Editorial

This December marks five years since we launched the first issue of *Critical Studies in Teaching and Learning*. The last five years have been a period of growth and learning for the journal and its editors, and we are proud to be part of the Southern African journal publishing community. This year has been significant for the editorial collective, as the journal has been included in both the SCOPUS and South African Department of Higher Education and Training's journal indices. This is an indication of the contribution the journal is making to higher education scholarship in Southern Africa, and we thank all our authors over the last five years for investing in the initial growth of the journal, which has brought us to this point. We are particularly proud of our fully online and open access platform, which has seen authors' work read and shared in over 120 countries over the last five years. The editorial committee believes strongly in the necessity and value of open educational resources, and we hope that the trend towards greater accessibility of research will grow globally in the coming decade.

In this issue, we have four articles and three book reviews. The articles touch on a range of themes, from work-integrated learning, and validation of academic staff practices in curriculum development processes, to the emotional labour involved in staff development work, and disciplinary threshold crossing practices in doctoral education.

In 'Student learning at the interface of university and industry relating to engineering professionalism', Alison Joy Gwynne-Evans argues that the engineering profession faces the challenge of ensuring that engineering students are prepared for work within industry in a professional and ethical manner. In teaching and learning, then, reflecting on the experiences obtained in professional practice is a key exercise used to develop students' understanding of their future professional and ethical roles. She draws on a theory of transformative learning to look at final year students' responses to their engagements with the professional environment, specifically their ability to demonstrate competence in engineering professionalism. Based on her analysis, Gwynne-Evans evidences student learning relating to the different forms of knowledge connected to professionalism and ethics. Her work here thus makes a valuable contribution to building new knowledge about student learning in the undergraduate engineering curriculum.

In 'Exploring discomfort and care in the experience of a national academic staff development programme', Elizabeth de Kadt and Jeff Jawitz explore the use of a pedagogy of discomfort and care in the Teaching Advancement at University (TAU) Fellowships programme. This is an innovative staff development programme in South African higher education, focused on developing recognition of, and

excellence in, teaching and learning across the sector. The authors' analysed reflective commentaries submitted by the participants, commenting on their experiences of the programme, and these were read through the lens of the pedagogy of discomfort and care. They found that the initial experience of discomfort was widespread despite the relative seniority of participants. Elements of care built into the programme provided important support, activated agency and formed the basis for a network of caring relationships among participants. Participants acknowledged these relations as key to their personal and academic growth during the programme and were seeking to extend these beyond the end of the programme. This paper adds to an important body of work on the emotional labour involved in academic staff development work, for participants and facilitators, and the need to creating 'caring' spaces for such work.

In 'Different journeys: Supervisor perspectives on disciplinary conceptual threshold crossings in doctoral learning', Gina Wisker offers insights into supervisor awareness of conceptual threshold crossings in doctoral learning, nuanced by researcher disciplines. She further considers supervisors' related support for doctoral candidate development. First explored in undergraduate learning, threshold concepts point out how realising the absolutely key concepts in disciplines can cause troublesome, and transformative, learning, raising the cognitive levels of understanding and creation of new knowledge in that discipline. Building on earlier work (with Margaret Kiley), Wisker argues that in research learning, particularly at doctoral level, conceptual threshold crossings have been identified, which characterise *significant stages* in the learning journeys of doctoral candidates. At these stages, candidates evidence transformations in research learning above and beyond the frequent, everyday advances. They then research and write in more conceptual, creative and critical ways essential successful PhD learning and examination. This paper picks up this argument, and takes it further to examine a noted gap in the field on specific *discipline-related* stages at which doctoral candidates cross such conceptual thresholds. In this new work, data from supervisor workshop discussions offers suggestions for moments when conceptual threshold crossing can take place. This article thus focuses specifically on discipline-related practices and stages of conceptual threshold crossing in doctoral research learning and supervisors' awareness and support for work arising from this.

In the final paper in this issue, Rebecca Khanna and Maggi Savin-Baden discuss 'Academic games in validation events: A study of academic roles and practices'. This paper presents the results of a three-year study that examined academics' espoused and actual practices in validation or approval events of degree courses in universities within the United Kingdom. The study used narrative inquiry to explore academics' accounts of the process of curriculum making. Using scenarios to illustrate the ways in which procedural processes can result in subverting and subversive practices during the validation process, the paper argues that academics

take up particular stances, defined here as positional identities, which may help or hinder the validation process. The paper further argues that by ignoring staff experiences, the risk is that dominant discourses of regulation become accepted without question, narrowing or silencing spaces for dialogue about professional futures, alongside creation of flexible curricula to address these needs.

The issue closes with three reviews of new books: *Transforming Teaching and Learning in Higher Education: Towards a socially just pedagogy in a global context,* reviewed by Ronelle Carolissen, *Strengthening Postgraduate Supervison*, reviewed by Moragh Paxton, and *Knowledge and Change in African Universities volume 1 – Current Debates, and Re–imagining the Terrain, Volume 2*, reviewed by Sheila Trahar.

We hope you enjoy the issue, and look forward to a busy and productive 2019.

Sherran Clarence
On Behalf of the Editoral Committee