



JPAAP, Editorial

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Welcome to the first issue of JPAAP for 2024, which brings you a wealth of ideas for practice and further reflection, from authors based in the UK and further afield. This issue has a strong focus on both original research and on reflective analysis - plus an 'on the horizon' piece to whet your appetite for future writing in this area. A number of themes, including professional values and student skills; student wellbeing, resilience and self-evaluation going forward post-COVID; concerns over performativity, neoliberalism, and the need for humanisation of practice come through strongly across this range of articles.

We open with a consideration of professional values within the undergraduate curriculum from Cantali, Colville and Purcell, who looked at qualifying courses in Community Education, Social Work, and Teacher Education at the University of Dundee. Their specific focus was the extent to which students and lecturers have a shared understanding of these professional values, and what that looks like in both class-based teaching and the placement environment. Their findings concluded that whilst professional values were visible within the classroom, scope was identified for greater alignment between university values, professional learning and praxis. The authors situate their findings within a neoliberal context influenced by the impact of institutional values on professionalism, integrity and autonomy, and the development of a culture of performativity in higher education. Our second piece of original research, a project undertaken by Karadzhov, Sharp, Hatton, Stubbs and Langan Martin from the University of Glasgow, addresses the provision of guidance on embedding - as opposed to 'adding-on' - discipline-specific employability skills in the curricula, of particular importance to disciplines with 'highly diverse and rapidly evolving career landscapes'. The postgraduate taught curriculum development project identified these skills and competencies, and integrated them into the core online curriculum, resulting in 'rich learning' and 'a series of actionable prompts and recommendations for identifying and implementing meaningful and scalable employability practices'. Adano and Bunn's study is the first of two articles in this issue which look at areas of practice which have had further light shone on them following the COVID19 pandemic. The authors undertook an analysis of student data from an English higher education context, using metaphor to provide insight into the experience of distance learning (DL) students' conceptions of themselves within the 'lifeworld' of the online student, identified here as 'a journey of self-doubt and discovery interrupted by both traumatic and transformative moments' and make recommendations for enhancement of the online DL experience. Meanwhile, at Gannon University in the USA, Carsone, Bell and Smith undertook a study involving pre- and post- resilience scale assessments as part of a virtual resilience programme whose ultimate aim is to teach students to apply resilience strategies. Students ranked the strategies in terms of being most and least helpful in the two assessments and the data analysis revealed a statistical significance between the scores, suggesting that the educational programme improved resilience, and highlighting the benefits of this approach going forward.

Our next section includes five reflective analysis papers, beginning with a paper from Ross, Bohlmann, and Marren from the University of Glasgow, which focuses on reflective writing, in this case as a summative assessment tool. Their systematic review 'found reflective writing to be used mainly as part of larger assessment tools in professional degree programmes to foster employability and encourage students to reflect on professional practice' - taking us back to the topics of the first two papers in this issue. Their review noted that a supportive approach to the development of reflective writing led to a positive experience for students, but also drew attention to issues resulting from a lack of assessment literacy, amongst both students and staff. The issue of performativity - again echoing a point made in Cantali et al.'s paper, albeit in a different context - as opposed to genuine reflection was also a concern as a result of the hierarchical teacher-student relationship, which Ross et al. argue can 'question the validity of reflective writing as summative assessment'. We then move to Manchester Metropolitan University and Kate Dunstone's literature review, focusing on the relationships between the communities of practice (CoP) literature and the disciplinary context of art and design teaching in higher education, through the lens of signature pedagogies. Considering the 'diverse, post-lockdown art and design teaching landscape of 2024', Dunstone explores the ways in which the CoP framework maps to established practices of learning and teaching in art and design and what the limitations might be, drawing insights and implications for practice. Reflective advocacy is the focus of our next paper, where Goldspink, van Veggel, and Engward from Anglia Ruskin University, consider the question of who interviews the researcher about their research: the presuppositional interviewer. They propose this role as being that of a reflexive advocate, and offer practical guidance as to 'how to interview with presuppositional purpose'. We next head back across to the USA with Cargile and Gollobin from Vanderbilt University, and their proposal for a 4-step framework to support practitioners in maximising emergency remote teaching (ERT) practices for post-ERT instruction. Using the vehicle of an English for legal purposes course in a post-ERT context, the authors' use of the framework 'offers a practical and sustainable process for reimagining in-person instruction after ERT'. Our final paper in this section, from Koseoglu, Voskou and Sims at the University of Greenwich, is a reflective analysis of an institution-wide special interest group on pedagogic research. The authors 'advocate for the humanisation of pedagogic practice' through a 'recognition of staff agency, endorsed by a compassionate community of practice' in the current neoliberal climate of higher education, suggesting a more holistic and developmental approach to academic development. Our final paper is an 'on the horizon' piece from Siriol Lewis at the University of Glasgow, where the author reflects on the experience of having to test the language proficiency of many potential students who were unable to access the International English Language Testing System (IELTS), either due to displacement or other adverse circumstances, over the summer of 2022. An approach used successfully in the past with displaced students, became apparent as unsuitable for refugees and asylum seekers, and led to the author's reflections on their role in this process and consideration of future test design.

We hope you enjoy the rich array of articles in this issue and reflect, as we have, on the threads that run across each article and shine a light on the higher education experience in 2024. Meanwhile, our next special issue, focusing on the tertiary education experience, is due out later this year. The call for proposals will also come out shortly for a further special issue on Creativity in HE, due out in early 2025, so do look out for this and think about submitting a proposal. We would like to thank our authors for their contributions - and our reviewers and readers for their continued support.

Lorraine Anderson on behalf of the JPAAP Editorial Board