Welcome to Volume 1, Issue 1 of the Journal of Learning and Teaching in Higher Education (JLTHE).

At first glance, this journal follows the conventions of many other open access journals – PDF files organised into a table of contents, abstracts, references, all freely shared on the web. However, for the editorial team and for the authors, the journal already represents something unique. As a group of staff and students, we have collaborated over the past year, persistent in our initial undertaking to provide an accessible journal for staff and students to publish their research, case studies and thought-pieces. We have achieved this by taking care to provide an appealing and strongly visual design, offered supportive peer reviewing and editing, included work from within and outside the host University, and established an editorial board which comprises higher education staff and students. Student journals have been a feature of the landscape for some time now, reflecting the students-as-researcher pedagogy (Walkington, 2015, **Hurkett,** this volume) but publications are now emerging which negotiate a shared space between staff and students, and they are charting new territory. It is not a straightforward journey, as one such journal puts it: "We have cycled through the excitement and the uncertainty that come with collaboration through partnership as we strive to translate those words into authentic practices." (Cliffe et al, 2017).

Our original conception of the journal was for it to "encourage teaching-focused staff, other academic staff, students and others who support learning to contribute to higher education debate through the medium of an online publication." This initial idea attracted interest from students and staff alike and at our first journal planning workshop we were faced with great enthusiasm and a range of ideas of what this journal might potentially yield. As a collaborative venture, it was important to ensure that all contributors benefit from being involved, have a voice and work on developing shared values for the journal. The diversity of opinions has been worked through and is evident in this, our first issue. The articles cover the full range of sections in the journal, with creative writing and reviews of software, thought-pieces, case studies and research papers. We have also adopted a mechanism of 'reinterpretation' whereby the ideas from an article are amplified through reworking them for another audience, and in another medium. The nature of reinterpreting others' work unfolded as we progressed our thinking, as described in the thoughtpiece by **Cork**, who is mindful of the 'ethic of reciprocity' (Cook-Sather and Felten, 2017) in the process of realising the journal's vision of reinterpretation.

As an online, open access journal, we embrace the capabilities of digital media, and we are pleased to include both a podcast and a movie in this first issue. Both are student-led reinterpretation pieces. In their evocative movie, **Abdelkarim, Alkhayer and Watson** use words and imagery to trace the ideas running through a research report on complex learning spaces by **Wood and Walker**, creating a commentary on the spaces they encounter as students at the University of Leicester. In developing their podcast, **Mohamed, Blacklaws and Mustafa** work in an interdisciplinary partnership (third-year undergraduate science students and a PhD student from History) to debate the topic of staff:student collaboration, in a conversation between themselves, two members of staff and the Education officer of the Students' Union.

Diversity in the population of our higher education institutions is a given. How we understand it and respond to it, is something we need to keep working at. Our one creative writing submission, by **Coombes**, takes us into a flow of consciousness about dyslexia from a lecturer's perspective. For students starting out at university, there are numerous sources of information available, but as **Edirisingha et al**'s research shows, only some of that will be effectively conveyed. Here we might look to the semi-formal nature of student-generated podcasts as a means to support student transition into higher education. This is one example of the kind of embedded digital practice that **Walker and Patel** advocate in their paper on the development of digital literacies as a driver for cultural and social change, and their impact on learner identity.

Bannister sets out in great detail how complex learning can be facilitated through simulations with appropriate guidance and support. Similarly, in her report from a national workshop on games in higher education, **Harvey** balances the excitement of games to support learning with the practical challenges of designing and implementing them effectively. As ever, the key to success depends on careful planning, good direction and fitness for purpose. **Hurkett et al** specify seven success criteria for their own transatlantic inter-institutional, inter-programme activities and invite the reader to consider the benefits were they to develop their own similar activities.

We are grateful to the University of Leicester's Teaching Enhancement Project Fund who provided the institutional backing for the Journal to get off the ground.

In producing the first issue, we have laid the groundwork for future creative and collaborative working where we have seek to 'reimagine' a journal about and for those situated in higher education, so we hope that you will be pleasantly surprised by a closer reading of its contents.

Frances Deepwell,

Editor, Journal of Learning and Teaching in Higher Education

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