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Editorial

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Editorial

Abstract

It is a pleasure to see papers covering such a broad range of teaching and learning issues being submitted to the Journal. Some of these might challenge our conceptions of what constitutes teaching and learning practice but where possible we try to be inclusive of these ideas. Welcome to the second issue of volume two of the Journal of University Teaching and Learning Practice.

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Anniversary Issue

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This issue contains four papers, which are concerned broadly with student-centred learning and teachers as students. The first paper, from Terri Mylett and Russell Gluck contains a wonderful discussion around group work, emphasising the need for systematic design to create the conditions for learning collaboratively. The second paper from Jo Barraket discusses issues around obtaining the right mix of social constructionism and didactic approaches in your teaching practice. The third paper from Len Webster et al acknowledges the growing significance of applying a discipline-based focus in teacher professional development. Finally, an interesting article from Tony Koppi and Elaine Pearson argues the case for applying a model to create presentations that engage participants in a shared learning experience. Although originating from a conference experience, they have applied their model in teacher development presentations.

As always, your comments and submissions are encouraged and I hope you enjoy reading this edition.

Helen Carter
Senior Editor