



Volume 16(1): i-v
www.ejolts.net
ISSN 2009-1788

Editorial Foreword

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EJOLTS 2023, Volume 16 is the first volume to be comprised completely by content published as soon as the Editorial Board has accepted it for publication. The change from publishing just twice a year has been introduced for a number of reasons.

EJOLTS has always been a web-based journal and practitioners have been encouraged to make the best use of innovations in technology in their research and to communicate their accounts of their Living Educational Theory Research. However, EJOLTS continued to follow many of the practices of traditional print-based journals, including publishing issues at predetermined moments in time. Developments in technology and recognition and appreciation of what constitutes educational knowledge by the global Academy now open new possibilities of publishing. Hence the decision to change to publishing, as papers are ready, rather than gathering contents for issues to publish twice a year.

Creating, validating and making public such accounts are an integral part of Living Educational Theory Research. A researcher writes to communicate the knowledge they have created in the process of researching their practice to understand and improve it and create a valid account for their educational, values-laden, influence in their own learning, in the learning of others and in the learning of the social formation they together comprise. As they create an account of their research to communicate to an audience they look through a different lens at their practice and research and in the process they change both.

Like most academic journals EJOLTs has a double blind review stage. Reviewers are asked to advise the Editorial Board with respect to the paper meeting the aims, scope and publishing criteria of EJOLTs. The open review stage however is more akin to a validation group. Reviewers are asked to work with the author/s in a public space to help them to improve the comprehensibility of their account, provide evidence to support all their knowledge claims and improve the rigour of their research and authenticity of the educational, values-laden aspect of their practice. As they engage in the open review process practitioners often find they need to extend their cognitive range and concern and integrate the insights they develop into their research and practice.

Many social and human science methodologies require researchers follow a predetermined linear path, which concludes with 'writing up' the research. Living Educational Theory Research does not conclude, with creating a valid and publishable account of research. Rather it is the point where the professional practitioner, as they research their practice, has to pause to create answers to questions such as, "what educational influence have I had in the learning of the social formation and those who comprise it (which includes me) to realise their *raison d'être* with values of human flourishing?"; "what knowledge have I created, which might contribute to the learning of social formations, and those who comprise them, to flourish and help others learn to do so too?"; "what knowledge have I created which might contribute to Humanity learning to flourish in and of the diverse world our species is part of?". It is incumbent on professional practitioners to test the validity of such knowledge claims and contribute their account to a global educational knowledgebase we can all draw on. This often requires more time than suits publishing collections of papers at regular intervals.

Another reason for changing to publishing papers when ready is that EJOLTs is also concerned with authors and reviewers as people dealing with the turmoil of real life. Who could foresee the impact of COVID and wars that suddenly erupt around the world on personal, national and global economic, social and personal wellbeing? Who can foresee life changing events, such as ill health, the loss of a loved one, changes in employment... all of which take their emotional as well as physical toll. So, publishing when a paper is ready is far more appropriate and more consistent with the purposes of Living Educational Theory Research and the humanitarian values of EJOLTs than publishing papers to suit the publisher. The content of EJOLTs 2023, volume 16, illustrate these points.

Syafiq Mat Noor's submitted his paper, '*How can I improve my practice as a science teacher through the development of my pedagogical 'inquiry' skills?*' (Mat Noor, 2023) during July 2022. Syafiq worked with his reviewers' responses to not only produce a paper that met the publishing criteria. He also, and perhaps more importantly, developed his understanding of his educational practice, what constituted values-laden improvement and created a valid contribution to the growth of a global educational, values-laden knowledgebase as he developed his account of his living-educational-theory. His paper went through numerous iterations until the Editorial Board accepted it for publication 16 months later. In the intervening months the location of Syafiq's practice changed and he had numerous challenges to deal with, as did members of his review team. As he developed his knowledge, understanding and practice of Living Educational Theory Research in the course of creating his EJOLTs paper he explains, "... how, my epistemic beliefs and values, pedagogical knowledge, and practices as a science teacher improved. I now see myself, as a

teacher-researcher, working towards and living my values, and recognising the impact that this has had on my current practice as a teacher educator.” Syafiq has established a Malaysian Research Group. You can see some details of his continuing journey on his living-poster, which can be found on Jack Whitehead’s website <https://www.actionresearch.net>.

Parbati Dhungana, working in Nepal, submitted her paper, *‘Ways of enhancing joyful teaching and learning in a graduate class of Nepal’* (Dhungana, 2023) during March 2022. In creating her paper Parbati explored “context-responsive joyful teaching and learning approaches in the interdisciplinary university classroom setting by seeking to answer the question: How could I enhance joyful teaching and learning in graduate classes?” While working on her paper Parbati was awarded her doctorate by Kathmandu University (Dhungana, 2022). Parbati explains how she was inspired by Bhagavad Gita to improve her practice with values of human flourishing. She began using a participatory action research design and dialogue method, which she subsequently drew on in the creation of her living-educational-theory. In exploring the implication of asking, researching and answering her question, ‘How can I enhance joyful teaching and learning in my graduate classes?’, Parbati describes how she draws on a cluster the five context-responsive approaches of voluntary participation, valuing a sense of wonderment, respecting interdependence, enhancing a Culture of Inquiry (Delong, 2002) and aesthetic inquiry in the generation of her living-educational-theory. She uses video and images to help communicate her meanings and as evidence to support her knowledge-claims. You can see details of Parbati’s continuing journey on her living-poster. Parbati is a member of the EJOLTs community and, like Syafiq’s, her living-poster can be found on <https://www.actionresearch.net>.

Florence Sebele, working in South Africa, created her account, *My living-educational-theory of place-based learning as a means to move towards a more socially just pedagogy in teacher education*, (Sebele, Wood & du Toit, 2023) with the support Lesley Wood and Adri du Toit, her doctoral supervisors. Florence submitted her account in July 2023 and it was published just 5 months later. Florence researched her practice as a lecturer in a teacher education college in Zimbabwe. She focused on the integration of values of social justice into her educational practices with a particular concern on the liberation of herself and her students from traditional didactic pedagogy. Florence focused on Place-Based Learning as a teaching strategy to promote student engagement, critical thinking, innovation and reflexivity by embedding the learning in the social reality of the students. Florence’s knowledge-claims include the claim that she has enabled students to become producers as well as consumers of knowledge in a way that fosters inclusion and enables transformative learning. Like Parbati, Florence uses video and images to help communicate her meanings of her relationally dynamic values of human flourishing and as evidence to support her knowledge-claims.

To round off the 2023 volume 16 of EJOLTs Máirín Glenn and Suresh Nanwani (Glenn & Nanwani, 2023) have provided a review of Jacqueline Delong and Jack Whitehead’s book *‘You and Your Living-Educational-Theory: How to conduct a values-based inquiry for human flourishing’* (Delong & Whitehead, 2023). Máirín and Suresh describe how the book provides an opportunity to learn through the lens of Delong’s ‘cultures of inquiry’ (Delong, 2002) how practitioners have engaged in Living Educational Theory Research as ‘beginners’, and as part of their Masters and Doctoral programmes. They conclude by saying:

In this book, Delong and Whitehead have managed to present a convincing case that Living Educational Theory Research is not only an innovative way of doing research, but that it is one of the ways that peace and social justice can be introduced into our troubled world. They have shown an important way of learning about the world that is also an innovative and powerful way of making impactful change in the world. This book is an inspirational source for Educators and students to engage in Living Educational Theory Research to realise their responsibilities as professional practitioners and global citizens.

Which brings us back to where we began. This issue of EJOLTs demonstrates very clearly the educational influences of publishing when papers are ready and the open review process. The papers contributed by professional practitioners working in Malaysia, Nepal and Zimbabwe, are influenced by their different cultural heritages and those of the members of their review teams. Members of the EJOLTs community celebrate these differences whilst cohering around values, which are humane and contribute to the flourishing of us all. You can access the open review conversations between authors by following the 'open review process' link at the bottom of the homepage of <https://ejolts.org/>.

Given the number of violent confrontations in the world, the exercise of our collective responsibility for sharing educational, values-laden knowledge is needed more than ever. We hope you find inspiration in the contents of this and other volumes of EJOLTs, to improve what you are doing to enhance your educational influence in your own learning, the learning of others and in the learning of the social formations, which together you comprise. We also hope you will feel inspired to submit your accounts to EJOLTs of the educational knowledge you generate as you engage in Living Educational Theory Research so we can all benefit from the growth of a global educational knowledgebase.

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