

## Editorial

This is the third issue of the Worcester Journal of Learning and Teaching and I am delighted to note the publication of twelve contributions from colleagues at the University. These contributions include nine project reports and these, I suggest, are an indicator of the reflective approach to teaching that many of our colleagues adopt.

Charlotte Taylor et al. report on and analyse in some depth a development of the induction programme for students in the Psychological Sciences Unit.

There are two reports from the Centre for Early Childhood. Karen Hanson reviews an interesting project to gain understanding of first year undergraduate Early Childhood students' perceptions of reflection and reflective practice. The contribution of Anna Popova et al. introduces a research project that focuses on "An Integrated Early Year Professional Status Pathway", which is being carried out at the Centre for Early Childhood.

Phil Collin's contribution reports on the STEM Project that aims to create opportunities to inspire young people in Science, Technology, Engineering and Mathematics – this project is funded by the Department for Business, Innovation, and Skills and the Department for Children, Schools, and Families. The report of Alan Brown updates us on the quinquennial review of the Christianity syllabus that is currently taking place in Worcestershire.

Colleagues from the Business School have submitted two reports on institute-funded projects. Ann Bicknell's report documents a review of the Independent Study that was carried out in the Business School, whereas the contribution written by Stephen Hicks and Sue Barnes reports on the extent to which the use of Accounting Software and Excel is incorporated in HE Accountancy Courses.

Interestingly, the report by Paul Snookes and Judy Barker and the personal perspective written by Jenny Lewin-Jones both examine the same pilot e-learning Language course, but from different perspectives. Jenny was a student on this course, whereas Paul and Judy were involved as facilitators. On the same language theme, the report of Isabelle Schäfer looks back on a project to introduce Secondary Professional and PGCE student teachers in modern languages to content and language integrated Learning.

This issue includes two academic articles. The article by Dorothy Yen and Joanne Kuzma reflects on the experience in the Business School of using the International English Language Testing System (IELTS) to assess whether candidates are ready to study or train in the medium of the English language. The second article is written by Joanne Kuzma and reviews the implementation of an online team learning approach, designed to create a positive learning environment at St. Petersburg College (USA).

I would also like to take this opportunity to thank Esther 'Flo' Floisand from the Academic Development and Practice Unit for her support. Flo maintains the web pages in which this Journal is published and her contribution is a critical to its publication.

John Colvin  
(j.colvin@worc.ac.uk)