

Editorial

The First Year of the JPD

David Mathew & Andrea Raiker, Editors

The very first issue of the *JPD* was launched in July 2011 (in print and online) and was simultaneously handed out to delegates at the University of Bedfordshire's annual conference in the same month. The issue that you are reading now represents our first anniversary, and how quickly that year has flown by!

We are happy and pleased that the *JPD* has been successful. From the very beginning we found that we could attract submissions from all over the world, and we were able to combine excellent work from overseas with quality contributions from within the University. It did not take long for us to realise that we would be able to produce three issues per year, instead of the two issues that we had originally planned.

We would like to thank you for your support and for your submissions. Please keep sending us your work! We hope to improve and expand and we cannot do this without your ongoing support.

Please also consider applying for the Writing Retreat for 2013. See the final article in this issue for details.

Editorial

The First Year

Mark Atlay, Director of Teaching and Learning

The first year of life is often a challenge in the endless struggle for survival. There's the continuous need for food to aid growth, a requirement for play and stimulation to develop strength and skills, and so much to learn and put into practice from observing the world around you. I won't extend the analogy by talking about the birthing pains (yes, there were a few) but congratulations *JPD* on reaching your first birthday and to all who have contributed to its success – and in some cases may have had a few sleepless nights along the way. The *JPD* provides an excellent vehicle for reflecting on and sharing our pedagogic practices, and with a continued supply of nourishing articles it will continue to develop and evolve.

Guest Editorial

A Harmonics of Teaching and Learning: An Editorial in Three Voices

Lolly Ockerstrom, Ph.D. (Park University), Emily Donnelly-Sallee, Ph.D. (Park University), and Jean Mandernach, Ph.D. (Grand Canyon University)

I. The Text, not the book: Studying abroad and seeing

*...And bring no book: for this one day
We'll give to idleness...*

William Wordsworth, 'Lines written at a small distance from my house,' 1798

While teaching a study abroad course on Wordsworth I took two of the students up to the Troutbeck Churchyard. It was raining (of course), and cold: And we were on a mission to find the

gravestone of Myles Atkinson, the ancestor of a colleague. For the students, it was, as was everything for them in Cumbria, a haunting and compelling adventure. We did not, as Wordsworth writes in his poem, bring along a book. Instead, we gave ourselves that day to 'idleness'—we walked in the rain down from Town End to the church, which was open—and empty of parishioners or other tourists. We admired the Burne-Jones/William Morris window, we sat in the pews, we studied the architecture. And we warmed