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Editorial 7:1

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Abstract

Welcome to the first issue of Volume Seven of the Journal of University Teaching and Learning Practice. We would like to welcome the substantial number of new reviewers who have joined our Review Panel. With the increased profile and resultant number of submissions this will assist in keeping the workload manageable. Our fully electronic submission system is well established now and authors can make use of the online submission process which allows tracking of papers through the system. We would like to farewell our Production Assistant Carole Evans who has made a wonderful contribution to our journal over a number of years and welcome Michelle Kent who will now take on this role. I would also like to acknowledge the significant contribution Dr Meg O'Reilly makes to the journal as Associate Editor.

Keywords

editorial

Cover Page Footnote

We would like to thank all reviewers who have contributed to the double blind review process in the last 12 months: Ann C Applebee, Australian Catholic University; Professor William E Boyd, Southern Cross University; Chris Brewer, University of Wollongong; Dr Natalie R Brown, University of Tasmania; Jude Carroll, Oxford Brookes University; Juliana Chau, Hong Kong Polytechnic University; Assistant Professor Karen Cicmanec, Morgan State University; Dr Bob Corderoy, University of Wollongong; Dr Rosanne A Coutts, Southern Cross University; Robyn Donovan, Central Queensland University; Associate Professor Allan Ellis, Southern Cross University; Suzanne M Fegan, La Trobe University; Professor Brian Ferry, University of Wollongong; Andy Furco, University of California, Berkeley, USA; Tony Gilding, Charles Darwin University; Dr Cathy Gunn, University of Auckland; Dr Maree Gosper, Macquarie University; Dr Greg R Hampton, University of Wollongong; Paul M W Hackett, Emerson College, Massachusetts, USA; Mary T Huber, Carnegie Foundation for the Advancement of Teaching, USA; Martin Jenkins, University of Gloucestershire, UK; Associate Professor Sandra Jones, RMIT University; Associate Professor Gordon Joughin, University of Wollongong; Professor Mike Keppell, Charles Sturt University; Dr Catherine A Layton, University of Wollongong; Pro Vice-Chancellor Terence J Lovat, University of Newcastle; Helen Mandl, University of Wollongong; Dr David McInnes, University of Western Sydney; Dr Kim McShane, University of California - Santa Barbara, USA; Dr Colin D Milligan, Glasgow Caledonian University, Scotland; Dr Paul J Moore, University of Wollongong; Dr Anja Morton, Southern Cross University; Dr Linzi Murrie, Southern Cross University; Professor Glyn Rimmington, Wichita State University, USA; Dr Celeste Rossetto, University of Wollongong; Associate Professor Diane Salter, University of Hong Kong; Deborah M Southwell, Queensland University of Technology; Professor Lorraine Stefani, University of Auckland, New Zealand; Rosemary Thomson, University of Western Sydney; Carolyn Webb, Educational consultant, Sydney; Paul Weeks, Southern Cross University - The Hotel School Sydney; Professor Jeremy B Williams, Queensland University of Technology; Dr Gail Wilson, Southern Cross University; Professor Bill Zealey, University of Wollongong.



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Volume 7: Issue 1

This bumper issue contains seven papers which are developing new insights into teaching and learning practice. Some of our authors are early career researchers making their first foray into publishing in the area whilst others are very experienced teachers sharing innovative practices. We welcome both groups to the journal and encourage the submission of papers from all who are interested in extending our knowledge in the field of teaching and learning practice.

The first two papers in this edition examine the viewpoints of teachers. Arnold provides a challenging paper combining the literature of teaching for support, reference and anecdote to provide a narrative about what it means to be a teacher in higher education. Sappey and Relf also focus on the role of the teacher, this time in the online environment. They build on the earlier debate of Clark and Kozma but focus on the neutrality of the teacher rather than the technology to extend the blended learning model to include the labour of the teacher. They argue that "... the traditional academic role as the creator, developer and delivery agent should remain the pivotal role in higher





education if the quality of academic working life is to be maintained (Arnold, 2010, p. 12)”

Curriculum change is the focus of the next pair. Duarte wondered how confident management students were in applying their learning about ethical approaches to business when they left university. The resultant qualitative research provided impetus to make changes to the curriculum to address student cynicism. The focus of this paper is how this was achieved through a transformative learning approach. Surjan also addresses curriculum change through discussion of changes made to enhance student satisfaction in a new generic course in the Health Sciences. Data collected over the first three years of this course was evaluated and informed the refinement of the course which was developed to improve interdisciplinary interactions over eight health science disciplines.

Beidatsch and Broomhall examine both student and staff perception of roleplay as a learning tool in the discipline of history. Through a workshop program in the classroom, they assert that students can develop diverse skills but that practitioners must be thoroughly aware of the advantages and disadvantages of using such a tool. Harman also researches an aspect of practice in the tutorial through seeking evidence of what constitutes best practice in co-ordinating and assessing undergraduate students’ oral tutorial presentations. Data was collected from five academic staff two from the Social Science and Humanities area. The conclusions indicate that traditional modes of oral presentation across the semester may no longer meet the needs of students or staff but alternatives exist that may not only improve student outcomes but create a more positive experience for all involved.

Finally in the area of doctoral supervision, Stracke provides some useful insight for new supervisors on the practice of engaging students through a support group. With a focus on peer learning, she reflects on her own experience as supervisor, and builds on informal self-evaluation data collected by the students themselves. Her proposal for peer based supervision style provides a rich area for further research.