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Researching scholarship of teaching and
learning in diverse cultural contexts with
Living Educational Theory Research

Marie Huxtable & Jack Whitehead

ISSOTL23 Conference, Utrecht, The
Netherlands, 8–11 November 2023.

1. Contexts of the creation and influence of Living Educational Theory Research and living-educational-theories



Living Educational Theory Research is focussed on asking, researching and answering questions of the kind, 'How do I improve educational influences in learning within my context of teaching and learning with values of human flourishing?'

Values are used by practitioner-researchers, as explanatory principles, in explanations of their own learning, in the learning of others and in the learning of the social formations within which the practice is located.

The meanings of these values, which are embodied in professional educational practice, can be clarified and communicated with digital visual data of educational practice, through the use of a method of empathetic resonance.

Engaging in a Living Educational Theory Research CPD Community of Practice can enable you to:

- Improve your professional educational learning,
- Evaluate and evidence your contribution to improving educational opportunities, experiences, and relationships
- Contribute to university and SoTL communities realising their values-based purposes
- **Enjoy the pleasure that comes with learning life-long and life-wide to live a satisfying, productive and worthwhile life and helping others do so too.**



1. Contexts of creation and influence of Living Educational Theory Research and living-educational-theories

... is an internationally well established form of professional practitioner educational research.

Used by practitioners to realise their responsibilities as professionals and global citizens to hold themselves to account for their practice and the implications of what they do with values of human flourishing and to contribute to the global growth of educational, values-laden knowledge.



Whitehead (1989) coined the term ‘living-educational-theory’ for a valid, values-based explanation created by a practitioner researcher for their educational influence in their own learning, the learning of others and in the learning of social formations, which forms the context of their practice.

Accounts which illustrate how professional practitioners have generated and shared their living-educational-theories are freely accessible from:



The website of Jack Whitehead <https://actionresearch.net/>



The website of the Educational Journal of Living Theories <https://ejolts.net/>



2. Teaching and Learning; acting locally with global intent to develop SoTL with values of human flourishing

Context-specific knowledge created by professional practitioners researching their educational pedagogical practice through Living Educational Theory Research is contributing to improving local and global **teaching and learning contexts** with values of human flourishing.

Evidence is provided by the doctorates and masters free to access from <https://actionresearch.net/>. These have been legitimated by universities worldwide and illustrate of how professional educational practitioners have developed their living-educational-theories and impacted on their students, colleagues, SoTL communities and other social formations, which are the context of the practice.

The screenshot shows the ActionResearch.net website. On the left is a vertical navigation menu with items: ActionResearch.net, Other Homepages of Interest, Living Theory Doctoral Proposals, Transfers and Supervisions, Living theory theses/Doctor Educators (highlighted in pink), Master Educators' Writings, Multimedia, Values, Jack Whitehead's writings, and Growth and Transformation of Educational Knowledge. The main content area features a search bar with the text "ENHANCED BY Google" and a search button. Below the search bar is a search result for "Free copy of Jack Whitehead's 2018 book on Living Educational Theory (Living Theory) As A Way of Life". The result includes a small photo of Jack Whitehead, the ActionResearch.net logo, and a Facebook link. The text of the result reads: "A Living Educational Theory (Living Theory) approach focuses 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 explanatory 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, 1989)." On the right side of the page, there is a "What's" section with links to "Current issue (EJOLTS), Dec", "LIVING-THEO", "Download copy Connections: Beyond.", "'Using techno research in liv Visiting Profe: Conference oi", and "Workshop det developing yo contributes to globally', led t 2023 on the 1:".

3. Disciplinary and practice contexts: use and influence of Living Educational Theory Research and living-educational-theories

Professional practitioners **critically and creatively engage with knowledge created in a variety of disciplinary and practice contexts...**

e.g. practitioners doctoral research in diverse fields of practice

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

e.g. The work of the sociologist Habermas (1976) is drawn on by Living Educational Theory Research validation groups to strengthen professional educators research and its contribution to the scholarship of teaching and learning (see Cycle Three on rigour and vality

<https://www.actionresearch.net/writings/jack/cycle3.pdf>

Context-specific knowledge created by professional practitioners researching their educational pedagogical practice through Living Educational Theory Research is **contributing to improving SoTL disciplinary and fields of practice contexts** with values of human flourishing e.g. conference presentations, publishing papers ...

The screenshot shows the ActionResearch.net website. At the top, there is a profile picture of a man and the logo for ActionResearch.net. Below this, there are links to free copies of Jack Whitehead's 2018 book 'Living Educational Theory (Living Theory) As A Way of Life' and his 1993 book 'The Growth Of Educational Knowledge - Creating Your Own Living Educational Theories'. A search bar is visible with the text 'ENHANCED BY Google'. A large yellow speech bubble is overlaid on the page, containing the text: '... 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 Bluffer's Guide.'

The screenshot shows the EJOLTS website. At the top, there is a navigation menu with 'Home', 'Current Issue', 'Archive', 'Published Papers', 'Abstracts & Indexing', and 'Publisher'. Below the menu is a photograph of a group of children holding a sign that says 'Be the change you want to see in the world!'. A large green speech bubble is overlaid on the page, containing the text: 'Free to publish & access peer-reviewed papers... https://ejolts.net/'. Below the photograph, there is a section titled 'Commitment and scope' with the text 'Living Educational Theory Research: Doing Educational Research Differently.' and a subtext 'Values-led research for systemic change, which contributes to the flourishing of Humanity.'

4. Institutional contexts: use and local and global influence of Living Educational Theory Research and living-educational-theories

How the context-specific knowledge created by professional practitioners researching their educational pedagogical practice through Living Educational Theory Research is contributing to **institutional contexts** realising their values-laden raison d'être.

Living Educational Theory Researchers & other educational-practitioner researchers developing educational, values-laden knowledge, theory, practice and opportunities that contribute to systemic change for the flourishing of humanity.

Find a kindred spirit by exploring the researchers' living-posters where they give a snapshot of their sites of practice and research. Follow the links into a group page to find links to the individual's living-posters. (Use your back-button to return to this page.)

HOW TO CREATE and SHARE your LIVING-POSTER...

Contact Jack Whitehead at jack@livingtheory.org for further information

DUT DURBAN UNIVERSITY OF TECHNOLOGY

To join the group contact Nalini Chitanand nalini-c@dut.ac.za

Supporters: Mafika Sibane, Jack Whitehead, Nalini Chitanand, Despa Limes, Madumo Copesani, Alan Tshudis, Athensia Davis, Emmanuel Lwisa, Ntshosha Koopman, Nkomoza Blyse, Sibhebiso Dymbelele, Wendie Naidoo, Taryn Frankish

Living posters homepage access from: <https://www.actionresearch.net>

The Centre for Excellence in Learning and Teaching (CELTE) at the Durban University of Technology (DUT) hosted a webinar on Living Educational Theory, October 2021 - access details here

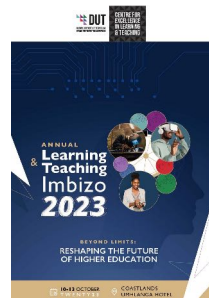
To meet some of the DUT Academic Induction Programme 2023 group - click here

DUT ACADEMIC INDUCTION 2023 PROGRAMME: At the end of the participants were asked to prepare an in-vivo presentation in response to the question, 'How can I improve my practice?' Access group members presentation slides directly from here: Alan Tshudis, Athensia Davis, Emmanuel Lwisa, Ntshosha Koopman, Nkomoza Blyse, Sibhebiso Dymbelele, Wendie Naidoo, Taryn Frankish

Contribution to 2023 Learning and Teaching Imbizo: Cultivating the use of long educational 'non-research' or 'practical' research processes and pedagogical practices can enhance the future of higher education. John Chirwa, Anthea Mkhondo, Mavis Mkhondo, Anthea Mkhondo, Gunda Mkhondo, Tanya Mkhondo, Anthea Mkhondo, Ayo Mkhondo

<https://www.actionresearch.net/writings/posters/homepage2023.pdf>

<https://www.actionresearch.net/writings/posters/dut23.pdf>



<https://www.dut.ac.za/2023-annual-learning-and-teaching-imbizo/>

**DUT ENVISION2030
Living Values Framework**

<https://www.dut.ac.za/envision2030-living-values-framework/>

5. Geographical, language and political contexts of Living Educational Theory Research



Nepal
Kathmandu University – Transformative Education Research & Sustainable Development (TERSD)

<https://tersd2022.kusoed.edu.np/>

Indonesia
Indonesian Transformative Education research group

Access living-posters homepage from <https://actionresearch.net/>

Click on the names to access the individual living-posters

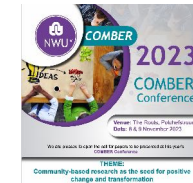
Indonesian TERG (Transformative Education Research Group)

Preparing to present at the 2024 4th International Conference of Transformative Education & Sustainable Development.

<https://www.actionresearch.net/writings/posters/indonesiangp23.pdf>

South Africa
North-West University – Community-Based Educational Research (COMBER)

<https://education.nwu.ac.za/comber>



Living Educational Theory Researchers & other educational-practitioner researchers developing educational, values-laden knowledge, theory, practice and opportunities that contribute to systemic change for the flourishing of humanity.

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HOW to CREATE and SHARE your LIVING-POSTER...

Contact Jack Whitehead at jack@livingtheory.org for further information

<https://www.actionresearch.net/writings/posters/homepage2023.pdf>

International
Educational Journal of Living Theories (EJOLTS)



<https://ejolts.net/>

Ireland
Network for Educational Action Research Ireland (NEARI)

<http://www.eari.ie/>



6. In conclusion

“What is the goal of education?” he would ask, “When all is said and done, we want [...] to grow up to be decent human beings, a ‘*mensch*’, a person with compassion, commitment, and caring.” (Ginnot, 1972, p.10)

Sentiments expressed in global contexts by universities and national leaders in:
The Magna Charta Universitatum <https://www.magna-charta.org/>

GE2050 The European Declaration on *Global Education* to 2050 <https://www.gene.eu/ge2050-congress>

We hope that at least something in the presentation has sparked something of use in your imagination of what you will do to improve what you are doing to improve the scholarship of teaching and learning with values of human flourishing and help others do so too.

We hope you will critically and creatively engage with the educational knowledge others have generously made freely available to improve your own practice and research. We also hope you will contribute to the growth of educational knowledge by sending your living-posters and submitting your accounts of your Living Educational Theory Research to EJOLTs and other journals – and help others do so too.



Educational Journal of Living Theories
<https://ejolts.net/>



<https://actionresearch.net/>