

## Editorial

In this issue of the *Worcester Journal of Learning and Teaching* we are delighted to have papers covering a wide range of themes. We include two articles based on Students as Academic Partners projects, which will provide food for thought for students and lecturers alike. Chrissie Aveyard and Kay Bushnell consider ways in which the student experience could be enhanced in partnership with staff in the Institute of Education through the creation of a shared learning and teaching strategy, whilst Joanne Kuzma and Nicholas Williams reflect on the use of video tutorials to support student learning in and outside the classroom.

As the use of technology in the higher education classroom continues apace, Vivian Cooke considers the use of blended learning, specifically blogs and wikis, to support students on their primary science course, whilst Mark Look variously reflects on the use of computer-based simulations and games in a variety of settings to support teaching, learning and assessment. Helen Corke, Sally Smith and Nick Breeze reflect on whether 'flipping', the learning strategy that reverses the taught and 'homework' activities of students, encourages students to engage in wider academic reading and more fruitful seminar discussions.

In their paper, Karan Jutla and Sue Lillyman address the research-teaching nexus by exploring storyboarding as a technique which would allow for a research-based as opposed to research-led pedagogical approach, thus enabling students to engage in critical thinking and inquiry based learning. Isabelle Schäfer considers the issues which can arise in cross-cultural mentoring relationships between international teacher trainees and their mentors, and drawing on a small-scale study proposes strategies to help students to achieve their potential. John Keenan and Adrienne Evans explore how use of the autoethnographic practice of estrangement can be used to link personal experiences and reflection to relevant theoretical considerations.

There is insightful reflection by Alison Reeves on the implementation of Worcester Weeks in the Institute of Humanities and Creative Arts during the academic year 2013-2014, and consideration of strategies by which engagement could be enhanced in subsequent years. Will Bowen-Jones, Val Chapman and Nick Breeze consider the benefits of adopting 'Appreciative Inquiry' as a more productive and effective way of conducting research to underpin institutional change, as it seeks to identify the 'best' of 'what is', in order to imagine the 'what might be'.

Finally, the editors would like to thank the many colleagues who undertook refereeing for the Journal and without whom this edition would not have been possible. We hope you enjoy reading these papers.

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