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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.

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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.

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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.
- (<http://ica.coop/en/whats-co-op/co-operative-identity-values-principles>)

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."

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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

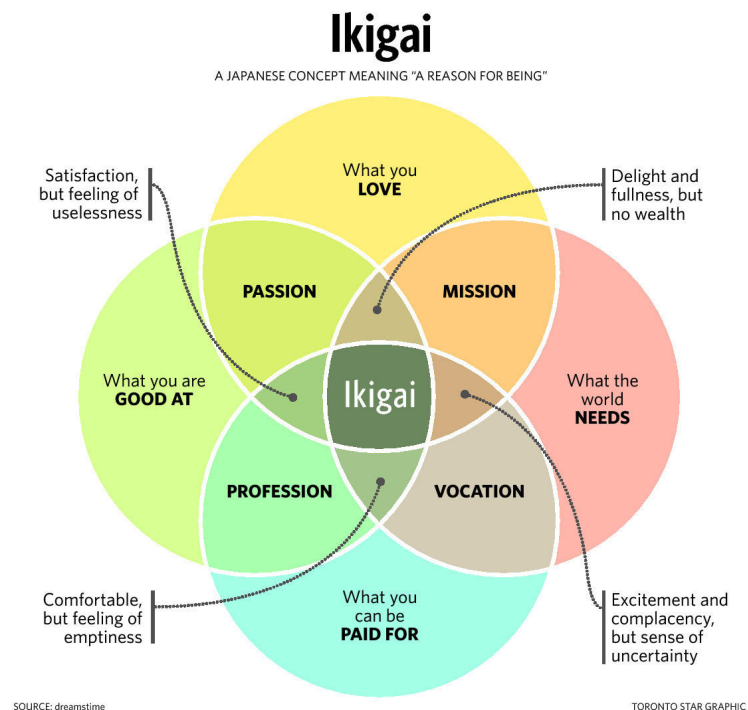
Co-operatives are based on the values of **self-help, self-responsibility, democracy, equality, equity and solidarity**. ... ethical values of honesty, openness, social responsibility and caring for others.

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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.



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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).

LIVING THEORY RESEARCH
AS A WAY OF LIFE



JACK WHITEHEAD

<http://www.actionresearch.net/>

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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.

Living Co-operative Values in Educational Contexts

- Subject knowledge
- Skills training
- Study/research support

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ActionResearch.net
Other Homepages of Interest
Living Theory Doctoral Proposals, Transfers and Supervisions
Living Theory theses/Doctor Educators
Master Educators' Writings
Multimedia
Values
Jack Whitehead's writings
Growth and Transformation of Educational Knowledge
Pre-service, Moira Laidlaw 1992-93
Living Legacies with Paulo Mellart



A Living Educational Theory (Living Theory) Approach to Research and Life

A Living Educational Theory (Living Theory) approach focusses attention on the experiences and implications of living values that carry hope for the flourishing of humanity. These values are the life-affirming and life-enhancing values that give meaning and purpose to the researcher's life. They are clarified as they emerge in the course of researching questions such as, 'How am I improving what I am doing?' They form the exploratory principles and standards by which improvements in both practice and knowledge-creation are judged.

The approach stresses the importance of extending the influence of these ontological and relational values and understandings in explanations of educational influence. In a Living Educational Theory approach to research and a human existence, individuals hold their lives to account by producing accounts of their living-educational theories; that is 'explanations of their educational influences in their own learning, the learning of others and the learning of social formations, in enquiries of the kind, 'How am I improving what I am doing?' (Whitehead, 1999).

A Living Theory researcher can use methods and draw insights from a range of other methodologies and theories, such as Action Research, Narrative Enquiry, Self-Study, Participatory Research, Autoethnography, Ethnography, Grounded Theory, Critical Theory and Case Study, as well as various quantitative methods. Researchers new to Living Theory research might visit an [introduction](#) and read the [Advanced Butler's Guide](#).

For tutors and action researchers on masters degree programmes interested in classroom research and action reflection see [Action planning in improving practice and in generating educational knowledge](#). See also the [Masters' Writings](#).

For Living Theory continuing professional development Programmes (CPD) see [Living Values, Improving Practice Co-operatively](#).

For supervisors and Living Theory researchers on doctoral programmes interested in research methodologies see [Doctoral Writing](#).

For those wanting to develop their support for doctoral and masters researchers and looking for further references [try here](#).

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What's new in the 2017-18 Academic

[Homepage of The Educational Journal Of Living Theories \(EJOL\)](#)

[Current Issue of EJOLTS, December 2017, 10\(2\) freely available](#)

[Open Reviewing, EJOLTS Teams and Community Space of The EJOLTS](#)

[CO-OPERATORS' WEBPAGE](#)

['How do I improve what I am doing in my professional practice?'](#) with Jack Whitehead at Middlesex University, 10th April 2018

[Successful workshop proposals for the 2018 ALARA World Congress](#) Norwich University, Norwich, USA on [Where do we go from here](#) [The Action Learning and Action Research Legacy for Transform Change?](#)

[Details of the 2018 ALARA World Congress, June 17-20, Norwich Vermont, USA.](#)

[Sponsorship of the 2018 ALARA World Congress](#)

[Keynotes for the 2018 ALARA World Congress](#)

[Whitehead, J. \(2017\) A Living Theory Approach To Changing Perceptions of Teaching, Association for Teacher Education in Europe Conference in Dubrovnik, Croatia, 23-25 October 2017](#)

[LIVING THEORY POSTERS of the 2 June 2017](#)

[LIVING THEORY POSTERS of the 22 April 2017](#)

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