

What are the practical implications of a university,
as an institution of Higher *Education*, clarifying its
educational and values-based purposes?

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Practical implication for you, as someone concerned with improving educational practice and theory in HE

...of a university, as an institution of Higher *Education*, clarifying its *educational* and values-based purposes.

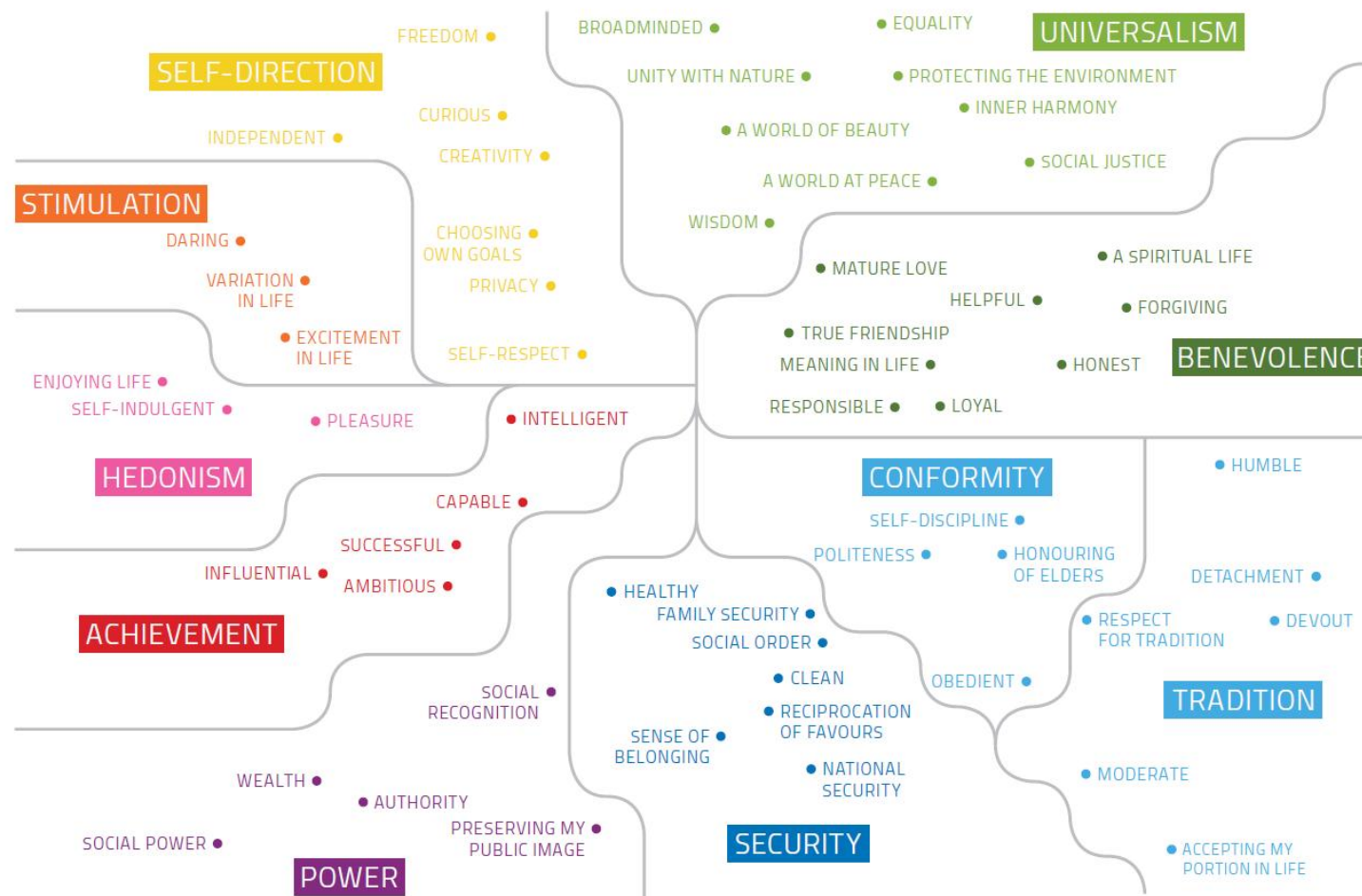
Engaging in a Living Educational Theory Research CPD Community of Practice can enable you to:

- improve your professional educational learning,
- evaluate and evidence your contribution to improving educational opportunities, experiences, and relationships
- contribute to the university realising its values-based purposes
- **enjoy the pleasure that comes with realising your educational values as fully as you can in practice in a researching Community of Practice**



Values, beliefs and contradictions

- Values are what we hold to be important
- Beliefs are what we hold to be true - What we *take to be* 'true' is often confused with what *is* 'true' – we believe we are doing something...
- We are often unaware that we are living contradictions in our practice



Values Map (Redrawn by Minuteworks from Schwartz (2006) with permission, in Crompton, 2022 - <https://commoncausefoundation.org/>)

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Different meanings of 'education' reflects different values

Practice changes in the direction of the meanings we each and together create...:

Dear Teacher,

I am a survivor of a concentration camp. My eyes saw what no man should witness:

- Gas chambers built by *learned* engineers.
- Children poisoned by *educated* physicians.
- Infants killed by *trained* nurses.
- Women and babies shot and burned by *high school* and *college* graduates.

So, I am suspicious of education. My request is: help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns.

Reading, writing and arithmetic are important only if they serve to make our children more human. (Ginott, 1972, p.317)

Meaning of 'education' reflects different values

Government response to Dame Shirley Pearce's Independent Review of the Teaching Excellence and Student Outcomes Framework (TEF):

The Government is firmly committed to ensuring that our higher education sector is better aligned to the needs of the labour market and economy... (2021, p.6)

Metrics are developed to judge the relative cost effectiveness of how skills and information is transmitted. What values do you see communicated?

A different approach is needed for evaluating and improving *educational* opportunities, experiences and relationships a university offers, as an institution of Higher *Education* realising its *educational* and values-based purposes.

Living Educational Theory Research is such an approach.

Living Educational Theory Research

...an internationally well established form of professional practitioner self-study educational research

A living-educational-theory: a values-based explanation of a practitioner researcher's educational influence in their own learning, the learning of others and in the learning of social formations, which forms the context of their practice (Whitehead, 1989) –



Archive freely accessible from
<https://actionresearch.net/>

Higher Education professionals, such as yourselves, realise their professional educational responsibilities by engaging in Living Educational Theory Research

- Identify where they experience themselves as a living contradiction as they research to understand, improve and generate valid explanations of their educational influences in learning
- Evaluate their practice and test the validity of their knowledge claims *and* help others to do so too
- Contribute to the growth of a global educational knowledgebase for the benefit of all

Evidence of some of the practical implications of clarifying values-laden purposes of a university, as an institution of Higher Education, through Living Educational Theory Research as continuing professional development of staff, students and communities:

- Living Educational Theory Research Doctorates and Masters some of which are freely accessible from Jack Whitehead's website <https://actionresearch.net/>
- Accounts published in peer reviewed journals such as the Educational Journal of Living Theories <https://ejolts.net/>
- Living-posters - <https://www.actionresearch.net/writings/posters/homepage2021.pdf>

“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)

Engaging in Living Educational Theory Research can enable you to realise such a goal of education and help other individuals and communities (such as your employing organisation) to do so too.

How to start? – suggestions on <https://actionresearch.net/writings/jack/arplanner.htm> and check out <http://www.spanglefish.com/livingtheory>

How to keep going? – find a colleague to share the journey, set up a Living Educational Theory Research Community of Practice, find others to connect with on the living-posters homepage accessed from <https://actionresearch.net/> - contribute your own.

When to start? **NOW** – never a better time!



<https://actionresearch.net/>



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