



“Our vision is for *educational* research to have a profound and positive influence on society”

How can supporting the creation of educational knowledge and spreading its influence contribute to the flourishing of Humanity?

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Educational?



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Education is given many meanings, including training and the efficient transfer of knowledge.

I am concerned with the *educational* meaning of education.

Education as an life-long values-laden process of learning to live a satisfying, productive and worthwhile life for self and others and which contributes to the flourishing of Humanity.

Flourishing of Humanity?

- ‘humanity’ - compassionate, sympathetic, or generous behavior or disposition : the quality or state of being humane; the quality or state of being human
- ‘Humanity’ the totality of human beings (Merriam Webster Online Dictionary)
- By ‘Humanity’ I mean a global social formation which transcends time and place. It is formed by human beings contributing to the flourishing of their own humanity and that of others we share this planet and universe with, now and in a future we will not see.
- The purpose of *educational* research is to generate *educational* knowledge.
- What constitutes ‘*educational* knowledge’ is distinguished by values that carry hope for the flourishing of Humanity.



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Why educational research?

Given the publicity about global warming and plastic polluting every nook and cranny of our world and bodies, we should be well aware that quick fixes and local actions can have unintended long-term global and trans-generational consequences for Humanity.

I therefore believe it is vital we engage in *educational* research to create valid **humanitarian values-laden knowledge** for systemic change, which contributes to the flourishing of Humanity.



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- Creating educational knowledge requires a research methodology, which embraces the dynamic multidimensional relationships which form the complex ecology of the world and universe we are part of.
- Living Educational Theory research (Whitehead, 1989, 2019) is an established educational research paradigm and methodology.

Living Educational Theory Research – an *educational* paradigm and methodology

Living Educational Theory research is a form of educational-practitioner self-study research.

It is engaged in by educational-practitioners who accept their responsibility to research their educational-practice to understand, improve and explain it and create and contribute valid values-laden explanations of their educational influence in their own learning, the learning of others and the learning of the social formation which form the context of their practice and research.

Whitehead coined the term ‘living-educational-theories’ for such explanations.

These living-educational-theories contribute to the growth of a global educational research knowledgebase for the benefit of all.



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The originality of the paper

... is in the knowledge, created of an evolving emancipating, egalitarian and inclusive society by global citizens who accept their responsibility to adopt a professional approach to developing their educational-practice. The originality of the paper lies in its contribution to improving academic intellectual and scholarly educational discourse by:

- Showing how, through supporting Living Educational Theory research, educational knowledge can be generated and contribute to the growth of a global educational knowledgebase.
- Making public, creative educational research methods such as living-posters

examples can be accessed from <https://www.actionresearch.net>



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The significance of the paper lies in:

- The clarification of what makes educational practice, policy and theory ‘educational’;
- The explication of the implications of global citizens engaging in Living Educational Theory research for the realisation of the *educational* goals of the ‘Incheon Declaration for Education 2030’.
- Showing how educational-practitioners can realise their professional responsibility to acquire and apply knowledge *and* create and contribute to a global educational-practitioner knowledgebase.

The focus of the paper is on the implications of:

- Engaging in research to generate valid explanations by individual's of their educational influence in their own learning, the learning of others and the learning of social formations;
- Creating accounts of explanations of educational influence in learning which meet criteria of academic, intellectual and scholarly rigour and validity and which communicate influentially to academic and practitioner audiences
- Supporting the creation of educational knowledge and spreading its influence through the use of commonly available technology for the development of a global, freely accessible, educational knowledgebase and contributing to global educational discourses.
- <https://actionresearch.net/> – archive of doctorates, publications, living-posters, webinars...
<https://ejolts.net/> – freely accessible educational knowledge and opportunity for researchers

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I would be really pleased to hear from you with any questions, thoughts etc.

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