

Editorial

In this issue of the *Worcester Journal of Learning and Teaching*, we are once again delighted by the diversity of the themes covered in the papers which include focusing on reflective practices, critical pedagogies and the use of social media (*Twitter*) in learning and teaching. Mary Hanson explores reflection on experience in work-based learning environments, whilst Kay Wall draws on an example of working with a student where there are conflicting learning styles and the need to create 'safe spaces' to explore pedagogy.

Both papers highlight the importance of critical analysis and reflection not only for students, but also for those supporting students in work-related environments. Katy Wareham Morris and Jack McGowan examine strategies for gamified learning and teaching in contemporary contexts, outlining a framework for creating a workshop-style escape room. Nicola Watson explores the issue of confidence of women students in managing communications with parents and carers in relation to Early Childhood Studies but, as her paper notes, it is important to recognise this as a potential issue for all female students.

Paula McElearney explores various aspects of critical pedagogy in the Lifelong Learning sector and Jenny Lewin-Jones offers some personal reflections in relation to Twitter discussions in the Learning and Teaching in Higher Education community on Twitter (#LTHEchat).

The editors would like to thank the colleagues who undertook refereeing for this issue of the *WJLT* and our editorial assistant, without whom this issue would not have been possible.

Finally, this is the last time that Mehreen Mirza and Barbara Mitra will be co-editing the *WJLT* and we would like to thank our past and current contributors, referees, editorial assistants and editors for all their hard work over the years. We would also like to thank Dr Marie Stowell, Director of Quality and Educational Development, for supporting the journal as a positive way to disseminate good practice in learning and teaching to the wider higher education community.

We hope you enjoy reading these papers.

Mehreen Mirza and Barbara Mitra
(m.mirza@newman.ac.uk and b.mitra@worc.ac.uk)