



The Reflective Practitioner

Editorial: Welcome from the TL Forum Committees

The title chosen for the 14th Annual Teaching and Learning Forum, *The Reflective Practitioner*, is a recurring theme in our annals [1]. The TL Forum 1997 editors wrote:

The theme of the 1997 Teaching Learning Forum - "Learning through Teaching" - suggests elements essential to good teaching and learning: staff talking with other staff about teaching, staff talking with students about teaching, and staff reflecting upon their own teaching. [2]

For TL Forum 2005 we sought to place some extra emphasis upon a particular aspect of *reflecting*, namely *writing*. The purpose has been eloquently summarised by Richard Winter:

...writing up a report is an act of learning and in this sense, we write for ourselves so that, when we read what we have written, we find out what, in the end, we have learned. [3]

Our interest in writing as *an act of learning* is related closely to the main innovation that we are exploring for this year's Forum. This is the use of two categories of papers accepted for refereed publication [4]:

1. *Research* - academic research papers with clear strengths in creativity, originality, and increasing humanity's stock of knowledge. Accepted papers are eligible for the DEST research category "Conference publication" as detailed under [[Higher Education Research Data Collection](#)]
2. *Professional practice* - academic papers with clear strengths in creativity, leadership and excellence in professional practice, demonstrated in teaching, staff development, program or institutional development, educational media or services developments, or learning skills services. Being grounded in *best practice* rather than *new knowledge*, accepted papers are not eligible for the DEST research category "Conference publication".

We hope to obtain extensive feedback, commentary and views about this concept, during the Forum and via post-Forum questionnaires. Is the concept appropriate, productive, useful, feasible, appreciated? Will authors, reviewers and other 'stakeholders' accept it and use it? As a starting point for discussion, we have compiled a summary of the numbers of submissions and the outcomes (Table 1).

Table 1: Summary of TL Forum 2005 submissions and outcomes

Category	Submitted	Accepted	Rejected	Cancellations(a)	Outcome(b)
Ref research	18	12	6	1	11
Ref prof prac	17	15	2	1	15(c)
Abstract only	54	52	2	8	50(d)

- a. The printed version of this table, dated 11 Jan 2005, contains different numbers in this column, owing to additional cancellations after that date. The web version accounts for all cancellations.
- b. The outcome column gives the number of articles published in each category.
- c. Added 1 from refereed research rejects. Includes 1 for which presentation was cancelled.
- d. Added 5 from refereed research rejects, added 1 from professional practice rejects.

We hope that you will once again find TL Forum to be "...a unique opportunity to engage in focussed discussion and exchange of ideas about teaching and learning" [5] and that during it you will "...share ideas, information and practices in a variety of mutually supportive, friendly and cooperative ways" [6]

Roger Atkinson and Julia Hobson

For the TL Forum 2005 Committees

1. TL Forum: Teaching Learning Forum Proceedings Series. <http://lsn.curtin.edu.au/tlf/>
2. Pospisil, R. and Willcoxson, L. (1997). Preface. In R. Pospisil and L. Willcoxson (Eds), *Learning through teaching*, p.i. Proceedings of the 6th Annual Teaching Learning Forum, Murdoch University, February 1997. Perth: Murdoch University. <http://lsn.curtin.edu.au/tlf/tlf1997/preface.html>
3. Winter, R. (1996). Some principles and procedures for the conduct of action research. In O. Zuber-Skerritt (Ed), *New directions for action research*. London: Farmer.
4. TL Forum 2005: Review Criteria for Papers. <http://www.tlc.murdoch.edu.au/tlf/2005/papers.html>
5. Abbott, J. and Willcoxson, L. (1996). Preface. In J. Abbott and L. Willcoxson (Eds), *Teaching and learning within and across disciplines*, p5. Proceedings of the 5th Annual Teaching Learning Forum, Murdoch University, February 1996. Perth: Murdoch University. <http://lsn.curtin.edu.au/tlf/tlf1996/preface.html>
6. Summers, L. (1995). Preface and introduction. In L. Summers (Ed), *A Focus on Learning*, p.i. Proceedings of the 4th Annual Teaching Learning Forum, Edith Cowan University, February 1995. Perth: Edith Cowan University. <http://lsn.curtin.edu.au/tlf/tlf1995/preface.html>

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