

**Call for Papers**

Maastricht Observatory for Responsible, Resilient and Sustainable Societies, Economies and Enterprises

3rd Annual Conference 2023

**Track: Resilience in Higher Educational Systems**

Maastricht, the Netherlands, 23-25 October 2023

**Track Chairs:**

Mindel van de Laar, Julieta Marotta.

**Description of the track**

With the fast changing educational environment, accelerated by the COVID pandemic, it is essential to understand in what ways resilience of individuals (students, teachers, support staff), programmes and institutions within the higher educational sector change and adapt to shocks. Policy and academia acknowledge that shocks can impact students’ and teachers’ lives, destroy institutional infrastructure and create, or exacerbate, vulnerable groups and digital divide – all of which have negative consequences to achieve SDG4 focusing on inclusive, equitable and high quality education provision. Recently the focus on student mental health issues, and the role of resilience in dealing with issues at stake is frequently covered in the literature (Brewer et al, 2019; Templeton and Pritchard, 2020, Beltman and Mansfield, 2018, Reyes et al. 2022). Equally, what influences teacher resilience and explorations of the linkages between teacher resilience with student wellbeing in various settings become more prominent (Woznitza et al, 2018). What is often less considered is the interaction of the various stakeholders at different levels of the system, the role that technology plays in enabling (e)-resilient educational systems and the influential contextual factors that enable or hold systems to function, adapt, and even thrive despite external shocks. In this track, we will focuson understanding resilience of educational systems as a whole in a diversity of context and add to our understanding of educational linkages between actor groups and institutional settings.

**Key topics and research questions of the track**

What drives resilience of students, teachers and institutions in higher educational settings?

How do the various stakeholder groups interact to enhance educational system resilience?

What is the role of technology in enhancing educational system resilience?

In what ways do institutions and communities in higher education innovate when facing external shocks? What are the linkages between resilience and innovation?

**References:**

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[Murray Lane](https://www.tandfonline.com/author/Lane%2C%2BMurray), [Alan Reubenson](https://www.tandfonline.com/author/Reubenson%2C%2BAlan) & [Alice Carter](https://www.tandfonline.com/author/Carter%2C%2BAlice), (2019), Resilience in higher education students: a scoping review, Higher Education Research & Development, vol 37, 2019, Issue 6.

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Peixoto, F., Silva, J. C., Pipa, J., Wosnitza, M., & Mansfield, C. (2019). The Multidimensional Teachers’ Resilience Scale: Validation for Portuguese Teachers. *Journal of Psychoeducational Assessment*. <https://doi.org/10.1177/0734282919836853>

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**Elizer Jay de los Reyes, Joanne Blannin, Caroline Cohrssen & Marian Mahat (2022) Resilience of higher education academics in the time of 21st century pandemics: a narrative review, Journal of Higher Education Policy and Management, 44:1, 39-56, DOI:**[**10.1080/1360080X.2021.1989736**](https://doi.org/10.1080/1360080X.2021.1989736)

**The deadline for submissions is 1 June, 2023.**

All submissions must use the **submission template** and **use the submission procedure** on the webpage otherwise they will not be considered for review.

**Submit your paper here**.

**The registration for the MORSE 2023 will be open until 31st August, 2023.**

**Register here.**