Journal of University Teaching & Learning Practice

Volume 9 | Issue 2 Article 1

8-31-2012

Journal of University Teaching and Learning Practice Editorial 9.2

Geraldine E. Lefoe
University of Wollongong, glefoe@uow.edu.au

Follow this and additional works at: http://ro.uow.edu.au/jutlp

Recommended Citation
Lefoe, Geraldine E., Journal of University Teaching and Learning Practice Editorial 9.2, *Journal of University Teaching & Learning Practice*, 9(2), 2012.
Available at:http://ro.uow.edu.au/jutlp/vol9/iss2/1

Research Online is the open access institutional repository for the University of Wollongong. For further information contact the UOW Library: research-pubs@uow.edu.au

Journal of University Teaching and Learning Practice Editorial 9.2

Abstract
With this second issue of Volume 9 of the Journal of Teaching and Learning Practice we bring a warm welcome to new members of the Editorial board. The board will be strengthened by their contributions. The Senior Editors are Associate Professor Geraldine Lefoe, University of Wollongong, Australia and Dr Meg O'Reilly, Southern Cross University, Australia. Our editorial board includes members of the host institution (University of Wollongong), Dr Lynne Keevers, Ms Lucia Tome, Associate Professor Greg Hampton, Dr. Michael Jones, Associate Professor Anne Porter, and Dr. Dominique Parrish. Our external board members include Ms Jude Carroll, Associate Professor Andrew Furco, Professor Terence Lovat, and Ms Carolyn Webb. We have particularly appreciated the support of the University of Wollongong's Deputy Vice Chancellor (Academic) Professor Rob Castle who has recently retired. His patronage and support of our journal has seen it move from a small internal journal to a much larger international journal. He has been a great champion for teaching and learning in the local and national arena and his contributions to the institution and to the sector have been greatly valued. We wish him well in his retirement and know that he will continue his contributions to the sector in the years to come.

Keywords
editorial

This journal article is available in Journal of University Teaching & Learning Practice: http://ro.uow.edu.au/jutlp/vol9/iss2/1

With this second issue of Volume 9 of the Journal of Teaching and Learning Practice we bring a warm welcome to new members of the Editorial board. The board will be strengthened by their contributions. The Senior Editors are Associate Professor Geraldine Lefoe, University of Wollongong, Australia and Dr Meg O'Reilly, Southern Cross University, Australia. Our editorial board includes members of the host institution (University of Wollongong), Dr Lynne Keevers, Ms Lucia Tome, Associate Professor Greg Hampton, Dr. Michael Jones, Associate Professor Anne Porter, and Dr. Dominique Parrish. Our external board members include Ms Jude Carroll, Associate Professor Andrew Furco, Professor Terence Lovat, and Ms Carolyn Webb. We have particularly appreciated the support of the University of Wollongong's Deputy Vice Chancellor (Academic) Professor Rob Castle who has recently retired. His patronage and support of our journal has seen it move from a small internal journal to a much larger international journal. He has been a great champion for teaching and learning in the local and national arena and his contributions to the institution and to the sector have been greatly valued. We wish him well in his retirement and know that he will continue his contributions to the sector in the years to come.

In this issue of the journal we start with a reflective paper from Boyd, O'Reilly, Rendell, Rowe, Wilson, Dimmock , Boyd, Nuske, Edelheim, Bucher, and Fisher. They build on their earlier paper on the teaching-research nexus (Boyd et al, 2010) to bring us six small cases demonstrating how a group of academics in a small regional university used an approach of reflective narrative to make explicit their practice to identify threshold concepts to support their engagement in the nexus. They predict that new forms of academic development are required to meet the needs of the diverse groups of academics, including those who have entered from the professions or embraced academia in a later career change. Messham-Muir follows with a personal reflection of an academic returning to university after some time in industry. He takes an auto-ethnographical approach to curriculum redesign that offers insight to the challenges faced when changing direction in a first year art history course. He finishes with a challenge to art educators to open up the disciplines, to be "meddlers not tinkerers" with radical new conceptual designs for art degrees.

The next group of papers examines some challenges that are often faced in teaching undergraduate students. Carver and Stickley scrutinize one aspect of the development of generic skills for students, that of improving students' ability to work in teams. Perhaps one of the most disliked activities by students; they take a pragmatic approach by examining the literature to identify the challenges and impediments to developing these skills. They take a careful approach to design learning activities that address these issues through a revised curriculum and provide an overview of their implementation process and evaluation. Finally they identify the key features which contributed to the success of the model. In the fourth paper, Zhang faces the challenge of engaging a group of local and international students with broad English language abilities in a large first year accountancy subject and addresses the problem of terminology misunderstandings through the development of a phone app which provides animations to add depth to a bibliography of terms for the discipline. This is a pilot study but there is already strong interest in expanding it for other disciplines.

Bhati also focuses on the development of graduate outcomes through his focus on assessment strategies that build student skills in the finance area, with a particular focus on the oral assessment. The oral assessment literature is reviewed followed by a study which examined correlations between students' oral assessment work and their other assessment tasks, looking also for aspects of gender and nationality influence on results. He identifies clear marking criteria to support student performance and indicates areas for future research. In the next paper, East, Bitchener and Basturkmen take us into the postgraduate arena in New Zealand. Their exploratory study on effective feedback as identified by post-graduate research students builds on their earlier study of the academics' viewpoint. Through questionnaire and interviews they identify perspectives of both local and international students and analyse for similarities and differences in these viewpoints. They identify some examples of good practice as well as some areas for improvement.

Our final paper by Wang, Wilhite, Wyatt, Young, Bloemker and Wilhite presents an interesting focus on transition strategies for first year students in a college in the US. Their paper is based in the literature of emotional intelligence and they focus on the development of emotional competence by this group of students. Their quasi-experimental design investigates the impact of a social and emotional learning curriculum and they examine this through data on academic success that indicate improved results for students. They offer suggestions for future research in this area.

Once again I would like to acknowledge those who make this journal the success that it is. The Senior Editor, Dr. Meg O'Reilly makes outstanding contributions to the journal and through her commitment ensures the processes work smoothly. We appreciate all the work by our reviewers and editorial panel who provide consistent and thorough feedback to our potential authors; our copy editor, Laura Goodin, and all those involved

in the background who keep the journal running through their roles in managing the website, the editing and layout of the journal.

Associate Professor Geraldine Lefoe
Senior Editor
Journal of University Learning and Teaching Practice
glefoe@uow.edu.au

Reference

Boyd, WE, O'Reilly, M, Bucher, D, Fisher, K, Morton, A, Harrison, PL, Nuske, E, Coyle, R & Rendall, K 2010, 'Activating the Teaching-Research Nexus in smaller universities: Case studies highlighting diversity of practice', *Journal of University Teaching & Learning Practice,* vol 7, no 2, 19pp, http://ro.uow.edu.au/jutlp/vol7/iss2/.