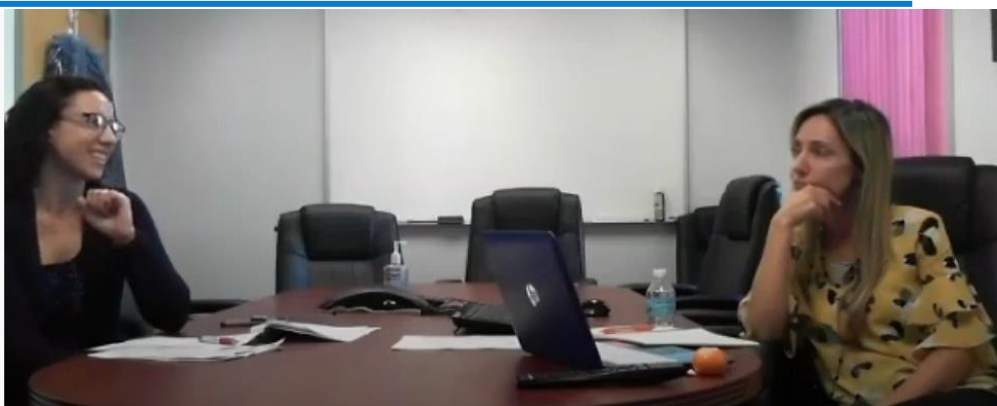


“Learning Who I Am”  
Uncovering contradictions in my practice using living-  
educational-theory as a methodology  
Michelle Vaughan, Ed.D  
Florida Atlantic University

This manuscript follows my journey of self-discovery as I uncover and validate my core value of connection with students through the lens of living-theory, simultaneously learning about the role living-educational-theory plays within our identities as practitioners and scholars alongside my own living-theory work.

[EJOLTS, Vol 12, Issue 1](#)



[Exploring the role of vulnerability when connecting with students.](#)



[Sharing my journey at ARNA 2019 with Jackie Delong](#)

Change is not always easy, and while I believe most of my change has occurred internally, it will no doubt continue to impact those around me. I am eternally grateful for my serendipitous introduction to this field and hope that sharing my developmental work will encourage others to peel back the layers of their own practice to reconnect or connect for the first time with the values that influence their work and the relationships around them (Vaughan, 2019, p. 78).

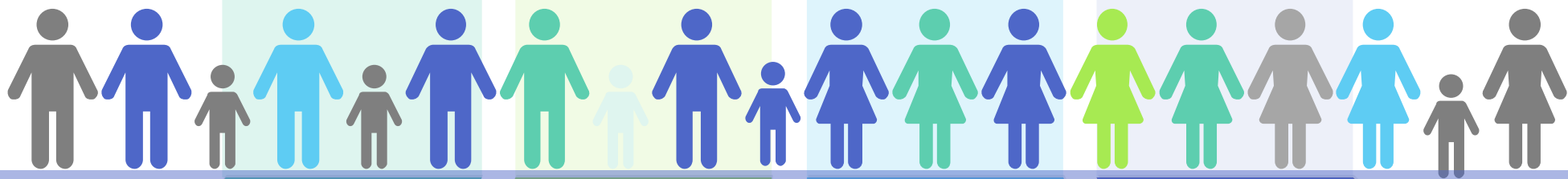
As advocates, we are contributing to advancing the social movement of living-theory using sustained and spontaneous cultures of inquiry. Jackie Delong and I discuss our efforts in the following manuscript.

[EJOLTS, Vol 12, Issue 2](#)

As part of my personal practice, I continue to work with teachers to support their own growth as practitioners through the careful examination of their own practice.



[Teacher research group at FERA with James Popham presenting our collaborative work.](#)



References:

Vaughan, M. & Delong, J. (2019). Cultures of inquiry: A transformative method of creating living-theories. Educational Journal of Living Theories, 12(2), 65-88.

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