



JOURNAL OF Perspectives in Applied Academic Practice

JPAAP, Editorial

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Welcome to the latest issue of the Journal of Perspectives in Applied Academic Practice. This is our first issue of 2021 in what is proving to be a continuing time of challenge globally and in the education sector, although with some semblance of normality beginning to emerge and lessons learned along the way. More of which at the conclusion of our editorial for Vol 9, Issue 1.

In this our latest regular issue we have, as always, what we hope you will find to be an extremely interesting, thought-provoking and practically applicable range of articles spanning an On the Horizon paper, original research, a detailed case study, a number of reflective analyses and a review for a book that is very much in keeping with the ethos of JPAAP.

We open this issue with the On the Horizon article by Nathalie Tasler and Vicki Dale titled 'Learners, teachers and places: A conceptual framework for creative pedagogies'. The authors introduce a theoretical framework which focuses on students, teachers and places as actors (first space) that interact, giving rise to transformational (second) spaces, with the framework itself offering a new interpretation of 'the third space' as the locus for transformation and student-centred learning. This is followed by the original research paper by Sarah Chinnery, Jill MacKay and Kirsty Hughes which takes the form of a qualitative exploration of student and staff experiences with lecture recording over an academic year. The aim of the study was to explore student and staff use and opinion of lecture recording, to see how patterns of use may change after lecture recording becomes common place, with data collected through means including longitudinal blogs maintained by students over the year.

The student perspective is also central within the case study by Dimitar Karadzhev, Laura Sharp and Julie Langan Martin, which provides an insight into the integration of disciplinary practices in implementing alternative assessments and embedding graduate attributes in a Global Mental Health Master's programme. The case study demonstrates that novel assessment methods can be introduced gradually to complement current curriculum design, and that through establishing students' perspectives of workload balance, assessment fairness and assignment planning the constructive alignment of the curriculum can be enhanced.

Assessment remains a theme for the first of our three reflective analysis papers, except within the specific context of professional recognition for staff. Fiona Smart, Mark Dransfield, Sarah Floyd and Vicky Davies are all involved in leading or facilitating institutional schemes for awarding Fellowships of the Higher Education Academy with Advance HE. They offer a reflective evaluation on the use of dialogic assessment approaches in the context of their respective schemes, with conclusions around the conditions in which dialogic approaches can thrive for the individual being assessed. In the second of our three reflective analysis submissions Susan Smith, Ruth Pickford, Georgi Sinclair, Janice Priestley, Rebecca Sellers and Lyn Edwards outline their work around establishing a 'sense of belonging' for students in face-to-face and online contexts, with guidance for staff developed through a participatory action research approach, and implications for student engagement during COVID-19 also discussed. Then, in our final reflective analysis paper for this issue, Kenneth Sweeney addresses 'Creating a safe space: Co-teaching as a method to encourage learning and development in the Higher Education classroom'. In doing so he explores three essential factors: how co-teaching offers support for additional non-specific learning objectives; the notion of the 'safe space'; and building relationships, and how these factors work together to reassess a sense of power sharing and help the development of a new culture.

In our final submission, we have Ann Tilbury reviewing the book 'Writing your journal article in twelve weeks: A guide to academic publishing success (second edition)' by Wendy Belcher. Ann offers a reflective review on the merits and practical value of the book, based on her own engagement with it in the context of her own writing for publication, with advice for others who may also find the book useful as they begin to engage in writing journal articles for the first time. Given that JPAAP was established to provide a supportive platform particularly for those new to writing up and publishing their scholarship and research in learning and teaching, academic practice and educational development, we are pleased to offer a book review that links back to this.

While this is our first regular issue of 2021, it is soon to be followed by a special issue brought to you by two of our contributors to the current issue. We begin this current issue with an Opinion Piece by Nathalie Tasler and Vicki Dale who, with their colleagues Jo-Anne Murray and Josephine Adekola, are the guest editors for the forthcoming Special Issue on the theme of 'Institutional Transitions to Remote and Blended Learning'. This will offer a range of submissions that explore how our educational institutions responded to the challenges of the last fifteen months, and which will share best practices emerging from the pandemic period.

Look out for the Special Issue following in July 2021.

The JPAAP Editors

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