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Editorial

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EDITORIAL

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As contemporary society becomes increasingly diverse and complex, so does the process of preparing young people for life as independent thinkers, productive citizens, and future leaders. The changing nature of students, the collegiate experience, learning, teaching, and outcomes assessment all have substantive implications for altering educational practice. There is a great deal of evidence that we can enhance learning when as teachers we pay attention to the knowledge and beliefs that our students, our learners, bring to a learning task. We band terms such as learner centred, knowledge centred, assessment centred, community centred as new models of educational reform in our classrooms. Yet we still deliver directly to students via a traditional lecture based methods. We are not dismissing these, as they do have a significant part to play in our relationship with students in the learning process. However as 21st century educators we need to consider additional enhancements to the more 'formal' didactic delivery. As we present lectures, seminars, practice sessions and activity based scenarios are we conscious of the focus of pedagogy, does it matter, do we reflect on the process of engagement and interaction. What of the interplay between students, tutors, parents, employers in the learning process? Is this valuable? If so at what level and how does it integrate with what we have in terms of assessment. As we weave a tangled thicket of questions relating to our engagement in the practice of learning and teaching we need to be mindful of what is happening in the wider community. This journal provides an insight into a lively group of like minded individuals at UCLan all engaged in interacting in a variety of ways with their students. Real innovation is often driven by the passionate few, frequently developed in their own time and enthused by a real desire to make a difference to the learning of their students. This motivation is not unique, unusual or perhaps unexpected. However the real problem is in 'mainstreaming' this innovative practice or activity. The submissions within this journal reflect this passion and motivation and we hope that many of the papers encourage you, the reader, to take up some of the ideas, and to submit your findings to a future issue of the ***UCLan Journal of Pedagogic Research***.

The content reflects the diversity of projects, work in progress and research in which staff at UCLan are engaged. Whilst many of the authors are established as writers of externally published work, many are not and this is their first transgression into the world of academic and peer recognition. This journal provides a foray for new and aspiring researchers and academic staff into the publishing world and the process of submission, review and feedback. This enables staff to experience the whole review process with its associated structured criticism and comments in a supported environment.

The journal continues to present a range and quality of research undertaken within the university and provides a support mechanism for new researchers to engage in pedagogical research.

This includes a review of Professor Lin Norton's book, *Action Research in Teaching and Learning*, which explores the practical aspects of performing pedagogical research through an action research methodology in HE. We are also delighted to include a summary abstract from Carolyn Gibbon on problem-based learning which has been championed in many disciplines as an effective student-centred process of learning. The substantive papers cover a wide variety of subjects and their richness reflects some very engaging work with students. Catherine Darby's paper considers the next generation of journalists. This study explains and reflects on what the assessment criteria were and how they were developed, based on identifying and targeting genres. Enabling pedagogic research: the impact of a Masters in Education by Ruth Pilkington investigates the application of action research within the MEd (Professional Practice in Education) programme. The paper, methods adopted in teaching English to young learners in India by Kajal Patel and Daniel Waller presents a study investigating the teaching methods adopted in teaching English language to young learners in India. Last but by no means least, Ruth Smith's paper to blog or not to blog? Using blogs in assessment outlines the initial stages of an investigation into the use of blogs or web-logs to replace reflective notebooks in a free choice elective designed to develop entrepreneurial skills in creative students.

You are encouraged to submit abstracts and papers and actively participate in the area of pedagogic research. We would like to take this opportunity to thank everybody involved in this edition, in particular the support from the Centre for Research Informed Teaching and the editorial team.