CALL FOR CHAPTER PROPOSALS

Chapter Proposal Submission Deadline: 15th January, 2019

Final Full Chapters Due: April 1, 2019

Target Book Release: April 2, 2020

Book Title: HUMANIZING HIGHER EDUCATION: INTERNATIONAL PERSPECTIVES

Submissions should be submitted electronically to:
https://www.hetl.org/emerald-humanizing-education-submission-form/

Tentative Volume Titles (topic areas):

Note: The series editors expect to receive enough chapter proposals across the range of subtopics in Humanizing Higher Education in Higher Education to publish more than one volume. At present, the editors are looking at least three potential volumes under the subheadings of:

1. Humanizing Higher Education: International Perspectives on Improving Classroom Engagement (e.g., learner/learning-cantered pedagogies, designing effective online and physical learning spaces, personalized and flexible learning environments, etc.

2. Humanizing Higher Education: International Perspectives on Integrating Community Service into the Curriculum (e.g., service learning, civic engagement, public service, campus-community partnerships, citizenship development, community engagement and outreach, community volunteer and social justice programs, internships, etc.

3. Humanizing Higher Education: International Perspectives on International Development Programs (e.g., Peace Corps programs, Fulbright Scholar programs, Overseas Field Work, international Student and Faculty Exchanges, International Joint Research Partnerships, International Programs for Improving Health, Education, Economic, Environment, and Human Rights Governance and Policy Development, etc.

An edited volume by
Dr. Enakshi Sengupta, The American University of Kurdistan
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Mr. Shai Reshef, University of the People

This book series is entitled:
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Series editor, Patrick Blessinger. Associate Series Editor, Enakshi Sengupta.
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Keywords: Community service, service learning, civic engagement, community-based learning, Social learning, international development

Introduction
The traditional form of education is paving its way towards a futuristic pedagogy which not only advocates acquisition of systematized knowledge and skills but the freedom to choose artistic skills and problem solving tools to analyze the complex global issues of humanity. At the core of any education system are the values of integrity and responsibility, which helps develop a multicultural outlook and responsibility towards social and ecological aspects of life.

To that end, humanistic higher education takes the idea of the Humboldtian model of education (that is, the integration of teaching, learning, and research) and integrates it with service to humanity. In other words, knowledge is not acquired just for the sake of knowledge, but rather because education strives for a higher ideal of applying that knowledge to address human needs, concerns, and problems.

The growing importance of education at all levels and the inclusion of more stakeholders in the educational enterprise has sparked debate about the fundamental nature and purpose of higher education. Since the United Nations Universal Declaration of Human Rights was adopted in 1948, education has been viewed as a fundamental human right. Increasing demand for higher education suggests that as nations become more globalized and democratized, more people participate in higher education of all types to equip themselves with the knowledge and skills needed to better function and compete in an increasingly globalized and complex world.

The modern notion of humanism centers on the core qualities in all humans: agency, dignity, and development. Humanism today is primarily concerned with addressing contemporary human needs, concerns, and problems. Therefore, one of the great challenges for humanity is to continually strengthen the democratic social contract by making societies more inclusive, equitable, and just.

This volume will explore the focus on individuality of students, culture centered education and development of aesthetic values that supports and nurtures the humane side of an individual. The chapters in this volume will be based on humanistic higher education with an interdisciplinary focus on the development of human capacity at all levels (individual, local, national, and international) and in all areas (politically, economically, socially, technologically, and ecologically) – an aim that higher education is well suited for. Case studies and other empirical evidence will highlight the integrating of formal, non-formal, and informal modes of learning and integrating different modes of disciplinary inquiry for a more holistic approach to solving complex global problems.

Goal
The concept of humanization is the fundamental objective of education. As Freire wrote: “While the problem of humanization has always, from an axiological point of view, been humankind’s central problem, it now takes on the character of an inescapable concern” (1993, p. 25). This involves assimilation and inclusion as the basic paradigm of education. Academics have approached the subject
of humanistic education from different facets to understand the patterns of restructuring and reflecting on diverse methods to accommodate institutional pressures balancing it with the needs of society.

This volume will talk about learning as a process and as an outcome. This involves a continuous progress to higher levels of critical and creative thinking which requires a collaborative environment of academic freedom. Human creativity and critical thinking has become the most versatile renewable resource, which needs to be developed over the course of a lifetime.

This series intends to explore, through a set of case studies and other empirical research, the relevant issues of humanistic education, partnerships, strategies, and programs undertaken by higher education, and other organizations in this field. This series will discuss the different theoretical frameworks and models utilized, the benefits gained, and the challenges encountered. The information will benefit educators, decision-makers, policymakers as well as leaders in international development, practitioners, think tanks and non-profit education organizations.

**Possible topic areas:**

- Futuristic Pedagogy
- Problem solving tools in Education
- Humanitarian education and the role of leadership
- Learning collaboration
- Democratization of higher education
- Global research partnership
- Inclusive and multicultural education
- Involving stakeholders in strategizing education
- Addressing ecological and social needs
- Art based education
- Integrating teaching, learning and research
- Role of dialogue

The above topic areas can also be grouped under the following categories (taxonomy):

- Policies and Practices
- Research
- Curriculum and Pedagogical changes
- Democratization and Inclusion
**Audience**

This volume will benefit anyone involved directly in the following categories:

- Academic Library
- Teaching (Graduate Level)
- Teaching (Post Graduate Level)
- Student (Graduate Level)
- Student (Post Graduate Level)
- Practitioners:
  - Independent researchers
  - Think tanks
  - Activist groups
  - Governmental departments – Policy makers

**Chapter Proposal Submissions**

Researchers and practitioners are invited to submit on or before **January 15th, 2019** a one (1) page chapter proposal that explains how the proposal fits into the book’s goals and scope.

**Tentative Important Dates**

- Acceptance Notices Sent: February 10th, 2019
- Volume One Complete Chapters Due to Editors: April 1, 2019
- Volume One Peer Reviews Due to Editors: May 15, 2019

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