

## **Editorial**

Welcome to the 9th edition of *Practice and Evidence of Scholarship of Teaching and Learning in Higher Education* (PESTLHE) and what is our fifth year of running. The journal readership has been growing steadily and papers come from all over the world and from a cross section of higher education institutions and disciplines. This diversity is reflected in this issue of the journal where the themes explored range from the development of teachers in their role in the University of Otago in New Zealand, to a study that investigated a general education course in a college of the City University of New York (CUNY). The final two papers are from practitioners looking at activities within their courses within UK Higher Education Institutions, one is a study of inquiry based learning in Nursing Studies and the other looks at teaching law to non lawyers.

Stein and Walker's paper details a study into the knowledge development of a group of teachers who participated in a postgraduate certificate in teaching and learning and makes suggestions for how such professional development courses should consider both their content and the processes of delivery. In the second paper, Magloire describes an ongoing attempt to modify the content of a community college communications course in the context of a recently adopted General Education mission. The paper describes how students fared in the assessments and makes suggestions for improving the assignments and overall structure of the course.

Dickson outlines the development, implementation and evaluation of two inquiry-based learning (IBL) modules, for nursing degrees - one in a pre-registration and one in a post-registration nursing programme within a modern university. The author examines the importance of content, the inquiry processes, the social interactions in these modules and questions the overall effectiveness of IBL methods within nursing education. Our final paper in the edition by Jones, Swan and Turner looks at the teaching of law to non-law students and gaining an insight into students' perceptions of law and how this can inform the design of these courses.

The next edition of PESTLHE will appear in October 2010 and the deadline for articles to be considered for this issue is July 15<sup>th</sup> 2010.

## **SPECIAL EDITION ANNOUNCEMENT APRIL 2011**

Our April 2011 will be a special edition looking at Assessment and Feedback.

Jane Pritchard, Jane MacKenzie, and Bob Matthew