Journal of University Teaching & Learning Practice

Volume 13 | Issue 5 Article 12

2016

Issue 13.5 Editorial

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Recommended Citation
Percy, Alisa and Parrish, Dominique R., Issue 13.5 Editorial, *Journal of University Teaching & Learning Practice*, 13(5), 2016.
Available at:http://ro.uow.edu.au/jutlp/vol13/iss5/12

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This journal article is available in Journal of University Teaching & Learning Practice: http://ro.uow.edu.au/jutlp/vol13/iss5/12

This final issue for 2016 contains ten papers that broadly cover the use of multimedia resources and tasks to engage students in active learning, curriculum and pedagogical strategies designed to support students' transition and success, and the complex issues facing higher education in the face of increasing casualization of staff and multi-campus delivery.

The first four papers of this issue describe and evaluate pedagogical strategies that involve the use of multimedia in teaching and tasks as one means for promoting active learning and fostering student agency. **Dune, Bidewell, Firdaus and Kirwan** describe a learning and teaching innovation informed by popular culture where students produce and evaluate educational videos in a competitive context. The approach was designed to increase student agency and engagement in what the authors refer to as a 'consumer culture' in higher education. The authors identify the significant constraints with this kind of approach, but suggest that this project highlights the benefits of harnessing popular genres for student agency and engagement.

Extending the idea of consumer culture, **Sassatelli, Arfini, Piro and Zambelli** report on an innovation where students critically reflect on what it means to become both consumers and producers of knowledge in a Web 2.0 environment. Their innovation involves student teams actively co-producing contributions to Wikipedia and reflecting on the history and politics of the production of knowledge in a knowledge economy.

Acknowledging the disruptive but productive nature of technology in higher education learning and teaching, **Bergfjord and Heggernes** evaluate their initial use of multimedia resources to 'flip the classroom' in order to create a more active learning environment for students. Their findings suggest that such an approach can have positive outcomes for student learning, but they acknowledge the issues with enabling students to engage with course content online outside of class time.

Kelton and Kinsmill analyse an Australian foreign policy dual strategy teaching initiative that deploys, in-person simulations enabling students to develop both their discipline specific foreign policy knowledge and gain insights in, and experience with, professional competencies and non-technical skills. Student, industry, and staff participant feedback demonstrates the benefits of the simulations for both discipline specific learning and professional skills development.

The following four papers describe curriculum and pedagogical approaches that are designed to foster inclusion and effectively manage and support student transition. From an academic literacy perspective, **Thies** reports on an equity-funded project to collaboratively embed academic literacies into curricula to purposefully enable the inclusion, transition and success of diverse cohorts of students. Despite the benefits of such an approach for building capacity among staff to understand and implement an enabling academic literacies approach within the curriculum, Thies identifies the issues for course teams to fully engage in such a cooperative process.

From the perspective of teaching students problem-solving skills in the legal context, **Burton's** article collates numerous approaches to problem solving in the discipline of law; considers how the approaches meet the needs of the profession, clients and students; and shares how to support first year law students incrementally developing problem solving skills.

From an engagement perspective, **Pink, Taouk, Guinea, Bunch, Flowers and Nightingale** present a conceptual framework for the support and enhancement of student learning during international community engagement. This paper addresses the need to support student learning and personal well-being during international community engagement experiences. A conceptual framework for the support of students in three important areas whilst participating in international community engagement has been developed and is reported on in this paper. This framework identifies the need to support discipline specific learning, community engagement learning, and student well-being in the before, during, and after phases of an international experience.

And from the perspective of managing and supporting transition with regard to student learning and wellbeing, **Stallman and King** present The Learning Thermometer, which is a web-based tool that not only provides grounded, relevant feedback to teaching staff, but also encourages students to proactively reflect upon their own learning and wellbeing. The surveys encourage them to reflect upon both their learning (progress towards learning outcomes, usefulness of learning resources, and the learning environment) and their wellbeing. Based on this information, each student receives feedback

specifically tailored to their progress, including, if necessary, strategies and links to resources and support people that are relevant to the areas they are struggling in.

The final two papers engage with the complex issues facing higher education in the face of multi-campus delivery and an increasingly casualised workforce in higher education. In the context of pre-service teacher education delivered in a multi-campus context, **Walker-Gibbs, Paatsch, Moles, Yim and Redpath** report on a survey of over 277 students that indicates critical issues, not with the quality of the education *per se*, but with access to the teaching technologies that are intended to provide a seamless educational experience.

Finally, **Savage and Pollard** engage with the complex issue of supporting sessional staff. In this paper, why universities have struggled to change practice relating to sessional staff is discussed and an actions-oriented model that may add to existing research and practice in the field is presented. Using two existing models -the Sessional Staff Standards Framework and The Collective Impact Model, the authors developed a third model (the 4P Model) for specific faculty-level actions. The 4P Model is a four phase model devised to create the conditions required for sustaining systemic change to university practices relating to sessional teaching. The authors include an evaluation of one university school's implementation of Phase One of the 4P Model

We would like to acknowledge all who are involved in making this journal the success that it is. In particular, we would like to thank the 2016 reviewers for their consistent high standard and detailed feedback to our authors: Louise Ainsclough, Muaswi Ali, Trudy Ambler, Martin Andrew, Sally Baker, Anu Bissoonauth-Bedford, Carol Brazo, Janet Buchan, Kelly Burton, Meeta Chatterjee-Padmanabhan, Jyoti Chopra, Eva Dakich, Amanda Daly, Phillip Dawson, Steve Drew, Katie Dunworth, Antoinette Eklund, Lynne Emerton, Wendy Fasso, Nina Fotinatos, Richard Fuller, Sean Giovanello, Rosalie Goldsmith, Airdre Grant, Wendy Green, Rowena Harper, Marina Harvey, George Head, Jennifer Heath, Kerry Hunter, Bronwyn James, Heather Jamieson, Brianna Julien, Zeynel Kablan, Katya Karathanos, Sean Kearney, Paul Keeble, Andreas Kuswara, Mark Lee, Narelle Lemon, Don Lubach, Karina Luzia, Ana Maldoni, Kimberley MacMahon-Coleman, Amber Messersmith, Negin Mirriahi, Lynn Neal, George Odhiambo, Edward Palmer, Sean Pollock, Gary Poole, Anita Rani, Antonio Rappa, Jorge Reyna, Glyn Rimmington, Celeste Rossetto, Nilay Saiya, Michael Sankey, Elisabeth Schussler, Bibhya Sharma, Kym Simoncini, Susie Macfarlane, Linda Thies, Lisa Thomas, Sarah Tillot, Jan Turbill, Jane Warren, Noelene Wetherby-Fell, Paul Weeks, Andrew Whelan, Anne-Marie Williams, Judy Williams, Helen Wozniak, Sherman Young, and Robyn Yucel.

We would also like to thank our copy editor Laura Goodin and the production support team from Learning, Teaching and Curriculum at the University of Wollongong; as well as the many people involved in the background who keep the journal running.

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Lead Editors
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