

## **Editorial December 2013**

At a recent meeting the three editors of this journal were actually in the same room and talking to one another, the first time this had happened in something like 5 years. We were reflecting on the fact that this journal started from a conversation we had when we all worked at Glasgow on how we could support University Teachers in developing their scholarship. Little did we think that 8 years later the journal would still be going strong and have such wide readership, such must be the power Glasgow coffee!

This issue is the third in volume 8 and we think reflects the current interest in the development attributes and dispositions in our students, like employability (increasingly confused with employment in our minds, but that is probably a debate for another date, anybody want to write a thought piece on how employability has become synonymous for employment – please contact one of us.) The papers in this issue relate to employability and internationalisation – two buzz words in most HEIs at the present time.

Monika Foster offers another insight into the student voice, this time student perceptions of study abroad, from the perspective of Brazilian students! The role of 'home culture, family expectations and individual motivations are explored in some details and the difference between undergraduate and postgraduate attitudes explored – it offers a rare and extremely valuable insight into the views of a group of international students studying in the UK.

Sarah Nixon returns to an issue that has been either a thorn in our side or manna from heaven for us for a long time now, Personal Development Planning! She presents a detailed set of student perceptions of the value of PDP. It seems to us that obtaining student perceptions of what we do is often forgotten in the busy world of academia, but actually the student voice is really important. One of us really warmed to a student quote from the paper – *'I remember reading one question and it was , 'What would you like to do when you are 50?' and I was like, are you joking', but it makes you think'*. Well of us is well past 50 and on looking back to being a student, thinks I am actually doing what I wanted to do, so maybe it does work!

Mike Smith and his colleagues present a detailed case of student perceptions of a PBL module and how it has impacted on the development of employability skills. Whilst it is offered are student perceptions these are surely important as they will be carried by the students as they proceed into the world of work. They show that moving a more student-centred pedagogy has a positive effect on student perceptions of their employability skills, that shift in attitude is something to be valued in our graduates.

Finally, the paper by Arran Stibbe looks at the role that work based plays in the Humanities. What is offered is a really interesting case study of how it can be done in a meaningful way. The case study, we think, offers a useful way in which the employability

agenda can be addressed by other humanities disciplines, not just English. Using the same metaphor as in the paper, we think Cinderella is now dancing at the ball.

Overall, this issue offers 4 stimulating papers for you to read over the festive period. So whatever your belief system we hope you have a relaxing break over the festive break and we wish you all the very best for 2014.

Sláinte

Bob, Jane and Jane P.

Editorial team PESTLHE