Call for Chapter Abstracts

Academic Studies Press editorial series
“Issues in the Teaching of East European and Eurasian Languages and Cultures” (https://www.academicstudiespress.com/issuesintheteaching)

Volume title
Cultural Texts and Significant Learning Experiences

Planned date of publication
2025

Description of volume
The volume reimagines traditional pedagogical practices to Humanities texts from East Europe and Eurasia with a view toward creating, in L. Dee Fink's words, "significant learning experiences" (Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses, San Francisco: Jossey Bass, 2003). The volume seeks to profile texts that are frequently taught in Humanities-oriented courses on the culture and literature of these regions, if not also in courses oriented toward Social Sciences (History, Political Science, Communication Arts). Texts may include prose, poetry, cinema and the visual arts, theatre and drama; they may be representative of different historical periods. We are open to contributions that would consider not just one text, but rather several related texts by one (or even several) author(s), but only if this can be productively done within the constraints of length (see below).

The focus of the volume is pedagogical, which means that each chapter will ideally offer practical strategies for teaching a given text framed against the background of scholarly discourse related to the teaching of culture. Taken cumulatively, the various studies in the volume will provide a general model for approaching the teaching of any text through the lens of relevant pedagogical scholarship. Sources may be pedagogical/didactic or philosophical/sociological (or a combination of both). Please see the link below to more information on the proposed volume for suggested sources as well as a series of questions that individual chapters might attempt to answer.

Chapter parameters
Each chapter should contain 3000 to 5000 words (inclusive of notes and references), and the formatting style will be APA (https://apastyle.apa.org/style-grammar-guidelines/paper-format).

More information
Each chapter will be expected to include appropriate references to scholarly discourse on the teaching of literature and culture. In addition to L. Dee Fink's book Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses (San Francisco: Jossey Bass, 2003), pedagogical sources may include, but are not limited to, the following: Ken Bain, What the Best College Teachers Do, Cambridge, MA: Harvard University Press, 2004; Elizabeth Barkley, Collaborative Learning Techniques: A Handbook for College Faculty, San Francisco: Jossey Bass, 2014; John Bean and Dan Melzer, Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom, San Francisco: Jossey Bass, 2021; Stephen Brookfield and Stephen Preskill, Discussion as a Way of

The proposed volume ties directly into the scope and purpose of the series given its integrative focus on both practical and theoretical aspects of teaching texts from a range of East European and Eurasian cultures. Individual chapters will not focus on providing an interpretation of a given text in terms of its immediate historical and cultural context, but rather on approaches to teaching that text, which open space for student-centered and creative interpretive analysis. In this regard, each chapter in the volume will present a pedagogical reassessment of a text in the East European or Eurasian tradition in a way that engages with scholarship on the teaching of literature and culture.

Questions that individual chapters might consider include, but are not limited to, the following:

1. How might we create a learning experience that is not information-centered but rather student-centered? Put another way, how could we move beyond a focus on foundational knowledge to profile other dimensions involved in a significant learning experience (e.g., application and integration of that knowledge, learning about oneself and others through engagement with the text, learning that enhances students' understanding of how to learn)?

2. How might we teach a given text in a way that reimagines the classroom as a space of shared agency between students, teachers, and producers of cultural texts? How could we teach the text in a way that emphasizes that knowledge is jointly constructed and that a student is not a vessel to be filled with information but rather an active constructor, discoverer, and transformer of knowledge?

3. How could we make use of a given text in a way that empowers students to look critically at their own world and engage in a dialogic encounter with it?

4. How might we engage with a text through discussion-based and/or collaborative forms of learning?

5. In teaching a given text, how might we highlight the human dimensions of learning (e.g., cultivation of personal esteem, empathy and caring, respect for cultural diversity)?
6. How does our teaching of a text help develop intercultural knowledge and competence as well as creative and critical thinking essential for civic engagement?

7. How might we use technology in regard to a given text in order to cultivate student agency?

8. How could we integrate the teaching of a given text into a larger course framework with a view toward maximizing the impact of the learning experience?

9. How might we refresh traditional forms of assessment in order to reflect those aspects of a significant learning experience mentioned above? In other words, how do we move from assessment focused on information toward assessment that develops students' competencies?

10. How does our approach to teaching both spark motivation for and also help develop a set of critical skills to enable lifelong learning?

Review process and deadlines
An abstract of 500 words maximum (inclusive of references) should be submitted to both volume co-editors by September 1, 2023 (see below for contact information). Submitted abstracts will be reviewed by the volume editors who will reach out to those who submitted by December 1, 2023 to inform them if the proposed manuscript is aligned with the volume's scope and purpose. If the abstract is deemed to be in alignment, the editors will ask authors to submit manuscripts for peer review (with instructions provided on how to do so) by July 1, 2024. Manuscripts will be reviewed in a blind process by referees from the field. Referees will provide their reviews to the editors, who will consider them and then communicate the relevant editorial decision to accept or reject the manuscript. If the decision is to accept, editors will make clear what revisions to the manuscript are expected.

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