

<u>Table of Contents</u>	<u>Page</u>
Abstract	2
Standards of Judgment	3
Acknowledgements	8
Preface	9
<i>PART ONE: INTRODUCTION</i>	23
CHAPTER ONE: CREATING A LIVING THEORY ACCOUNT OF MY INQUIRY	24
Introduction	24
Context, Purpose and Position	25
My Practice Context	26
Introducing My Purposes	27
Linking My Position	30
Context and Position	36
Context, Position and Purpose	38
CHAPTER TWO: APPROACH AND METHOD	41
Introduction	41
Defining Action Research	43
What is Emancipatory or Critical Action Research?	45
The Growth of Reflective Practice	49
A Human Conception of Educational Action Research	52
Learning to Understand the World From my Own Point of View	54
I Am The Subject and Object of my Research: A Dialectical Engagement With the World	59
Introduction	59
A Dialectical Engagement With the World	59
Alienation in Research	60
The Research Cycle	64
Rowan's Cycle: A Dialectical Account of my Inquiry	71
Validity in 'Educational' Action Research	80
Method and Process Issues in Theory – Writing and 'Data' in This Inquiry	84
Introduction	84
The Role of Theory and Literature in an Action Research Account	85
Writing as Inquiry	88
Recording Data: Using Audio and Videotapes to Gather Data	93
Reconnecting With the Data	94

Embodied Knowledge: Values in Action	96
Focusing and Drawing Out Meaning From the Data	97
Summary	99
CHAPTER THREE: <i>WOMEN'S WAYS OF KNOWING: A REVIEW AND CRITIQUE</i>	102
Introduction	103
Voice: a Metaphor for Growth and Development	107
A More detailed Understanding of the Five Perspectives	109
Contrasting the Two Procedures	119
Criticisms of <i>Women's Ways of Knowing</i>	122
Valuing Diversity or Concealing its Complexity?	123
Silence: a Negative or Positive experience?	124
'Ideal Speech' and 'Really Talking': a Different Perspective	126
Standpoint Theory: an Advantage or Disadvantage?	127
Conclusions	129
<i>PART TWO: THE STORIES</i>	132
CHAPTER FOUR: MAPPING THE PERSONAL AND PROFESSIONAL SELF -CHOICES AND SELF DETERMINATION	133
Introduction	133
Background	134
Story 1	135
Story 2	139
What Did I Learn From These Experiences?	143
How Literature Informs My Understanding of These Stories	144
Autobiography as a Vehicle For Inquiry	149
Conclusion	150
CHAPTER FIVE: FINDING VOICE IN THE ACADEMY: TOWARDS A POLITICS OF ARTICULATION, CONTESTING POWER IN THE ACADEMY FROM AN OPPOSITIONAL SITE	153
Introduction	153
The Gendered Nature of University Organisations	155
The Demands of the New Universities	156
The Historical Context of my Journey in Academia	159
The Historical Context of my Journey in Academia – Continued	163
Homeplaces	169
Working With Autobiography: Going Home	171
Conclusion	173
CHAPTER SIX: MAPOD – THE EARLY DAYS (1995-1998): A REFLECTIVE REVIEW	174

Introduction	174
Background	174
Goals for Learning on MAPOD	176
Story 1: The First MAPOD Block Week	177
Story 2: The Second Time Around	188
Story 3: Who is Spartacus?	193
How do I Understand my Practice?	198
Conclusions	206
CHAPTER SEVEN: WORKING WITH MARGARET: HOW DOES MY ‘LIVING THEORY’ CONSTITUTE A DISCIPLINE OF EDUCATIONAL ACTION RESEARCH?	208
Introduction	208
Background to Working with Margaret and the MAPOD Context	211
Assignment One	214
How Do I Respond? (February 1999)	219
Margaret’s Self Assessment Statement (10 March 1999)	223
Assignment Two	225
The Dissertation	233
How Does My Living Theory Constitute a Discipline of Educational Action Research?	241
Conclusion	247
CHAPTER EIGHT: MATERNAL THINKING – A TRANSFORMATIVE DISCOURSE FOR EDUCATIVE RELATIONS	251
Introduction: Maternal Thinking	251
What Evidence Can I Offer of What Maternal Thinking Means to Me in My Practice?	255
Background to the Second Meeting: My First Encounter With the Set in December	257
The Second Meeting (February)	259
The Assessment	266
Conclusion	272
<i>PART THREE: TOWARD A HUMANE AND CRITICAL SCHOLARSHIP OF PRACTICE</i>	275
CHAPTER NINE: DEVELOPING A CONNOISSEUR’S EYE: EXPLORING THE AESTHETICS OF MY TEACHING AND LEARNING RELATIONSHIPS ON MAPOD	276
Introduction	278
In the Context of MAPOD	280
Working with Louise	289
Working with Margaret	292

Working with Marcia	294
Conclusions	297
CHAPTER TEN: EDUCATING THE SOCIAL FORMATION: REFLECTING ON THE INFLUENCE OF MY LIVING THEORY INQUIRY	300
Introduction	300
For Me: How Has My Living Theory Influenced and Changed My Practice?	300
To Sum Up: ‘For Me’	309
For Us: Making a Difference	311
Organising Reflection as a Critique to Practice	313
To Sum Up: For ‘Us’ Making a Difference	319
For Them: How Can we Create a Good Social Order in Higher Education?	320
A Unified Approach to Teaching, Learning and Research	327
To Sum Up: ‘For Them’ Where to From Here?	330
Conclusion	331
END PIECE	332
Introduction	333
Key Themes of This Thesis	333
Finding Voice	334
Women’s Ways of Knowing and the Maternal Voice	335
Listening: The Other Side of Silence	336
Community Building: Learning in Good Company	336
Making a Difference	337
APPENDIX 1: PAPER PRESENTED 1 JUNE 2001 AT EBEN-UK CONFERENCE – DRAFT WORKING PAPER IN PREPARATION FOR FUTURE PUBLICATION	339
APPENDIX 2: INSTRUCTIONS FOR USE OF THE CD-R	363
REFERENCES AND BIBLIOGRAPHY	365