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Living Co-operative Values in Educational Contexts

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Paper presented to the Co-operative College on the 2nd May 2018 in Manchester, UK.
Living Co-operative Values in Educational Contexts

Through this paper we offer an evidence-based argument to demonstrate how a Co-operative University could legitimate the educational knowledges of master and doctor educators to strengthen the recognition of the importance of realising in practice personal and cultural co-operative values.
Co-operative values

- Co-operatives are based on the values of **self-help, self-responsibility, democracy, equality, equity, and solidarity**. In the tradition of their founders, co-operative members believe in the ethical values of honesty, openness, social responsibility and caring for others.

Purposes of universities

Andrew Motion:
"Whichever subject, whichever discipline, there must be space for expansive thinking which values the importance of things which are good for our souls as highly as those which are good for our bank balances."

“We want our graduates to have jobs… we also want those things to occur within the larger context of what is good for the human race in the widest possible terms.”
A purpose of a university

- to equip and support people to generate and make public academic and scholarly knowledge that contributes to the progress of:

  • a discipline and/or field of practice, and
  • their own educational learning, the educational learning of others, and the educational learning of communities locally, nationally and globally for the flourishing of humanity
Living cooperative values and a Cooperative University

• With respect to:
  • How a university is run – governance
  • How knowledge is generated, legitimated and made public
  • The nature of the knowledge that is generated
    • Discipline and/or field of practice knowledge
    • Educational knowledge
  Co-operatives are based on the values of self-help, self-responsibility, democracy, equality, equity and solidarity. … ethical values of honesty, openness, social responsibility and caring for others.
Educational contexts in a university to support people:

• To generate, validate and make public disciplines, field of practice and educational knowledge and;

• To learn skills and acquire disciplines, field of practice and educational knowledge.
Living Theory research and living-educational-theories

Living Theory research is focused on the idea that individual practitioner-researchers are reflexive practitioners who wish to ask, research and answer questions of the kind, ‘How do I improve what I am doing and live my values as fully as I can?’

An individual’s explanations of their educational influence that emerge from such enquiries are referred to as living-educational-theories (Whitehead, 1989).

http://www.actionresearch.net/
Annual fees provide students with access to:

- **Subject knowledge** in the form of access to an on-line and on site library comprising books and journals, and on-line or on site lectures and seminars
- **Skills training** through workshops, lectures and online material and events such as ‘summer schools’.
- **Study support** via individual and group tutorials facilitated by a lecturer and supervision meetings with a lecturer.
- **Support to navigate the rules and regulations of the university to successfully complete their degree.**
- **Examination and accreditation of their work and the award of a degree.**
Co-operatives are based on the values of **self-help, self-responsibility, democracy, equality, equity and solidarity**. ...ethical values of honesty, openness, social responsibility and caring for others.

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