

Educational Learning in Informal and Formal Contexts

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What distinguishes educational learning

... learning that contributes to the flourishing of humanity,

Values are what gives meaning and purpose to your life

Values as principles to explain and judge learning

... shaped by each learner's evolving social and personal
historical contexts



Introducing Living Theory research

Living Theory research (Whitehead, 1989) is the process by which a learner and an educational-practitioner can research their practice to improve it and create knowledge and a valid explanation of their educational influence in their own learning, the learning of others and the learning of the social formations they live and work in. Such an explanation is called a living-educational-theory.

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



<http://ejolts.net/>



‘How can opportunities and support be developed for educational learning in both formal and informal settings, including community, schools and university in the physical and virtual world?’

Living-posters homepage



Members of the SKYPE
Living Theory research support groups, are based in various countries, cultures and fields of practice. As well as Living Theory research we each have a variety of commitments and interests. What we have in common is a commitment to doing what we can to contribute to the flourishing of humanity and spreading the educational influence of Living Theory research as a social movement.

SKYPE Living Theory research support group
There are two groups, one for post-doc researchers and the other for pre-doc researchers. We share our research and provide a safe, critical, supportive context to help each other researching educational practice to improve it and create valid accounts of living-educational-theories. The Skype meetings are weekly and last between 30 and 60 minutes.
For more information contact jack@actionresearch.net and visit <http://www.actionresearch.net>



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

<http://www.actionresearch.net/writings/posters/homepage020617.pdf>

How can researchers researching into improving educational learning be supported to contribute to the creation of educational knowledge and the improvement of educational practice?'



<http://www.actionresearch.net/writings/posters/homepage020617.pdf>

How can the educational influence of educational research be enhanced to have a significant influence on the development of policy and practice in international education for the flourishing of humanity in a world dominated by economic rationalism?

‘There is a quality even more fundamental than the truth in your ideas, and that is that they are your ideas. You owe it to the group that the ideas be heard... (pp.84)

Quinn, V. (1997) *Critical Thinking in Young Minds*. London; David Fulton Publishers.

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

<http://valuesandframes.org>

