

EDITORIAL

Change is inevitable and this edition of the journal is the first since Professor John O'Donoghue sadly lost his battle with cancer. This edition is dedicated to John, whom as editor, was instrumental in bringing the first two editions to press. His dedication to his work was inspirational, even throughout his illness, and he will be dearly missed as a colleague and a friend.

As academics reflecting on our practice and researching the pedagogic domain our aim should be to bring about a positive change. This might be in the way we interact with and assess our students, present learning materials, or provide timely constructive feedback with the primary aim being to enrich the student experience at the University of Central Lancashire. Why is this important? We cannot predict the impact government reform will have on higher education within the UK. We can speculate on factors such as student numbers and the impact this will have on courses, but as academics what effect this will have on students' expectations is as yet unknown. Through pedagogical research, innovation within the curriculum and by reflecting on our practice as educators, we can make positive changes that will enable the University of Central Lancashire to be competitive in this ever-changing sector. This journal brings together a diverse set of papers, book reviews and a special contribution from a one-day conference held at the University entitled, *Assessment: Research and Innovation for Inclusive Practice*.

The content in this edition reflects the diversity of pedagogical research in which staff at the University are engaged, in order to improve both their subject discipline and the overall student experience. This includes a review of Lorraine Foreman-Peck and Christopher Winch's book, *Using Educational Research to Inform Practice: A Practical Guide to Practitioner Research in Universities and Colleges*, which provides a practical guide to conducting pedagogical research. Daniel Waller and Christian Jones examine issues associated with equipping TESOL trainees to teach through discourse, which include trainees who try to avoid teaching grammar and a change in pedagogy which has attempted to remedy this. The paper, *Delivering, Assessing and Providing Feedback for Fieldwork Modules: A Case Study from Archaeology*, by Vicki Cummings and Simon Hawkesworth details approaches taken to ensure consistent delivery and assessment methods. Issues associated with retention are examined by Dawne Gurbutt in her paper entitled, *Improving Undergraduate Student Experience and Retention: Development of an Activity-based Research Teaching Package*. The paper reports the results of an action research project whose aim was to enhance the student learning experience about research methods at levels 3 and 4. Gayle Brewer presents a summary abstract on enhancing the undergraduate research experience. This research explores a number of issues pertinent to academics and students including the student-supervisor relationship and the integration with wider research community. Zulfi Qureshi reports on the teacher-student talk in the one to one writing conference analysing the dialogue to establish who talks more and why. The final submission is from the assessment conference in which Mary Dunne reports on unpicking the myth of 'the test' using masters' level investigations to develop trainee teachers' understanding of effective assessment for learning.

You are encouraged to submit papers and abstracts to forthcoming editions of the journal and engage in evidence-based pedagogic research. We would like to take this opportunity to thank everyone involved in this edition, in particular the authors, the editorial team and the support from the Centre for Research Informed Teaching.

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EDITORS