

## **A Living Theory perspective in educational research on learning and education**

### **A Proposal for a Pre-conference Workshop**

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### **Abstract**

The pre-conference workshop is aimed at providing an interactive context for an in-depth examination, discussion and elaboration of a Living Theory approach to educational research on learning and education. The discussion will focus on the idea that the embodied knowledges of learning and education of participants can be made public and recognised and accredited for masters and doctoral degrees in higher education. A clear distinction is drawn between embodied educational knowledge and the knowledge created by education researchers within the disciplines of education. The idea of Living Theory research is introduced with the idea that each participant can generate a valid explanation of their educational influences in their own learning, in the learning of others and in the learning of social formations. The web-archive of over 40 Living Theory doctorates accredited by Universities around the world is introduced to demonstrate the academic legitimacy of the perspective using digital visual data.

#### **1) Topic**

Introducing a Living Theory perspective in educational research on learning and education.

#### **2) Rationale**

To question the dominance of propositional and dialectical education research in educational research on learning and education, with the explication of a Living Theory perspective in making original contributions to educational knowledge.

#### **3) Objectives**

- i) To demonstrate limitations in printed text-based media for communicating the meanings of embodied expressions of relational and ontological values in explanations of educational influences in learning and education.
- ii) To develop participants' understandings of how digital visual data can be used as evidence in explanations of educational influences in ways that overcome limitations in printed text-based media.
- iii) To engage participants in a process of validation that can strengthen the comprehensibility, evidence, normative understandings and authenticity of explanations of educational influences in learning and education.

#### **4) Activities**

- i) Explicating meanings of embodied values and their use as explanatory principles in educational explanations of learning and education.
- ii) Accessing on the web Living Theory masters and doctorates and contributions to the Educational Journal of Living Theories. This includes accessing links to the global research networks of the Action Learning, Action Research Association; the First Global Assembly on Knowledge Democracy: towards an ecology of knowledges; the Collaborative Action Research Network.
- iii) Exercising the mutual rational control of critical discussion to enhance the validity of explanations of educational influences in learning.

#### 5) Soliciting Participant Contributions

Participants will be invited to share, through paired conversations, the ontological and relational values they use to give meaning and purpose to their educational practices and learning. Participants will be invited to evaluate an explanation of educational influence in learning by a doctoral practitioner-researcher in terms of strengthening comprehensibility, evidence, normative influence and authenticity. Participants will be invited to respond to digitalised visual data, used as evidence in an explanation of learning, to see to what extent a researcher can use this data to clarify the meanings of embodied expressions of ontological and relational values that are used as explanatory principles in explanations of learning and education.

#### 6) Possible Outcomes.

- i) An explicit understanding of the nature of Living Theory research
- ii) An understanding of distinctions between propositional, dialectical and living logics in explanations of educational influences in learning.
- iii) An understanding of how to use the method of empathetic resonance with digital visual data to clarify meanings of embodied expressions of values.
- iv) An understanding of a process of validation to strengthen an explanation of educational influence in learning in terms of comprehensibility, evidence, normative influence and authenticity.
- v) An understanding of how to access, on the web, Living Theory masters and doctoral degrees and the 10 years of issues of the Educational Journal of Living Educational Theories.
- vi) An understanding of the original contributions to educational knowledge being made by Living Theory researchers and how participants could make their own original contributions to educational knowledge with their explanations of educational influence in learning and education.

#### References

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