

Editorial January 2020

Welcome to the first issue for 2020 (and regrettably since 2018). We are now in our 14th year of publication and have at last upgraded our journal systems so we are able to run a supported journal by a hosting company and slightly jazz up our 'look'. This is with great thanks to Sam Nolan (Durham University, UK) on the editorial board supporting this funds to make this happen. We are getting used to the upgrade in terms of background operations and like all new software it's an improvement only when you know how to do all the things you used to be able to do and discover the new features as well.

In this first issue we have six papers covering a broad range of topics from Germany, UK and USA – so a rich taster of the many and varied scholarship of teaching and learning studies from an across the globe. The first paper by Must explores how history teachers and students in a German University negotiate facts in teaching and learning. In our second paper support Sequera and colleagues share the struggles student-teachers undertaking a particular writing assignment experience and how they negotiated this. Vaughn and colleagues share with us their study that looked to see what, if any, teaching methods impacted pre-service teachers' perceptions regarding engagement and support. Our fourth paper, Hayman brings to us the findings from a study of students perceptions of receiving audio feedback as part of their studies. In paper 5, Shepherd shares with us her experiences and findings from setting up a large scale accounting and finance massive open online course (MOOC for pre-University learners. In our final paper of this issue, paper 6, Saetnan looks into doctoral students motivations for attending professional development workshops and balancing these alongside developing their research.

Onwards and upwards in 2020 and look forward to receiving your submissions for future issues. The next issue will be spring 2020.

Jane Pritchard (Editor in Chief PESTLHE)

Sam Nolan