



Experiential Learning and Teaching in Higher Education

Call for Submissions

Peer-Reviewed Articles for Two Special Issues
Announcement July 2023

Experiential Learning and Teaching in Higher Education invites submissions for anonymously peer-reviewed articles to appear in its upcoming issues.

To be included in the April 2024 issue:

Submit by November 1, 2023

To be included in the November 2024 issue:

Submit by May 1, 2024

Two Special Issues in 2024

For its two issues of 2024 [ELTHE](#) seeks articles that develop broad, actionable definitions of experiential learning.

Much of the field's current scholarship explores specific kinds of experiential learning or a given high-impact practice, such as service learning, undergraduate research, or first-year experience. Yet institutions are creating offices with a broader purview, with titles like Center for Experiential Education, Director of Engaged Learning, or AVP of High-Impact Practices. This same generalized language appears in college and university strategic plans, accreditation projects, and mission statements, as institutions seek to differentiate themselves, locate college learning in real-world settings, and make the case for higher education's value. As a result, at the same time experiential learning is getting new support and emphasis, decision-makers don't have what they need to evaluate multiple, competing demands for the experiential learning designation, at a particularly urgent time.

The [Society for Experiential Education](#) and its Research & Scholarship Committee have embarked on an 18-month project to redefine "experiential learning" and the Society's [Eight Principles of Good Practice for All Experiential Learning Activities](#), last revised in 1998. Concurrently, [ELTHE](#) will publish two special issues in support of the work, highlighting how we define, deliver and assess experiential education in a range of settings. The SEE effort will culminate in an update of its Principles, to be published later in [ELTHE](#).

Submissions to the special issues should address these definitional challenges with solutions that are practical, equitable, and actionable. Authors should include useful examples from current practice, whether from higher education or beyond, that could inform decisions and resource allocation. How do we know when a given educational experience is experiential? How do we assure value for learners from a variety of racial and cultural backgrounds, and different prior experiences with formal education, work, and life? How do we know?

See journals.calstate.edu/elthe for additional submission details. Free log-in required.

ELTHE explores postsecondary experiential education: the pedagogies, courses, and programming that engage students by taking college beyond the classroom – into settings like communities, laboratories, studios, and work-based learning. Good experiential education is intentionally designed, authentically located, and enriched by metacognition and reflection.

The journal seeks to advance the field by:

- 1. Providing new insights into the ways experiential education promotes engagement, persistence, equity, and learning.*
- 2. Sharing new approaches to bringing experiential education to the students who most stand to benefit, including historically underserved populations.*
- 3. Promoting scholarship that draws on a clear methodological framework to inform higher education practice.*

The journal is committed to bringing the scholarship of experiential education to a broader and more diverse audience by showcasing new authors and scholars alongside established ones, and presenting research in multiple formats and media. Detailed submission guidelines are available at journals.calstate.edu/elthe. Follow the links for About and Submissions, and apply for the section “Peer-Reviewed Articles.”