

Call for papers – Special issue***University-wide Integration of Research and Education to Benefit Student Learning***

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Date of publication: March 2019

Outline

More and more Higher Education Institutions (HEIs) aim to improve research in their educational programmes and engage in university-wide curriculum projects to foster the integration of research in their educational programmes. While it seems the easiest change option for educational organisations, top-down HEI change initiatives do often not reach the day-to-day curriculum level (ROBERTS, 2015). With many relevant stakeholders in HEIs a full institutional strategy is needed to result in the requested change in the educational programmes and the specific courses. For this thematic issue we aim to bring together institutional mechanisms that focus on improving the connection between research and education, such as research-based education, connected curricula or the implementation of practice-based education in vocationally oriented curricula in HE.

The European Commission (2017, p. 5) states the importance of research experience for the innovative capacity of talents working in different European countries: “The innovations of tomorrow depend on research undertaken today and on creative talent to exploit the results.” At the same time the European Commission (2017, p. 2) considers that there is some work to be done on how students are trained to become talented innovators: “[...] [R]esearch is not exploited enough as input for teaching, while undergraduates are often not involved in research. This limits students’ opportunities to explore contemporary issues and develop their research skills.”

In line with these aims many European HEIs – as well as institutions outside Europe – strive to further integrate research and education to benefit student learning. The shapes and forms of this integration are many (e.g., research-oriented teaching – “Forschendes Lernen”), while the studies provided are mostly normative (TROWLER & WAREHAM, 2008). Previous work has indicated that such HEI-wide change requests an integrated procedure at all levels (JENKINS & HEALEY, 2005). But at the same time hardly any studies have been done into the procedure of further integrating research and education in HEIs.

This thematic issue aims to bring together a collection of cases of (new) HEIs that work on the further integration of research and education to benefit student learning. Interesting case studies potentially discuss issues such as: how is the HEI change planned, how is it executed and monitored and how is the evaluation of the change done. In all cases it should be clear that an institutional vision is connected to a systematic further integration of research and education related to more than a single educational programme. Also institutional strategies directed to

systematically include students in research outside of their educational programme would be of interest to us, as long as the students are from more than a single discipline or programme.

Considering that the Zeitschrift für Hochschulentwicklung is a research-based journal, all case studies are expected to present embeddedness into the relevant international literature body, as well as elements of empirical evidence to underline the description and findings of the case. For instance the article by ANAKIN, SPRONKEN-SMITH, HEALEY, and VAJOCZKI (2017) can provide a framework for the description of cases, but other frameworks are welcome as well.

References

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Guidelines regarding the journal

The ZFHE is a peer-reviewed online journal that publishes scientific contributions of practical relevance concerning current higher education development issues. The focus is on didactical, structural, and cultural developments in teaching and learning. Topics that are innovative and still regarded as open in respect of their design options are preferred.

The ZFHE is published by a consortium of European researchers and funded by the Austrian Ministry for Science, Research and Economics. For more information, see <https://www.zfhe.at>.

Submission information

English contributions may be submitted in two possible formats:

Scientific contributions within the main theme should comply with the following criteria:
The contribution...

- presents innovative perspectives, arguments, problem analyses etc. on the key topic;
- focuses on essential aspects of the key topic;
- is theoretically supported (i.e. it offers a clear connection to the scientific discourse of the topic under discussion);
- provides scientific insights with added value at least in some parts;
- clearly elucidates the methodology used to acquire knowledge;
- follows the relevant citation rules consistently (APA style, 6th edition);
- comprises up to 33,600 characters (incl. spaces, as well as cover page, bibliography and author information)

Workshop reports comprise the instructional presentation of practical experience, good practice examples, design concepts, pilot projects, etc. Workshop reports should comply with the following criteria:

- demonstrates potential for knowledge transfer;
- describes illustrative aspects and factors for the purpose of theory formation;
- systematically and transparently presented (e.g., no incomprehensible clues to details in an area of practice);
- follows the relevant citation rules consistently (APA style, 6th edition);
- up to 21,600 characters (incl. spaces, as well as cover page, bibliography and author information).

Submission and review schedule

October 29, 2018 – Submission deadline for complete articles:

Please upload your contribution(s) to the ZFHE journal system (<https://www.zfhe.at>) in the corresponding section (scientific contribution, workshop report) of ZFHE 14/1 issue in anonymous format. To do so, you must first register as an author in the system.

January 18, 2019 – Feedback / Reviews: Scientific contributions and workshop reports are evaluated in a double-blind process (see below).

February 15, 2019 – Revision deadline: Where necessary, contributions may be revised according to feedback and recommendations from the reviews.

March 2019 – Online publication: In March 2019, the finalized contributions are published under <https://www.zfhe.at> and also made available in print.

Review Process

All submitted contributions will be examined in a double-blind peer review process to guarantee scientific quality. The editors of the current issue propose the reviewers for the respective theme and allocate individual contributions to the reviewers; they also determine which contributions will be accepted. The selection of reviewers and the review process for each thematic issue are always supervised by a member of the editorial board.

Formatting and submission

In order to save valuable time with the formatting of the contributions, we kindly ask that all authors work with the template from the beginning. The template can be downloaded from the ZFHE website under the following link:

https://www.zfhe.at/userupload/ZFHE_14-1_TEMPLATE.docx

Since we must be able to edit the texts, they must be submitted unlocked/unprotected in in Microsoft Word (.doc), Office Open XML (.docx), Open Document Text (.odt) or Plain Text (.txt) format. Please do not submit any PDF files! Submissions in the “Scientific Contribution” and “Workshop Report” categories must first be made in anonymous format in order to guarantee the double-blind review process. Please remove all references to the author(s) of the document (including in the document properties!). Upon a positive review result, this information will be re-inserted.

Questions?

If you have any questions regarding the content of the issue, please contact the editors (d.m.e.griffioen@hva.nl or jan.elen@kuleuven.be).

For technical and organizational questions, please contact Michael Raunig (office@zfhe.at).

We look forward to your submissions!

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