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Editorial 12.3

Romy Lawson

University of Wollongong, romy@uow.edu.au

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Our final mainstream issue of 2015 includes a papers exploring practice in learning design and delivery, as well a couple of papers looking at cross institutional matters. Again we are delighted to be welcoming some international perspectives to the journal with one paper from the US and another from New Zealand. Next year we are excited to be offering two special issues (alongside our traditional three regular issues), in April we will featuring *Reflection for learning in higher education* and in September an issue centring on *Academic Development* (in collaboration with the Council of Australian Directors of Academic Development (CADAD)).

In this issue Diaz et al. begin the dialogue for this edition with a piece that addresses Quality Assurance in the modern/foreign language space. They have conducted a review and comparative analysis of assessment practice which has led to the development of resources and tools to support practice. Fern writes of a student centred approach that has been adopted in the science disciplines that fosters authentic practice through capstone experiences. This themes of authentic assessment is continued in Buckmiller and Kruse's article where students work on producing a published book to show their Authentic Intellectual Work (AIW). The final year authentic experience theme is continued with Bennett and Robertson's paper that discusses the use of ePortfolios for developing career literacy. Brown et al. have looked at approaches to study in Chemistry based students to examine how different approaches impact on educational outcomes, and how this information can guide educational design. The team from QUT led by Tait take an alternative look of education examining how humour can be used to improve student attention and inspire discussion in their piece on edutainment. Wingrove et al. examine reciprocal peer feedback on teaching to support academic with just-in-time; just-for-me solutions to practice in their paper on distributed leadership. Quinn and Kennedy-Clark provide the last paper with their exploration of flipping the classroom through making lecture content available online to foster a more personalised learning experience. Finally we have a book review on *Integrative Learning*, which provides an interesting read.

For the last time this year I would again like to thank the time given by our reviewers and editorial panel for their consistent commitment to the journal; 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.

Associate Professor Romy Lawson
Senior Editor, Journal of University Learning and Teaching Practice
romy@uow.edu.au