A Living Educational Theory Research approach to enhancing the educational influence of ANGEL

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A Living Educational Theory Research approach to enhancing the educational influence of ANGEL

The Academic Network for Global Education and Learning (ANGEL, 2026) is grounded in the urgent need, to document, research, re-invigorate and continue to reimagine the role of global education as a force for peace, justice, and collective action in the face of war, environmental crises, deepening inequalities, and the rise of nationalism and authoritarianism.

https://angel-network.net/ANGELConference2026

'Education' is given many meanings… we work with an understanding of education as a life-long, life-wide process of people, as individuals and members of collectives, learning to live humanely:

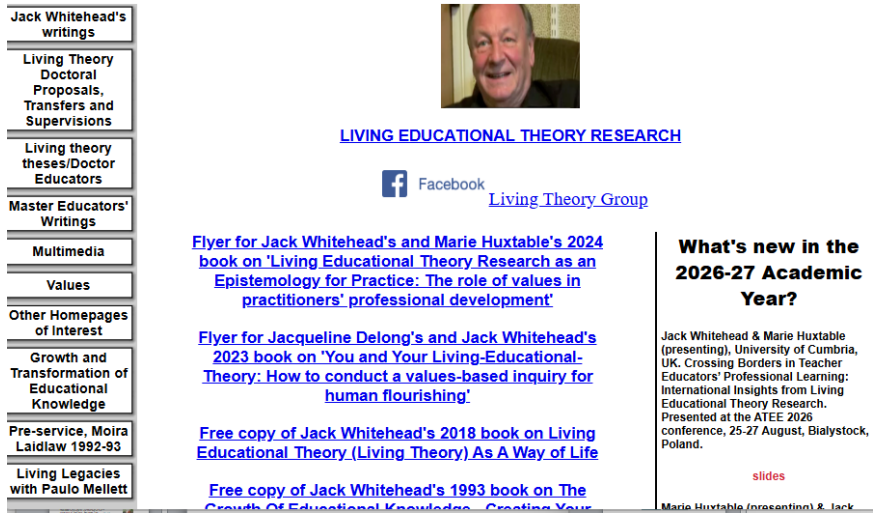
- satisfying, and socially productive and worthwhile lives, and
- helping others to do so too, and
- contributing to Humanity flourishing as a benign presence in and of the world.

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Living Educational Theory Research

A form of professional practitioner, self-study educational research through which educators are able to realise their professional responsibilities for researching the consequences of their practice to:

- understand and improve it, AND
- generate valid explanations, with values of human flourishing, of their educational influences:
  - In their own professional learning and development AND
  - In the learning of those they work with AND
  - In the learning of the social formations that form the context of their practice AND
- Contribute the knowledge they generate to the global growth of educational knowledge, for the benefit of all.



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- The **professional practitioner's 'I'** in knowledge claims.
  - Practitioners clarify their professional identity and implications in practice. This Includes identifying where they experience their values of human flourishing that give their practice meaning and purpose, are being contradicted and exploring implications for improving their educational practice.
- The **embodied meaning of values of human flourishing** that give the practitioner's practice meaning and purpose and serve as evaluative standards and explanatory principles in their explanations for their educational influence in learning clarified as they emerge in the course of the research.
- **Identifying 'contradiction'**
  - Experience self as a living-contradiction and/or their values contradicted by others and/or context, and informing actions to enhance the educational development and learning with values of human flourishing of individuals and collectives

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Examples of the contribution practitioners adopting A Living Educational Theory Research approach

…are making to enhancing their educational influence in learning in their local context **and** contributing to the growth of a global educational, values-grounded knowledgebase all may benefit from – whatever their context.



Eden Charles' Ph.D. (2007) Thesis, How Can I bring Ubuntu As A Living Standard Of Judgment Into The Academy? Moving Beyond Decolonisation Through Societal Reidentification And Guiltless Recognition.



Joakim Arnøy (2025) Appreciating my core values to more fully appreciate others: My living-educational-theory as a peace education researcher-practitioner. *EJOLTs*, 18(1) 32-49.



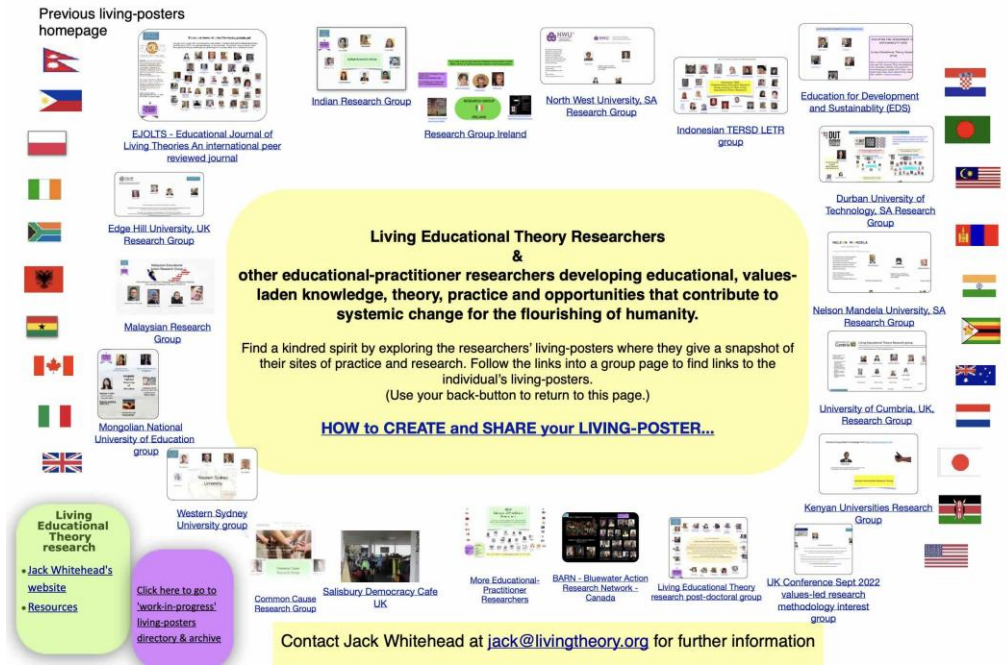
Carolina Botha (2026) A Journey Towards a Living-educational-theory of Postgraduate Supervision: From Living Contradictions to Care-full Spaces. *EJOLTs 19(1) 72-96.*



Mark Potts (2014) Living Global Citizenship: A New Pedagogy for Citizenship Education. *EJOLTs*,7(2): 102-118

Living posters and Educational Journal of Living Theories (EJOLTs)for more illustrative examples of…

… how professional educators, by adopting A Living Educational Theory Research approach to their professional development, whatever their context, are contributing to bringing into being a more peaceful, humane world where Humanity can learn to flourish as a benign presence in and of the world.



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EJOLTS Educational Journal of Living Theories

ejolts.net/

We hope to have attracted your attention to the potential of adopting a Living Educational Theory Research approach to your professional development, and helping others to do so too, for:

- Supporting practitioners to improve the educational, life-affirming and life-enhancing quality of education in their context
- Enabling professional educators to contribute the knowledge they generate to a global educational knowledgebase for the benefit of all.
- Enhancing the educational influence of ANGEL to re-invigorate and continue to reimagine the role of global education with values of human flourishing as a force for peace





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We invite you to:

- **Explore the living-posters on** https://www.actionresearch.net/, contribute your own and connect with likeminded practitioners and researchers.
- **Explore experientially the implications of adopting a Living Educational Theory Research Approach to your continual professional development** for your contribution to enhancing the educational influence of ANGEL.
- **Contribute to the global growth of educational knowledge all may draw on** by submitting accounts of your Living Educational Theory Research to the Educational Journal of Living Theories (http://ejolts.net/) and other peer-reviewed journals.



And continue a conversation with us:

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