



SPECIAL FEATURE CALL FOR PAPERS

Learning spaces in transition: Reimagining sustainable university environments

For publication from January 2027.

Edited by: Dr Luke McCrone (Imperial College London) and Dr Zachery Spire (University of Reading)

Deadline for expressions of interest: Friday 3rd July 2026

Deadline for submission: Friday 30th October 2026.

About the Special Feature

Universities are facing a largely novel set of difficulties, as they contend with financial sustainability, declining in-person student attendance, shifting student expectations and the need for physical campuses to be more responsive, inclusive and future-facing. The design, use and governance of university learning environments are central to navigating these transitions.

This special feature builds on the inaugural Imperial Learning Space Symposium (ILSS), hosted by Imperial College London in September 2025, and will be published in the London Review of Education (LRE), a fully open-access journal with no article processing charges, published under CC BY 4.0.

Our aim is to bring together diverse voices from academia, estates, design, pedagogy and policy to examine how university spaces can better support ecological, social and pedagogical sustainability. We actively welcome contributions from researchers and practitioners based in, or working on contexts within, the Global South, with the aim of challenging and extending dominant Global North perspectives on campus and learning space design.

Themes and Questions

Submissions are invited that critically address one or more of the following:

- Design, use and evaluation of campus learning environments in response to evolving patterns of learning and teaching
- The meanings of *sustainability* (ecological, pedagogical, financial and social) in the context of university space
- Moving beyond traditional efficiency-driven metrics to explore how both formal and informal learning spaces can be reimagined to support self-directed, hybrid and informal learning
- The interdependence of space with curriculum, assessment, timetabling, digital infrastructure, equity and student experience

We are especially interested in perspectives from colleagues whose work intersects with and/or focusses on the *Global South* in regard to: design, use, evaluation, assessment, curriculum, sustainability, metrics and non-metricised assessment of university space and place-making (broadly conceived).

We welcome all article types, including shorter-format contributions of 3,000–5,000 words from ILSS symposium speakers, participants and the wider learning-space community, including researchers, practitioners, students and policymakers

For Journal-specific guidelines, please visit:
<https://journals.uclpress.co.uk/lre/site/submit/>

The **deadline for expressions of interest is Friday 3rd July 2026** in the form of an abstract of up to 250 words, [submitted here](#).

The **deadline for submission of articles is Friday 30th October 2026**, through the journal's [submission site](#).

For questions, please contact the guest editors Luke McCrone luke.mccrone@imperial.ac.uk and Zachery Spire z.spire@reading.ac.uk

Interested in Peer Reviewing?

We are building a panel of expert peer reviewers for this special feature. If you have relevant expertise in learning environments, campus design, higher education research or related fields and would be willing to review one or two papers, please contact: luke.mccrone@imperial.ac.uk