
Editorial

This second issue of Volume 5 focuses on good practice in teaching and learning starting with the practice of assessment of student learning and student performance, and moving to enhancing foreign language teaching. The context for this issue is the St Augustine Campus of The University of the West Indies (UWI), Trinidad and Tobago. This was the location for the conference *Institutionalising Best Practice in Higher Education*, from June 24-26, 2015. Two of the articles in this volume were selected from paper presentations made at this conference and although the focus of this issue is the St Augustine Campus of The UWI, the topics explored are universal and timely.

The first paper titled *Did they learn anything? Experiences of social sciences teachers on an initial in-service post-graduate teacher education programme, 2013/14, at The School of Education, UWI, St Augustine Campus, Trinidad and Tobago* evaluates the course experiences of social science teachers in a teacher education programme. The evaluation is conducted by six teacher educators: Shahiba Ali, Dyann Barras, Benignus Bitu, Stephen Geofroy, Samuel Lochan and Lennox McLeod. Using focus group sessions with 14 participants drawn from 50 teacher-participants, the study was undertaken in an effort to determine whether the participants' experiences in the courses taught by the six teacher educators aligned with the intended outcomes of the programme. The study adopted an interpretative, phenomenological approach, drawing on data obtained from the two focus group sessions. The findings of these researchers confirmed that the experiences of the teacher-participants were aligned with the intended outcomes. This provides an example of good practice for assessing student learning since assessment requires not only attention to outcomes but also attention to experiences that lead to them.

In the second article, a study by Curt Bodkyn and Fred Stevens, we move to a focus on the relationship between self-directed learning, intrinsic motivation and student performance. The authors use two tools, namely a revised Self-Directed Learning Readiness Scale Questionnaire used in nursing education (SDLRS_NE) and the Motivational Strategies for Learning Questionnaire (MSLQ) to explore the issue. The study was conducted using 485 students in the medical programme at The University of the West Indies and explored the nature of self-directed learning and intrinsic motivation over the course of the medical curriculum. The study found a significant positive effect of intrinsic motivation and self-directed learning on student performance, with the students in the preclinical years being more extrinsically motivated than in the clinical years.

The final two articles in this issue were conference presentations selected from the conference strand Best Practice in Teaching and Learning. The first of the two articles titled *Defying established practice in the EFL Classroom: The development of a theoretical framework for teaching and testing periphrastic verbs* by Amina Ibrahim-Ali interrogates how students learn English as a foreign language and in particular, looks at the role of errors in language development. The context of her study is the English as a Foreign Language Unit and the focus is the role and impact on language learning, of errors in SE periphrastic verb forms in grammar exercises. While admitting that her study is in its early stages, the author concludes that developmental errors in language learning are unaccounted for in theoretical constructs on interlanguage development. The study provides specific systematic error groupings, which can assist in development of teaching English as a foreign language.

The final article is another in the area of language learning but this time focusing on foreign language listening comprehension. Diego Mideros's article is the second of the selected conference presentations referred to earlier. This action research study, draws on data from 2009, 2010 and 2015, to assess the outcomes of an intervention which changed the way listening comprehension was taught. The intervention emphasised the value of the social dimensions of language learning. The author found that listening became a social enterprise that led to interaction and active engagement.

The four articles explore a broad range of subject fields, from social science teaching to medical education and language teaching. The varied areas of focus provide evidence of good practice and in some cases a basis for further research in teaching and learning in higher education, all with the aim of and potential to enhance teaching.

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