

Implications of Living Educational Theory Research for developing a collective imaginary with values of human flourishing

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This work focuses on an unexplored aspect of SoTL, specifically the advancement of teaching and learning that contributes to the realisation of the educational and values-laden *raison d'être* of educational institutions. Living Educational Theory Research offers a distinct contribution by expanding the scope of educational research to enhance the learning of individuals and social formations with values of human flourishing, positively impacting the complex ecosystems surrounding educational practices. The need for this work is illustrated by the endorsement of the Magna Charta Universitatum by 975 universities from 94 countries, signifying their commitment to foster humane values and transformation, and the signatories to 'The European Declaration on Global Education to 2050: the Dublin Declaration' created by GENE (the Global Education Network Europe) and the 'Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' created by UNESCO.

The paper begins by clarifying three interconnected responsibilities of professional practitioners to: enhance learning with values of human flourishing, support others to do so too, and contribute to the learning of Humanity to flourish humanely. Personal, social, and intellectual dangers that may arise are identified. Evidence is provided of how professional practitioners have engaged in Living Educational Theory Research as part of their professional development to overcome obstacles and embrace them as opportunities. Implications are explored for practitioners in Higher Education developing their professional learning to fulfil their educational responsibilities as human beings, which includes the importance of contributing to global educational, values-laden knowledgebase.

In conclusion, an invitation is extended to all participants to contribute to the co-creation of a future with values of human flourishing by sharing their reflections on the implications of the content presented for their own professional learning.