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Welcome to the second edition of the Journal of University Learning and Teaching Practice for 2017. We have a range of interesting papers in this issue addressing teaching and learning practice in specific discipline areas, for particular teaching focused positions and in relation to explicit areas of pedagogical practice.

The first paper by Eddles-Hirsh presents a study that explored how confidence levels to teach visual art can be heightened through pre-service training that adopts a differentiated framework of instruction. This is a significant contribution given that crucial 21st-century skills such as creativity, higher-order thinking, collaboration, visual literacy and problem-solving have been linked to primary and secondary school programs that include teaching of visual art.

In Flecknoe et al's paper the debate about whether universities should be introducing more education focused (EF) academic roles in preference to the traditional teaching and research (TR) appointments, is explored. The impact, benefits and difficulties of transitioning academics from TR to EF roles are discussed and common issues associated with this transition are deliberated.

The relationship between supervisor feedback and doctoral students' scholarly identity and independence are investigated in the third paper by Inouye and McAlpine. The findings from this research could provide extremely useful suggestions for practice and guidance to both experienced and novice doctoral supervisors.

The fourth paper by Buchanan and Palmer addresses the topical issue of whether lectures are becoming an antiquated method of instruction for tertiary education. While the study is situated in the context of History there are some pertinent findings that will be of benefit to academics grappling with how to make lectures more engaging and better attended.

In the Chase, Ross and Robbie paper, an initiative that developed eight prototype assessments for fully online units is presented. Staff from two different academic providers implemented this initiative. The experiences of those involved in this collaboration and the feedback from students in relation to the developed assessments are explored.

As always, 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 reviewers who have contributed to this issue: Cally Guerin, Bronwyn James, Trudy Ambler, Steve Drew, Adele Wessell, Ursula McGowan, Melissa Davis, Vikki Pollard, Kulari Lokuge and Alisa Percy for their consistent high standard and detailed feedback to our authors; our copy editor Laura Goodin and the production support team from Learning, Teaching and Curriculum at the University of Wollongong; and the many people involved in the background who keep the journal running.