

Editorial December 2021

With a big sigh of relief for our extremely patient authors, we, at last, bring you the latest issue of PESTLHE. We have five papers here that the authors have been waiting to be published for a long time now. Thank you to all of you for working with our reviewers who make this all possible.

The last 20 months have been interesting, challenging and a whole host of words and sentiments that I could list here. Each of us has and continues to experience the pandemic very differently. One thing we know is that all of us that share a passion and enthusiasm for SoTL as a way of being educators in higher education today have cherished our communities more than ever before as we share the *highs and lows* of the evolution and revolutions that colleagues and we have made to their teaching. Thank goodness for your generosity to share this with our constant focus on enhancing our students' learning experiences. So let us continue to ensure strong SoTL underpins decision making about future teaching and learning in higher education whilst we balance the new opportunities new ways of teaching and learning have afforded us without being too quick to remove some of our traditions and reassuring customs and practices. Go gently with yourself and your colleagues, and this will ensure a compassionate, kind and caring higher education that embraces all our students to flourish.

In this festive issue, we have five papers covering a broad range of topics but all-embracing the heart of the scholarship of teaching and learning – purposeful enquiry into teaching practices and sharing and going public with this. We start with a paper from Swingler and Hendry looking at embedding reflection on graduate attributes on the psychology curriculum at the University of Glasgow, UK. They report on how they engaged students in considering their graduate attributes as part of a reflective task.

Following this we have a paper by Tierney, Aidulis, Park and Clark that addresses a topic that many readers will be familiar with: reward and recognition for SoTL for academics on teaching-focused contracts. Their study reports the experiences for academics in life

sciences and highlights a range of activities and practices that could support staff building their SoTL profile.

In our third paper, Pang and Kootsokos from Australia share with us their findings from a study exploring authentic learning activities and how engineering students responded positively to students to develop and support their professional attributes. Our fourth paper from Mackinney, Kelly and Pulling bring back to the thorny topic of feedback. They share their findings from the value of combining audio and face-to-face feedback and its positive impact on students academic performance. Finally, we finish with the all-important matter of supporting students to develop their assessment literacy with a case study looking at how distance learning students were supported to create with assessment criteria and saliently for us all at this time; the authors conclude that that interactive campus-based tasks designed to improve students' assessment literacy can be converted into e-learning sessions that enable the explicit exploration of tacit knowledge.

Onwards and upwards in 2022, and I look forward to receiving your submissions for future issues. We have many papers still to publish and still seeking reviewers. Finding reviewers with the space and time has been a struggle for all journals this last 20 months or so, and so anytime you can give to this will be greatly appreciated by your colleagues.

Take care and may you all be enjoying some well-deserved rest and relaxation.

Jane Pritchard (Editor in Chief PESTLHE)