Teaching in Higher Education: policy statement

This journal addresses the roles of teaching, learning and the curriculum in higher education in order to explore and clarify the intellectual challenges which they present. The journal is inter-disciplinary and international. It aims to open up discussion across subject areas by involving all those who share an enthusiasm for learning and teaching, and who are developing a critical perspective on teaching and higher education.

Teaching in higher education has become an internationally recognised field which is more than ever open to multiple contestation. Higher education takes place in an increasingly varied range of educational contexts, not solely in universities. Debates about the purposes of higher education and its practices are therefore expanding.

Teaching in higher education presents challenges which are open to insights from different disciplinary perspectives and paradigms, and from inter-disciplinary approaches. Teaching in Higher Education has contributed to the development of critical discussion since its inception. Research can inform teaching, in terms of its relation to content and the kinds of creativity, rigour and exploration which might relate to both. Teaching can also inform research by its demand that ideas be clarified and presented in an accessible fashion which acknowledges the perspectives of students. The journal encourages exploration of the connections between research and teaching and how they might be brought into closer relationship. It invites research and writing which explores multiple disciplinary, professional and institutional contexts. The intellectual challenge which teaching presents has been inadequately acknowledged or theorised in higher education. The journal places this challenge at the heart of academic life.

This journal has a view of teaching and learning which entails concepts of transformation and critique in relation to dominant traditions and visions. It explores how such aims can be realised in a variety of cultural and disciplinary contexts in higher education internationally. It welcomes articles which span a wide range of issues by for example:

- examining the impact on teaching exerted by wider contextual factors such as policy, funding, institutional change and the expectations of society;
- developing conceptual analyses of issues relevant to teaching and learning, such as authority, power, assessment and the nature of understanding;
- exploring the various values which underlie teaching and learning including those concerned with social justice and equity;
- offering critical accounts of the lived experience of teachers and learners which bring together theory and practice; and
- the list is not exhaustive.

Authors are encouraged to engage with previous contributions and issues raised in the journal.
**Style**

Forms and styles of writing in the journal reflect a wide variety of educational enquiry. The journal welcomes different approaches and styles of writing, including reflexive and personal writing; narrative and innovative formats.

Particular demands are placed upon the writers of articles for submission:

- to be aware of an audience which spans the cultures of different disciplines and professions as well as different nations and the different groups within them;
- to be careful in their use of concepts or terminology which are peculiar to their culture or discipline and to explain their meaning and context;
- to find forms and styles of writing which can illuminate practice; these may or may not be empirically based;
- to show an appropriate level of methodological awareness; and
- to adopt a questioning or critical approach in general and particularly in relation to discourses whose terms are normally unexamined in the debates on higher education.

**Points of Departure: policy statement**

Points of Departure (formerly Points for Debate) is a distinctive section of the journal which opens the way for articles that stimulate debate and inform readers in ways that differ from other writing in the journal. Points of Departure provide a space for new voices, new ways of writing and new perspectives on teaching and learning in an international higher education context.

We do not prescribe particular kinds of submissions appropriate for this section, but the following suggestions indicate the breadth of contributions that will be considered:

- Pieces that address issues consistent with the aims of the journal using forms of writing other than the full-length academic journal article;
- Outline plans and ideas for more sustained research;
- Responses to previous articles in the journal – including earlier contributions to Points of Departure;
- Commentaries on current major policy developments or controversial issues;
- Polemical pieces written to challenge dominant thinking or provoke debate.

Completed submissions will be subject to ‘blind’ refereeing by members of the Executive Editorial Board.

Contributions submitted for this section should be not more than 3,000 words, and some creative forms of writing may be much shorter. While it is expected that they may not fulfil normal journal expectations with regard to styles of writing and referencing, and contextualising the discussion in relation to other literature, contributions to Points of Departure are expected to conform to the aim of the journal to promote a critical and reflective discourse on higher education teaching.
**Essays: policy statement**

The journal invites thoughtful and thought-provoking essays which may, for example, reflect on or give an overview of:

- ideas and concepts fundamental to education;
- emerging issues;
- new approaches;
- key books or thinkers; and
- issues raised in a significant conference or symposium.

**Submissions**

Submissions for either the Points of Departure or Essay section should be submitted online at [http://mc.manuscriptcentral.com/cthe](http://mc.manuscriptcentral.com/cthe).

The decision to publish or not is normally made earlier than with major articles due to the nature of these contributions and, where possible, an early publication date ensures the sections respond quickly to readers’ interests.