



## Emerging Issues III: Call for Contributors

### Background and Context

In 2005 *Emerging Issues in the Practice of University Learning and Teaching* was published by AISHE. The book, edited by Geraldine O'Neill, Sarah Moore and Barry Mc Mullin, was written by members of a then 'recently formed Irish Educational Developers group' (now known as EDIN). The book employed a 'model of collaboration in writing' and came to be recognized as a key text in terms of providing a snapshot of the issues and practice of teaching and learning in higher education at the time. It also gave a voice to a new profession in higher education in Ireland, that of the Educational Developer, and was written evidence of the contribution that this profession could make both nationally and internationally. *Emerging Issues II*, published in 2008, also had a strong EDIN involvement and, as its title suggests, was very much concerned with *The Changing Roles and Identities of Teachers and Learners in Higher Education*. In *Emerging Issues II*, one can see the professionals involved in educational development and in supporting teaching and learning in a range of ways, stretching what the role might mean and examining that identity. The text builds on *Emerging Issues I* and on publications in this area from Ireland in the intervening years.

In 2013, EDIN will be seeking to publish *Emerging Issues III*; for *Emerging Issues III* EDIN has adopted the working title *From Capacity Building to Sustainability*. Though there has been significant capacity building over the past 10 years in terms of support for teaching and learning in the sector, few of us could have predicted the utterly changed landscape with which we are faced in higher education today. The current situation in higher education, and more widely in the country, means that sustainability will be a key concern for the future.

We believe that this publication, both in terms of process and product, will help to contribute to the discussion around teaching and learning in higher education and academic practice more generally in Ireland.

### Theme and aims of the book

EDIN is the network of educational developers in Ireland. Educational developers support teaching and learning in higher education. Members of EDIN work in Irish universities, institutes of technology and other higher education institutions.

Since 2002 the EDIN group has been involved in building capacity and becoming the sort of learning community that allowed the, then newly emerging, field of 'education development' to grow in Ireland. When the Network was established there was a conspicuous absence of both experience and expertise with regard to supporting teaching and learning in higher education. From that modest beginning, an entirely different reality now exists where learning and teaching centres, staffed with dedicated education developers, are commonplace; the professionalisation of T&L for academic staff exists and is growing; a range of accredited programmes are on offer; and the scholarship of teaching



and learning is evidenced in locally-produced publications and contributions to international offerings alike.

Despite the immense progress in this area, education development has by no means plateaued and in light of the current and predicted future challenges to higher education in Ireland, its existence has never been more necessary. On examination of the area, one identifiable gap in the current provision is support for the education developers themselves. As a group, education developers are at the forefront of the professionalisation of teaching and learning; as such they need to be at the cutting edge of research in the area. While all players in this Network contribute to the expanding home-grown research, the potential for continuing professional development of this group is, in reality, limited by the current economic climate.

The theme of the book is *From Capacity Building to Sustainability* and one section of the book will be devoted to contributions which address the area of Development and Improvement of Teaching Skills. While potential contributors should focus on areas pertinent to third level educational development and learning and teaching, possible themes for chapters could include, but should not be restricted to, the following areas:

- Academic Professional Development – supporting staff for 21st Century HE
- Impact of Technology Enhanced Learning (TEL)
- Enhancing the First Year Experience (FYE)/Transition through HE
- Curriculum Design and Review
- Advancing the Scholarship of Teaching
- Benefits of Collaboration - national and international

The aims of *Emerging Issues III* are to:

- Continue to provide a voice for those supporting teaching and learning in higher education in Ireland;
- Broaden our reach and to produce a text which will be of national and of international importance in this area;
- Provide an opportunity for experienced and new voices to contribute to the discussion about 'where to next' for higher education, and teaching and learning in higher education in particular in Ireland;
- Build on the collaborative writing model that is a signature of the *Emerging Issues* publications;
- Influence policy and practice for the better with regards to teaching and learning in higher education in Ireland
- Produce a key text which reflects the mood, situation and reality of teaching and learning in higher education in Ireland today, and which includes the hopes and ambitions for the area in the future;
- Support and initiate/continue conversations and relationships, both new and existing, which we have with international colleagues working in this area; to see this publication as the beginning of new and deeper collaborations with our counterparts outside Ireland.



### Audience

The audience for this book, as for the previous *Emerging Issues* publications, is wide. It will include, amongst others, higher education teaching staff, staff involved in supporting teaching and learning, educational developers, library staff, higher education senior management, policy makers and students, in both Ireland and elsewhere. The previous *Emerging Issues* have been thoughtful, considered, robust and scholarly yet accessible and grounded texts and our aim is to produce a book which reflects this approach.

### Application process and international element

Anyone interested in contributing to the book should submit a 200-250 word abstract by **3rd February 2012** by clicking on this link: [Emerging Issues III – submit abstract](#). Applications will be welcomed from individuals, pairs or groups from across the sector.

As noted in the aforementioned aims, in *Emerging Issues III* we want to include an international perspective to the work. To this end, (an) accepted contributor(s) will be asked to invite an international expert, in the area about which they have written, to comment on the work. We hope that this will broaden the appeal of the book and help in the development of stronger relationships with our international colleagues.

### Schedule

*Emerging Issues III* will be produced with the assistance of an EDIN-won NAIRTL grant. Given EDIN's obligations under the terms and conditions of the grant, the below schedule, must be adhered to strictly; we recommend that any prospective contributor to the book be mindful of the timeframe.

February 3rd 2012	Deadline for submission of abstract
February 23rd 2012	Feedback to authors
February 29th 2012	Presentation of abstracts to fellow contributors and project planning with contributors (Dublin venue)
April 30th 2012	Milestone 1 - initial draft submitted
May 2012 (TBA)	Milestone 2 - 2 day research and writing seminar
September 2012	Milestone 3 - submission of pre-edited chapters
November 2012	(TBA) - 1 day international colloquium
December 2012 to May 2013	Editing, re-drafting, resubmissions and finalizing publication
June 2013	Launch of publication