



## Editorial

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Welcome to our autumn issue of 2025. All of our papers in this issue place students, individual agency, and learner wellbeing at the centre of their discussions. They demonstrate how a variety of media, including MOOCs, newsletters, frameworks and poetry, alongside an embedded approach to delivery and a scholarly approach to practice, can lend themselves to supporting student engagement and thriving. These topics are explored in this issue through original research papers, case studies, a reflective analysis, and two 'on the horizon' articles.

We open with a piece of original research by Heather Earnshaw from Edinburgh Napier University, which explores the lived experience of pre-service teachers undertaking an intensive qualification over a year of postgraduate study, part of which involves the reconciliation of "shifting understandings of what it means to become and be a teacher". Through the medium of poetry, the students explored the challenges, understanding, and both the purpose and "emotional work" involved in that process. Earnshaw's thematic analysis of the data identifies a number of areas for reflection for teacher educators.

In our second piece of original research, Derek Raine and Sarah Gretton, from the University of Leicester, look at "pedagogies for employability", in the field of the pure sciences. This longitudinal study considers student perceptions of graduate skills or capital, delivered via problem-based learning to seven undergraduate cohorts over a five year period. The importance of "conceptualising and embedding employability ... as a developmental activity" is discussed in light of the students' increasing beliefs in their acquisition and valuing of skills over this period of time. Employability is a continuing theme in our third original research paper, where the balance of theoretical knowledge and the cultivation of workplace competencies is explored at Technological University Dublin (TU Dublin). Kampinga, Darby and Ryan from TU Dublin, introduce the Pedagogy Assisting Graduate Employability (PAGE) framework - offering "a new approach to embedding graduate employability" - and discuss the process of development, implementation and evaluation of the framework as they "sought to understand how pedagogical practice shapes and informs employability".

Collaboration of services towards more effective student support at the International Education Institute at the University of St Andrews, forms the focus of a reflective analysis paper from Paula Villegas and Eilidh Harris. Drawing from a practitioner-based enquiry the authors "sought to challenge entrenched othering structures" that emphasised and reinforced a "problematic dichotomy between native and non-native English speakers" and to focus on "dismantling institutional barriers". Villegas and Harris use their reflective

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analysis to critique the collaboration and evaluate its impact, discussing successes and challenges, as academic and language development provision moves towards enhanced learner agency. Critical junctures are the focus of our three case studies. The benefits and challenges of employing three different teaching strategies to improve student engagement with assessment feedback, are discussed in our first case study from Christopher Little and Carmel Thomason at Manchester Metropolitan University. Videos covering performance summaries and feedforward, assignment front sheets, and audio feedback were employed across four modules in two academic years, with the aim of enhancing inclusion, active learning and student engagement. Lessons learned and recommendations for sharing practice are discussed by the authors. A pro-active and inclusive approach to student engagement is continued in our second case study from Lovleen Kushwah, where the focus is wellbeing. Kushwah discusses how wellbeing support can be made "accessible, inclusive and de-stigmatised" through its embedding as a core pedagogic strategy. Using the example of an interactive, targeted newsletter (t-NL) at the University of Glasgow, Kushwah discusses the positive student response and the contribution of the t-NL towards student flourishing. We remain with Glasgow for our third case study, where a large-scale approach to public awareness around suicide risk reduction through the implementation of a MOOC, is discussed by Sharp, McClelland and Langan Martin. This case study follows the transition of the resource from a discussion-facilitated, to an open access, non-interactive format, and provides a discussion around the achievement of "safe, asynchronous learning" through the optimising of content.

This issue closes with two 'on the horizon' articles, the first from Kelly-Marie Winfield at Loughborough University. Informed by practitioner experience and undergraduate student views, Winfield reflects on the ways in which "mindfulness functions as a coping strategy for students navigating the emotional and cognitive challenges of higher education". Exploring the individualisation of wellbeing, and the negotiation of authenticity in practice within this context, Winfield considers how practitioner-led inquiry can "inform more responsive and sustainable wellbeing interventions" across the tertiary setting of further and higher education. The focus of the second is the Scholarship of Teaching & Learning (SoTL), where Angela Jaap and Julie McAdam explore the concept of scholarship through a discussion of acknowledged concepts of SoTL, its positioning within a specific school at the University of Glasgow, and the role of institutional culture in supporting it. Jaap and McAdam's paper "lays the conceptual groundwork" for a future empirical case study looking at the ways in which the School of Education "seeks to demystify SoTL and build a sustainable culture of scholarly support".

Scholarship and the current position of the education/teaching-research nexus is a topic that we will return to next year. We also have two forthcoming special issues to look forward to, in addition to our ongoing regular issues. In December, our guest editor Robert Crammond, from the University of the West of Scotland, introduces his special issue on the Enterprising University and in May 2026, the conference organising committee of the European First Year Experience Conference are guest editors for their special issue on Enabling First Year Student Success in a Tertiary World. We hope you enjoy this issue and that it whets your appetite for more.

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