

Call for chapters in

Fostering and developing trust in higher education: Diverse approaches and strategies

Abdulghani Muthanna, Fredrik Olsson, Håkon N. Tandberg & Myint S. Khine

About the book

Trust is an important value and building block in the development of human communities. It is therefore of high importance for institutions that provide education. Trust can enhance further collaboration among the institutions' stakeholders for human growth. However, the fostering of trust can be challenged by lack of institutional familiarity, interpersonal dynamics, and perceptions of expertise (Sutherland-Harris, Ali & Elkhoury, 2025), as well as hierarchy, vulnerability and reciprocity (e.g., McDonagh & Sanders, 2025). The complex interplay of such dynamics, along with the presence of unequal expertise, the use of power, or pre-conceived self-attitudes, might engender the possible occurrence of 'vulnerability' that might be a challenge to building and continuing trust.

This book aims to explore diverse approaches and strategies for fostering trust among colleagues, both locally and internationally, between academic developers/university pedagogues and participants, and within classroom settings between instructors and students, as well as among students themselves. Additionally, we seek to investigate factors that may lead to development and presence of distrust.

We welcome contributions on trust from different angles, but value those that demonstrate how trust is fostered in teaching and research activities through *practical* examples. Chapters highlighting personal experiences that address both the possibilities and challenges of building and nurturing trust in higher education are particularly welcome.

References

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

Intended Audience

Academics, instructors, lecturers, teaching members, university pedagogues, university leaders, higher education policy-makers, and professional learning communities.

Important dates

Title and abstract (120-150 words) and brief bio-data	1 December 2025
Full chapter (6000-8000 words) submission	25 July 2026

The book will be published by an international publisher (e.g., Springer Nature or Routledge). We anticipate its publication by the end 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 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, teaching professionalism and collaboration.

Dr. *Håkon N. Tandberg* holds PhD from the University of Bergen, Norway. He is currently the head of the Centre for Pedagogical Development and Learning, Østfold University College. He is currently a board member of the Norwegian Network for University and College Pedagogy. His research is published in peer reviewed journals. His research interests include teaching cultures and dialectical pedagogy.

Dr. *Fredrik Olsson* is an associate professor at the Centre for Pedagogical Development and Learning, Østfold University College, Norway. He has previously worked as an assistant professor and academic developer at the University of Gothenburg, Sweden. He currently leads a research group on critical perspectives on teacher education and education at Østfold University College. His research 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.