



# Journal of University Teaching & Learning Practice

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Volume 13

Issue 4 *Dystopia or Utopia: Emerging Visions  
for the Future of Learning and Teaching  
Practice*

Article 1

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2016

## Editorial 13.4

Kevin Ashford-Rowe

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## JUTLP Special CADAD Issue 13.4 Editorial

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It gives me great pleasure in writing this first editorial for this Council of Australian Directors of Academic Development (CADAD) Special Issue for the *Journal of Teaching & Learning Practice: Dystopia or Utopia: Emerging Visions for the Future of Learning and Teaching Practice*. The issue looks at the future of learning and teaching in HE, examining both the exciting prospects as well as the more challenging aspects that we are likely to be facing as we move forward. As President of CADAD I can say that I have seen a substantial amount of changes in the sector that have impacted on how universities both think about and support learning and teaching.

This special issue includes four papers starting with a look at how students are adapting to blended learning approaches in order to gain academic success. In this paper Miles & Foggett discuss how focus has been given on resourcing blended and flipped classroom design, often neglecting investment in supporting students adapt to these new learning experiences. The authors investigate the needs of students in these new learning environments and offer guidance for educators adopting these approaches.

The second paper examines the role of the academic unit in strategic and operational change management. Fotinatos uses the experience of a dual sector university in improving vocational education and training as a case to explore the stages of enacted such a project. This paper highlights both the challenges and lessons learnt for central units in supporting change and emphasises the importance of applying meaningful frameworks to initiate the process.

Bolt, Fenn and Ohly look at teacher-development pathways in the third paper. They discuss the shape of the academic workforce and how best to support career progression for those with a teacher focused role. Their approach allowed for more tailored pathways for practitioners, providing empowerment to academics to proactively plan to enhance their practice and career options.

In a similar theme Thomas et al also look at professional development pathways in learning and teaching for both academic and professional staff. They advocate for a tailored learning experience for staff that reaches beyond foundational training. In this paper an example of how such a scheme has been implemented using the principles of continuous professional development, links to external reference points and personalised to the individual needs and context.

Kevin Ashford-Rowe

President CADAD