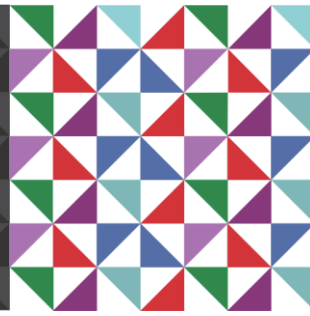




**CENTRE FOR
EXCELLENCE IN
LEARNING &
TEACHING**



SCHOLARSHIP OF TEACHING AND LEARNING (SoTL) **Webinar 2**

1st October 2021, 10h00-12h15

CELT invites all staff interested in exploring and researching various aspects of higher education learning and teaching to the second webinar in the Scholarship of Teaching and Learning (SoTL) series. SoTL is a professional development programme that aims to foster and promote research informed and scholarly higher education practices.

Cultivating a lived values approach is at the core of designing educational inquiries. The kinds of questions we should ask for our contexts and the relevant and appropriate methodological and theoretical tools are important. With this in mind this SoTL Webinar focuses on

LIVING EDUCATIONAL THEORY

for

Cultivating a living philosophy for flourishing of humanity and our planet
Improving lives and livelihoods and sustainability of our society and environment

Living Educational Theory is a values based methodology for improving educational practices through asking questions of the kind,

'How do I improve what I am doing?'

During the webinar, Professor Jack Whitehead will introduce the Living educational theory and will share the global resources and exemplars for researchers. Professor Whitehead and our panellists of practitioner-researchers Dr Pip Bruce Ferguson, Dr Swaroop Rawal, Rev Dr Delysia Timm and Mrs Marilynne Coopasami will engage in interactive discussions and share their experiences and research of generating their own living-educational-theory.

We look forward to your participation.

Best wishes,

The SoTL Team

Enquiries: Ms Sibongile Madi sibongilem@dut.ac.za

PROGRAMME

Facilitators: Nalini Chitanand and Shubnam Rambharos

10:00 - 10:05	Opening Remarks: Overview of the SoTL Programme Nalini Chitanand (Coordinator: SoTL Programme)
10:05 - 10:10	Welcome and Message of Support Prof Livingstone Makondo (Acting Director: Centre for Excellence in Learning and Teaching)
10:10 - 10:20	Introduction of Guest Speakers Nalini Chitanand & Shubnam Rambharos
10:20 - 10:35	Professor Jack Whitehead An Introduction to Living Educational Theory Research
10:35 - 10:40	Discussion
10:40 - 10:55	Dr Pip Bruce Ferguson How Living Educational Theory has benefited my life's work as a teacher and staff developer: a practitioner's reflection
10:55 - 11:10	Dr Swaroop Rawal Using the Living Educational Theory methodology to improve the quality of my practice
11:10 - 11:15	Discussion
11:15 - 11:30	Rev Dr Delysia Timm How do I use Living Educational Action Research Framework to provide evidence for concerns experienced by students and staff seeking to flourish as humans?
11:30 - 11:45	Mrs Marilynne Coopasami How do I improve my practice by using the LET framework to cultivate a society that flourishes by focusing on our values?
11:45 - 12:10	Discussion
12:10 - 12:15	Closing Remarks Nalini Chitanand
	Vote of Thanks Shubnam Rambharos

BIONOTES AND SUMMARY OF PRESENTATIONS



Professor Jack Whitehead, UK

jack@livingtheory.org

Jack Whitehead is a Living Educational Theorist based in the UK. Previously at the University of Bath, he is now a Visiting Professor at the University of Cumbria, UK and at Ningxia Teachers University in Ningxia, China. He originated the idea that individuals could create their own explanations of their educational influences in their own learning, in the learning of others and in the learning of the social formations in which their enquiries are located, as their living-educational-theories. He pioneered the use of digital, multi-media narratives for clarifying and evolving the meanings of the expression of embodied values in explanations of educational influence, in research degrees. The resources on his web-site <http://www.actionresearch.net> are an international resource for action researchers who are generating their own living-theories with values that carry hope for the flourishing of humanity from enquiries of the kind, 'How do I improve what I am doing?'

An Introduction to Living Educational Theory Research

Living Educational Theory research is a form of educational-practitioner self-study research that enables anyone, whatever their location, discipline or field of practice, to realise their responsibilities to be professional as a practitioner contributing to their community of practice and as a global citizen contributing to a world where humanity can increasingly flourish.

Communication, access to information and the ability to contribute to global knowledge bases and discourses is greater than it has ever been. This presents a challenge to us all to adopt a professional approach to developing our educational practice as global citizens in a world comprising virtual and physical spaces, by researching it. Virtual spaces offer both challenges and opportunities for educational practitioner researchers to communicate the educational knowledge they create to other people situated in diverse contexts around the world. (See <https://ejolts.net/about>)

Sharing the resources on Living Educational Theory Research at <https://www.actionresearch.net/>

These include the Living Educational Theory Research already accredited at Durban University of Technology – see:

Nicole Lee Scott's Master of Technology Dissertation, TELLING TALES: Pictograms as a Visual Voice, 2013 Durban University of Technology.

Bonnie Kaplan's Master of Technology Dissertation, How do I use my living and lived experience to influence creative economic independence in others? 2013 Durban University of Technology.

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



Dr Pip Bruce Ferguson, New Zealand

pipbruce@gmail.com

Dr Pip Bruce Ferguson has worked in education all her working life. She started as a primary school teacher, managing up to 38 children in a class, before moving on to adult education and staff development in polytechnics, a Māori university, and the University of Waikato. She was a British Council teacher exchange fellow in 1994 and taught in Norwich. From 2014-2017 she taught at Dublin City University, Ireland.

Pip really enjoys working with developing teachers to help them see how their practice can generate original, sound research publications and practice. Her discovery of Living Educational Theory, following her 1994 visit to England and meeting with Jack Whitehead and Jean McNiff, richly expanded her interest in action research and in encouraging teacher research. Pip now lives in Tauranga, New Zealand.

How Living Educational Theory has benefited my life's work as a teacher and staff developer: a practitioner's reflection

I have worked in education all my life, initially as a primary school teacher and later as a staff developer. In the latter work I frequently did classroom observations to help lecturers improve their practice. The use of reflective practice by good practitioners led me to conduct my doctoral investigation into how this practice could lead staff to produce publishable research and thus contribute to an emergent research culture in the polytechnic where I then worked.

During the years I studied for my doctorate, I visited the U.K. on a British Council scholarship and met Jack Whitehead and Jean McNiff. I found Jack's Living Educational Theory approach added richly to my understanding of better ways to conduct research. Its emphasis on the importance of articulating one's values, and carefully checking whether and how we follow these in our practice, has prompted my engagement with this important approach to research.



Dr Swaroop Rawal, India

dearswaroop@hotmail.com

Swaroop Rawal's chosen path is one of development and transformation, for humanity; of seva (selfless service) of the children of the nation. Her seva is not only confined to the walls of one classroom, but to the rural arena where her scope for caring, compassion and selfless service is unique. She teaches a wide range of students, from Primary Schools all the way up to Post-Graduate students.

Swaroop Rawal has been awarded Doctor of Philosophy (Ph.D.) in Education (2006) and more recently a Doctor of Letters (2017) both from the University of Worcester, UK.

A life skills educator uses drama-in-education to teach; her work covers a wide canvas of many states in India. She was on the list of the top ten teachers for the Global Teacher prize, 2019. Presently, she is teaching Post-Graduate students appearing for their MSW & MSW-HR degree at Sardar Patel University. Importantly, due to the 'new normal' in place because of the Covid-19 Pandemic she has transformed her teaching methods to adapt to online learning; she now uses online drama games and cinema in the classroom.

Some Key Positions:

Non-government member of Central Advisory Board of Education, India.

Board of Studies- the School of Entrepreneurship & Family Business Management, Narsee Monjee Institute of Management Studies, Mumbai

Board of Studies- Deviprasad Goenka Management College of Media Studies

Member of Advisory board, Jamnabai Narsee International School, Mumbai

Member of Advisory board, Jamnabai Narsee Gift City School, Gujarat

Founder of Early Childhood Association, India

Editorial board member of Educational Journal of Living Theories

Member of Governing Council of Save the Children, India/ BalRaksha, Bharat

Board Member of Humanitarian Aid International

Using the Living Educational Theory methodology to improve the quality of my practice

A dialogue on the influence Living Educational Theory has had on my practice as I tried to answer the question 'How do I improve my practice?' My living-educational-theory, through values-based dialogues, enabled me to achieve competency in my research on my practice. Seeking to answer the question 'What has the educational influence of the Living Educational Theory been on me and my work?' I revisit my doctoral thesis and some critical experiences that were transformatory. Starting from 2006, when I wrote my doctoral thesis, I will discuss some key developments in my teaching and learning and track a journey of fifteen years. I deliberate on the role of my living-educational-theory, which developed as I worked in the field of life-skills education with students and teachers.



Rev Dr Delysia Timm

timmdelysia@gmail.com

Delysia Timm is currently the Dean of Studies in the Diocese of Natal and has over 30 years' experience in South African higher education, as a lecturer, an academic development practitioner, a strategic projects manager, and at various managerial levels. She is an influencer and change agent and is able to work effectively with people at various levels within an institution or organisation. She has served on the HELTASA executive and worked in the Office of the Deputy Vice-Chancellor Teaching and Learning until her retirement from the Durban University of Technology in 2018. She serves post-graduate students at DUT. as a supervisor and co-supervisor of Masters and Doctorate student.

Delysia is not shy of addressing difficult issues but she does so in particular unique ways - she asks the right (often hard) questions; she is an excellent motivator; she is empathetic, and she knows when to make spaces for people to find their own way. Her curiosity and naturally enquiring mind often lead her to new experiences and insights, and as a result, new projects and activities. She has published her research in book chapters and academic journals. With a deep commitment to social justice, her projects naturally tend towards improving the lives of others - and in a university context, of students. These projects are undertaken in her role as a Trustee of the Denis Hurley Centre, Rector of a local Anglican Parish and Siyaphumelela Coach in South African Higher Education with the Kresge-funded student success project.

How do I use Living Educational Action Research Framework to provide evidence for concerns experienced by students and staff seeking to flourish as humans?

As an Academic development professional in Higher Education I identified concerns experienced by students and staff as they sought to improve their lives and flourish as humans. These concerns are :

- Students do not believe in themselves and emotional issues that they experience are getting in the way of their learning.

- Students are not actively engaging with the teachers and with the subject matter hence whole-being-learning is not happening in the classrooms.
- Teachers are in a state of despair in their classes and need support and encouragement

During this session I will share how I use the Living Educational Theory Action Research Framework to provide the evidence for the three concerns mentioned above. I also provide examples of the action taken by myself and the teachers to address the concerns. I share my story and the stories of lecturers who do not believe in themselves and how emotional issues get in the way of their whole-being-learning. I also provide evidence of my and the teachers influence in engaging students in whole-being-learning.



Mrs Marilynne Coopasami

marilynnc@dut.ac.za

Marilynne Coopasami is an anatomy and physiology (A&P) lecturer at the Durban University of Technology. She started as a part-time lecturer at DUT since 2006 teaching anatomy and physiology. In 2010, she began her journey at the Indumiso Campus in PMB teaching A&P to the undergraduate nurses. She is currently a PhD candidate who has engaged in using the living educational theory methodology to improve her practice, by asking the question, "How can I improve my practice?" Marilynne's research focus areas are blended learning (which was incorporated into her Masters study and PhD) and action research.

How do I improve my practice by using the LET framework to cultivate a society that flourishes by focusing on our values?

In my presentation, I will discuss cultivating a society that flourishes by focusing on our values. I have intentionally used the ENVISION2030 values in my journey with my students whereby I have unpacked and explored my values as their teacher and their values as the students. We have together been on this journey especially during the COVID-19 pandemic whereby we had to suddenly live out our values, walk our values and speak our values. The values of honesty, accountability, transparency was actually an overlapping of values that presented itself in our classrooms. These became shared values with the current ENVISION2030. I will share the stories of my students and my journey using this methodology. I had the pleasure of chatting To Jack last year and also presenting at the LTE conference, which both excited me and developed me as a practitioner who is trying to improve one's practice, and thus trying to improve livelihoods through sustaining our youth who are our society.