Editorial

Welcome to the second edition of our online journal which is an opportunity for teaching colleagues in HE to share their work on delivering teaching and learning. We bring you our normal selection of peer reviewed papers in our Articles section, Student Voices, and Posters sections. As we continue to develop this publication we have, in this issue, introduced new Short Article and Book Reviews sections.

In the Articles section Amirabdollahian and Costa examine an innovative approach to final year projects by creating a research team of students to experience the issues surrounding collaborative research. Academics often use presentations as an alternative means for assessing achievement, however, this can be an anxious time for their students as they seek to impress their tutors. Liz Boath examines a novel way of enabling students to overcome their nervousness in giving presentations (Presentation Expression Anxiety Syndrome PEAS) with her Emotional Freedom Technique (EFT). Mobile technology increases in its presence and sophistication on an almost daily basis, but this can lead to inequalities in access. Sue Kneill-Boxley examines how institutions should address this conundrum and offers much food for thought for academics, students and policy makers. Helen Walmsley's article and Steve Hall's companion paper show how e-learning community of practice ideas and constructivist learning principles can be harnessed to foster peer-support and mentoring through online professional development events. In her short paper Rose Taylor examines the effectiveness of an introductory widening participation course and how it should be developed to fully prepare non-traditional students for the transition to higher education.

In the Student Voices section Lisa Davies (a final year student) was nominated by Staffordshire University to put forward my research project to the British Conference for Undergraduate Research (BCUR). Lisa shares her excitement at being accepted to give a presentation and how she viewed this as an opportunity to facilitate her transition to the world of work.

We are very proud of our posters section as a new way of sharing innovation in teaching and learning. Each of the seven posters presented here have an accompanying podcast which gives more context and detail to the content. Stephen Bostock outlines how institutional practice in giving student feedback was changed using technological tools such as, Blackboard and Turnitin. Anne Burrows analyses the contextual problems surrounding working with students with mental health issues (such as, finances, increased student numbers and lack of staff time) and how the dissemination of good practice recommended by the Working Group for the Promotion of Mental Well-Being in HE can be used to alleviate these. Anita Epple Investigates the factors affecting student non-completion and delayed completion of a teacher professional education programme and suggests changes to improve androgogic practice. Tina Fanneran discusses how incorporating varied methods of delivery produces the most positive learning experience as opposed to traditional instructional approaches. Tina's analysis shows that students in higher education value, autonomy, ownership, relatedness and individuality in their learning. Furthermore, the spaces that facilitate these through easy interaction, which incorporate technology, are flexible, comfortable, attractive and stimulate occupants visually and aesthetically can be the most successful in promoting deep learning. Mohammad Hassan explores the student experience of the newly developed partnership between French Institution

EMA Ales and Staffordshire University and presents recommendations for future improvements and developments. Susan Jackson highlights midwifery student views on the primary influences affecting learning within the clinical learning environment and makes recommendations on how to enhance that learning experience. Ken McFadyen describes how a Clinical Psychology Doctorate Training Programme was recently reviewed by the Health Professions Council and British Psychological Society. During this visit it was suggested that student trainees should be given an opportunity to comment on the strategic direction of the programme. This poster examines how this provided an opportunity to formally engage with trainees as stakeholders by capturing their views on which developments they would like to see in the future.

We hope you enjoy this varied offering of reflections, analysis and comment on current innovative practice.

Book reviews

The following books are reviewed in this edition:

Deane, M. and O'Neill, P. (2011). *Writing in the Disciplines.* Basingstoke: Palgrave MacMillan

Hartley, P., Hilsdon, J., Keenan, C., Sinfield, S, and Verity, M. (2011). *Learning Development in Higher Education*. Basingstoke: Palgrave MacMillan

Unterhalter, E. & Carpentier, V. ed. (2010). *Global Inequalities and Higher Education*. Basingstoke: Palgrave MacMillan.

Dr. Geoff Walton & Dr. Chris Wakeman (Managing Editors)