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Editorial

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This edition of IETI opens with an exploration of a significant and often under researched area, that of doctoral education and the mindsets required to undertake doctoral level research. Alvertyn considers the case of “doctoral intelligence” through considering what learning and development approaches could be helpful to support students develop, transition and remain in doctoral studies. In this theoretical paper, Alvertyn concludes with recommending an approach to doctoral research training programmes that build doctoral mindsets by facilitating the development of “knowing”, “doing”, “thinking” and “willing”.

The following two articles pick up on this theme of skills development but in relation to the education of education professionals. Fernández-Cruz and Rodríguez-Legendre focus specifically on innovation and whether higher education professional teachers are equipped to implement innovative education. Taking a global approach by surveying teachers in three countries (Spain, Boliva and Mexico) the authors find that there are competency challenges in relation to the development of innovation by higher education teachers. They make a series of recommendations that could be used to inform the development of teacher education programmes. This is where Kowalczyk-Walędziak Lopes, Underwood, Daniela, Clipa, and Prymak pick up in their article which considers how masters level dissertations in education programmes develop twenty-first century skills.

A different perspective on staff skills and challenges comes from Hasrati who presents research on a significant issues that impacts on the experience of students; that of the casualization of faculty. Hasrati makes a case that casualization can have a negative impact on the quality and standards of education and therefore can outweigh any potential cost-benefit.

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As we emerge from the pandemic, student engagement is a key issue and explored by two articles in this issue. Okolie, Mlanga, Oyerinde, Olaniyi and Ezemoyih look at skills development by considering how collaborative learning can engender engagement with practical skills acquisition with Nigerian students. A positive correlation was found in relation to task value and mastery acquisition, providing the basis for further research. Yuan, Yang and Mak investigate how extracurricular research can impact on student motivation. There are some key lessons here for curriculum designers and educators using these activities.

How the world of education responded to the Covid-19 pandemic is still informing approaches to the development of online learning. Annamalai, Tangiisuran, Aizati Daud's article explores the experience of students in relation to the delivery of online in-patient clerkship, which is where students are given experience of a drug distribution system in a hospital setting. Developing a flipped classroom approach enabled the programme to continue to be delivered during the pandemic, and lessons are drawn from this for future delivery. Gao, Xiao, Jia and Wang's research considers how the TIPS (theory of inventive problem solving) can be used in an information system security programme. How best to provide additional support for certain students is explored by Zhao, Wang and Liu. The authors suggest particular approaches and pedagogical methods that can best support students and then lead to greater achievement. Singh, Jacob-John, Nagpal and Inglis also explore the flipped classroom from the perspective of international students. Starting with negative experiences of students, they look at the expectations students have when studying overseas and how these can be supported and negative experiences mitigated by staff. Finally, Smith looks at online learning in the business curriculum comparing the experiences of two groups of students in Finland and the UK and how to support the use of online tools with different students, significantly identifying how cultural differences are at play in relation to educational delivery and reception.

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