How can I create my own living educational theory as I offer you an account of my educational development?

submitted by Moira Laidlaw

for the degree of Ph.D.

of the University of Bath,

1996

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‘Only connect...’ (E. M. Forster)

‘This is the mood of qualitative research, a mood created by the realization that human beings are self-defining, self-creating, condemned to meaning and in search of possibility.’ (Greene, 1986, p.69)

‘What is the good specific to human beings? Each individual has to enquire: what is my good as a human being?’ (MacIntyre, 1990, p.128)

‘The greatest stories are those which resonate our beginnings and intuit our endings...and dissolve them both into one.’ (Ben Okri, 1996, p. 24)

For:

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Abstract.

I intend my thesis to be a contribution to both educational research methodology and educational knowledge. In this thesis I have tried to show what it means to me, a teacher-researcher, to bring, amongst others, an aesthetic standard of judgement to bear on my educative relationships with Undergraduate, Postgraduate, Higher Degree education students and classroom pupils in the action enquiry: 'How do I help my students and pupils to improve the quality of their learning?' By showing how my own fictional narratives can be used to express ontological understandings in a claim to educational knowledge, and by using insights from Coleridge's 'The Ancient Mariner' to illuminate my own educational values, I intend to make a contribution to action research methodology. By describing and explaining my own educational development in the creation of my own 'living educational theory', I intend to make a contribution to educational knowledge.

CONTENTS

(with times of writing)

Abstract (1996) **IV**

The General Prologue (1995/6) **1**

Introduction (1994/6) **37**

Prologue to Part One (1996) **97**

Part One (1993) **103**

A Search for my Educational Standards of Judgement: **103**

'How can I present the contextualisation of my own work in education in a way which enables you to understand the significance of my contribution to educational knowledge?'

Introduction **103**

A.

'How can I find an appropriate narrative technique?' **106**

The crafting of Educational Narratives **107**

A Child Out of Time **108**

Dragons and Dreams **119**

Why a Qualitative Approach to Educational Research? **126**

What about the Disciplines Approach? **130**

The Development of Action Research **139**

The principal differences in the forms of action research **140**

Which Action Research? **142**

Collaborative/Participatory or individual Action Research? **143**

Individual Action Research Enquiries **147**

a) The Centrality of the 'I' **147**

Who is this particular 'I'? **149**

b) as a Living Contradiction **154**

Action Reflection cycle as a systematic enquiry 160

The Creation of Educational Knowledge and Living Educational Theories by individual practitioners 167

B. 170

'How can I reveal the aesthetic morphology of my educative relationship with Sarah?' 170

Introduction: 170

I) Finding the Question: A Question of Focus - an Introduction to the Action Research Postgraduate Programme 176

Introducing Sarah 180

Educational Practical Criticism 186

First Conversation between Moira and Sarah 193

II) Action: A Question of Challenge 216

III) The Writing-Up: a Question of Synthesis 234

The Final Report 238

Evaluation Letter from Sarah 263

Epilogue to Part One: My Aesthetics (1996) 266

Prologue to Part Two (1996) 293

Part Two: In Search of Synthesis (1993) 296

CC's Letter to Moira 298

Moira's Letter to CC 302

Epilogue to Part Two: My Ethics (1996) 327

Prologue to Part Three (1996) 357

Introduction (1993/4) 361

Part Three: Returning to the Golden Tapestry (1993/4) 372

Echoes:

A. 'I': The Self 377

East Germany: The Echo of Values 378

Returning: Echoes of Another Reality 381

Ontological Authenticity: Echoes of Personal Knowledge 382

Art and Truth: Echoes of a Dialectic 386

Expediency or Authenticity: Echoes of a Curiouser World 391

B. 'You': 398

Being and Becoming: Echoes of a Journey 398

Newsletter 407

C. 'We': 410

I) Community or Communion?: Echoes... 410

II) ...Within Echoes... 415

III) ...Within Echoes. 430

Action Plan for my Future in Education 448

Epilogue to Part Three: My Ontology (1996) 450

Prologue to Part Four: 1996 465

Part Four: 1996 468

Part Four: My AERA Paper 468

Epilogue to Part Four: My Educational Knowledge (1996) 516

Bibliography (1991-1996) 607