

Review of Mark Potts' Doctoral Thesis, *How can I Reconceptualise International Educational Partnerships as a Form of 'Living Citizenship'?*

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Mark Potts' doctorate was awarded by Bath Spa University, in the UK, in 2012. In his thesis, Mark reports on a 10 year research project that was focused on developing pedagogy for citizenship education through the establishment of an international partnership. The partnership activities focused on Salisbury High School and Nqabakazulu School in the black township of Kwamashu in Durban, South Africa. Underpinning values emerged. These values have been articulated as social justice, equal opportunities and the African notion of Ubuntu, or humanity. The partnership between the schools has enabled the teaching of these values to become meaningful in both contexts. Mark used a participatory action research process to reflect on how the activities of the partnership influenced the education of himself and his fellow participants. As a result of this study Mark made three original contributions to knowledge:

1. The development of a transferable method for systematically analysing the large amount of qualitative data.
2. A range of transferable pedagogical protocols for citizenship education that can be derived from school international partnerships, together with recommendations for government policy on how best to extend educational partnerships and implement international CPD between UK and South African schools.
3. An examination of the notion of 'Living Citizenship' and exemplification of it in practice through engagement in the activities of an international educational partnership.

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Mark has continued his enquiries and the generation of his own living-educational-theory in his practice of living citizenship and living global citizenship (Coombs and Potts, 2012; Coombs, Potts & Whitehead, 2014; Potts, 2019). I do hope that you will access Mark's (2019) living-poster in which he points out that:

“Living Global Citizenship is a new approach to international development in which the focus shifts to the practitioner and encouragement of research by them into how they can establish international cross-cultural partnerships that can be sustained and lead to tangible improvements in the lives of others.”

You can also access from the living-poster the pedagogical protocols for Living Global Citizenship projects as Mark continues to live as fully as he can the values of social justice, equal opportunities and Ubuntu. What I find most inspiring is the way in which Mark relates his local and global commitments. In his living-poster you can see Mark's local activities in living his values as a member of Salisbury Democracy Alliance that promotes deliberative democracy through Democracy Cafes and Citizens' Assemblies and as a volunteer for the Samaritans.



Video 1: Mark Potts introducing his thesis

<https://www.youtube.com/watch?v=-BcAKA0A7Y8>

References:

- Coombs, S. & Potts, M. (2012). *Bringing Living Citizenship As A Living Standard Of Judgment Into The Academy*. Paper presented at the BERA conference, University of Manchester, 4-6 September 2012.
- Coombs, S., Potts, M., Whitehead, J. (2014). *International Educational Development and Learning through Sustainable Partnerships: Living Global Citizenship* London: Palgrave Macmillan.
- Potts, M. (2012). *How can I Reconceptualise International Educational Partnerships as a Form of 'Living Citizenship'?* PhD Thesis, Bath Spa University. Retrieved 16 December 2019 from <https://www.actionresearch.net/living/markpotts.shtml>
- Potts, M. (2019). *Living Global Citizenship – a living-poster*. Retrieved 16 December 2019 from <https://www.actionresearch.net/writings/posters/markp0619.pdf>