

EDITORIAL
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It was a great pleasure to be invited to provide the editorial for this edition of the UCLan Journal for Pedagogic Research. As a manager within a large university, there is a danger of becoming removed from the core activity, and even if one doesn't, it is easy for others to perceive that you are removed or disengaged. We obviously deny it but the key is to prove that we retain our passion for education and therefore also a keen interest in the initiatives, and particularly the research, that allow us to make the education process better. As a qualified teacher, married to a teacher, and as a member of the board of a school and an FE college, I feel in a strong position to appreciate the value of education at all levels. As a university, we have the responsibility to take a lead role and to ensure that we undertake the appropriate research and dissemination to inform the education process and most notably to enhance teaching, learning and assessment (TLA) across all disciplines and at all levels.

It was against this backdrop that at UCLan we launched our drive for a World Class Learning and Teaching Culture. This is designed to draw on the expertise that exists across the University, to explicitly recognise excellence and to ensure that it drives our development for the future. In the increasingly competitive world of HE, with the advent of MOOCs and the abundant availability of information through differing media but most notably the internet, high quality engagement in the teaching process will become a key differentiator and a driver for on-going student interaction. We must continually reflect on what we do and how it will be improved in the future. Of course, this is informed by research and UCLan's Pedagogic Research Forum (PRF) has been a pioneering group, undertaking and sharing research to better inform practice in all areas of TLA. Such a group is ideally positioned to support the drive for World Class Learning and Teaching providing the essential evidence base as well as the focus for co-ordination and direction.

The Centre for Research Informed Teaching was similarly pioneering and a further successful testimony to our belief in teaching and research and their indivisibility. These are areas where all of us, regardless of discipline, should be engaged. The Journal of Pedagogic Research is one vehicle for the dissemination of the findings that will drive the pedagogy of the future.

This edition focuses on key areas such as the effective use of technology; feedback, which as we know is a sector wide challenge and presentations. The latter, frequently dominated by 'PowerPoint' has developed as a challenge and with often large student numbers increasingly armed with 'smart' phones, how do we maintain audience attention? Debbie Parkes focuses on the teaching and learning of Maths and Nicky Darino and colleagues focus on preparing students for the challenge of the transition to university education. Thus in one edition, many of the key issues affecting the sector, and the education system generally, are addressed. As a consequence I hope that the work of the PRF and the Journal can get greater prominence in and out of UCLan, ensuring that World Class Learning and Teaching is an on-going reality which we lead at all levels. When I gave a recent presentation to one of our Schools a lecturer, in recognition of the innovative approaches adopted within the School, described his colleagues as "on fire". I hope that the initiatives I have discussed and the on-going quality of pedagogic research in this journal will

make this term, which is more synonymous with other walks of life, an on-going mantra to describe the learning and teaching at UCLan.