

SPECIAL ISSUE – CALL FOR PAPERS

# TEACHING IN HIGHER EDUCATION



## Making sense of teaching in difficult times

Thinking about teaching in educational terms has become increasingly difficult because of the conceptions of higher education that predominate in policy and public debate. Framing the benefits of higher education simply as an economic good poses particular difficulties for making educational sense of teaching. Moreover, the assumptions about social mobility, usefulness and the economic advantages of higher education, upon which these conceptions are based, can no longer be taken for granted. This special issue invites contributors to consider understandings of education/teaching and everyday teaching experiences in these changing global, national and institutional contexts.

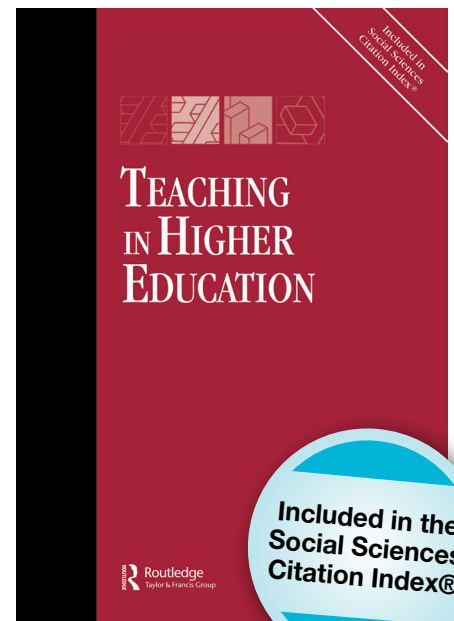
Contributions might examine and/or contest the significance of these changing contexts for:

- different disciplines and professions
- different types of institutions in which higher education is taking place: for example, in public, private, and hybrid institutions; in teaching- and research-intensive universities
- key policy initiatives such as internationalization and widening participation
- the theoretical and methodological lenses that are used to make sense of teaching in higher education
- the author's experience of teaching, assessment and evaluation
- knowledge, curriculum and student experiences
- the ethics of curricula which foreground individual economic advantage

Contributions are welcome from a range of theoretical and methodological perspectives, and from different cultural contexts. As with all special issues, authors are also invited to challenge the assumptions underpinning this call for papers. We welcome essays, policy critiques and reflective analyses, in addition to more conventional research articles.

Papers should be submitted to *Teaching in Higher Education* online at <http://mc.manuscriptcentral.com/cthe> by 31 August 2012.

*This Special Issue will appear as Vol. 18, No. 5 in October 2013.*



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