

Foreword

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As Senior Vice President, Academic at Humber Polytechnic, it is a pleasure to introduce this year-end general issue of the Journal of Innovation in Polytechnic Education (JIPE). JIPE was created to offer a scholarly home for work that sits at the intersection of practice, research and innovation, and this issue continues that commitment. The articles gathered here arise from classrooms, labs, studios, clinics and community settings where faculty, staff, students and partners are asking difficult questions and testing better ways to teach, learn and work.

Taken together, these contributions illustrate the strengths of the polytechnic model. They address fundamental problems of practice, are grounded in disciplinary and pedagogical rigour and are oriented toward impact for learners, employers and communities. Authors in this issue explore how we can better understand student experience, design curriculum that keeps pace with changing workplaces and build partnerships that extend learning far beyond the walls of our campuses.

A journal is sustained by a community. I would like to acknowledge the authors who have entrusted their work to JIPE, the reviewers who have given their time and expertise to strengthen each manuscript, and the editorial team whose careful stewardship has shaped this issue. My hope is that the scholarship you encounter here will inform your own practice, spark new collaborations and invite you to see polytechnic education in fresh and generative ways.

Thank you for reading, for contributing and for the work you do every day to advance applied, learner-centred and future-focused education.

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