

Editorial

Gerry Czerniawski

We begin this issue with an article from **David Morris** reflecting on the importance of trust between pupils and teachers in student voice initiatives and how cultivating 'authentic' trust can lead to a heightened empathy between students and teachers. **Carol Webb** provides a fascinating synthesis of theories that can help teacher educator teams in universities to make sense of changes in practice together. The theoretical synthesis presented includes models of stages of team development, sense-making, experiential learning and complexity science principles. In her article **Vrede-Shevonna M. S. Timmins** examines interactive video and multiple choice question 'flipped classroom' sessions for research methods in psychology. Her critical reflections on course development will be of interest to those working on postgraduate certification in teaching and learning in higher education. Writing about contemporary popular songwriting, **Angela Blacklaw** draws our attention to the ways in which archetypes can be used creatively and consciously in teaching songwriting to undergraduate students. Finally, **Graham Robertson** argues that systems of higher education all too often impose an inflexible 'recipe' approach to education upon both student and lecturer which may be unhelpful and contradictory in supporting and facilitating students to achieve their potential. In his article he argues that before we encourage students to engage with the stepped aspirational treadmill of academic study, time exploring

this process with the student would be beneficial for both student and institution.

Our guest writer is **Professor Amanda Berry**. Amanda is Professor of STEM Education at Monash University, Australia. Amanda's research focuses on teacher knowledge development and how that knowledge is shaped and refined throughout a teacher's professional life span. Amanda has a strong international profile in the field of science teacher education and is considered a leading scholar in research on science teachers' pedagogical content knowledge (PCK). Amanda is currently editor of the journal *Studying Teacher Education: A journal of self-study of teacher education practices*, and Associate Editor of *Research in Science Education*.

This number's book reviews are provided by **M.L. White** and **Graham Robertson**. In our next edition, to be published in November 2018, we are pleased to announce our guest writer will be **Professor Gary McCulloch**, inaugural Brian Simon Professor of the History of Education (UCL- Institute of Education) and President of the British Educational Research Association (BERA).

As always, we hope that you enjoy the collection of articles in this issue of the periodical and please feel free to contact the editorial team if you would like to submit an article or book review for publication.