

CALL FOR PAPERS | Special Issue (late 2015)

Engaging students as partners in learning and teaching: implications for academic development

Over the last few years the higher education sector has seen a growth in research and practice focused on students becoming active partners with university teachers in the processes of learning and teaching.

Research and practice initiatives refer to a variety of terms such as: 'students as change agents,' 'students as partners,' and 'students as co-creators of learning and teaching.' These collaborative forms of pedagogical relationship between academics and students have a range of implications for academic developers (also called educational developers or faculty developers).

The purpose of this special issue is to explore the intersections between 'students as partners' and academic development through exploring approaches

- where students are engaging in academic development directly,
- where academic developers are supporting academic staff and students to work in pedagogical partnerships, and
- where student partnerships are influencing the nature of academic development work.

This issue seeks to explore the range of opportunities and challenges for academic developers that arise from students working as partners in learning and teaching.

As with all *IJAD* articles, we have no prescribed methodologies and invite you to find creative ways to address the topic of this Special Issue. All manuscripts will go through *IJAD*'s double-blind review process as normal once they are submitted.

TIMELINE

Manuscripts due **30 November 2014** | Anticipated publication in **late 2015**

Submitted papers should not have been previously published nor be under consideration for publication elsewhere. A guide for authors, Word template, and other relevant information can be found on *IJAD*'s homepage: www.tandfonline.com/ijad

Manuscripts must be submitted online via *IJAD*'s ScholarOne site: <http://mc.manuscriptcentral.com/ijad>

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