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Editorial

This issue of *Caribbean Teaching Scholar* features an eclectic mix of teaching and learning research and a reflective piece, highlighting some of the diversity and complexity of issues which exist in education. The five articles each touch on a different area of concern in education, and while they may appeal to varied constituents, they all provide thought-provoking perspectives and recommendations. Our first article looks at the use of technology in teaching and learning through the flipped classroom approach, while the second takes a reflective look at graduate supervision. The third article looks at change management issues in curriculum renewal, using the case of an in-service Diploma in Education Programme, while the fourth explores student attitudes to plagiarism. The final article examines alternative pathways to secondary education in Jamaica.

The decision to start this issue with an article on the flipped approach to teaching was largely based on the fairly recent interest in this approach, by many teachers at various levels. While the flipped approach has been used in teaching and learning, in some form, for many years albeit called by different names, recently there has been increased interest in the approach. Sometimes called the inverted classroom, the flipped approach proposes a model in which students engage with content and in learning activities prior to class sessions and during class sessions teachers focus on engaging the students in, for example, synthesizing, analyzing, and problem-solving activities. The article *Exploiting Asynchronous Delivery at the Tertiary Level: Transitioning from the Traditional to the Flipped Model* by Lyn Keith looks at possibilities of the flipped or inverted classroom model to engage students. More importantly, the model is examined as a way to promote critical thinking skills by shifting what is traditionally considered "homework" to the classroom and transforming the classroom into a space where students can connect with each other, and the teacher, in a more active, authentic manner. The author uses specific software to provide content in the form of online lectures, for sessions at home. The software allowed for collection of statistics on its use and the author also conducted interviews to arrive at students' perceptions of the flipped class.

Re-imagining Graduate Supervision, is a reflective piece on gradate supervision at one campus of The University of the West Indies. The co-authored paper outlines the experiences of a graduate supervisor and in particular her interpretations of students' perspectives on graduate study. The authors sourced data from documented reflections of the graduate supervisor and feedback from graduate students via focus group discussions. This paper presents relevant issues impacting the quality of graduate supervision and suggests several practical recommendations to improve the process at the institution, which include paying

more attention to preparatory workshops for supervisees, and more reflection on practice by supervisors.

Though significant, the issue of curriculum renewal is one that seems to be overlooked in the literature on teaching and learning. The article *Facilitating Factors in Programme Renewal: Faculty's Perspectives*, provides an interesting twist to this issue by looking at change management and the perspectives of those involved in the curriculum renewal process. The author traces the experiences of a curriculum review committee as its members work through the curriculum reform process for a Diploma in Education at a Caribbean, Tertiary Level Institution. The findings highlight the importance of the attitude of staff involved, the use of collaboration, and the perspectives of leadership, as key facilitating issues in the process.

Paul Walcott's article explores the issue of academic dishonesty and is an important addition to this issue as it presents students' perspectives on plagiarism. Titled *Attitudes of Second Year Computer Science Undergraduates Toward Plagiarism*, Walcott's article looks specifically at self-plagiarism and the significant difference in attitudes toward plagiarism across gender and age. One of his suggestions for dealing with plagiarism on a systemic level, is the creation of an academic honesty education programme.

The final article in this collection, *Engendering Curriculum Pedagogy for Alternative Pathways to Secondary Education in Jamaica*, turns the attention away from tertiary education to the issue of closing the achievement gaps among secondary level students in Jamaica. The paper examines three interventions intended to address placement and progress of teenage students in the Jamaican school system. Reviewing the perspectives of students and teachers, the study concludes that transformative pedagogy is necessary for the development of alternate pathways to the educational development of secondary school students in Jamaica.

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