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Editorial

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As ever, this edition of IETI, demonstrates the journal's mission to showcase international global educational innovation, with articles from across the world, including a number of cross-nation collaborations. This collection of articles covers a diverse range of topics and discipline areas, and, at first sight, may appear idiosyncratically eclectic. However, a common theme to all the articles included here is that as higher education becomes more global and faces new challenges, the solution is to adapt and embrace the change. How we can transform our educational custom and practice to deliver engaging learning that meets the needs of our global student body is a unifying theme. From small scale case studies considering the introduction of innovation techniques to increase student engagement and learning, to proposals as to how to remodel the curriculum and re-conceptualise an entire university system, this edition highlights the creativity and innovation across the higher education sector globally to adapt and change. And at a time when many higher education institutions are facing considerable challenges, the positive adaptations and practical suggestions we can adopt provides reassurance and hope.

The opportunities that internationalisation provides for creating liminal spaces for students is explored in a number of papers that look at intercultural experiences. Increased internationalisation of the student body in China is taken as the focus for Dai and Ma's paper on the experience of assessment for international Masters students studying in China, exposing the range of strategies students use to navigate between different assessment regimes. In a cross-country study, Davies-Vollum, Ribchester, Danso-Wiredu and Raha design a virtual mobility workshop for students in the UK and Ghana to enhance understanding of the UN Sustainable Development Goals. Both papers highlight the strategies students use to navigate these new educational spaces or "pedagogic borderlands" and how this engenders teamwork and innovation. Peer learning is one response to responding to the needs of an increasingly international student body, Babinská and Pleschová explore this in relation to the internationalisation of a medical module. Sinnayah, Ambler, Kelly, Konjarski, Tangelakis and Smallridge's literature review looks at how peer learning can support professional learning for academics and enabled them to think about how to use this in their own educational activities.

Innovative learning design to engage students and create more meaningful learning experiences is a core theme in a number of papers. Liao, Lin, Lou and Chung consider how problem-based learning combined with a "maker spirit" can generate effective entrepreneurship learning. Two papers look at how specific techniques can engage students; Pinto-Pinho, Ferreria, Matos, Santiago, Henriques, Corda, Lima, Rodrigues, de Lourdes Pereria and Fardilha explore how the world café method can promote active learning and teaching in biosciences. Steils and Hanine use crowdsourcing in management learning to encourage active participation. Both papers look at how creating enjoyable learning experiences facilitates learning, although Steils and Hanine consider where gamification can also have its draw backs. Technology often supports the use of innovation, as is explored in four papers here. Ward, O'Riordan, Logan-Fleming, Cooke, Concannon-Gibney, Efthymiou, Watkins use four case studies to explore how virtual oral assessment can generate an authentic assessment approach, very topical as many educators grapple with assessment in the age of artificial intelligence. Andrews evaluates an unique training programme for architects which utilises a pedagogic model of observation and reflection from mental health clinic the Tavistock Centre. Hu experiments with Kahoot to uncover teacher understandings of achievement and learning perceptions. Wang analyses how video design and production can reduce mind wandering, finding a link instructor visibility and mind wandering, as well as a role for mindfulness training with students.

A changing higher education system should make use confront our assumptions about educational design and the associated expectations we have about the skills of our students. McAlpine and Boz explore how PhD students can be developed as writers for a specific peer supported and goal orientated writing programme, making a call for universities to explicitly support the development of writing skills for PhD students. Also, making a call to institutions to think differently, Luo, examines how Chinese students respond to feedback on writing thesis in English, where motivation is a key factor in how feedback is received. How we support supervisors to understand this and engage with students whose first language may not be English is an important finding for this work. Julius, McKenna and Mqgwashu findings follow a similar path, where they reflect on how often English competence is conflated with academic literacy. Their findings raise some challenges to the construction of the curriculum and the colonial nature of this, calling for a stronger recognition of the richness of different literacy practices.

Leading on from academic skills, another core part of learning and research behaviour is ethics. Two papers here make suggestions as to how to design and support the development of these skills in research students. Al-Zahrani considers the use of artificial intelligence and its impact on researchers. The paper calls for greater engagement, training and support so that researchers are properly skilled to embrace AI and its use is embedded in policy. Saltelli looks specifically at scientific research integrity and in this case study explores how such a curriculum could be more effectively designed.

Embracing creativity in higher education is vital for ensuring institutions and educators can adapt and change. Nerantzi, Gillaspay, Sinfield, Karatsiori, Burns, Hunter, Seat and Tasler study the experience of leadership within the #creativeHE community, making a case for “communityship” as a way of fostering participatory leadership. Fox and Smith hone in more specifically on what creativity actually means for higher education. Their literature review highlights the contribution of IETI in this space and explores whether a shared definition of creativity for higher education would increase its value and recognition.

Finally, two papers present a micro and macro view on the themes of change and transformation. Rooney explores combining two approaches to course design to support a new conceptualisation of post graduate education which could ultimately be applied to course design at other levels too. Senivongse and Bennet take a bold approach applying service design thinking to imagine the university as a service and redesign university processes accordingly. Whilst challenging, they conclude that a design thinking approach enables institutions to address educational disruption and create stronger links between business and education.

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