Excellence and Innovation in Learning and Teaching
Research and Practices

Call for papers n. 01/2024

The journal *Excellence and Innovation in Learning and Teaching* (EILT) fits in with a wide scientific multidisciplinary debate, which deepens teaching and learning practices in the context of higher education as well as of university-business dialogue, with focus also on teaching support services and educational and training processes.
The journal aims to build a dialogue on national and international excellences in teaching and learning, and to be in the education and training landscape as a strategic resource for teachers and professionals.

The main topics of interest are:
•   teaching and learning quality and excellence
•   curriculum design and development
•   teaching and learning methods
•   assessment and evaluation
•   pedagogical processes' leadership and management in educational and training contexts
•   lifelong learning methodologies and tools.

Authors are asked to present national and international contributes with the following formats:
•   Refereed articles (peer reviewed): conceptual papers of 4000-5500 words including tables, graphs and references.
•   Refereed research (peer reviewed): empirical research of 4000-5500 words including tables, graphs and references.
•   Experiences and practices (peer reviewed): experiences, practices and projects' reports, 3000-4500 words including tables, graphs and references.

All the proposed manuscripts must comply with the journal formatting guidelines (you can find them at the "author guidelines" link) and with *APA7 style*.
The journal *Excellence and Innovation in Learning and Teaching* is aimed at school and university teachers, but also to educators, trainers and experts in human resources management and development.

Please notice: *For scientific journals to be classified as Class A, they need to have a substantial number (i.e. the majority) of authors among the structured scholars affiliated with Italian or foreign universities or research institutions. To clarify, the authors must be recognized as scholars of distinction within the relevant scientific communities. This contributes to the journal's manifestation of openness and pluralism due to the diversity of its published authors (ANVUR, 2019).*

Issue n. 1 2024
Processi trasformativi e innovazione curricolare, disciplinare e interdisciplinare nell'Area delle Scienze Umane e nell'Area Giuridico-Economica e Socio-Politica

Transformative processes and curricular, disciplinary and interdisciplinary innovation in the Humanities Area, and the Legal-Economic and Socio-Political Areas

Il primo numero del 2024 è dedicato ai processi trasformativi e sostenibili sviluppati e in via di sviluppo in Higher Education nelle Aree delle Scienze Umane, Giuridico-Economica e Socio-Politica.

La finalità della call è di accogliere contributi che rispondano alle attuali sfide della società globale per la qualificazione in ambito di formazione universitaria e di sviluppo strategico delle organizzazioni e delle

istituzioni per la didattica nelle aree delle Scienze Umane, Giuridico-Economica e Socio-Politica. I bisogni nati dai contesti reali della formazione e dalle sfide relative alla riorganizzazione didattica in prospettiva learner-centered, sollecitano studiosi e studiose a sviluppare ricerche e azioni che possano promuovere la riflessione e la ricerca per valutare l'impatto trasformativo dell'innovazione formativa in ottica curricolare, disciplinare e interdisciplinare. La call intende porre alcune domande utili per la presentazione dei contributi: come realizzare didattica attiva da parte degli studenti (proposte da esperienze condotte)? Come personalizzare le attività didattiche nella progettazione degli insegnamenti? Come realizzare sinergie tra didattica e ricerca? Come promuovere integrazione tra conoscenze disciplinari e competenze trasversali? Come avvalersi delle tecnologie dell'informazione e della comunicazione per il miglioramento degli insegnamenti e la personalizzazione della didattica? Quale formazione e quale supporto istituzionale per le/i docenti universitari?

Non è sempre possibile garantire a tutte e tutti, pur con referaggio positivo, la pubblicazione sul numero relativo alla call a cui hanno partecipato. I contributi che non accedono a immediata pubblicazione, con il consenso delle autrici e degli autori entreranno a far parte dell'archivio di Excellence and Innovation in Learning and Teaching (EILT) e saranno pubblicati nei numeri successivi. Coloro che intendono ritirare il proprio contributo, sono pregati di darne comunicazione tempestiva alla Redazione.

The first issue of 2024 is dedicated to the transformative and sustainable processes available and under development in Higher Education in the Areas of Humanities, Legal-Economics and Socio-Political Sciences.

The purpose of the call is to welcome contributions that respond to the current challenges of global society for qualification in higher education and strategic development of organizations and institutions for teaching in the Humanities, Legal-Economic and Socio-Political Areas. The needs arising from the contexts of education and the challenges related to educational reorganization in a learner-centered perspective urge scholars to develop research and actions that can promote reflection and research to assess the transformative impact of educational innovation from curricular, disciplinary and interdisciplinary perspectives. The call offers some useful questions for submissions: how to implement active teaching by students (*submissions on experiences*)? *How to personalize teaching activities in instructional design at higher education level? How to realize synergies between teaching and research? How to promote integration between disciplinary knowledge and transversal skills? How to make use of information and communication technologies for the improvement and personalization of teaching?* What training and institutional support for university teachers? *It is not always possible to guarantee everyone publication in the issue related to the call in which they participated - even with positive refereeing. Contributions that do not accede to immediate publication, with the consent of the authors will become part of the Excellence and Innovation in Learning and Teaching (EILT) archive and will be published in subsequent issues. Those who wish to withdraw their contributions, please notify the Editorial Office in a timely manner.*

Deadline n°1 - 2024
15 April, 2024
The accepted papers will be published in June 2024

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