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A special edition on *Enriching Academic & Professional Practice Expertise through Research, Scholarship, and Creative Inquiry in the Undergraduate Curriculum*

The council on undergraduate research recently refined its definition of undergraduate research as “a mentored investigation or creative inquiry conducted by undergraduates that seeks to make a scholarly or artistic contribution to knowledge.” Integrating undergraduate research, scholarship, and creative inquiry (URSCI) into the curriculum, particularly courses which involve interdisciplinary and multidisciplinary modules/subjects, is critical to engage students with the objective of achieving the following learning outcomes described by Ewell (2001):

- **Knowledge** outcomes relate to disciplinary or professional content that students can recall, relate, and appropriately use.
- **Skills** outcomes refer to the learned capacity to do something - for example think critically, communicate effectively, productively collaborate, or perform specific technical procedures—as either an end in itself or as a pre-requisite for further development.
- **Attitudinal/Affective** outcomes involve changes in beliefs or the development of values - for example empathy, ethical behaviour, self-respect, or respect for others.
- **Learned abilities** involve the integration of knowledge, skills, and attitudes in complex ways that require multiple elements of learning. Examples include embracing leadership, teamwork, effective problem-solving, and reflective practice.

Attaining the above learning outcomes enables students to have more meaningful and deeper learning experiences, and to engage in real-world issues while developing various disciplinary and professional skills as part of a specific content area that addresses more general competencies. This is particularly important when employers are increasingly expecting graduates to have higher order literacies and communication skills in addition to their discipline-specific knowledge and skills. Academic and professional practice development is taking an ever-more dominant role in higher education and is evolving through URSCI. This special issue invites faculties to present nuanced ways of actively engaging students with URSCI in attaining the learning outcomes above.

Areas of interest for this special issue include, but are not limited to, the following topics that underpin URSCI and support Ewell’s salient learning outcomes:

1. Analysing inquiry-; problem-; project-; or practice-based teaching and learning practices as well as design thinking methods used to facilitate research-like learning experiences among students.

2. The trajectories of curriculum design and development in promoting URSCI, particularly interdisciplinary and multidisciplinary modules/subjects.
3. Reviewing institutional enablements and constraints of implementing research in the undergraduate curriculum.

Through the perspectives mentioned here, the special issue aims to deepen understanding of the complexities and dynamics of URSCI. It is envisaged that submissions will present original work, extend on the body of research by providing rigorous theoretical basis, and use robust research methods that is either qualitative, quantitative, or mixed. The contributions should fit at least one of the above perspectives, but research combining these are especially valued. This special issue provides implications for both higher education and the profession.

FORMAT

Submitted abstracts should be:

- At least 250 words but should not exceed 500 words, excluding the title and author details. MS-Word format using Cambria font size 11 single spacing is to be used.
- Sent to the guest editor who is leading this international collaboration, Dr Anisa Vahed at anisa4sure@gmail.com by the 20 December 2021.

Following review of abstracts, authors will be notified by the **24 January 2022** of whether a full paper will be invited for submission. Length and formatting of papers will follow the AJIMS guidelines (<https://journals.dut.ac.za/index.php/ajims/about/submissions>).

Full Paper submission (5000 – 7000 words):	31 May 2022
Notification after first round of reviews:	8 August 2022
Submission of revised versions:	3 October 2022
Notification of final decision	31 October 2022

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