

Call for Participation for a Special Issue of
The Journal for Research and Practice in College Teaching
Systems convening and social learning spaces: Case Clinics

Special Issue Guest Editors:

Ruth Benander, Milton Cox, Jacquie McDonald, Alisa Percy, Brenda Refaei

The Journal for Research and Practice in College Teaching

(<https://journals.uc.edu/index.php/jrpct/index>) invites contributions for a special issue on systems convening/social learning case studies. Wenger-Trayner & Wenger-Trayner (2020) note, “A learning theory for today should be addressing situations where there is some urgency to engage people who care to make a difference; what needs to be learned about making that difference is not yet known; knowing in practice involves being able to function productively under conditions of uncertainty; and learning depends on paying attention to how things play out.” (Prologue, Wenger-Trayner, E. & Wenger-Trayner, B. 2020. <https://www.wenger-trayner.com/learning-to-make-a-difference-book/>).

In the true spirit of social learning spaces, we are proposing a ‘Special Issue’ of the *Journal for Research and Practice in College Teaching* that showcases both the process and the product of the case clinic. In *Communities of Practice within and across Organizations: A guidebook*, Wenger-Trayner et al (2023) describe a case clinic as, “A member brings a real-life challenge to the community and members struggle with it together. Because it is triggered by a need emerging from practice, the case clinic is the quintessential social learning activity” (p.145). A journal article based on a case clinic will be quite different from the usual journal call involving private author submission and peer review etc. A journal article based on a case clinic will be quite different from the usual journal call involving private author submission and peer review etc. These articles will be collaboratively created by the members of the Case Clinic.

The process for writing the article will involve the case clinic participants as collaborative authors of an article that documents the case clinic. Participants can conduct the case clinic either in person (e.g., one person in the case clinic can use a Google doc to record the session) or online (e.g. using Zoom to record the session). We welcome all forms of the case clinic approach such as [Travis Tennesen’s Design Clinic](#) or other forms of peer consulting. The participants in a given case clinic produce the case clinic manuscripts. The Guest Editors of

this special issue can help facilitate case clinic groups if the participants find that would be helpful.

The process will entail putting out a call for cases, and then using the case clinic process either in a synchronous (e.g., Zoom) or asynchronous ways (e.g., using Google docs). The participants in a given case clinic collaboratively workshop the cases and produce case studies. The Guest Editors of this special issue will coordinate the case study groups.

Narrative Article Structure

- The manuscripts are structured according to the Case Clinic approach to collaboratively craft a journal contribution for a special issue on systems convening/social learning case studies in *The Journal for Research and Practice in College Teaching* (<https://journals.uc.edu/index.php/jrpct/index>).
- The manuscripts should be organized according to the Case Clinic structure with a short paragraph at the end about subsequent actions. See figure 1.

Figure 1

Structure of a Case Clinic (Wenger-Trayner et al, 2023, p.4

Steps	Action	Time	Hints
1. Context	Presenter gives just enough context to frame the challenge, then poses a specific question to the group.	5-10	A simple visual can be helpful, but avoid slide presentation or lengthy descriptions at this stage.
2. Understanding	Group asks clarification questions to get a better understanding of the context and the nature of the challenge. Responding to these questions, not the initial introduction, is the main vehicle to convey the nature of the challenge.	15	Refrain from offering advice at this stage. But good clarification questions often shed a new light on the challenge.
3. Sharing related experience	Group members share related experiences and stories.	0-15	This timing depends on the number of members with related experiences.
4. Advice	Group members give advice and discuss each other's advice from the perspective of their own experience.	15	To keep things grounded in experience, encourage members to provide their advice in the form of stories, saying what they did when in a similar position.
5. Summary	Presenter summarizes insights and advice they are taking away.	5	This is something to follow up on at a later meeting.

Proposed Case Clinic Studies should be submitted through this [Google Form](https://forms.gle/bohY16o6SfWBBzDC6) [<https://forms.gle/bohY16o6SfWBBzDC6>] by **February 29, 2024**.

Manuscript Due Dates

Proposed Case Clinics: February 29 (400 words)

Facilitating Case Clinics: March 24

Case Clinic Draft manuscripts: April 28 (1,000 - 1,500 words)

Revisions: May 29

Copyediting: June 13

Special Issue Publication Date: August 1, 2024

Submission Cover Sheet

Please complete this form and include it with your submission.

Team Authors

Lead contact:

Role in the Case Clinic

Institution

Email

Co-author

Role in the Case Clinic

Institution

Email

Co-author

Role in the Case Clinic

Institution

Email

Co-author

Role in the Case Clinic

Institution

Email

Add additional co-authors as needed.

Title of Case Clinic Narrative

Case Clinic outline [300 words]

1. Context of the problem
2. Proposed purpose
3. The specific challenge
4. Specific questions to be posed at the Case Clinic