

Editorial

Welcome to the first issue of the *ALT Incubator Journal*.

One of the underpinning values of the University's Assessment, Learning and Teaching Strategy is to foster research that supports teaching. This publication is designed to show-case staff activities in relation to learning and teaching and, in particular, give both experienced and less experienced authors an opportunity to submit short articles about their work.

Diversity in research interests and pedagogic approaches are seen in this issue. In the first two articles Phil Race and Trudy Hartford both focus on assessment, but analyse very different strategies for giving feedback to students: Race in the lecture theatre, Hartford electronically. Differing routes to developing the student learning experience are explored in the next five articles. Pip Trevorrow and Jim McKenna give an indication of the ways in which the present-day obsession with text messaging can promote information dissemination and exchange, while David Moore, in a broader analysis of Computer-Based Learning Systems advocates the importance of computation dialectics, in order to promote an open educational dialogue involving student, computer and tutor. Two more articles, about the student experience in health care settings provide valuable suggestions for those of us engaged in other professional and vocational training. Avril Aslett-Bentley, in reminding us about the core structures and benefits of work-related learning, suggests that students themselves have the potential to contribute to the development of 'alumni networking'; while Frances Chapman and Phil Clegg argue about 'praxis' – analysing how placements can be the settings for students to take and reflect on actions in practice, consequently embedding theoretical understanding. On the student experience in the seminar room, Louise Warwick-Booth's piece investigates aspects of 'buddying', giving an evaluation not only of its benefits in developing learning and relationships, but also in promoting participation. The last three articles reflect on research on teaching. Ruth Pickford and Heather Clothier present a different view on how the lecture can be structured, emphasising that amongst other things one of the vital elements is fun! Stuart Moss, through his research on WebCT highlights the roots of barriers that inhibit its use by staff. Finally, Peter D'Sena, on the global dimension and citizenship, calls for staff to learn, where appropriate, lessons from the school sector about taking control of curriculum development.

We hope that you enjoy reading these articles and that they will not only spur you on to reflect on their ideas, but also to submit your own article or book review in the near future. It has been particularly pleasing that many of the contributors to this first issue are previously unpublished in assessment, learning and teaching and so we also hope that now even more colleagues will consider sharing their own practice and ideas in subsequent issues or via ALT re-source. All submissions will be anonymised before going through a refereeing process and given to all authors, who are also free to subsequently develop their articles into papers for external publication.

Further details about making a contribution can be found on the inside of the back cover, but please do not hesitate to contact the editors with comment, feedback, informal enquiries and, of course, your article or book review!

Peter D'Sena, David Moore, Ruth Pickford