

Editorial January 2017

Happy New Year to all our readers, authors and reviewers. We had an interesting year in 2016 with PESTLHE as we got 'attacked' by one of those nasty computer viruses and then someone stole our domain name (see pestlhe.org.uk) and it is now a creative arts and craft site. Good grief. I should let you know that whilst HE is undergoing many changes – knitting was not one of them.

So welcome to our first issue of 2017 and we should thank all the authors of our papers for their patience as we navigated the journal around attacks and knitting. This year we have two special issue coming out – one on Threshold Concepts and one from the ELSTIS16 Conference. We will have two standard issues in April 2017 and November 2017.

In this issue we have three papers, the first paper by Shanley and Dally-Hewer explores how students understand and experience masters level study. This is as ever timely as the increase in masters courses continues and the need to support students transitioning from undergraduate to masters is key. Mellon and Voelkel in our second paper explore how undergraduates and postgraduate students experience group work in science based courses and implications of ensuring a positive learning experience for all. Finally Magne et al explore the important topic of transnational education and how its experienced by staff and students experiences with proposals for how to ensure a positive partnership for all whilst recognising the complexities of the teaching and learning context.

New faces – we are delighted to welcome Dr Sam Nolan, Durham University, UK (and congratulate him in his recent NTF award) to the editorial board. Later this year we will be welcoming another new guest editor and with all this newness and energy you can look forward to seeing more of PESTLHE and we look forward to receiving your papers.

Onwards and upwards in 2017 and happy reading,

Jane Pritchard (Editor in Chief PESTLHE)

Sam Nolan

Bob Matthew