

Editorial- Launching Enhancing Teaching and Learning in Higher Education (ELTHE): a place to publish and share your own scholarly work and teaching innovations.

Welcome to the first edition of **Enhancing Teaching and Learning in Higher Education (ELTHE)**.

ELTHE offers an opportunity for those involved in university learning and teaching to disseminate their practice. It aims to publish accounts of scholarly practice that report on small-scale practitioner research and case studies of practice that involve reflection, critique and implications for future practice and are informed by relevant literature, with a focus on enhancement of student learning. This publication thus offers **a forum to develop and share scholarly informed practice in Higher Education** through either works in progress or more detailed accounts of scholarly practice.

It might be worth explaining where ELTHE comes from, in this first edition. Since 2009 Durham University has included Scholarship as an activity to be undertaken by teaching-focussed academic staff. In 2017, with the creation of the Education Track and the formation of a promotion pathway, the concept of the Educational Impact beyond the classroom was introduced as a promotion element, and in 2021 this was extended to include the concept of the Scholarship of Teaching and Learning (SoTL).

In the promotion criteria of Durham University, this is defined as:

- **Contextually situated** – it should be grounded in the context of our own teaching and learning practice and the work should aim to further the body of knowledge as relates to practice in your area.

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- **Rigorous** – it should utilise appropriate research methods and tools and make a meaningful contribution to our understanding of teaching and learning practice.
- **Critical** – it should hold critical reflection at its core, and going beyond should be reflexive, so that it feeds forward and furthers the practice of teaching and learning.
- **Peer-Scrutinised** – it should be open to peer scrutiny and disseminated to appropriate audiences (via e.g. presenting at departmental, faculty or University level meetings or external conferences, and may include publication in magazine articles, scholarly journals etc.) to generate an active debate which contributes to the academic endeavour of the University.

SoTL is encouraged at Durham University by the Durham Centre for Academic Development who are supporting the development of this journal.

This journal serves as a vehicle for you to share your own scholarly work and teaching innovation. Devised for staff from Durham University, the journal is open to submissions from all those working in SoTL from across the HE sector.

In support of the journal's launch, Professor Tony Fawcett, PVC Education at Durham University, states:

I am delighted with the development of the in-house journal *Enhancing Teaching and Learning in Higher Education*, which provides an excellent way to share your scholarship and innovations, and stimulated discussions about teaching and learning in Durham and beyond.

In this first edition are seven papers from colleagues at Durham University and University Centre Quayside. Five of these papers were presented at the 2022 Durham Learning and Teaching Conference.

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Articles:

- Geraldine Crahay, highlights and defend the benefits of creative writing assessment in higher education language modules. ([Crahay preview](#))
- Dana Therova & Andrew McKay, report on how the issue of discipline specificity in a multidisciplinary EAP classroom was addressed by employing a data-driven learning (DDL) approach for the acquisition and development of disciplinary writing conventions including specialised technical vocabulary. ([Therova preview](#))
- Aziza Zaher, discusses academic advising, describe current practice in the School of Modern Languages and Cultures (MLAC) at Durham University, and present students' views of this practice. ([Zaher preview](#))
- Nick Mapletoft and colleagues explore the use and detection of ChatGPT artificial intelligence (AI) content, in the academic setting. ([Mapletoft preview](#))

Update Papers:

- Nicola Fern & Julieta Litka Milian, provide an update on a project investigating the impact of embedding interactive pre-lab materials into the preparation resources for students in a chemistry practical module. ([Fern preview](#))
- Marion Cordech & and Laura Lewis, share their experience of using portfolio-based tasks to assess integrated skills in German and Spanish language modules at level C1 in an update paper. ([Cordech preview](#))
- John Hirst & Cat Spellman, address a critical need for Higher Education, and Business Schools in particular, to embed Futures Thinking skills into their

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curricula in order to prepare the incoming generations of leaders for the radical change that the world is facing. ([Hirst preview](#))

We hope you find this new journal **a place to publish and share** your own scholarly work and to learn about the significant amounts of scholarship taking place across the University and that through learning about this work new collaborations will be possible across disciplines.

For future editions we will move to **rolling publication**. Once an article is accepted, it moves directly into copyediting and production. When it completes that process, the article is published in the current edition which then gets renamed with an issue number when full. This will allow us to maintain our high standards and thorough peer-review process while simultaneously making new scholarship publicly available without delay.

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