**CALL FOR SUBMISSIONS FOR SPECIAL ISSUE**  
AUSTRALIAN STORIES OF PARTNERSHIP

*Teaching and Learning Together in Higher Education* (TLTHE) serves as a forum for the reflective work of university academics, staff and students working together to explore and enact effective classroom practice. Published three times per year, the journal is premised on the centrality to successful pedagogy of dialogue and collaboration among staff and students in explorations and revisions of approaches to teaching and learning in higher education. The journal has several aims:

- To include student perspectives and voices in analyses, affirmations, and revisions of educational practice at the tertiary level
- To offer windows onto the development of pedagogical insights that academic and students gain when they collaborate on explorations of classroom practice and systematically reflect on that collaboration
- To create forums for dialogue between staff and students whose work is featured in this journal and others engaged in similar work
- To explore in particular the challenges and possibilities of such collaborations

**TLTHE Call for submissions: AUSTRALIAN STORIES OF PARTNERSHIP**

Essays by staff (professional, academic or hybrid) and students seeking to reshape Australian higher education through dialogue and collaboration amongst staff and students – guest edited by Kelly Matthews, Senior Lecturer in Higher Education at The University of Queensland, and an Australian National Learning and Teaching Fellow - exploring the possibilities of ‘students as partners’ in Australian Higher Education.

**Publication Date:** November/December 2016  
**Submission Date:** By 1 September 2016 to Kelly Matthews k.matthews1@uq.edu.au
The following are guidelines for essays submitted to TLTHE including ‘Australian Stories’ special issue:

LENGTH: Most issues include between 4 and 10 essays, and each essay is between 3 and 10 pages.

STYLE: Essays should be written in an informal/conversational style, using first person pronouns, and be (very) light on citations. The idea is to provide a forum for in-process work, exploration, experimentation, and reflection.

FOCUS: All essays should focus on partnership—on academic/staff and students working together—but partnership can be broadly defined:
- an academic member reflecting on focused work with a student consultant
- a discussion between an academic member and students who have co-designed some element of a course (a project or an assignment, for instance) while the students are enrolled
- the analysis offered by an academic member, a group of academics, or teaching and learning centre staff focused on the process of co-planning a program or a course with students
- students’ reflections on their experiences of pedagogical partnerships
- or other possibilities

STRUCTURE OF ESSAYS: Contributors might consider structuring their essays in the following way (this is just a suggestion, not a requirement):
- Identify the question, challenge, inspiration, or other issue that prompted you to undertake the partnership
- Describe the approach you took to engaging actively as partners
- Reflect on how this approach moves you (further) toward partnership overall
- Imagine/propose some next steps that would take you (even) further toward partnership

AUTHORSHIP: Essays can be co-authored (academic/staff member[s] and student[s]), or faculty/staff and students can write separate essays about their work in partnership

Submission queries: Contact Kelly Matthews on 07 3365 1169 or k.matthews1@uq.edu.au