

## Editorial

This edition of *Research Notes* looks at action research from the 2021–2022 cohort of ELICOS action researchers. As always, the programme participants are mentored by Professor Anne Burns, who, in her introductory article, discusses the lack of opportunity for professional exchange between teachers in today's digital teaching contexts. She outlines the important role the Action Research in ELICOS program plays in providing a professional collaboration space in which participants can exchange ideas and share insights. The action research reported in this issue illustrates very well the value of this kind of community of practice.

This year's research theme was new ways to assess learner progress, which participants have addressed from various perspectives. Vahida Berberovic sets out to find if peer feedback is more useful to students than teacher feedback because it lies within the Zone of Proximal Development (ZPD). She describes her experiences of facilitating peer feedback in an academic context. Next, Snezhana Chernova and Mukesh Abbasi investigate upper-intermediate students' experiences and perceptions of using e-portfolios to support their grammar development in an outcome-focused culture. Sue Watson explores the links between speaking and writing development and whether creative writing can foster speaking development. She suggests that bringing together creative writing and formative speaking brings vibrancy into the learning environment. Rose Harvey's higher education institution decided to switch from discrete item testing to assessment of integrated skills. She discusses the challenges presented by this switch, including rubric design and low stakeholder engagement. Next, Paola Clews addresses the subject of peer feedback, an important aspect of formative assessment which is often neglected by teachers and researchers. She describes setting up a peer feedback scaffold model to support colleagues and learning. Finally, Dale Jung and and Kate Randazzo wanted to transform student attitudes and goals beyond simple grade achievement. They used student blogging to increase student reflection and engagement with their academic pathway course.