Teaching and Learning, or is it the other way around? Circles of support.

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My colleague Dorothy Missingham of Adelaide University notes that in Australia, the term Learning and Teaching (L&T) is commonly used. I like the emphasis on that first word, and you will find many examples of it in this issue. We'll see how explorations of learning come in various forms, contexts and foci. Those involved in such work include educational developers, faculty members, graduate students, staff and others, and, importantly the students themselves, be they graduate or undergraduate. I see multiple circles of support in the articles featured in this issue.

Complicating How Classroom Climate Works: Advancing the Framework speaks to building on and extending the work of Ambrose and colleagues (2010) to bring in aspects of classroom climate. How to Peel a Prologue walks us through the value of using texts and, in particular, how those with prologues are very effective in helping students to undertake close and critical reading. Have you ever considered that the use of counterintuitive examples, those that violate our expectations might be harnessed by teachers in the classroom to the benefit of student learning? An article exploring Heine, Proulx, & Vohs' (2006) Meaning Maintenance Model does just this. You'll also read details of five debates about the impact of technology in classrooms. These strategies for and discussions about helping students learn is one circle of support.

Offering a Student Research Journal has been done before with success, and in some cases, co-curricularly. This article focuses on administrative commitment, impact on student authors and the state of knowledge in combining research and teaching. Another article speaks to ways to support undergraduate research mentorship through the use of faculty Communities of Practice (CoPs). You'll also read about a general education course addressing mental health issues among undergraduates. Full circle: helping graduate students and faculty to help undergrads.

You'll find other articles about Communities of Practice in this issue too, continuing on from our previous issue (9.1, July, 2016) that focused on them. The Creative Nature of Communities of Practice shares the lived experiences of those who were involved in a number of them, describing benefits and challenges. I have had my own experiences with both sides, with a 'revolving co-chair' for a CoP focusing on Problem-based Learning (PBL) being quite successful (see Cassidy, 2011) in this journal.

A related term, Professional Learning Communities, is the focus of an article about helping novice teachers through pre-service training – helping teachers who then teach students. Surviving and Thriving: Recommendations for Graduate Student Teachers from Colleagues Further Along the Path draws upon the lived experience of graduate student teachers and the faculty and staff who support them, providing recommendations. You'll also read about student activism initiatives focused on racial justice, and enacted through faculty, staff, administrator, and student partnership teams. More circles of support, including the importance of peers.

How about Community-Based Research (CBR)? Read how learning in and through CBL involves critical reflection and critical thinking, through a collaborative student-faculty reflection. Another article focuses on reflection: The Journey of Matriculation paints a picture of learners on a journey, including steps on guided-reflection exercises.

I love to travel, and the idea of taking a journey always excites me. Whenever possible I try to make my trip a circle or a loop, so that I don't retrace my steps. That is, at least physically. Reflecting on a journey taken is half the fun, as is planning it. The articles in this issue include all of those themes – journeys, loops or circles, planning, reflection.

References

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