

2006

Editorial 3.1

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This issue contains five papers:

Emerson and Mackay's investigation of a Writing Program compares and analyses the experiences and subjective cognitive workload of students in a web-based and paper-based version of the program. Students seem positive about the program in both modes but experience a higher subjective cognitive workload with the web-based version. This paper suggests that different approaches to providing student feedback may be a reason and so could be an area for future research.

Duarte and Fitzgerald's paper discusses the use of a reflexive teaching approach combined with experience-based learning in the field of Organisation Studies. It suggests that this may make the field more accessible to alternative views and thus more responsive to the complex processes of organisations in a rapidly changing world. This combined approach may develop students' ability to critically reflect upon and challenge dominant perspectives and practices in the field of Organisation Studies.

Frew's paper on international educational literacy contends that 'universities are no longer isolated places where the intellectually or socially advanced undertake research and contemplation'. This paper explores the changing the role of academics within universities as they contend with an increase in student numbers and the consequent demand for an international approach to their education.

Smith and Smith's paper reports on the results of a research project investigating the use that Distance Education (DE) students from Australia's largest DE provider of higher education make of a range of learning materials they have access to. The research project utilises a survey of DE students enrolled in ten undergraduate subjects spread across the five faculties of Charles Sturt University in regional Australia.

Yanamandram and Noble's paper examines student experiences and perceptions of two approaches to team-teaching used in a large undergraduate Marketing subject at a regional Australian university. This paper makes an interesting contribution to our understanding of the team-teaching approach that may both facilitate and hinder student learning. An interesting finding from this study is that 'good teachers' are viewed as more important than 'expert teachers'.

Please enjoy. Your comments and submissions are encouraged.

Helen Carter
Senior Editor, JUTLP