

Successful individual proposal and paper for presentation at the BERA event at the University of Worcester on 'Global Perspectives: Re-imagining Education' on the 21-22nd June 2019.

Re-imagining Education through a new discipline of educational enquiry

You can access the full paper at:

<http://www.actionresearch.net/writings/jack/jwindividualworcester180619.pdf>

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Throughout my 50 years of professional practice as an educator and educational researcher I have experienced a tension between the imposition of a given curriculum and the emancipatory experience of generating a living curriculum, understood as the course of one's life, through a disciplined form of educational enquiry. In this enquiry I have explored the implications of asking, researching and answering my question, 'How do I improve what I am doing in my educational practice?'

I offer a self-study of my educational development as a teacher of science, a lecturer in education, an educational researcher, a supervisor of doctoral research programs and a global citizen to demonstrate how an epistemology for educational knowledge has been legitimated in different Universities in a global context.

Extending Eisner's work on Re-imagining Schools, I explain how Education can be re-imagined through this disciplined approach to educational enquiry. This approach rests on an understanding of what is educational as including learning with values that carry hope for the flourishing of humanity. Data, including digital visual data from educational practice, are

used to clarify the embodied expressions of meanings of these values. This data are used as evidence in explanations of educational influences in learning in which the values are used as explanatory principles. The values are related to the 2030 goals of UNESCO in contributing to a humanistic vision of education.