

Title: *Transcending Colonising Influences Across Cultural Boundaries: a continuing journey of lifelong learning.*

N.B. An abstract is required.

With an eye on the title, my highlighter pen landed on the following, where:

1. The introduction states:

"... I am aware of the importance of focusing and sustaining educational conversations on transcending colonising influences across cultural boundaries, for improving professional practice and generating educational knowledge." (p1)

2. A practical context is given:

"... I embrace and research my understandings of the issues of managerial approaches to strategic planning in nurse education in Oman." (p.2)

"I contend that the stories of Omani nursing offers insights ..." (p.8)

3. A practical approach is stated:

"... A Western approach of combining two different qualitative methodological approaches, living theory action research (Whitehead 1989) and heuristics (Moustakas 1990), is used in this paper as a methodological framework within which I draw insights from action reflection cycles." (p.10)

Thus, I am prepared for "educational conversations" (1. above), situated in "nurse education in Oman" (2. above) from which the author is able to "draw insights from action reflection cycles" (3. above).

My interest from the point of view of living theory is attracted to the idea of insights being drawn from educational conversations within action reflection cycles (to paraphrase – I hope not to misrepresent – the above).

The section '*Living contradictions and my move to the Sultanate of Oman*' includes the statement:

"... I claim that it [this paper] is a living account of love at work (Lohr, 2006), grounded in the passion of my compassion to teach and to serve in the fullest sense of service: to serve humanity with humble mindfulness. I claim this from the power and authority of my own being as I reflect on what I did, what I experienced, and the events that impacted on my research and my praxis. The findings from my classrooms in many different countries and my students' voices reached out to inform my learning and praxis." (p.18)

I do not hear student voices, other than via the references. Are these claims (p.18) satisfactorily validated through:

"... the power and authority of my own being as I reflect on what I did, what I experienced, and the events that impacted on my research and my praxis"?

Living theory may start with telling a story from the heart but its component descriptions and explanations have to be rigorously validated through appropriate clearly explicated standards of judgment that are acceptable to both author and readers. The title is *Transcending Colonising Influences Across Cultural Boundaries*: the Conclusion states:

"... Oman has developed a unique way of holding both strands, the old and the new, in an amazing web of co-existence ..."

In the journey between the two, I often find myself having to take the author's word for it.