JOURNAL OF
Perspectives in Applied Academic Practice

https://jpaap.ac.uk

This poster celebrates ten years of JPAAP, a journal established as a vehicle to support novice authors publish pedagogic research. The journal, launched in 2013 as a collective endeavour between Aston, Auckland, Dundee and Edinburgh Napier universities, has become embedded within the sector, attracting established authors to publish, widening the scope of the journal, and attracting new audiences, and potential new authors.

Journal Ethos

"to harness the potential of open publishing to capture and disseminate some of the excellent educational work we could see colleagues in our own institutions undertaking, but which was rarely being written up for potential publication." JPAAP Editorial, Vol1, Issue 1, 2013

Ten Year Updates

- Journal moved to a new server with a new URL, the look and feel was updated, and was relaunched in 2023
- Two special issues are currently being planned – 10th Anniversary and Tertiary Sector

A decade of paper titles

education
students
learning
academic
online
teaching
student
higher
professional
development
university
staff
study
digital
institutional
postgraduate
supporting
approach
practice
literacy
pandemic
experiences
transitions
pedagogy
health
degree
creative
lessons
based
case
experience
curriculum
reflection
technology
framework
perceptions
exploring
academics
project
perspective
studies
early
developing
spaces
transition
activities
compassionate
programme
graduate
blended
research
skills
information
role
career
social
open
model
support
work
mental
action
teach
change
policy
curricular
feel
lens
making
tacit
time
exchange
flip
tool
identity
virtual
cultural
evaluation
arrival
covid
text
real
cross
club
nurses
universities
msc
post
effectiveness
courses
networking
disciplinary
honours
feedback
cease
high
australian
integration
view
active
employability
examination
assessments
experiential
psychology
barriers
system
beckett
play
pass
analysis
science
talk
journal
attainment
profession
senses
nurse
embedding
implications
doctoral
medical
context
term
supervision
rich
global
deaf
unit
data
bme
bias
capacity
educational gap
gift
challenges
cost
large
craft
kingdom
distributed
belonging
safe
building
reflections
share
future
level
actions
move
awareness
graduates
gender
phd
pre
peer
extra
size
cut
inter
exam
master
assets
design
guide
aid
gap
crisis
taught
dull
language
adopters
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