



Editorial

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A very warm welcome to the latest issue of JPAAP. A number of themes come through very strongly in this issue, including creativity in learning, the use of frameworks and interview techniques, and pedagogical approaches to support impact at all levels. Overall, the development of "a deeper understanding of the self and others for the benefit of the learning and teaching environment" (Tomlinson & Killingback) comes through strongly in all of the papers, whether through individual or group experience, evaluation of learning experiences and approaches, or the implementation of frameworks and online support. Having hopefully whetted your appetite to learn more, we'll look a little deeper into this issue's papers.

Creativity and innovation are powerful themes and we are delighted to be able to include a follow-up paper to the creativity special issue published earlier this year, from Julie Roberts, Peter Duncan and Melissa Mesek, from Glasgow Caledonian University. Their case study on "impactful creative pedagogy" employs a duality of creativity; in both the teaching approach and the development of their students as creative learners. The authors reflect on the ways in which a creative pedagogy - in this case an assessment based on 'interviewing an innovator' - can be used to engage students creatively and support them in developing creativity skills, whilst learning about creativity in action.

Nina Ivashinenko, from the University of Glasgow, has an approach to innovative and creative pedagogy that is expressed through art-based learning. In her reflective analysis she discusses its "transformative potential" as used in teaching migration studies. Ivashinenko argues that the "immersive and interactive learning experiences" central to this teaching approach "are key in helping students to develop transferable skills that extend beyond academic settings into personal and professional realms".

The central importance of "considering learner opinion as a valid source of knowledge generation" is developed and advocated by Alexandra Sewell, from the University of Worcester, in her reflective analysis on the implementation of the formative feedback practice framework. Engaging with student perceptions of formative feedback and their experience of its use and application, as much as the intentions of their teachers, underlines the importance of the learners' direct experience of pedagogy.

The learner experience of Rahmouna Zidane's students, at Tlemcen University, centres on research methods pedagogy. In her reflective analysis, Zidane considers approaches to research skills development, while stressing the importance of student involvement in developing their "investigative abilities via practical instruction". To this end, Zidane also includes a set of author-designed, practice-based tasks as an example of a "hands-on" approach to a research methods course of study.

The papers in this issue so far have employed creative, innovative and interactive approaches to support learning, and key to these approaches has been active involvement and listening to the experiences of others. Our next two papers also focus on the importance of experience, using ethnography as a methodological approach. Amy Tomlinson, and her co-author Clare Killingback, both from the University of Hull, employed autoethnography to explore the experience of Tomlinson, as an educator of first year

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students, to better understand the transitional first year of university study: “a key ... [time] of change for students”. A period of reflexive journaling by Tomlinson resulted in the emergence of three themes: “managing variation, everchanging hats, and worthwhile efforts” and the authors’ analysis of these, and the value of the autoethnographic approach itself, leads them to encourage us “to reflect, and develop a deeper understanding of the self and others for the benefit of the learning and teaching environment”.

Also focusing on educators in order for us to better understand the holistic learning environment, Louise Warwick-Booth, Susan Smith, and Alan Smith employed duoethnography to explore the paired conversations of Visiting Professors at Leeds Beckett University. Bringing this under-researched perspective to the fore, the dialogues focused on the themes of “student agency, belonging and challenge” which the authors discuss in their paper in light of informing academic practice around the development of course design.

We return to the student experience again with Cynthia Tuuli's research at the University of Derby, into the experience of BME students on a Social Work programme. Tuuli's work explores the strategies that can be put in place to support an effective transition; and indeed the transition of any group of students. Student transition, this time from undergraduate to postgraduate study, is also the focus of Nicola Jones, from the University of Glasgow and Heather Earnshaw, from Edinburgh Napier University. Jones and Earnshaw's study also involved a secondary element of “an interconnected disciplinary change” and their paper explores the complexities of this transition through the lived experience of their students. Our third paper focusing on a transition point is explored by Kirsty McIntyre, from the University of British Columbia and the University of Glasgow, Vicki Dale from the University of Glasgow, and Nancy Weitz and Sarah Sherman, both from the Bloomsbury Learning Exchange, in their research on the uptake of an open educational resource (OER) - the Digital Skills Awareness Course (DSAC) - and how it has been used to support skills development and transition into higher education. The nature of the OER, and its value as an iterative and community-based tool to support learning, is explored and discussed in light of the study participants who have implemented the DSAC in their institutions.

Our final paper of this issue, an opinion piece from Madeleine Pownall, University of Leeds, Raechel N. Soicher from Massachusetts Institute of Technology, and Emily Nordmann from the University of Glasgow, continues the discussion on the utility of the open nature of resources; focusing on open research tools. The authors argue for the use of preprints, registered reports, and the sharing of open educational resources as an “ally” for teaching and scholarship-track academics in the development of their pedagogical scholarship.

Having whetted your appetite to read this issue we hope that by the final paper you will have found much food for thought. Throughout the year JPAAP welcomes submissions in a variety of formats, both long and short papers and book reviews, and we also currently have a call for proposals for a guest-edited special issue on Enabling First Year Student Success in a Tertiary World which welcomes vignettes from practice; so do think about submitting a proposal by 20th July <https://jpaap.ac.uk/JPAAP/announcement/view/61>

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 and the JPAAP Editorial Team