



JOURNAL OF Perspectives in Applied Academic Practice

Editorial

Welcome to the latest issue of JPAAP, which is also the first issue of Volume 5 and of 2017.

This issue is one with a difference, in that it opens with a guest editorial. Guest editorials are normally reserved for special issues, however on this occasion we have invited a guest editorial from David Mathew from the Centre for Learning Excellence, University of Bedfordshire. David is also the Editor of the *Journal of Pedagogic Development* (JPD), which shares a similar purpose and ethos as JPAAP. David's guest editorial, in which he discusses his work with JPD and the inclusive approach the journal takes to supporting the writing and sharing of pedagogic practice and research, is part one of an 'editorial swap' between the two journals. Part two, offering a perspective on JPAAP, will feature in an issue of JPD later this year. We hope this initiative may preface further collaboration with JPD, and at least raise an awareness of the two journals across our respective readerships.

So, while there is no formal editorial from the JPAAP editorial team in the current issue, let us pause to acknowledge another rich range of contributions on a wide range of topics from the contributors to our new issue.

One key theme across the range of submissions featured, and a recurring theme across previous issues of JPAAP, is technology-enhanced learning and teaching. On this occasion we have Claire Bissell addressing the use of screencasting for technology-enhanced feedback in the performing arts, and Peter Shukie reporting on the changes in pedagogic practice that were supported through BA Education students being allowed the freedom to create their own learning objects. The experience of the more seasoned educator in making the transition from classroom to online teaching is explored in the ethnographic study by Brendan Bentley and Benjamin Kehrwald, while the development of digital information literacy for students is the topic of the 'on the horizon' paper by Bettina Schwenger. In addition, we are pleased to feature a paper by a seminal figure in higher education within which Professor John Cowan reflects on how to support students in developing higher-level abilities through the linking of reflective activities supported through e-portfolios.

Academic development is also a strong theme within this new issue, with Jennifer Leigh's paper describing a phenomenological study exploring the expectations of, and tensions within, programmes for academic and professional development. We also have Susan Carter and colleagues exploring academic development and support issues within the context of doctoral supervision.

In our remaining papers, critical issues in student support, and equity and equality in the student experience, are to the fore. Grace Farhat and colleagues report on an 'Academies project' initiative in South East Scotland in which pupils in their final two years of high school attend college and university classes in order to support their successful transition into tertiary education and, beyond that, into employment. We are also pleased to feature Susan Smith from Leeds Beckett University. Sue addresses the potential factors contributing to an attainment gap for Black and Ethnic Minority (BME) students, in which focus group research involving students and staff identified priorities for action in areas including classroom experience and curriculum content.

Our short overview of the papers for our new issue can be no substitute for reading them of course, which we hope you do and enjoy. Journals like JPAAP, and JPD, rely on colleagues making a decision to submit their work for consideration. We thank those who contributed to this issue for doing so.

The Editors

January 2017