Higher Education Pedagogies

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Higher Education Pedagogies (HEP)

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Special Edition on Higher Education Pedagogies for the 4ᵗʰ Industrial Age

Call for Expressions of Interest

"The Fourth Industrial Revolution describes the exponential changes to the way we live, work and relate to one another due to the adoption of cyber-physical systems, the Internet of Things and the Internet of Systems" (Marr, 2018). Higher education pedagogies need to adapt to ensure we are preparing students for things that are not even invented yet. How can higher education curricula equip graduates for the future?

The aim of this issue is to bring together cutting edge examples of rising to the 4ᵗʰ Industrial age pedagogical challenge. The focus of the special issue is wide-reaching and examples of suitable areas of content are outlined below.

- Artificial intelligence applications to support pedagogies (e.g., AI Bots and immediate feedback; adapted learning systems attuned to the needs of individual learners; use of predictive analytics to identify students at risk; Immersive experiences -cognitive and emotional immersion rooms; CHAT bots and network building).

- Supporting the metacognitive learning of students through an emphasis on self-regulated learning strategies with an emphasis on sustainable practices to support life-long learning.

- Supporting the development of relational and technical skills.

- Fostering interdisciplinary approaches to learning and teaching, and the development of boundary-crossing skills

- Digital curriculum design as part of authentic learning experiences

- Reducing inequalities through inclusive curriculum design

- Realising the potential of neuroscience and biosocial understandings in education

- Authentic assessment practices

For this special edition of the journal, we are inviting expressions of interest in submitting an article in one of these forms:

- **Theoretical / Conceptual articles* and position pieces on research and practice** (3000-8000 words)

Assumptions, premises, axioms, assertions, beliefs need to be made as explicit as possible so they can be evaluated. The claims need to be supported by a clear and detailed argument with clear explanation of how the views presented have been arrived at, what is the supporting material, what theoretical, and, or conceptual frameworks are being drawn on. What is the warrant for the article? How is it making a significant contribution etc., (See Hirschheim (2008), Some Guidelines for the Critical Reviewing of Conceptual Papers, Vol. 9 Issue 8 pp. 432-441 for further guidance).

- **Empirical Research articles** (8000 words) should provide a clear rationale for the study within the body of published research as well as policy imperatives, to also include a clear warrant as to what is significant about this research. Papers should include an an overview of the research methodology adopted to include methods of data collection and methods of data analysis, a detailed description of the pedagogy and theoretical and conceptual foundations informing the work, clear information on sample size, and context, and institutional ethical clearance, a presentation of findings (or interim findings for longer term studies still in progress), and a discussion of those findings in relation to existing knowledge. In addition, how the ideas can be applied beyond a specific context/discipline should be clear along with recommendations for research and practice.

Expressions of interest for the formats described above should not exceed 500 words and should give a working title, state the type of article proposed, and outline the proposed content to include:

Personal Details

Name:

Organisation:

Email Address:

Advance HE Fellowship status if relevant

Names of any contributors and their email addresses

Expression of Interest Content

Title of article:

Key focus:

The rationale for the focus:

Warrant: what is original in the way the area is being tackled- what contribution does it make?

Methodology / methods for empirical papers

Theoretical/conceptual frameworks being considered

Preliminary findings

Implications for research and practice

Timelines

- Please submit your expression of interest to the special issue editorial team by 01 **August 2019**

- Shortlisting of potential articles by   **01 September 2019**

- First drafts submitted by   **30 January 2020**

- Feedback on first drafts by   **31 March 2020**

- Submission of final articles by   **31 May   2020**

- Special issue published   **31 July 2020**

All contributions welcomed.

Higher Education Pedagogies Journal
Editor-in-Chief Professor Carol Evans

For information on Higher Education Pedagogies, see
www.tandfonline.com/toc/rhep20/current