

Editorial- Enhancing Teaching and Learning in Higher Education's Journey Continues

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

ETLHE provides a platform for individuals engaged in university teaching and learning to share their practices. Its goal is to publish accounts of academic practices that include reports on small-scale research by practitioners and case studies that incorporate reflection, critique, and future implications. ETLHE serves as a venue for the **growth and dissemination** of academically informed practices in Higher Education, ranging from ongoing projects to more comprehensive descriptions of scholarly practices.

Following the success of our inaugural issue we are now moving 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.

We are delighted to see the enthusiastic submissions from our contributors and how this journal has helped colleagues to start or pursue their scholarship journey. ETLHE has become a nurturing ground for new ideas and innovative practices in higher education, and we are proud to support the academic community in this endeavour.

In this second edition are five papers from colleagues at Durham University and Hull University:

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- John Hirst & Yuqian Wang explain how the forgotten scholarly discipline of commonplacing can be revived and deployed as a technique for enhancing teaching and learning. ([Hirst preview](#))
- Cristina Zambon and colleagues present and discuss the students' current use and understanding of gAI and their concerns for the future and the education sector. ([Zambon preview](#))
- Helen Cramman and collaborators present the findings from a detailed study investigating UK undergraduate students' experience of practical science in their post-16 studies during the COVID-19 pandemic. ([Cramman preview](#))
- Aarron Atkinson-Toal & Catherine Guo review differences in AI policy comprehensiveness, enforcement mechanisms, and educational initiatives in UK Russell Group universities, with specific focus on learning and teaching. ([Atkinson-Toal Preview](#))
- Andrew Holmes and colleagues evaluate the use of a 'formative-specific' assessment rubric designed for providing formative assessment feedback, and a distinct rubric designed for summative assessment. ([Holmes Preview](#))

We are particularly excited to feature two papers focused on generative AI, a rapidly evolving field that is transforming higher education. As generative AI continues to advance, we anticipate more research in this area, contributing to the ongoing dialogue on its implications for teaching and learning.

We hope you find this journal **a place to publish and share** your own scholarly work. We welcome submission across the HE sector. ETLHE welcomes reviewers who work

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

in the field of SoTL. Please register and enter your reviewing interests to volunteer as a reviewer.

Finally, we would like to honour our colleague, Dr. Nicola Reimann, who recently sadly passed away. Nicola was an Associate Professor in Academic Practice at Durham University. Her role focused on researching learning, teaching, and assessment in higher education, as well as educational development for Durham staff, particularly in the context of the Postgraduate Certificate in Academic Practice which she led for a number of years. Nicola was known for her commitment to excellence, her valuable contributions to pedagogic research, and her ability to inspire and mentor others. Her dedication and contributions have inspired many of us to engage with pedagogic research. Her legacy continues to influence and motivate our community, and she will be greatly missed.

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