

Editorial

Welcome to the second edition of *Practice and Evidence of Scholarship of Teaching and Learning in Higher Education (PESTLHE)*. This journal offers an opportunity for those involved in University learning and teaching to disseminate their practice. It will publish accounts of scholarly practice that report on small-scale practitioner research and case studies of practice that have a focus on enhancement of student learning. This volume offers examples of current practitioner's experiences with interventions they have undertaken in their teaching settings and with discussions of the impact on their students' learning experience. The main themes of this second edition are the encouragement of student responsibility for learning, the promotion of student enterprise, enquiry-based learning and the role of peer support and tutoring in student development.

Morrow describes how the introduction of peer feedback for critical reviews written by undergraduate psychology students was received and the impact on student learning and the encouragement of self-learning. Cameron, McKerlie and Matthew compare the introduction of a micro-teaching intervention concentrating on cognitive learning as a valid alternative to more traditional approaches to dental education, resulting in students taking greater responsibility for their learning. Tierney describes a voluntary on-line competition aimed at introducing bioscience students to the world of business, enterprise and entrepreneurship. Johnston describes how her experiences of working with US school teachers to develop their enquiry based learning skills provides us with valuable lessons for higher education and the inclusion of enquiry-based approaches into the curriculum. Draper and Cutts focus on the introduction of an 'accelerator course' to support first year computer science students' learning of programming using a peer assisted learning scheme run by 4th year students. They describe the positive impact on the students and reflect on the rationale for the intervention.

All the articles in this edition are examples of works in progress, i.e. work that poses questions or issues for wider discussions. The journal also accepts fuller articles (examples of these are in the first edition) which report on more substantial scholarship-based accounts of practice. There are opportunities to share discussions and comments regarding works in progress or full articles with other readers and the authors through the journal site.

The next edition of the journal will be in April 2007. The closing date for submissions to be considered for the 3rd edition is January 15th 2007. We particularly encourage papers from across the higher education sector.

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