

Editorial

Welcome to the 2nd issue of our 6th volume of PESTLHE and we are delighted to introduce you to our very international selection of papers. Contributions are from the UK, USA, New Zealand and the United Arab Emirates and the first three papers each involve considering familiar Higher Education activities: classroom feedback, team work and lectures from a new perspective, while the final paper explores the impact of teaching a well established postgraduate programme in a relatively new format: delivery is the work place to a particular 'cohort group.

Bovill presents us with a small scale study using the very familiar evaluation method of stop, start, continue. This paper presents the use of this method in a professional development programme for teachers in Higher Education and argues that its use can be extended to do more than provide feedback to the teacher. In addition to students being asked to respond to give feedback to the teacher about their practice, she argues that a useful, additional step is to require the students to state what they should stop, start and continue doing and thus reflect on the role they played in their own and others' learning. Bovill argues that in this way the evaluation process becomes part of the learning process and she goes on to encourage readers to consider adopting such evaluation methods in their own classrooms.

Using the lens of Biggs' Constructive Alignment of course design, Brandt reports on a study that took place at an engineering university in the Arabian Gulf which focuses on how teams are formed in the classroom and the impact of that formation on students' experiences of team work. Her work concludes that the teacher has a key role to play in effective team formation whether those teams are formed by self-selection (normally students preferred mode of formation) or are formed randomly. She argues that as well as providing students with explicit guidance on teamwork, teachers should be modelling the skills in effective teamwork through collaborative teaching.

Cornwall explores the challenges of learning science in a nursing degree programme and presents the outcomes of a study looking at the impact of introducing 'pictorial quizzes' along with active learning breaks into every lecture in the 2nd year of the programme. Students were generally very positive about the quizzes and the author argues that this is an efficient and effective way of both engaging students and increasing attentiveness throughout the lecture.

Finally, North and Martinez present the outcomes of their descriptive, case study research examining the experiences of 'cohort students' undertaking a Master of Business Administration degree in their own work place relative to equivalent MBA students learning on campus. While the outcomes of their evaluation indicate that the cohort students generally believed that the programme of study was of a good quality, the authors conclude that course schedules and participant communication had to be particularly carefully managed to ensure that quality is maintained.

If you have a suggestion for a future special edition (that you might even be prepared to guest edit) then please get in touch with one of us. We hope you enjoy the issue

Jane Mackenzie , Bob Matthew, and Jane Pritchard

Editors PESTLHE