

2010

Editorial 7:1

Geraldine E. Lefoe
University of Wollongong, glefoe@uow.edu.au

Follow this and additional works at: <https://ro.uow.edu.au/jutlp>

Recommended Citation

Lefoe, Geraldine E., Editorial 7:1, *Journal of University Teaching & Learning Practice*, 7(1), 2010.
Available at: <https://ro.uow.edu.au/jutlp/vol7/iss1/1>

Research Online is the open access institutional repository for the University of Wollongong. For further information contact the UOW Library: research-pubs@uow.edu.au

Editorial 7:1

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



Editorial 7:1

**Associate Professor Geraldine Lefoe,
Senior Editor, JUTLP
University of Wollongong
glefoe@uow.edu.au**

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.

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.