



2009

## Editorial

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### Recommended Citation

Lefoe, Geraldine E., Editorial, *Journal of University Teaching & Learning Practice*, 6(1), 2009.

Available at: <http://ro.uow.edu.au/jutlp/vol6/iss1/1>

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## Editorial

### **Abstract**

Welcome to the first issue of Volume Six of the Journal of University Teaching and Learning Practice. This issue contains six papers exploring a range of issues relating to teaching and learning practice and marks my first issue as Senior Editor. I would like to extend our thanks to Associate Professor Helen Carter, who has been Senior Editor of JUTLP since its inception and contributed significantly to the establishment of the journal. This edition also marks a significant change for the organisation of the journal as it is now published through an automated system providing authors, reviewers and editors with up to date information on the submission and review process, allowing authors to track their article through to publication.

## Editorial

Welcome to the first issue of Volume Six of the Journal of University Teaching and Learning Practice. This issue contains six papers exploring a range of issues relating to teaching and learning practice and marks my first issue as Senior Editor. I would like to extend our thanks to Associate Professor Helen Carter, who has been Senior Editor of JUTLP since its inception and contributed significantly to the establishment of the journal. This edition also marks a significant change for the organisation of the journal as it is now published through an automated system providing authors, reviewers and editors with up to date information on the submission and review process, allowing authors to track their article through to publication.

The articles in this edition are introduced through an invited reflective piece by Fernanda Duarte who provides insight to the role of a sociologist when teaching in a School of Management. He examines the conceptual tools required in sociology and their relationship to teaching in a business area.

The next article provides an institutional perspective on the expectation of first year students. Professor Geoffrey Crisp and his colleagues from a School of Psychology have examined these expectations early in the students' first year. Outcomes were discussed with teaching staff to identify ways of reducing the gap between the two groups. The necessity for ongoing dialogue is highlighted to ensure unfulfilled expectations are clarified and realistic expectations are met. .

Salter, Pang and Sharma report on the outcomes of an innovative staff development program as part of a new direction related to outcomes based curriculum in Hong Kong. Using an active learning approach they discuss new ways for learners and teachers to work together to improve learning. Building on earlier work with the University of Waterloo in Canada, they provide a timely paper on an outcomes based approach to student learning.

The next paper by Chia argues the importance of adapting content within a postgraduate subject to meet the varied needs of international students from diverse cultures. She reflects on successful strategies for engaging students in a public relations subject that acknowledges their cultural interpretations of related theories.

The final papers both focus on key issues at the subject or course level which will be recognised as challenges in any discipline. Bretag and Mahmud report on a model for identifying plagiarism. Through an examination of the literature, they identify a common element in all types of plagiarism as a lack of appropriate attribution. They then discuss how they addressed the issue through the use of an electronic detection system in a specific subject. Burdett and Hastie also examine a significant teaching issue. The challenges students face in a final year subject related to their participation in group based assessment tasks are discussed through an analysis of the challenges and benefits identified by the students.

We encourage you to consider submitting an article for a general edition or for a future Special Issue.

Geraldine Lefoe

Senior Editor