Special Issue: Teaching and Learning
In Higher Education

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The June 2022 issue of *Studia paedagogica* will focus on the core educational processes in higher education: teaching and learning. The issue aims to explore these processes during the changes that higher education has faced in the last decades and, even more pressingly, in the last year.

Teaching in higher education takes place in various arenas and contexts. Teaching takes place in physical and virtual settings in the forms of lectures for hundreds of students, seminars and small group sessions, and one-on-one tutorials. The number of instructional methods in higher education is continually increasing. Innovations in recent years have introduced blended learning, flipped classrooms, mobile learning, and gamified learning, to mention a few (Dziuban et al., 2018; Subhash et al., 2018; Long, 2017). Nevertheless, the continuously expanding heterogeneity of instructional and technological possibilities in higher education are not always translated into practice in the study programs or in the professional development programs for higher education faculty (Shum et al., 2020; Cochran-Smith et al., 2019). Rapidly changing technological and institutional demands might shadow core questions about higher education teachers' aims, teaching beliefs, and even motivation to care for teaching (McCune, 2019; Smith & Flores, 2019).

Teaching in higher education might, therefore, raise the following questions:

- What does high-quality teaching in higher education mean in different settings?
- What competencies are needed to ensure quality teaching in higher education?
- What development opportunities are available to higher education teachers?
- What is the current knowledge about new instructional methods and designs in higher education?
- Is there any shift in teaching conceptions due to contemporary changes and demands?

For this special issue, we also invite contributions on learning in higher education in all three cycles of tertiary education (bachelor's, master's, and doctoral levels). How do students approach learning and engage with learning, what are their experiences and achievements, and what are the conditions and contexts for their learning (Entwistle & Peterson, 2004)? We specifically invite contributions discussing particular aspects of learning, such as self-regulated learning, peer learning, learning in learning management systems, and informal learning (Dabbagh & Kitsantas, 2012; Cerezo, 2015).

Moreover, learning in higher education goes beyond student learning, and we encourage papers examining the learning processes of higher education teachers and supervisors. Accordingly, we invite contributions examining questions such as:

- What are essential aspects of learning in higher education for various actors?
- What variables, indicators, and measures are used to describe learning in higher education?
- What are the actual learning outcomes of higher education for different groups of students at different levels?
- How does informal learning happen in higher education?
- How and what do teachers and supervisors learn from interactions with their students?

Crucial questions arise of how these processes, teaching and learning, are interwoven (Nugent, et al., 2019).

- What are the characteristics of teaching that matter in particular learning settings?
- What aspects of learning are sensitive to what aspects of teaching? In what settings?

More questions will certainly arise, and we hope that the above suggestions will inspire authors to contribute empirical, theoretical, or methodological papers.

Important dates

This monothematic issue will be published in English in July 2022. The deadline for abstract submission is June 30, 2021; the deadline for full texts is October 31, 2021. Papers should be written in English, meet the requirements listed in the manuscript submission section on the journal's website, and be submitted via the journal's website. Manuscripts will be submitted to a peer-review process that will enable the editors to select papers for publication.

The editors of this issue are Kari Smith (Norwegian University of Science and Technology) and Karla Brücknerová (Masaryk University, Czech Republic).

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