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Editorial 6:2

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Abstract
Welcome to the second issue of Volume Six of the Journal of University Teaching and Learning Practice. We are celebrating our inclusion within international database collections which now includes EBSCO, ERIC and Cabell. In addition within the Australasian research context JUTLP has been allocated a B ranking by ERA. Given that the journal was started in 2004 and is fully online we are pleased to achieve this and look forward to enhancing the journal rating in the future.

Our fully electronic system is now in place and authors are invited to make use of the online submission process which allows you to track your paper through the system.

Keywords
editorial

Cover Page Footnote
We would like to thank all reviewers who have contributed to the double blind review process in the last 12 months: Suzanne Fegan, Tony Gilding, Mike Keppell, Geraldine Lefoe, David McInnes, Rob Phillips, Diane Salter, Paul Weeks, Chris Brewer, Jude Carroll, Juliana Chau, Karen Cicmanec, Robyn Donovan, Brian Ferry, Andy Furco, Maree Gosper, Gordon Joughin, terry Lovat, Helen Mandl, Kim McShane, Anja Morton, Linzi Murrie, Celeste Rossetto, Ray Stace, Rosemary Thomson, Carolyn Webb, Jeremey Williams, Gail Wilson and Bill Zealey. Thank you also to Carole Evans and Michael Organ, and to the Assistant Editor Meg O'Reilly.

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Editorial

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Special Edition 2010
Please also give consideration to submitting to the Special Edition: "Achieving Teaching-Research Connections in Undergraduate Programs".

The overarching aim for this special issue is to showcase the diversity of approaches to linking teaching and research in undergraduate programs. The Special Issue seeks to make a significant contribution to academic practice and to recognise effective implementation across the broad range of disciplines in academia.

Achieving Teaching-Research Connections can also be termed the Teaching-Research Nexus and might be evident in a number of ways. Topics of interest for this JUTLP special issue include, but are not limited to:

1. Learning about others' research – research-led teaching; evidence-based teaching; research-aligned teaching
2. Learning in research mode – enquiry-based learning; research active staff; a culture of inquiry
3. Pedagogic research – the scholarship of teaching and learning; enquiring and reflecting on learning and teaching
4. Teaching informed research – teaching-led research
5. Learning to do research – research methods; research based curriculum; a community of scholars.

We are looking for scholarly and empirical contributions from an international range of authors and contexts. We aim for comprehensiveness in terms of the breadth and depth of insights brought to any topics that authors address.

All papers must be submitted by 31 May 2010. The recommended length of submitted papers is between 5,500 to 8,000 words. Submissions to this special issue should

follow the journal's guidelines for submission, and be made via the JUTLP online system.

Volume 6: Issue 2

This issue contains five papers exploring a range of issues relating to teaching and learning practice. The first three articles examine how perspectives on curriculum design influence pedagogy. The opening paper invites us to examine the purpose of university education through Barker and Martin's article on the teaching of happiness. They examine the role of the teacher and the goals of such a course when the focus is on happiness. This is followed by Clark who looks at disciplinary differences in the scholarship of teaching through the lens of teaching history. She challenges the current thinking and suggests that a new curriculum is required to meet the needs of the next generation of history students. McGloin, Marshall and Adams also reflect on new directions. They examine the importance of Indigenous knowledges through the perspectives of staff in an Indigenous centre in Australia to the emerging discipline of Indigenous Studies.

Muldoon and Macdonald's paper follows and it examines the retention of residential students from diverse socio-economic backgrounds in a regional university as they make the transition to university life. The importance of engaging students with their more senior students is highlighted in their initial findings.

Finally in the area of online assessment, Burton takes up the challenge to review designing criterion-referenced assessment for online discussion forums. She examines the need for careful structuring of such assessment tasks to ensure deep learning occurs. She offers a rubric which may assist others in making this kind of assessment task a more useful learning experience for their students.