

Editorial

We are delighted to welcome you to this inaugural issue of *Education in Practice*, a journal developed and hosted by the University of Birmingham with the aim of sharing effective practice in teaching and learning and educational enhancement. *Education in Practice* has been designed for all University staff working in support of enhancing the student learning experience, be they academic members of staff or staff from professional or support services. Contributions are also welcomed from both undergraduate and postgraduate students.

The journal provides an accessible publication route for those looking to disseminate teaching and learning practices, ideas and developments or outcomes from education-related projects and will help encourage a scholarly and evidence-based approach to teaching and learning across the University.

Education in Practice has been designed as a publication route that 'bridges' the interface between newsletters and journals of educational research; as such, it is an ideal first publication route for those new to publishing on teaching and learning, and an opportunity for those who are more experienced to share and test their ideas with other colleagues from across the University. All submissions are reviewed and edited by a cross-University editorial board to whom we are very grateful for their advice, support and expertise. Although intended as an institutional journal, it will also be available electronically through the world wide web.

In this first issue of *Education in Practice* there are papers by academic staff from all five Colleges, from staff in Library Services and from undergraduate students. The topics cover the concepts and ideas

around an approach to provide rapid personalised feedback to students and how to make use of online resources to make the curriculum more inclusive, in particular for international students. There are accounts of how a library 'roadshow' can be used to showcase the range of resources available to students, how a student-rep workshop was used to share good practice and how a new system of mini-interviews met the challenge of dealing with large numbers of applicants in medicine. A paper describing a framework for evaluating the success of policies linked to work on developing an inclusive curriculum shows how an evidence-based approach can be used to monitor change.

If you have any comments or suggestions relating to the journal please contact either of us; equally we warmly welcome contributions from anyone working at the University of Birmingham. We would be delighted to hear from you.

Jon Green and Michael Grove
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