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Editorial

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Editorial

Our second mainstream issue of 2015 has a very student focused set of papers for your enjoyment, with contributions from across four continents.

The first article (Khat) discusses self-directed learning introducing a diagnostic test to support students in their learning. The next paper (Paton-Walsh) showcases templates to help students learn key concepts in undergraduate science courses. The third paper (Leiman) talk about the role of emotion in assessment and the considerations related to this in pedagogical approaches. Paper four (Blackburn) prepares students to be critical thinkers and effective communicators in his discussion. Next (Eaton) we look at the role of student tutors in supporting students in their assessment, particularly examinations. The fifth paper (Bissoonauth-Bedford & Stace) also looks at communication skills with a focus on written proficiency in French, introducing collaborative writing activities with online functionality. The next paper (Joseph) examines providing opportunities for cultural responsiveness in pre-service teachers. Lastly (Scott) discusses the relationships between teaching beliefs and students' perceptions of effective teaching and learning. I am sure you will agree an interesting collection of work that puts the student at the centre of the discussion.

I would again like to thank the generous time given by our valued reviewers and editorial panel for their consistent high standard and detailed feedback to our authors; and to the many people involved in the background who keep the journal running though their roles in managing the website, the editing and layout of the journal.

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