

Social Solidarity Economy in Higher Education: An Opportunity for Innovation



CALL FOR THE BOOK:

SOCIAL SOLIDARITY ECONOMY IN HIGHER EDUCATION: AN OPPORTUNITY FOR INNOVATION

Guest Editors: Isabel Hernández Arteaga and Colombia Pérez Muñoz

The Universidad Cooperativa de Colombia Press invites researchers, scholars and professionals to participate in the open call for research chapters that address innovative experiences that link Higher Education to Social Solidarity Economy.

SCHEDULE

- ▶ **Deadline for abstract submission:**
June 30th, 2018
- ▶ **Deadline for chapter submission (full text):**
July 30th, 2018
- ▶ **Estimated publication date:**
February 2019

AUDIENCE

Mainly aimed at professors and researchers from different fields of knowledge that link social solidarity economy to higher education in formal, non-formal and informal curricular settings.

LANGUAGES

Papers are accepted in Spanish, English, French and Portuguese.

SUBMISSION AND QUESTIONS

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MORE INFORMATION:

<http://ediciones.ucc.edu.co/index.php/ucc/convESS>

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Why a book on Social Solidarity Economy in Higher Education as an opportunity for innovation?

The social crisis that Western civilization is going through has demanded the formulation of strategies by educational institutions, governments and civil society organizations—including, social solidarity economy organizations—to create conditions that foster an improvement in quality of life and sustainable development. In this context, some universities have included solidarity economy in their curriculum, which sometimes has given rise to ecosystems in which the missionary roles of research, education and extension are coordinated. This, in turn, has an impact on both the institutional culture and the organizations and territory where they are performed.

This inclusion helps to educate professionals and citizens who offer alternatives for social transformation in which solidarity is, at the same time, a social value, a moral sentiment and an ethical and political stance that contribute to good living, development and peace (Álvarez, C., 2011; Rúa, S. and Pérez, C., 2013).

Furthermore, Pastore, R. (2015) shows how, in recent years, there has been a greater production of knowledge and a greater potential for connection between various initiatives developed by higher education institutions (HEIs) in Latin America. This is reflected in the increase in or strengthening of organizations and in the presence of this issue in the public agenda of local and national governments and of multilateral organizations. Thus, Social Solidarity Economy has gained ground in the academic debates on economy, society and their relationship with territorial development.

However, , after compiling university experiences from several countries, authors such as Henry, Hytinkoski and Klén (2018) affirm that there is not a systematic approach that allows for the effective coordination of global organizations with reality. This motivates us to continue exploring and promoting the transfer of educational innovations from and to social solidarity economy.

In addition, movements have emerged—such as the Campaign for a Global Curriculum of Social and Solidarity Economy—that bring together researchers, professors and professionals around the world to assemble curriculums, proposals, didactics, knowledge and epistemologies in formal, non-formal and informal settings. In this way, they have managed to make educational experiences visible and promote networking (in person and virtually), which are present on all continents thanks to information and communication technologies ¹.

In short, the outlook on the perspectives and importance of Social Solidarity Economy education—particularly in the context of higher education—demands the dissemination of experiences that allow to make pedagogical models and didactic strategies visible to support the comprehensive training of the educational community, as well as experiences that contribute to the construction of transdisciplinary approaches as a source of new knowledge (Coraggio, 2016). This may also contribute to promote networking from academia and the social appropriation of knowledge by stakeholders in the territories.

Main topics

- ▶ Pedagogical models and approaches
- ▶ Curriculum development
- ▶ Innovative methodological teaching and learning strategies
- ▶ Experiences in virtual learning environments
- ▶ Experiences of social interaction and integration and networking
- ▶ University ecosystems of solidarity entrepreneurship and social innovation
- ▶ Experiences of collaboration between university and other educational levels

1 See experience at: <http://curriculumglobaleconomiasolidaria.com>

Submission method and guidelines

The process of selecting the chapters that will make up the book will be divided into two stages:

Abstract submission

The suggested structure for abstracts is as follows:

1. Title of the chapter
2. Data and academic profile of the author(s)
3. Purpose of the chapter
4. Importance of the chapter
5. Methodology of the chapter
6. Theoretical approach or perspective supporting the chapter
7. Structure of the chapter
8. Findings, contribution, conclusions and limitations of the chapter
9. List of main bibliographical references

If the author so wishes, he may send, along with his abstract, a complete copy of his updated CV.

Extension of abstracts: one thousand (1,000) words as a maximum, excluding references.

Submission of full chapters. Based on the selection of abstracts, editors will contact each author to request the writing and delivery of the chapter within the timeframe specified in the call.

The chapters should follow the guidelines proposed for articles in *Revista Cooperativismo y Desarrollo*. Go to: <http://revistas.ucc.edu.co/index.php/co/about/submissions#authorGuidelines>

Evaluation process

Abstracts will be evaluated by a publishing committee and authors will be informed whether their work has been selected or rejected. Subsequently, each chapter received will also be submitted to evaluation through a “double blind” peer review system. After passing this second evaluation, authors will be responsible for making the modifications or corrections that arise from this process to achieve publication.

Publication and dissemination

The books of Universidad Cooperativa de Colombia Press are published in open access, in digital version, through an Open Monograph Press (OMP) platform. Therefore, they can be distributed globally in a multi-channel manner due to a dissemination strategy planned with the authors' participation.

The books will also be offered in printed form and their circulation and marketing will be on demand, through the channels provided by the University Press.

Being a university press for academic purposes, the publishing process is completely free of charge for authors at all its stages.

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