

How am I Bringing an Educationally Entrepreneurial Spirit into Higher Education?

A thesis submitted for the degree of
Doctor of Philosophy
By

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1 Volume

I hereby certify that this material, which I now submit for assessment on the programme of study leading to the award of Doctor of Philosophy is entirely my own work, and that I have exercised reasonable care to ensure that the work is original, and does not to the best of my knowledge breach any law of copyright, and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the text of my work.

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ACKNOWLEDGMENTS



I could write a thesis on this section alone and as this is the part where I do not have to adhere to any references or guidelines so I am free to be!

This journey has been very good for me. Had I not been awarded my PhD it would still have been a good journey, so therein lies the truth. The discipline I found within myself to write; the many lovely people who have been there for me along the way, some popping briefly in and out of my life in recent months in extra supportive ways and the opportunity to write about the many lovely experiences with my family; it has all been invaluable.

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To those who may dismiss the LET methodology, may I challenge you to open yourself to the philosophy that underpins the Living Education Theory. I say to skeptics 'how can you dismiss a methodology without knowing who I am and what I stand for?'. Which leads me on to the many who do believe in its value. To Billy Barry and Maria Rochelle: what an honour it is to witness such genuinely wonderful and passionate people who embody the link between the head and the heart and the sense and the soul, you really have been great. To Joan Whitehead, a special thanks!

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Abstract

How am I Bringing an Educationally Entrepreneurial Spirit into Higher Education?

The originality of my research lies in clarifying and explaining what it means for me to have an educational entrepreneurial spirit and the values I hold that demonstrate this spirit in an explanation of educational influence in learning. This explanation includes a responsibility for students and acknowledging my values of passion and care ('love' of what I do), safety, creativity and excellence within my practice.

The unit of appraisal in a living theory methodology is the explanation of the influence in my own learning, the learning of others and in the learning of social formations. The methodological inventiveness, particular to the Living Educational Theory methodology, has afforded me an opportunity to express who I really am; body, mind and spirit. I use multimodal forms to communicate and express of the nature of the knowledge that I am generating. I can now claim that my values have become living standards of judgement.

Music plays an integral part of my life and has been a source of enjoyment and inspiration for me over the years. I have shown its importance by embedding it within my doctoral research to express and represent the meaning of emotion.

I explain the importance of addressing emotion in education and the merits of reflecting on our experiences in order to become more educationally entrepreneurial, by taking risks, awakening our creativity and bringing ideas into action.

Within these safe educational spaces I connect the head with the heart, marry the 'sense and soul' (Wilber, 1988) to combine a constructivist, behaviourist, cognitive pedagogical approach that avoids a fragmented learning experience as I inspire others to bring their ideas to fruition.