

Editorial- Perspectives on Teaching and Learning in Higher Education

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

ETLHE continues to provide a space for colleagues across the higher education sector to share scholarly approaches to teaching and learning. Our purpose remains to publish reflective, practice-informed accounts that contribute to the enhancement of learning and teaching—ranging from small-scale practitioner studies to broader explorations of pedagogic innovation, evaluation, and change. Through this work, the journal supports the ongoing development and dissemination of scholarship that is grounded in practice and informed by evidence.

As with recent editions, this issue is published using our **rolling publication model**, allowing accepted manuscripts to proceed directly to copyediting and publication without unnecessary delay. This approach helps ensure timely access to new work while maintaining the journal's commitment to rigorous peer review and collegial academic standards. Once the issue reaches capacity, it will be formally designated as a numbered volume and archived.

The contributions that come together in this edition offer a range of **perspectives on teaching and learning in higher education**. Collectively, they reflect the diversity of contexts, questions, and approaches that characterise contemporary pedagogic scholarship. While some studies engage directly with learners' experiences and perceptions, others examine teaching practices, curriculum design, or educational

ISSN 2755-9475 (Online)



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interventions through different analytical lenses. Taken together, the papers in this volume highlight the value of exploring teaching and learning from multiple viewpoints, and of situating practice within its specific disciplinary, institutional, and student contexts.

At a time when higher education continues to navigate complexity, constraint, and change, engaging critically with practice remains essential. The work published in ETLHE demonstrates how scholarly inquiry can inform thoughtful adaptation, support evidence-based decision-making, and sustain professional conversations about what it means to teach—and to learn—well in today's universities.

As with previous volumes, this editorial will be updated to include summaries of the individual manuscripts once the issue is finalised and formally designated as **Volume 4**.

ETLHE is a community-driven journal, and we are grateful to all authors, reviewers, and readers who contribute to this shared endeavour. Whether by publishing, reviewing, or engaging with the work of others, your involvement helps to sustain a collegial space for reflection, dialogue, and the ongoing enhancement of teaching and learning in higher education.

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