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Abstract

This issue is the first for Volume 11 of Journal of University Teaching and Learning (JUTLP) in 2014 and my final as Senior Editor as I move into retirement and finally have time to pursue my passion for photography. I am very proud of what has been achieved by JUTLP as an open access journal and have been supported by a wonderful editorial team in order to achieve this outcome. There have been 174 articles published in the 24 issues with 116000 full text downloads since 2008 when we were able to start collecting this data. There are many people involved in ensuring each issue is published and I'd like to thank all the authors, reviewers, editors and support staff who make this possible. I have valued your support, assistance and patience over the years and know you will continue to support this journal as a valuable contribution to teaching and learning in higher education.

I congratulate the new Senior Editor, Associate Professor Romy Lawson who will lead the editorial team to take JUTLP in new directions. I wish them well and know they will enjoy the engagement with authors from around the world as much as I have.

Keywords

editorial JUTLP

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As usual we have an interesting selection of papers that reflect changes we are seeing in higher education around the world. In the first paper by Latukefu, Burns, O'Donnell and Whelan, the focus is on graduate qualities and particularly the development of resilience for students involved in creative areas. The authors took a multi-disciplinary, qualitative approach to data collection to identify how academics conceptualised graduate qualities within the creative and performing arts in order to develop threshold learning outcomes within an undergraduate degree. They provide some interesting narratives about journalism and performance areas and conclude with challenges facing the academy to support and prepare music students for their future careers.

Peer assessment is the focus of Sandvoll's article where qualitative data has been collected in a first semester, undergraduate class in Norway. The research focussed on examining the espoused theories and practice through analysis of the perceptions and practices of both students and teachers. Recommendations for improving such assessment tasks are provided.

In a qualitative research study of New Zealand doctoral candidates, Johnson distinguishes the challenges faced through the significant increase in enrolments, particularly of international students, over a ten-year period. She identifies the inadequacy of traditional, elitist methods of providing supervisory meetings only and proposes better outcomes can be achieved through more supportive learning environments. She outlines an implemented program incorporating student identified needs as well as a two day writing retreat held off campus leading to a student focused "talk to think: think to write process".

Three papers focus on improving teaching practice through the examination of teaching activities both in the traditional classroom and in the online environment. The first by Plush and Kehrwald looks at student centred learning and describes three practical strategies for implementing such activities in traditional teaching contexts in Australia. The second by Khan also identifies teaching strategies but for working in a blended learning environment within the context of implementation of a new learning-management system in Dubai, where the students see each other in the classroom regularly. In the USA Bryce takes such strategies to a deeper level by examining the dialogue in an online environment for student teachers and predicts the usefulness of dialogue journaling to enhance community development and connection when students are separated geographically.

Finally Rajendran and Andrew examine the use of film as a stimulus for third year management students to analyse leadership effectiveness. Through action research they examine how students apply their understanding of leadership in this context and conclude that students need to be guided to make the links through explicit teaching of skills.

Again my thanks to the reviewers and editorial panel for their consistent high standard and detailed feedback to our authors; and to the many people involved in the background who keep the journal running though their roles in managing the website, the editing and layout of the journal.

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