

# Pedagogical Competence Development in Higher Education: Volume 1 & 2

## Rationale

We understand that the presence of different pedagogical perspectives, learning and teaching techniques, administrative facilities, education policies and implementations, and reflections has a high impact on the quality of teaching in higher education. Teaching in higher education is a context-sensitive and culturally-based activity with an interest toward using a dialogic approach between teachers and students. However, many academics worldwide still use the teacher-centered approach for one factor or another. Regardless of the different factors, we understand that diligent academics always continue to develop their pedagogical competence through, for example, perusing relevant pedagogical literature, using their self-reflections and/or seeking critical feedback from their students and/or colleagues. Other academics continue to enhance their pedagogical competence through participating in pedagogical competence development training programs.

In many contexts, several institutions of higher education have established pedagogical competence development programs -using different names- to provide their academic employees with various pedagogical perspectives on the effective practices and assessments of teaching. The main purpose is to encourage a critical reflective thinking/approach toward teaching and mentorship/supervision while also encouraging and motivating the participants/colleagues to explore new opportunities and perspectives, leading to supporting (or updating) their teaching and mentorship practices, qualifying their students, and collaborating with their colleagues more positively and effectively.

The necessity for the book "Pedagogical Competence Development in Higher Education - Volume 1 and 2" is grounded in the evolving demands of the educational landscape. As higher education institutions strive for excellence, the role of pedagogy becomes increasingly crucial. This book serves as a vital resource, addressing the need for continuous professional development among educators to meet contemporary challenges and enhance teaching quality.

The book provides a comprehensive framework for understanding and improving pedagogical competence. It is essential for educators to stay updated with the latest teaching strategies and methodologies. The book explores innovative approaches and best practices, ensuring that educators are equipped with the tools needed to foster effective learning environments. This continuous advancement in pedagogical skills is crucial for maintaining high educational standards and adapting to the diverse needs of students. Further, regarding students as partners of developing knowledge is a process facilitating and enhancing the teaching activity.

We are also very interested in exploring how our international colleagues in different contexts continue to advance their pedagogical professionalism while also facing different challenges. For emphasis, how you (chapters' contributors) approach and practice teaching at higher

education, *using/giving practical examples*, is of high value and significance for our book. In other words, *we welcome critical chapters that provide personal experiences that underscore both challenges and critical measures for further pedagogical competence development in higher education.*

## References

In-text citations and references should follow the Publication Manual of the American Psychological Association (APA) Seventh Edition.

## Intended Audience

Teacher educators, instructors, lecturers, teaching members, university leaders, education policy-makers, and professional learning communities.

## Important dates

Title and abstract (120-150 words) and brief bio-data	1 <sup>st</sup> of July 2025
Full chapter (6000-8000 words) submission	1st of September 2025

The two-volume book will be published by Routledge, and we anticipate it to be out by the beginning of 2026 and be indexed in major academic databases. Each chapter will have a unique DOI, making the publication accessible and discoverable. No charges or processing fees are involved in this publication. Of course, all contributors will continuously be informed during the entire process (from start to congratulations).

## About the editors

Dr. *Abdulghani Muthanna* is an associate professor at the Centre for Pedagogical Development and Learning, Østfold University College, Norway. His research is published in many peer reviewed journals and books. He has recently co-edited a book about professional identity development, published by Routledge. His research interests include critical pedagogy, mentorship and teaching professionalism.

Dr. *Håkon Naasen Tanberg* holds PhD from the University of Bergen, Norway. He is currently the head of the Centre for Pedagogical Development and Learning, Østfold University College. His research interests include critical pedagogy and teaching professionalism. In addition to being a board member of the Norwegian Network for University and College Pedagogy, he is also a member of research groups in the centre. His research, including one monograph, is published in peer reviewed journals.

Dr. *Myint Swe Khine* holds master's degrees from the University of Southern California, Los Angeles, USA, and the University of Surrey, Guildford, UK, and a Doctor of Education from Curtin University, Australia. He has worked at the Learning Science and Technology Academic Group at Nanyang Technological University, Singapore. He published widely and edited several books on teacher education and educational research. He currently teaches at Curtin University, Australia.