

## Editor's Introduction <sup>\*</sup>

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Welcome to the second issue of the All Ireland Journal of Teaching and Learning in Higher Education (AISHE–J), the open-access journal of scholarly research into teaching and learning of the All Ireland Society for Higher Education (AISHE).

AISHE<sup>1</sup> is a professional society whose goal is to bring together and support those people who are concerned to advance higher education in the island of Ireland. It promotes the professional recognition and enhancement of teaching and learning in higher education through a range of activities including seminars, conferences, publications, and provision of online community forums and services.

We commence this second issue with two invited articles from [Exley](#) and [Willison](#) based on their AISHE Conference keynote addresses. The first of these articles focuses on the perennial issue of making lectures a more active learning experience for our students. Given the current international economic climate we can expect greater pressures to make classes even larger which make Exley's scholarly advice and suggestions most timely. Willison's article is also timely in that he argues that the knowledge society requires HE graduates who are research ready and he provides a framework which can be used across the full range of academic disciplines to produce such graduates.

Three of the four research papers in this issue come from the health sciences disciplines. The issues they address however are not confined to those disciplines. [Ohaja](#) explores midwifery students' perceptions of support in the clinical environment. The issues raised are applicable to a wide range of programmes which include a work experience element. [Leufer & Cleary-Holdforth](#) examine the debates surrounding policies which mandate compulsory attendance at lectures and the influence of professional bodies on such policies. [McKee et al.](#) provide evidence to suggest the value of online modules in service subjects which traditionally students find difficult.

In the final research paper, the emphasis moves from student learning to staff development with a reflection by [Watts](#) on the theoretical and pedagogical issues raised during a series of workshops on online learning.

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\* Editorial. URL: <http://ojs.aishe.org/index.php/aishe-j/article/view/55>

1 <http://www.aishe.org/>

Each research article submitted to AISHE-J is blind peer-reviewed by at least two expert reviewers. I would like to take this opportunity on behalf of the Editorial Committee to thank these reviewers who have given freely of their valuable time and expertise.

Thanks also to those who have submitted articles to AISHE-J, not all of which could be accommodated in this issue but which bodes well for future issues. In addition, thanks to those who submitted papers for the proposed Special ILTA issue. The papers have been reviewed and are awaiting finalisation by the ILTA editorial group.

Sincere thanks are owed to Barry McMullin, for the development and management of AISHE publications and in particular for his technical support of our online journal system and to Linda King the AISHE Administrator for her patience and skill in juggling proof editing of this issue and organising the annual conference.

I would also like to acknowledge the continuing generous support of the Higher Education Authority, under Ireland's National Development Plan, without which AISHE-J would not have been possible.

Finally, on behalf of the Editorial Committee, I hope you enjoy AISHE-J and should you have any suggestions for improving future issues or you wish to become involved as a reviewer, please don't hesitate to contact me.

## Articles in this Issue (AISHE-J, Vol. 2, No 1, 2010)

Exley, K. Encouraging Active Learning in Lectures.

URL: <http://ojs.aishe.org/index.php/aishe-j/article/view/10>

Leufer, T. & Cleary-Holdforth, J. Reflections on the Experience of Mandating Lecture Attendance in One School of Nursing in the Republic of Ireland.

URL: <http://ojs.aishe.org/index.php/aishe-j/article/view/18>

McKee, G., Costello, P., Adams, A. & Porter, M. The Use of a Supplementary Online Learning Course, and Its Effect on Academic Achievement Within an Undergraduate Nursing Programme.

URL: <http://ojs.aishe.org/index.php/aishe-j/article/view/15>

Ohaja, M. Support for Learning in the Clinical Area: The Experience of Post-Registration Student Midwives.

URL: <http://ojs.aishe.org/index.php/aishe-j/article/view/14/16>

Watts, N. Reflecting on Models for Online Learning in Theory & Practice.

URL: <http://ojs.aishe.org/index.php/aishe-j/article/view/19>

Willison, J. Development of All Students' Research Skill Becomes a Knowledge Society.

URL: <http://ojs.aishe.org/index.php/aishe-j/article/view/12>