

Editorial

Welcome to the 10th edition of *Practice and Evidence of Scholarship of Teaching and Learning in Higher Education* (PESTLHE). 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.

The first two papers explore aspects of students' approaches to learning in different contexts. Swingler and Simmons describe the development and evaluation of a tutorial aimed at supporting psychology students' learning of concepts around visual and auditory perception. The authors, identifying that this 'hard science' area of the course is often seen by students to be difficult and unengaging, chose to develop the tutorial around a real-life experience, that of a 'night out on the town.' Their findings indicate that the resources were successful in significantly enhancing students' self-efficacy and comprehension of this area of psychology. McDowell, Penlington and Tudor adopted a mixed methods approach to explore engineering students' perceptions and learning approaches to their studies and to identify what the students perceive as important aspects of the course.

The following three papers all explore areas of increasing importance in higher education: the support of international students, the FE:HE nexus, and the need for more flexible educational formats. Caterall and Ireland present us with a study outlining the development and evaluation of a programme of writing development support aimed at supporting international students. They argue that this increasingly important issue might best be approached from a critical pragmatic stance and outline the development of the programme over a number of years.

Mason, Bardsely, Mann and Turner describe the outcomes of a collaborative project investigating the experiences of a cohort of college lecturers undertaking practitioner research and the impact this had on both their practice and their identities. Their paper demonstrates that the blurring of the lines between FE/HE, the professional practices of college lecturers are changing and that such changes bring challenges and opportunities for development. Owen's pilot study explores the adaptation of a face-to-face Governance course to an online format to support the learning of managers and employees in not-for-profit organisations. The paper outlines these adaptations and identifies some of the challenges for the participants engaging in this pilot before making suggestions of potential improvements for future participants.

The next edition of PESTLHE, April 2011 will be a SPECIAL EDITION looking at Assessment and Feedback. The deadline for articles to be considered for this issue is January 15th 2010.

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Editors