

Editorial

For this issue of the *Assessment, Learning and Teaching Journal* we return to a general overview of assessment, learning and teaching, with articles illustrating many of the priorities in our 2009-11 ALT Strategy. These include: helping our students to learn in stimulating environments; encouraging creativity; ensuring that our practice reflects our values by incorporating ethics into the curriculum; using up-to-date and enabling technologies to enhance learning; enabling students to develop skills for learning, information literacy and enterprise; sharing learning with our Regional University Network (RUN) partners; and promoting student employability and engaging our students in work-related learning.

Leeds Met prides itself on putting **students** at the heart of everything it does. **Catherine Sanderson** invites debate on this concept in an exploration of perceptions of student-centredness by both students and staff. **Jacqueline Stevenson, Marie-Odile Leconte and Simon Robinson** also address our core values, asking what ethical principles and ethical behaviour mean at Leeds Met and what is the connection between personal, professional and institutional integrity.

Inclusivity is another of our core values: a study by **Laura Dean, Sue Smith and Graham Webb** explores the issues faced by part-time academic staff and PhD students who teach, such as how they access development opportunities.

Aligned with our focus on **effective** teaching, several papers describe the use of Technology Enhanced Learning to improve communication and student participation. **Steve Wilkinson** and others suggest how Web 2.0 tools can help provide more authentic learning experiences for large student groups working on team projects, while **Ollie Jones** advocates the use of tutorial blogs to improve teacher-student dialogue, and **Duncan Folley** and colleagues investigate the use of Personal Response Systems in lectures. However, as Folley et al remind us, technology alone will not improve anything within a classroom unless due thought is given to its use. **Laura Dean** reflects on the use of metaphors in electronic learning resources.

Recent discussion in the press about Open Access publishing makes **Nick Sheppard's** defence of Open Access very timely: he writes on Leeds Met's forthcoming institutional repository – an online

environment for collecting, preserving, and disseminating the University's intellectual output. This paper, together with **Jo Hassall's** and **Helen Loughran's** reflection on 'The Big Draw' event and the imaginative ways in which learning spaces can be re-imagined, highlights the centrality of the Leeds Met Libraries to the **transformative** student experience and lifelong learning.

In papers looking specifically at the creative arts, **Rebekka Kill** attempts a definition of creative enterprise that is specific to the Faculty of Arts and Society, while one of our RUN partners, **Mervyn Lebor**, examines some problematic aspects of assessing a Personal Development Planning module in an Art and Design degree at Batley School of Art and Design.

Finally, the challenge of ensuring that the curriculum and assessment are **appropriately aligned** with practice in the 'real world' and relevant to students' future employment is addressed by **Nick Sutcliffe and Shelagh Brooke** in their discussion of managing and assessing learning on a work placement; and by **James Musgrave, Rhodri Thomas and Bridget Kusyj**, who consider the effectiveness of using visiting speakers from industry on vocational programmes.

Since its launch in 2006 we have developed the Journal and widened its scope. Two innovations are the inclusion of occasional articles from authors outside Leeds Met – in this issue we have a paper co-authored by Shelagh Brooke from the University of Huddersfield as well as a book review from Gordon Joughin in Australia – and special issues focusing on particular themes. The next two issues, to be published in September 2009 and January 2010, will be devoted to Technology Enhanced Learning and Learning Spaces (guest edited by Janet Finlay and Jim Stewart), and Enterprise (guest edited by Sue Smith) respectively. We welcome contributions both from Leeds Met and from external authors: further details are at www.leedsmet.ac.uk/alt/index_publications.htm

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Assessment, Learning & Teaching Values at Leeds Met



Leeds Met puts students at the heart of everything we do, enabling them to maximise potential and use all their talents to the full.