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

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/

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).

Not withstanding 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.

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

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 hompage 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.