Editorial

This issue of *Learning and Teaching: The International Journal of Higher Education in the Social Sciences* includes authors from China, Canada, France and the United States. The first two articles analyse processes of developing international partnerships and networks promoting refugee access to higher education. The other three papers concern aspects of teaching and learning: online learning in accountancy; a flipped pedagogy in sociology; and the inclusion of national history in introductory international relations courses.

In the first article, Mei Qu explores the role of grassroots administrators in the formation of international partnerships. Her research was carried out in a Danish university that had developed an institution-wide internationalisation strategy and set up a centralised organisational structure to implement it. Later, the strategy became decentralised, and academics gained more input into internationalisation initiatives. The university did not consult lower-ranking administrators during the centralising or the decentralising phases. Yet Mei Qu's case studies show how the expertise of these grassroots administrators was pivotal to the internationalisation process. They responded to the aspirations of academics in the creation of a successful master's course with a Vietnamese university and a large EU-funded PhD programme. Without the administrators' knowledge of how universities operate and how potential partners and funding bodies should be approached, neither the aims of the academics nor the institutional strategy would have been realised.

In the second article, Melody Viczko, Marie-Agnès Détourbe and Shannon McKechnie examine networks of actors concerned with refugees' access to higher education in Canada, England and France. They used digital mapping software that measures the number and direction of the hyperlinks between the web pages of the relevant organisations and produces a visual representation of the network in each country. The diagram for Canada indicates that there was no national level coordinating body whereas the French picture shows a strong role for central government. Organisations concerned with student finance are prominent in the English chart. Many actors associated with higher education appear on these network maps, but very few are international organisations. It appears that significant national advocacy bodies for refugee access to higher education had yet to emerge in these three countries.

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In the third article, Heba Abdel-Rahim discusses how upper-level accountancy students in a mid-size public university in the United States evaluated different aspects of their online course in an anonymous survey. The interactive components consisted of discussion boards, virtual group work, virtual office hours and emailing the professor. The non-interactive elements comprised recorded video lectures, textbook reading, posted exercises with answers, practice quizzes and exams, lecture slides and exams review slides, homework and a smart textbook reading assignment. The last two tasks were graded as were the discussion boards and group work. Students rated the non-graded interactive aspects as more useful than the graded ones and the practice quizzes and posted exercises with answers the most valuable of all for their learning. This may be because such quizzes and exemplars enable accountancy students to acquire the high level of skill in numerical problem-solving that their courses demand.

In the fourth article, Ann Ward, Aja Antoine and Wendy Cadge report on students' responses to a redesigned introductory sociology course at a mid-sized research university in the United States. In order to maximise the time for active learning in class, students were asked to engage with a wide variety of materials and to complete short tasks in advance. As well as acting as a check that the students had done the necessary pre-class work, these assignments enabled the tutors to monitor the progress of each student. During class time, students worked in small groups, each with a graduate or peer teaching assistant as facilitator, to apply what they had learned to a social issue. Short surveys at the beginning and end of the semester showed that students' understanding of key sociological methods and concepts had increased. In response to the prompt 'What I got most out of this class...' on the second survey, students referred particularly to the development of their sociological imagination and the value of open and honest discussions in class.

In his essay, Andrew A. Szarejko argues for including the history of the country in which the programme is being taught in Introduction to International Relations courses. This approach can have the benefit of connecting course content to students' past experiences and present concerns. His practice of bringing early US history – specifically from 1783 to 1898 – into the introductory courses he teaches in the United States means that students encounter a wider range of topics, actors and sources than they would in more conventional courses. This period also provides examples of how the country used military power and occupation (as in the United States' 'Indian

Wars') and how it became a world power. The author provides details of the readings he uses and the debates that take place in his classes.

The issue concludes with a review of *Effective Personal Tutoring in Higher Education* by Dave Lochtie, Emily McIntosh, Andrew Stork and Ben W. Walker. Our thanks go to the authors of the articles and essay, the anonymous referees who commented on the manuscripts, the Editorial Board and everyone at Berghahn Journals. This is the fifth issue that has been copyedited, typeset and produced during the COVID-19 pandemic.

Penny Welch and Susan Wright