

Dear colleagues, submissions are now closed. Thank you very much for your interest and contribution.

Invitation to Contribute: Edited Book on Co-Construction in Higher Education

Eds. Dr Suzan Koseoglu, Dr Angelica Pazurek, and Dr Angeliki Voskou

Preface by Prof Catherine Bovill

We are pleased to invite you to submit a proposal for an upcoming Open Access edited book tentatively titled *Co-Construction in Higher Education*.

This book will compile insightful case studies, practical examples, conceptual papers, and research studies that explore the practical applications and theoretical foundations of co-construction within the context of higher education.

In addition to submissions reflecting traditional academic writing, the book also aims to highlight creativity and critical reflection in this area by welcoming author dialogues, memoirs, reflective diaries, poetry, and original art, including illustrations and photography.

About the Book

This edited book will be grounded in the philosophy and practice of critical pedagogy, a range of approaches concerned with social justice in education and in the broader society. We are interested in exploring how higher education can become a democratic and socially just place “where everyone feels a responsibility to contribute” ([hooks](#), 1994, p. 39), while also acknowledging, studying, and challenging societal inequalities and their impact on both people and the more-than-human world.

We are particularly interested in highlighting pedagogical approaches that encourage critical thinking and cultivate social consciousness ([Freire](#), 1978), individually and collectively. Inspired by the works of [Bovill](#) (2020), who explored the relationship between co-construction and relational pedagogy, we also seek insights into how educators build trust and relationships in their teaching practice, especially within online and blended learning environments.

Drawing upon these scholarly insights, we are seeking contributions that offer nuanced insights into co-construction in higher education. The nature of

co-construction will vary depending on the context. At its simplest, co-construction could involve students engaging in meaningful discussions and dialogue with their peers and teachers. At a deeper level, it could entail students having substantial agency in decision-making processes and curriculum design. We are intentionally keeping the definition of co-construction open in the call, as we would like the work in the edited book to illustrate a fluid and dynamic conceptualization of co-construction that holds more value than a singular definition or practice.

This book is planned for publication by [Open Book Publishers](#) with Open Access and no chapter processing charges or hidden publisher costs for authors.

We aim to include a diversity of voices in the book and welcome submissions from scholars in a range of disciplines and educational contexts.

Related keywords: authentic learning, co-creation, co-design, co-learning, community engagement, community of practice, critical reflection, critical thinking, culturally relevant pedagogy, engaged pedagogy, equity, ethics of care, pedagogy of care, praxis pedagogy, power, power relations, relational pedagogy, student-staff partnerships

Suggested Themes:

- Challenges in co-construction due to structural issues such as massification of higher education, casualization, automation, standardization
- Co-construction and the neoliberal university
- The relationship between co-construction and other relevant approaches (for examples, see above *related keywords*)
- Relationship between co-construction and [climate action pedagogy](#), [peace pedagogies](#), migrant education
- Co-construction and pedagogies that explicitly challenge societal inequalities such as racism, gender inequality, ableism
- Co-construction and indigenous knowledge and practices
- Critique of technological efficiency and ed-tech capitalism
- Co-construction in open, online and/or distance learning
- Interdisciplinary or transdisciplinary projects
- Examples of successful initiatives with students, colleagues, public organisations, NGOs, local community initiatives, etc. with implications for practice highlighting innovative or unexpected models of co-construction
- Examples of not so successful initiatives with students, colleagues, public organisations, NGOs, local community initiatives, etc. with implications for practice, including ethical challenges or considerations

Submission Guidelines

We welcome original contributions that offer:

- case study (2500-3500 words)
- original research in higher education (3500-4500 words)
- theoretical reflection, opinion or conceptual papers (2000-3500 words)
- practical insights (1250-1500 words)

- creative contributions such as author dialogues, memoirs, reflective diaries, poetry, and original art including illustrations and photography

Style: The language should be accessible to a broad range of academics, practitioners, and professionals in higher education.

Please follow the [APA 7 citation format](#) for case study, original research, theoretical reflection, opinion or conceptual papers, and practical insights.

The format of creative contributions such as author dialogues, memoirs, reflective diaries, poetry, and original art including illustrations and photography will be negotiated/discussed with authors.

We welcome original (author created) images and pictures (should be copyright free).

How to Submit: [Submission link](#)

Please submit a page-long abstract (about 500 words) to propose a contributing chapter to the editors using [the submission form](#).

Detailed instructions for manuscript submission will be provided via email on acceptance of your proposal.

Our submission formats are designed to accommodate colleagues with heavy workloads or caring responsibilities and early career academics. They are also inclusive of different formats of academic dialogue.

Please contact the editors using [the submission form](#) if you wish to contribute to the book, but you are not sure your work is a good fit for the collection.

All initial proposals will go through an editorial review and you will be notified of the outcome via email. Additionally, all chapter manuscripts will first go through an editorial review to determine suitability for the edited collection and then will be sent to open peer reviews on acceptance.

Important Dates (Tentative)

- Abstract Submission Deadline: 21 March 2025
- Notification of Acceptance: ~~4 April 2025~~ *now amended to 25 April 2025
- Manuscript Submission Deadline: 21 July 2025
- Notification of Manuscript Acceptance: August 2025
- Anticipated Publication: February-March 2026

Use of AI

We support the use of AI for assisting the mechanics of writing (e.g., punctuation, grammar, sentence structure). This does not need to be declared. Authors are responsible for ensuring the integrity and accuracy of their submissions. Authors are also responsible for no copyright infringement of AI-generated content. We expect

that authors maintain the highest standards of rigour and academic integrity in their work.

Editor Bios

Dr Suzan Koseoglu is a Senior Lecturer in Learning and Teaching in Higher Education at the University of Greenwich. Her research interests include feminist pedagogy, critical pedagogy and socio-cultural theories of learning; adult education and higher education pedagogy.

Dr Angelica Pazurek is a Teaching Associate Professor in Learning Technologies at the University of Minnesota. Her scholarship bridges practice and research in Learning Technologies, and largely focuses on critical digital pedagogy, learning science, and learning experience design in higher education.

Dr Angeliki Voskou is a Senior Lecturer in Learning and Teaching in Higher Education at the University of Greenwich. Her research interests include approaches to inclusive education, migrants' and under-represented groups' education and inclusion, students' identity development, history/heritage pedagogy, and higher education pedagogy.