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Editorial

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Editorial

Jane Skalicky

Welcome to Volume Six of the *Journal of Peer Learning*. This issue includes nine articles from across Australia, Malaysia, and the United States, with authors sharing a diverse range of peer learning research. The breadth of articles presented is evidence of the relevance of peer learning across cultures, disciplines, and learning environments, in both undergraduate and postgraduate contexts.

The first article by Heather Verkade and Robert Bryson-Richardson from Monash University, Australia, highlights the benefits found in introducing a peer assessment component to an oral presentation assessment task in a science-based course, as well as the challenges that require consideration in this context. The assessment rubric used and criteria considered during the peer assessment process are included in this article.

In the second article, Brett Williams and Christian Winship, also from Monash University, evaluate a peer learning program implemented within undergraduate paramedicine by using a Clinical Teaching Preference Questionnaire (CTPQ) instrument, designed as a measure of peer-teaching preferences. This analysis follows work by Williams and his colleagues (2013) in validating the CTPQ as a valid and reliable measure with a large nursing cohort. The paper in this issue investigates the reliability and validity of this instrument in the paramedicine context.

The next two articles focus on the role of peer learning and mentoring within clinical health science contexts. First, Samantha Sevenhuysen and her colleagues from Monash Health describe and evaluate a process for developing a peer learning model for physiotherapy clinical education. This article also provides health professionals with practical examples of activities designed to facilitate peer learning within clinical settings. Second, Robert Townsend of the University of Ballarat, Australia, details a qualitative study exploring the perspectives of a rehabilitation health care team on the value of peer based mentoring and its impact on in-patients experiencing rehabilitation.

The fifth article by Fauziah Sultan of Inti International College Subang, in Malaysia, shares the experiences of introducing a Peer Assisted Study Sessions program within a South East Asian context. PASS was introduced within five first year subjects and Sultan presents the outcomes of analysing participant feedback as well as students' final marks.

It could be argued that diverse student cohorts are now the norm within the higher education context, and therefore the role that peer learning plays for diverse student groups is increasingly important. This broad area is the focus of the next two articles.

Fawad Rafi and Nikolaos Karagiannis from Winston-Salem State University in the United States report their valuable research into the factors influencing success and failure of African-American students at this minority university, and in particular the role that Supplemental Instruction plays as an intervention strategy within this context.

The article by Melissa Zaccagnini and Irina Verenikina from the University of Wollongong, Australia, details their research investigating the effectiveness of a Peer Assisted Study Sessions program for postgraduate international students at this university. The authors highlight this research as being a starting point in considering the role that peer learning plays with programs that have a high level of international students.

Lindy Kimmins from the University of Southern Queensland, Australia, highlights the importance of the role of peer learning for all students, no matter their mode of study, particularly within the context of an increasing presence of online and flexible learning. Kimmins explores the development of their on-campus peer learning program and its move to incorporating technology and online modes of peer learning in providing academic assistance to students studying in increasingly flexible modes.

The final paper by Tairan Huang, Matthew Pepper, Corinne Cortese, and Sally Rogan from the University of Wollongong argues the importance of evaluating peer programs from the perspectives of all stakeholders involved and not only the participants. They describe the development and outcomes of a comprehensive evaluation program within the Faculty of Business at this university.

This is perhaps an apt article to finish the issue with, as the higher education sector evolves across the world in relation to regulation, funding, and governance. Evaluative processes and evidence of outcomes of any peer learning program are essential in not only determining the impact of such programs for the learning and success of our students, but also in planning for quality and sustainable delivery of these programs.

Since publication of Volume Five we have formed a new Editorial team to shape and continue to build the Journal for the future. As Journal Editor I would like to particularly acknowledge the work of this team in enabling the journal to continue to disseminate scholarly research in an ever-growing field.

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