



Experiential Learning and Teaching in Higher Education

Call for Submissions

Peer-Reviewed Articles: Defining Experiential Education

April 2024

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

Special Issues in 2024

For its 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. [ELTHE](#) is publishing 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 in [ELTHE](#) in 2025.

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 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.