

## Call for Article Proposals for a 2024 New Directions for Teaching and Learning Special Volume: International Perspectives on University Teaching and Learning: Continuing Conversations.

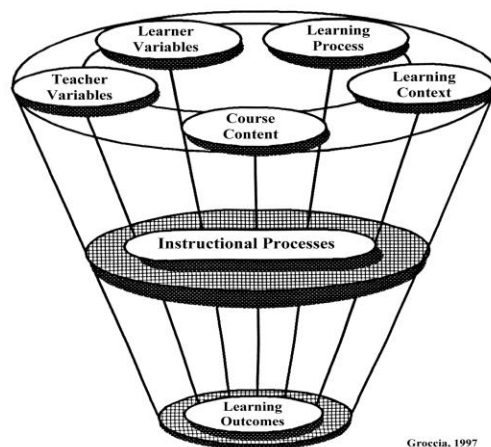
**Article Proposal Submission Deadline: January 6, 2023**

This is a call for proposals for a special volume of the Wiley journal *New Directions for Teaching and Learning* with an anticipated publication date in spring 2024. This journal will be a companion to the International Perspectives on University Teaching and Learning Symposium hosted by Auburn University, May 28-30, 2023, in Orlando, Florida. It is expected that some presentations at the Symposium will be selected for publication in addition to those selected through this call for proposals.

### Overview of the special volume of NDTL:

This volume will present international perspectives on critical issues impacting teaching and learning in a diverse range of higher education environments. As the world gets flatter, in Thomas Friedman's terms, the need to understand learning and teaching from multiple cultural perspectives becomes critically important in educating the next generation of college students. The chapters in this journal volume will be guided by a model that focuses on seven variables that should be investigated to develop a full perspective of university teaching and learning (See below).

**A Model for Understanding Teaching and Learning**



Using this model as the organizational structure of the volume provides a guide for systemic thinking about what actions one should take, or suggest others take, when planning activities to improve teaching and student learning. The model shows that university teaching consists of, and is influenced by, seven complex interrelated variables: teacher, learner, learning process, learning context, course content, instructional processes, and learning outcomes. These variables will serve as section headings. Individual articles will include contributions from domestic and international educational experts illuminating international differences and similarities. To appeal to the widest possible global reading audience, we encourage each author to emphasize global and/or international elements and we expect each chapter to refer to research published in both Western

and nonwestern outlets. We expect no more than 2-3 articles in each section which are described in more detail below.

**Teacher:** Understanding who individual teachers are and what they bring to the learning situation can affect the quality of that experience. An instructor's background (socio-economic status, race, gender, age, and culture), preparation (education, teaching experience, and training) and individual characteristics (thinking, learning, personality, attitudes, values, integrity, and knowledge of subject) color one's teaching and relationships with students. The more faculty members understand about themselves, the better able they will be to capitalize on their strengths, minimize weaknesses, and improve teaching and learning.

**Learner:** Learners differ in the same ways that teachers differ. Students' backgrounds, preparation, and individual characteristics influence how, when, and why they learn. Armed with this knowledge (which needs to be reassessed regularly because students constantly change and develop as they mature into young scholars) faculty members can more effectively teach their students in ways that are appropriate to their skills, interests, and needs.

**Learning Process:** In the past 100+ years, human learning has been extensively researched. This research, however, is not fully utilized in the college classroom, laboratory, or out-of-class learning environment. Most faculty members tend to focus on what they do in the classroom, on implementing some teaching strategy (i.e., cooperative learning or lecturing) without an understanding of why these approaches may or may not be effective. Improved teaching should be grounded in an understanding of the research on the mechanics and transfer of learning.

**Learning Context:** Learning does not occur in a vacuum: Where and when teaching takes place influences teaching and learning. Learning context radiates out from micro to macro levels. Classroom variables, such as seating plan, room size and design, and accessibility to instructional technology influence (and occasionally dictate) teaching strategies and student learning. Learning context includes the emphasis an educational institution places on instruction, its mission and purposes, and the process of resource and reward allocation, which can influence what faculty and students do in and out of the classroom. Local, state, national, and even international priorities shape what is taught, what our students learn and know, and even how we teach.

**Course Content:** Analysis of the accuracy, difficulty level, organization and meaningfulness of what is taught can improve teaching. With the ever-increasing expansion of knowledge in many disciplines and the corresponding demands that it places on students, faculty need to ensure that what is taught in their courses is necessary, challenging, and well organized. Course design and curricular review to assess what is taught, how this material is integrated across individual courses and how it relates to success in the field should be a regular activity and should be a concern in the teaching of any course.

**Instructional Processes:** The most obvious variable in this model describes what faculty as teachers and learners actually do in the instructional environment, which is what draws most the attention

(often to the exclusion of other factors), including teaching strategies (competitive, cooperative, individual teaching techniques, computer-aided instruction, etc.), teacher behaviors (such as oral and written communication skills, enthusiasm, organization, time management) and student learning responses (note-taking, class participation, student engagement and interaction, etc.).

**Learning Outcomes:** The desired results of teaching, in terms of short- and long-term learning outcomes should be identified during the course design process, before teaching, and assessed on a regular basis throughout the instructional process. What faculty members do should be measured in light of what they want students to learn. Included in this aspect of teaching are test construction and grading as well as developing instructional assessment strategies to identify and measure attainment of general learning outcomes such as critical thinking and problem solving. One can also include classroom assessment techniques as formative measures of learning outcomes.

**To read the 2022 NDTL volume see:** [International Perspectives on University Teaching and Learning: New Directions for Teaching and Learning: Vol 2022, No 169 \(wiley.com\)](https://onlinelibrary.wiley.com/doi/10.1111/ndtl.12169)

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