with others, enhance the difference Living Educational Theory research can make in a community concerned with extending human flourishing?'

Each researcher is moved by unique constellations of values that are used to explain their educational influences in their own learning, in the learning of others and in the learning of the social formations that influence their practices and understandings.

- v) **Publishing your living-educational-theories in the Educational Journal of Living Theories - <https://ejolts.net/current>**

December 2021, Volume 14, Issue 2

This is the fourth issue of EJOLTs to be published during the pandemic – how time flies! With fewer opportunities for meeting people in the physical world human beings, being the social creative animals we are, are creating new opportunities to meet, cooperate and communicate in the virtual world. An example is the recent webinar run in cooperation with other journals focussed by a shared commitment to making public values-led research for systemic change, which contributes to the flourishing of Humanity (you can access a recording from <https://vimeo.com/654453300>).

Notwithstanding the global challenges we are all facing, EJOLTs has continued to publish valid accounts of living-educational-theory research and contributions to Living Educational Theory Research (visit <https://ejolts.net/node/220> for what distinguishes between living-educational-theory research and Living Educational Theory Research). The accounts published by EJOLTs are created by practitioner-researchers working around the world with a common purpose. That common purpose is to engage in values-led research for systemic change, which contributes to the flourishing of Humanity. The practitioner-researchers publishing in EJOLTs are not only concerned to contribute to the flourishing of humanitarian values in their local and national communities. They are also concerned to contribute their knowledge to an educational knowledgebase which all may draw on to bring into being a world where Humanity flourishes as a global social formation, which transcends time and place.

I hope as you read this latest issue and explore the archive you will find inspirations to enrich your own enterprise. I also hope you might feel moved to submit your valid account of your living-educational-theory research to EJOLTs and help to grow the archive for others to take inspiration from – for the benefit of us all, wherever and whenever we live.

Editorial Foreword (pp. i-v)

Jack Whitehead

Papers

A portrait of becoming: Transformative teacher education through an offshore location in the Bahamas (pp. 1-25)

Javier Gonzalez, Jill Farrell & Stephanie Auguste

Developing a transformative, cooperative living-educational-theory with children and youth in the EDS (Education for Development and Sustainability) community of practice in Bangladesh (pp. 26-50)

Mohammad Hafizur Rahman, Trine Lund, Mohammad Alamin, Abdullah bin Mujib bin Abdul Khalid & Erling Krogh

Working on failures and vulnerabilities: Improving my practice leading an educational initiative concerned with Emotional Intelligence in Nepal (pp. 51-77)

Bhawana Shrestha

Book reviews

Nanwani, S. (2022). Organization and Education Development: Reflecting and Transforming in a Self-Discovery Journey. London: Routledge. (pp. 78-82)

Jack Whitehead

A review of Maxwell, N. (2021). The World in Crisis – and what to do about it: A revolution for thought and action. London: World Scientific. (pp. 83-89)

Jack Whitehead

Screenshot

- vi) **Gaining academic recognition for your living-educational-theories in your Master's dissertations and Doctoral Theses -**
<https://www.actionresearch.net/living/living.shtml>

Ph.D.

Arianna Briganti's Doctoral Thesis on 'My living-theory of International Development'. Graduated from University of Lancaster in November 2021.

Ph.D.

John Branch's Doctorate of Professional Studies by Public Works on 'Teaching Is Like Engineering: My Living Educational Theory'. Middlesex University, 2020.

Ph.D.

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

Ph.D.

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

Screenshot

Interim Conclusion

Here is what I am hoping that you will do following today's webinar:

- i) Follow the example of Dr. Zailah Zainudin, Dr. Mohd Mat Noor, Dr. Sarimah, Shaik-Abdullah and Dr. Satirah Ahmad and produce and share your living-posters to add to those at:

<https://www.actionresearch.net/writings/posters/malaysiangp21.pdf>

and to the homepage of living-posters at:

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

- ii) Produce your own living-educational-theory, action-reflection planner -
<https://www.actionresearch.net/writings/jack/arlivingtheoryplanner.pdf>

and share it with other colleagues in MARN, CARN (Collaborative Action Research Network), BARN (Bluewater Action Research Network, NEARI (Network Educational Action Research Ireland) and the other networks at:

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

- iii) Extend your participation in other communities of educational practitioners such as the Network Educational Action Research Ireland (NEARI) and the values-based practitioner-researcher SIG of the Educational Studies Association of Ireland - <https://www.actionresearch.net/writings/posters/neari21.pdf>

See in particular the notes from the NEARI Meet of the 29th January 2022 at: <http://www.eari.ie/2022/02/08/notes-from-nearimeet-29-january-2022/>. Do please go down to the bottom of the report and leave a comment with your name and email.

- iv) Contributing to Conferences of Educational Research Associations.

Submit Symposium proposals from the Malaysian Action Research Network to national and international Educational Research Associations around the world, to highlight the practitioner research and knowledge creation from the University of Malaysia.

- v) Submit for publication your living-educational-theories in the Educational Journal of Living Theories - <https://ejolts.net/current>

Scroll down to the last item in the report on the NEARI Meet of the 29th January 2022 for Marie Huxtable's report on activities in the [Educational Journal of Living Theories \(EJOLTs\)](#) with an invitation attendees to submit papers to the journal. Marie Huxtable is the chair of the editorial board of EJOLTs.

- vi) Gain academic recognition for your living-educational-theories in your Master's dissertations and Doctoral Theses and share these on the web: <https://www.actionresearch.net/living/living.shtml>

I'm looking forward to hearing all about developments in MARN. Many thanks for the pleasure of your company once again.