

Editorial

This is the sixth issue of the Worcester Journal of Learning and Teaching and it contains ten contributions from colleagues at the University. These contributions include two academic papers, seven project reports and one personal perspective

The academic paper, by Anthony Barnett, reviews the potential value of the blended learning approach utilised in a particular level 6 module. The paper includes a focus on the nature of blended learning approaches, an emphasis on the analysis of asynchronous discussion board posts and illustrative examples of reference to the on-line discussion within student assignments. The second article was submitted collaboratively by Shaun Hughes and eight of his colleagues. This article focuses on the learning journeys of a group of lecturers who chose to undertake Masters level study in Mentoring and Coaching at the University of Worcester. It includes extracts from their assignments and their reflections on their own professional development and learning as a result of the course.

The report by Isabelle Schaffer considers some of the obstacles that trainee teachers with EAL (English as an additional language) may need to overcome to “belong” to a student community in a Higher Education setting. Pete Thornton’s contribution describes and evaluates the trial of an electronic voting system by a small number of lecturers at Worcester. The report written by Rose Watson and Jill Terry reviews a project that was funded by the Lifelong Learning Partnership. The aim of the project was to research and develop a model for embedding employability and progression and to test the model across at least two subject areas over the first year with the intention to roll out to all subject areas within the Institute in the following year. Alison Reeves discusses an interesting project that created a twenty minute Theatre in Education programme for year 9 – 11 school pupils, aimed at encouraging them to apply to University. The programme is the culmination of a joint project between Widening Participation at the University who initiated and funded the work and the Drama and Performance Studies Department who developed the creative ideas. The final three reports were submitted by ex-colleagues of mine from Worcester Business School and describe projects that explored on-line assessment and on-line submission of assessments. The personal perspective submitted by Phil Collins reflects on the evolution of Physics pedagogy over the last fifty years.

I am very pleased to announce that the release of this issue coincides with the publication of this and previous issues of the Journal in hardcopy format. I would like to thank colleagues in ‘Printing’ for their patience and support during this challenging process.

This is the last issue of the Journal that I will edit – I will shortly be handing over the editorial reins to Barbara Mitra and Mehreen Mirza. I have enjoyed being Editor of the Journal enormously, a task that would have not been possible without the support of the Editorial Board. Finally, I would like to express my gratitude to ‘Flo’ Floisand for her backroom expertise, and to Marie Stowell on whose encouragement and support the Journal depends

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