

Editorial- Moving Forward Together: Sharing Practice and Building Community

Welcome to the latest edition of *Enhancing Teaching and Learning in Higher Education (ETLHE)*.

ETLHE continues to provide a platform for colleagues across the higher education sector to share their scholarly practices. Our aim is to publish thoughtful, reflective accounts of teaching and learning—ranging from small-scale practitioner research to broader case studies that explore innovation, critique, and future directions. We are proud to support the growth and dissemination of academically informed practice in higher education.

We are now fully operating under a **rolling publication model**. This means that once a manuscript is accepted, it moves directly into copyediting and production. As soon as it is ready, it is published in the current issue—ensuring timely access to new scholarship while maintaining our commitment to rigorous peer review. When the issue reaches capacity, it is assigned a volume number and archived, and a new rolling issue begins.

This edition is published at a time when many universities are facing significant financial pressures. Budgets are tightening, resources are being stretched, and staff are being asked to do more with less. In such a climate, it can be tempting to place scholarly activity—particularly around teaching and learning—on hold. Yet it is precisely in these moments that sharing practice becomes most vital. By continuing to publish, reflect, and engage with one another's work, we strengthen our collective capacity to adapt, support our students, and sustain the values that underpin higher education.

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This edition will feature manuscripts that explore how teaching is evolving to meet the needs of an increasingly diverse student community. These contributions highlight the creativity, responsiveness, and care that underpin effective teaching in today's universities, and we are proud to showcase this work.

As with previous issues, this editorial will be updated to include summaries of the published manuscripts once the issue is finalised and formally designated as **Volume 3**.

We are continually inspired by the work of our contributors and reviewers. ETLHE is a community-driven journal, and we warmly invite you to be part of it. Whether you are submitting your own work, volunteering as a reviewer, or simply reading and reflecting, your engagement helps sustain and grow this shared space for scholarly practice. We look forward to publishing the contributions that will shape this edition and to continuing our journey together—sharing practice, building community, and enhancing teaching and learning in higher education.

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