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Introduction

University staff engaged in teaching are required to be reflective practitioners of their art. An academic's educational practice should be explicitly informed by a scholarly approach to student engagement; it should be constructed on the secure foundations of peer review and a desire to achieve quality student outcomes. University teaching is an exciting and rewarding activity; new (and renewed) academics are particularly interested in pursuing effective learning and teaching strategies that enhance their own experiences as well as those of the student.

Why do we need another educational journal for university teachers? *ergo* fills a gap in the current array of learning and teaching journals. It maintains the high standards expected of an international journal with rigorous peer reviewed processes but also welcomes short papers describing key findings from work that is still in progress. A feature of *ergo* articles will be that they describe current teaching activities still being informed by scholarly reflection, not just those completed in the past.

ergo has its origins in a teacher-led group of educational practitioners; those actually involved in the teaching of classes. *ergo* encourages evidence-based, practical approaches to teaching; it provides practicing classroom teachers with a formal scholarly space with which to communicate with colleagues about the nature of reflective and scholarly practice, with the aim to enhance student learning outcomes.

Publishing research papers is the standard method for quality academic communication; the use of peer review for the reporting of educational practice ensures rigour and improvement. I am sure you will share with me the interest and anticipation of reading the papers in *ergo* and discussing the outcomes of the reported research with colleagues.

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