

Editorial

This Special Issue of Worcester Journal of Learning and Teaching includes a selection of extended abstracts from the University of Worcester's 8th Learning and Teaching Conference that was held on June 18th, 2009. The title for this year's conference was 'Supporting Student Learning' and the conference attracted eighty three delegates who enjoyed twenty four workshops/sessions. There were two keynote speakers, Professor Lewis Elton and Professor James Wisdom, whose presentations were challenging, stimulating and provided much food for thought.

Professor Elton is one of the UK's most influential speakers on learning and teaching and has been described as one of the "great British educators and commentators of our time". He has influenced many higher education teachers, educational developers, research students, managers and people involved in the creation of policy and enthused many with his passion for good higher education teaching. Professor Elton, whose son is comedian and author Ben Elton, is honorary professor of higher education at University College London and in 2005 he received the Times Higher Lifetime Achievement Award. Professor Elton's keynote explored creativity in assessment and he questioned whether the overuse of learning objectives is stifling our ability to assess creativity.

Professor Wisdom is vice-chairman of the Staff and Educational Development Association and editor of the SEDA Series. He is a higher education consultant, specialising in educational development and evaluation. Professor Wisdom's keynote challenged universities to identify where creativity stems from in their institutions and reminded us that the HE sector has responsibility to ensure that QAA, and similar organisations, support creativity.

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