



JPAAP, Editorial

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Welcome to this issue of JPAAP, in what is our 10th anniversary year; more on this later. This really is a 'bumper' summer issue, including fifteen articles from authors based in the UK, USA and Estonia, focusing on examples from practice and providing excellent food for thought and approaches for stimulus or action.

We open with four 'on the horizon' articles. McIntyre and colleagues outline their approach to supporting students in navigating the digital landscape of university study through the implementation of the 'Digital Skills Awareness' Course (DSAC), developed as an online resource for incorporation into virtual learning environments. Following positive student perceptions of the DSAC at the University of Glasgow, McIntyre and colleagues identify the follow-on work to be done relating to staff perceptions of the tool, and engagement with the colleagues who have downloaded the course for potential use with their own students. The challenges of professional inquiry into teaching and learning practice, and its associated dissemination, are picked up in the next article by Rodolico and colleagues who used the University of Glasgow's MEd (Professional Practice) to investigate the challenges for the students - all in-service teachers - in disseminating their action research. Their article aims to raise the profile of this issue and to generate possible solutions through the Action Research Student/Teacher National Teaching Repository (NTR) webspace, which provides a space and a voice for such dissemination. Inclusive curriculum development is the focus of the next 'on the horizon' article by Dalrymple and colleagues which introduces us to the IDEAS model, a framework for practice co-created by colleagues from both educational development, and access and participation, to support work in 'Inclusive learning and teaching, Digital inclusion, Employability learning, Assessment for learning, and Sustainability mindset': IDEAS. Structured as a 'quest narrative' the paper outlines the origins and evolution of the IDEAS model, situated within wider sectoral initiatives in this area of practice. In our final 'on the horizon' paper Bryan and Dobbins explore the rich learning and ongoing impact derived from the application of the 'Human Library' concept to an academic professional development initiative. The resulting benefits of space, opportunities for knowledge exchange, and reflective learning, make for a highly thought-provoking article.

Our next three pieces of original research all focus on assessment, but in three distinct ways. We open with Lock and colleagues' paper which focuses on students' unknowability of the challenge faced in undertaking an assessed piece of work, and the ways in which 'post-hoc' adaptation of marking schemes can occur, often to compensate for inaccurate assumptions within the assessments themselves. The paper aims to 'open conversations around the use of these strategies' through an exploration of this practice and to propose a set of guidelines to support the development of marking schemes that allow for both adaptability *and* consistency. Our second piece of original research focuses on the learning derived from a pilot study undertaken by Batishcheva and colleagues to use an iterative feedback process, or 'feedback

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spiral' approach, to improve students' engagement and motivation; and ultimately their learning. The paper reports on the detailed discussion and dialogue around the assessment task and the resulting positive impact, and additionally, the indication of particular impact for students with reasonable adjustments linked to mental health issues. The emotional impact for students on receiving feedback on their assessments is explored in the final original research paper by Andrew Holmes. The importance of this issue is underlined by the reported serious impact on the student experience, and Holmes proposes potential solutions to help mitigate these negative emotional reactions.

We then move on to a set of four reflective analysis papers which focus on the experience of teaching staff through: academic professional development, action learning, neurodivergence, and collaborative reflection. Karu and Aava reflect on the experience of developing and introducing a model for the professional development of academic staff and analyse its strengths and continuing areas for development. The authors expand on the principles of an embedded model for practice which was created through an appreciative development research approach. Waddington and Jones' paper explores the experience of 'third space' practitioners as co-facilitators of an online action learning initiative in support of gender equality and women's career development. The authors analyse the outcomes and offer new perspectives, advocating for a collective process of inquiry into the institutional challenges that create barriers for women's career progression. Spaeth and Pearson's paper focuses on the awareness of greater numbers of neurodivergent students in higher education. The authors use their own reflections as neurodivergent academics to help question normative assumptions, stressing the importance of an inclusive educational experience. Utilising principles embedded within a Universal Design for Learning approach, they provide practical strategies to move forward in this area of practice. In our final reflective analysis paper, Cadet and Griffiths used the delivery of employability-focused modules to reflect on their collaborative reflection. This reflexive process generated three key themes which are analysed within the contextual literature, resulting in a set of recommendations for embedding employability activity.

Our three case studies and final opinion piece all have a strong focus on skills and developing confidence for staff and students. Little and colleagues open with an examination of staff awareness and confidence around the implementation of reasonable adjustments; this is followed by Labrosse and Bowne's paper on the 'Kelvin News', which encourages taught postgraduate students 'in communicating their passion' for their subject, outlining the challenge and benefits of this approach; while Machin and colleagues' case study focuses on the delivery and evaluation of a teaching and learning internship scheme and the development of the TRENT (Training, Reflection, Education, Nurturing and Teaching) model, which pulls together key aspects of the internship, acknowledged by interns and mentors as contributors to its success. This issue concludes with Tolhurst and colleagues' opinion piece on the value of research-focused experiential learning (RFEL) and makes the case for its additional, untapped potential for real-world impact, outlining how barriers to visibility and implementation might be overcome.

This is the 10th anniversary year of JPAAP and we are celebrating with an anniversary issue on the topic of 'Academic practice at the edge: risks and rewards of innovation in learning, teaching, and the student experience'. The call for papers will come out shortly, so do look out for it, and we very much look forward to reading about your experiences. We hope you enjoy reading this issue, and we would like to thank our authors and reviewers for all of their contributions. Have a great summer!

Lorraine Anderson on behalf of the JPAAP Editorial Board