

Review of Máirín Glenn's doctoral thesis, 'Working with collaborative projects: my living theory of a holistic educational practice.'

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Abstract

The originality of Máirín Glenn's thesis is in the explanation of how Máirín's ontological values of love and care have transformed into her living critical epistemological standards of judgement, as Máirín produced her multimedia evidence-based living theory of a holistic educational practice. Through working with collaborative multimedia projects, Máirín explains how she developed an epistemology of practice that enabled her to account for her educational influence in learning. As Máirín claims in her Abstract:

Through my research I have developed my capacity for critical engagement, especially in relation to critiquing many normative practices in dominant forms of education; specifically in terms of their underpinning technical rational ontologies and epistemologies of fragmentation. My original contributions to knowledge are to do with how I show that I can account for how I have transformed my own erstwhile fragmented epistemologies into holistic and inclusional forms of knowing and practice.

In the creation of her living-educational-theory Máirín Glenn holds to a fundamental principles of Living Educational Theory research. This is the belief that each individual is capable of developing their potential for learning and knowledge creation. I do hope that you will access Máirín's thesis at for the following reasons.

The first reason is that Máirín exemplifies how a Living Educational Theory research can draw insights from Action Research in her use of a form of and action-reflection cycle to provide a disciplined form for her thesis (Glenn, 2006):

Chapter One: What were my concerns? Examining the background and contexts of the research. (p.33-60)

Chapter Two: Why was I concerned? Examining my understanding of my practice as I clarified my ontological values. (p.61-94)

Chapter Three: What could I do about my concerns? Examining issues around methodology. (p.95-132)

Chapter Four: What did I do about my concerns? Developing key insights around my research in terms of an emergent understanding of my practice. (p.134-170)

Chapter Five: How do I use technology to enhance a dialogical and inclusional epistemology? Examining how technology and holistic approaches to education can merge. (p.171-207)

Chapter Six: How do I evaluate my work? Developing epistemological justification – demonstrating validity. (p.208-252)

Chapter Seven: How do I contribute to new practices and theory and to the education of social formations? Examining how I show the significance and potentials of my work. (p.253-285)

(7.1) Section 1: The significance of my research in relation to my own learning. (p.254-262)

(7.2) Section 2: The potential significance of my research in relation to the learning of others. (p.264-274)

(7.3) Section 3: My educational influence in the education of social formations. (p.274-283)

The second reason is that Máirín offers her living-educational-theory as an explanation of her educational influence in her own learning, in the learning of others and in the learning of the social formations that influence her practice and understandings. You can see how Máirín focuses on these explanations of educational influence in sections 7.1, 7.2 and 7.3 above. This explanation moves Máirín's research from an Action Research approach into Living Educational Theory research.

The third reason is because of the way Máirín shares her insight of seeing the interconnectedness of people and their environments as a locus of learning which may be embraced through technology. This insight is particularly relevant to today as Living Educational Theory researchers are exploring their formation of a global social movement to spread the influence of Living Educational Theory research with values of human flourishing.



Video 1. Mairin Glenn introducing her thesis <https://youtu.be/9r507uCKzAo>

Reference

Glenn, M. (2006). *Working with collaborative projects: my living theory of a holistic educational practice*. Ph.D. Limerick University. Retrieved 23 June 2020 from <https://www.jeanmcniff.com/glennabstract.html>