

## **Review of the Ph.D. Thesis of Je Kan Adler-Collins on ‘Developing an inclusional pedagogy of the unique: How do I clarify, live and explain my educational influences in my learning as I pedagogise my healing nurse curriculum in a Japanese University?’**

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This self-study is focused on Adler-Collins’s research into his educational responsibility as he generates his living-educational-theory (p. 378), during the development, implementation and evaluation of a healing nurse curriculum in a Japanese rural university in the years 2003-2007.

The narrative includes an autobiography of his learning together with the values and practices that embrace his work as a nurse, educator, and Buddhist priest. It also includes a relational dynamic between Adler-Collins’ ontology, methodology and epistemology in the growth of his educational knowledge. The originality of the contribution to knowledge is focused on:

- i. an inclusional pedagogy of the unique with transitional certainty as a living epistemological standards of judgment.
- ii. an energy-flowing living standard of inclusionality.

The narrative gives insights into the growth of his educational knowledge, with responses from his students, as he researches his unique position of being the only white, male nurse, foreign educator in a culture that is so completely different from that of his birth and early education.

The eight chapters include: an historical positioning and contextualisation of the thesis; methodological inventiveness; defining his practice; his foundational ontology in living as a Buddhist monk in the 21st Century; representing his knowing through his knowledge; pedagogising his claims to know in the development of an inclusional pedagogy of the unique; including the students' voice; conclusion.



Adler-Collins, J. (2007). *'Developing an inclusional pedagogy of the unique: How do I clarify, live and explain my educational influences in my learning as I pedagogise my healing nurse curriculum in a Japanese University?'*. Thesis (Ph.D.), University of Bath, 2007). Access from <http://www.actionresearch.net/living/jekan.shtml>