

Editorial

This is the fifth issue of the Worcester Journal of Learning and Teaching and this it contains nine contributions from colleagues at the University. These contributions include one academic paper, four project reports and four personal perspectives

The academic paper, by Donna de Haan, reviews the development and position of sport management undergraduate education in the UK, and using previously published data, makes comparisons with the development and provision of similar courses in the United States of America.

The report by Lucy Fraser reviews initiatives across the Division of English & Cultural Studies (IHCA) to tackle the strategically significant challenge of non-submission rates. This contribution reports that the initiatives taken across the Division, including compulsory attendance, have had a real impact. There has been more than a 50% reduction in non-submission rates demonstrated in the comparisons between the submission rates of last year and this year at first opportunity to submit. Jo Kuzma's case study describes how an academic unit at St. Petersburg College (SPC) in St. Petersburg Florida, USA, used video presentation technology in their online teaching environment to improve students' presentation skills. Results showed students improved these skills, and thus, the project was deemed a successful. The summary report, written by Louise Martin, examines a collaborative project between the Institute of Sport & Exercise Science at the University of Worcester, Stourbridge College, Worcester College of Technology and Herefordshire College of Technology. This project sought to explore how partner college students perceive their overall experience in relation to a number of broad themes. The final report offers a brief overview of the University of Worcester's (UW) participation in the Higher Education Academy's Enhancement Academy Programme in 2009-2010. This participation followed on from the University's successful involvement in Phase II of the Higher Education Academy's (HEA) eLearning Benchmarking Programme.

The personal perspective submitted by Ian Scott, head of the Academic Development and Practice Unit, is a substantive and thought provoking critique of learning outcomes. Kevin Flude explains his use of a mock auction in a Museum course when dealing with Collections Policies. Finally, Stephen Hicks and Chris Garratt offer positive reflections on the teaching facilities at the new City Campus. Stephen's reflects from the lecturer standpoint, whereas Chris offers an ILS view. I suggest that the reader may wish to read these two contributions together.

I would like to offer my congratulations to two members of the Editorial Board – Derek Peters has been appointed Professor of Sport, Health & Exercise Science and Colin Price has been awarded a National Teaching Fellowship. Both Derek and Colin richly deserve this recognition of their work. Also, Marie Stowell has kindly agreed to join the Editorial Board and I am confident that this will broaden and strengthen our review capability. Finally I must once again thank members of the Editorial Board for reviewing potential academic articles and for the support that they continue to offer me.

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