

SPECIAL ISSUE – CALL FOR PAPERS

Intensive modes of learning and teaching in higher education

For publication into the [Journal of University Teaching and Learning Practice](#).

Guest editors

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Background

Variously described as ‘accelerated’, ‘block mode’, ‘compressed’ and ‘fast-tracked’, the increasing popularity of intensive modes of learning and teaching has given rise to calls for greater insights into these formats and modes of study. Their one common feature is a shorter time frame than a ‘traditional’ study period (Davis, 2006). Higher education institutions world-over have often adopted intensive modes of study to accommodate adult and non-traditional learners (Dixon & O’Gorman, 2020), implement government policy (Kitchener, 2017), prepare a population for a workforce (Sewagegn & Diale, 2021), to ‘catch up’ post-pandemic and other extreme situations (Nerantzi & Chatzidamianos, 2020), and for a myriad of other reasons.

There has been growing recognition for the potential value of non-traditional delivery schedules globally. In the Australasian context, the Higher Education Research and Development Society of Australasia (HERDSA) recently published the guide, *Intensive modes of study* (Samarawickrema et al., 2022) distilling key ideas from the authors’ collective research and experience. While this Guide showed a good range of practice case studies from Australia, it amplified the need for deeper exploration of intensive modes of study through evidence-based scholarly papers from the international arena. Articles in this special issue will address this gap.

This special issue seeks international contributions on the following key areas:

- **Curriculum and pedagogical choices for student learning** in relation to intensive modes of study, and critical engagements thereof. Of special interest are papers on assessment practices, their authenticity, validity and reliability, engagement of internal and external stakeholders, feedback, and the role of learning technologies in enhancing and supporting the learning experience in intensive modes of study.
- **The student experience** during and after learning in intensive modes. Of specific interest are well-being issues related to study.
- **Program evaluations** that include changes to institutional governance and infrastructure required in intensive modes, and/or longitudinal studies of the impact of intensive modes of study on students, course design, retention, quality, and employment.
- **Capability development and professional learning** that is intentionally designed to develop and support effective teaching practice for intensive modes of study.

To gain acceptance into this Special Issue, all papers must demonstrate a clear evidence-base and methodology and address the practice-based implications of the research.

Call for extended abstracts

You are invited to submit an extended abstract as a single Word document that addresses one of the topics listed above and provide the Special Issue editorial team with a sense of the rigour of the manuscript proposed and the possible implications of the research. Please include the following in your proposal:

- The title of the proposed article
- The names and affiliations of the authors
- An extended abstract consisting of
 - a clear rationale for the line of inquiry proposed
 - a list of research question/s
 - the proposed research method for both theoretical and empirical manuscripts, and
 - the implications for educational practice

The maximum word limit for this extended abstract is 750 words, excluding references. The editorial team may return with an invitation to combine similar manuscripts. Acceptance of extended abstracts does not guarantee acceptance of final manuscripts.

Timeline

- Extended abstracts due: 21 November 2022
- Abstract acceptance notifications: 30 January 2023
- Full articles due: 24 April 2023
- Final revised articles due: 28 August 2023
- Final publication: 20 January 2024

For further information, or to submit an extended abstract, please email

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