

**Using a Living Educational Theory Research approach to Continuing  
Professional Development to Enhance Community Based *Educational* Research (COMBER)**

**Artifact for the 2022 IPDA Conference**

**Dr Jack Whitehead; Dr Marie Huxtable, University of Cumbria**

**The implications of educational-practitioners accepting professional responsibility for realising, as fully as possible, values that carry hope for the flourishing of humanity within Community Based Educational Research. This responsibility includes making a contribution to the growth of a global educational knowledgebase through explaining and sharing one's educational influences in one's own learning, in the learning of others and in the learning of the social formations within which the practice is located.**

## GLOBAL CONTEXT FROM UNESCO

UNESCO (2022) Knowledge-driven actions: transforming higher education for global sustainability.

UNESCO. Retrieved from

<https://unesdoc.unesco.org/ark:/48223/pf0000380519>

- “During the course of our discussions, specific recommendations arose for concrete actions HEIs can take to overcome the barriers to embracing the 2030 Agenda, covering themes of sustainability, equity and inclusion, and global partnerships, among others. Among them we wish to highlight the following: “
- This is followed by 16 recommendations on pages 85-87.

## WHAT IS MISSING FROM THE UNESCO REPORT?

What is missing is 'Using a Living  
Educational Theory Research  
approach to Enhance Community  
Based *Educational* Research  
(COMBER)'

WHAT IS NEEDED, TO ENHANCE THE FLOW OF  
VALUES OF HUMAN FLOURISHING, IS AN  
INDIVIDUAL AND COLLECTIVE RESPONSE TO  
QUESTIONS OF THE KIND, 'HOW DO I IMPROVE  
WHAT I AM DOING WITH VALUES OF HUMAN  
FLOURISHING?' WHAT IS NEEDED IS FOR EACH  
ONE OF US TO EXPRESS OUR EDUCATIONAL  
RESPONSIBILITY TO RESEARCH OUR OWN  
EDUCATIONAL PRACTICE WITHIN OUR  
COMMUNITIES AND TO SHARE THE KNOWLEDGE  
WE GENERATE IN ENHANCING THE FLOW OF  
VALUES OF HUMAN FLOURISHING

WHERE CAN I FIND THE EVIDENCE OF INDIVIDUAL EDUCATORS IN HIGHER EDUCATION RESEARCHING THEIR OWN PRACTICE.

THE EVIDENCE CAN BE FOUND AT  
<https://www.actionresearch.net>

AND

<http://www.spanglefish.com/marissite/>

- THE EDUCATIONAL JOURNAL OF LIVING THEORIES - <https://ejolts.net/current>
- LIVING EDUCATIONAL THEORY DOCTORATES - <https://www.actionresearch.net/living/living.shtml>
- LIVING-POSTERS  
<https://www.actionresearch.net/writings/posters/homepage2021.pdf>
- DO FOLLOW THE GUIDELINES AND SUBMIT YOUR LIVING-POSTERS IF YOU HAVEN'T ALREADY DONE SO.

CONTRIBUTING TO  
SHIFTING ARCHITECTURES  
OF KNOWLEDGE  
THROUGH COMMUNITY  
UNIVERSITY ENGAGEMENT  
AND THE FUTURE OF  
HIGHER EDUCATION.

SEE THE REPORT AT:

<http://www.actionresearch.net/writings/ArchitecturesofKnowledge.pdf>

- **One of the key messages of the report is that:**
- Engaged scholarship requires academics to become reflexive and grounding their practice in life enhancing work.
- We are suggesting that contributions to shifting architectures must go beyond the rhetoric of researchers into shared valid, values and evidence-based explanations of educational influences in learning in life enhancing work.