

# IJTS Call for Papers

## Care in Higher Education

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### Guest Editor

Dr Jock Wong, Centre for English Language Communication, National University of Singapore.

### Aims and Scope

When educators in higher education discuss teaching quality, perhaps many would think in terms of things like “pedagogic planning”, “management skills” and the ability to explain and convey information “clearly” (del Cerro & Ruiz-Esteban, 2020, p. 310). In my experience, very few think in terms of care. While the idea of care in higher education is not new, it is rarely discussed in literature (Anderson, et al., 2020). However, given that we have lived in a pandemic for almost two years and the end is still not in sight, what with the new variant Omicron which WHO considers “[a variant of concern](#)” (WHO, 2021), there seems to be no better time to talk about care than now. It should even be considered an imperative.

When talking about care in higher education, one could think of a number of questions. What exactly is care? How or why is it important? How may educators show care to their students, who are not children, and do it without treating them as such? How may care be customized to fit individual students?

The International Journal of TESOL Studies invites educators in the areas of ELT and/or academic skills (taught in English) to contribute to a Special Issue on *Care in Higher Education*, to be published at the beginning of 2023. Contributors are invited to address general questions on care in higher education, such as those presented above or related ones. More importantly, contributors should address questions pertaining to their individual context, such as these:

- What is the module in question and what are its learning objectives?
- What is care to you (in the context of higher education)?
- How have you weaved care into your teaching methods and approaches?
- How have you cared for your students outside class?
- What are some of the impacts of your caring methods?
- What have some of the challenges been in your discharge of care?
- How did you address these challenges?
- In your duty of care, have you come across any conflict of interest between what you felt you needed to do for the student and the institution’s expectations? If so, how did you resolve it?

Each paper should end with recommendations for fellow educators.

The paper could be reflective, conceptual, or narrative in nature. However, it should ideally present data or evidence to indicate the impact of your caring methods, if available (e.g., improvement in student output, student/peer feedback, student reflections). Otherwise, the paper could discuss care as a general criterion of effective teaching and/or in the context of the current pandemic, which has created the necessity of hybrid classes (i.e., students overseas attending f2f classes online) in some universities.

The paper should be around 7,000 – 10,000 words in length (excluding the reference section). It should be written in Standard, accessible English; authors should avoid the unnecessary use of big words and long, complex sentences.

Contributors are invited to consider Nel Noddings' (2012) ideas as their starting point but in the context of higher education.

## Submission Instructions

Interested parties are invited to send a document comprising their name, affiliation, an abstract (around 300 words) and a summary of their career (around 50 words each) to the Guest Editor, Dr Jock Wong at [jockonn@gmail.com](mailto:jockonn@gmail.com), by 31 March 2022. Please use [this template](#). Please also write "Abstract for IJTS SI on Caring in HE" as the subject of the email. Potential contributors will be notified whether their abstract is accepted by the end of April.

Contributors whose abstract is accepted are asked to submit their paper by 31 July 2022. They may also be invited to participate in the peer review of papers for the special issue in the months following.

Papers should be formatted according to [the journal's style guide](#).

## References

- Anderson, V., Rabello, R., Wass, R., Golding, C., Rangi, A., Eteuati, E., . . . Waller, A. (2020). Good teaching as care in higher education. *Higher Education*, 79, 1-19. doi:<https://doi.org/10.1007/s10734-019-00392-6>
- del Cerro, J. S., & Ruiz-Esteban, C. (2020, May). Teaching quality: The satisfaction of university students with their professors. *Annals of Psychology*, 36(2), 304-312. doi:<https://doi.org/10.6018/analesps.335431>
- Noddings, N. (2012). The caring relation in teaching. *Oxford Review of Education*, 38(6), 771-781. doi:10.1080/03054985.2012.745047
- WHO. (2021, November 28). *Update on Omicron*. Retrieved from World Health Organization: <https://www.who.int/news/item/28-11-2021-update-on-omicron>