

Editorial

In this issue of the *Worcester Journal of Learning and Teaching*, we are again delighted by the diversity of the themes covered in the papers, with a particular emphasis on the student experience, staff experience and modes of teaching and learning.

Sarah Davis, Daniel Farrelly, Kate Muse and Elaine Walklet and Mercy Nyawanza examine the use of technology to enhance the student learning experience in Psychology and Media and Cultural Studies respectively. Each paper highlights the multiple ways in which technology can be used and illustrate the need to plan carefully for its use in order for it to be become embedded, seamless, worthwhile and part of a learning community. Anthony Barnett, Kelly-Anne Archer, Tilly Christie-Thompson, Megan Gee, Molly Burton in their Students as Academic Partners (SAP) paper also explore the use of technology, focusing on the value of observations garnered from short video clips to support reflexive practice amongst practitioners in Early Years.

The learning and teaching environment is reflected upon by Chris Russell and James Fisher. An account of an innovative teaching session is used to demonstrate how teaching from one discipline (Art) is able to promote learning for students in a seemingly unrelated discipline, namely the clinical aspect of Foundation Degree in Dementia Studies, through a consideration of assessment of need. Here the value of artworks as 'creaturely objects' is explored.

Vessela Warren and Avril Bartholomew in their SAP paper investigate the need to address module evaluation and module improvement in collaboration with students, and explore strategies which will enable students to enhance their learning experience during the life of the module and beyond.

Employability continues to be a central concern for students and staff alike within higher education. Kazia Solowiej, Aleksandra Tsvetanova, Josie Hartnett and Kate Muse consider the ways in which a number of 'non-vocational' courses within the Institute of Health and Society at University of Worcester embed employability within their delivery and offer students real opportunities to develop a broad skills-set.

Finally, Wayne Richards, Faiza Elgazari, Hugo Sugg and Carly Fowler examine what it means to be a first-generation student at university. They demonstrate the need for institutions of higher education to be aware of the wide range of backgrounds and life experiences of their students and to be reflexive enough to support a sense of belonging for all students, but particularly first generation students, for whom university can be an alien and alienating environment.

The editors would like to thank the colleagues who undertook refereeing for the Journal and our editorial assistant, without whom this issue would not have been possible. We hope you enjoy reading these papers.

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