

2016

JUTLP Issue 13.3 Editorial

Dominique R. Parrish
University of Wollongong, dparrish@uow.edu.au

Alisa Percy
University of Wollongong, alisa.percy@uts.edu.au

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Recommended Citation

Parrish, Dominique R. and Percy, Alisa, JUTLP Issue 13.3 Editorial, *Journal of University Teaching & Learning Practice*, 13(3), 2016.

Available at: <https://ro.uow.edu.au/jutlp/vol13/iss3/1>

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Welcome to the third edition of the Journal of University Learning and Teaching Practice for 2016. It is also the first edition that we are assuming the role of Lead Editors, having served as Associate Editors for 3 years. We would like to acknowledge the contribution of Professor Romy Lawson over the past 3 years and wish her every success in her new role. We would also like to welcome to the Editorial Team our five new Associate Editors - Dr Peter Copeman, University of Canberra, Dr Jo-Anne Kelder, University of Tasmania, Dr Tracey Kuit, University of Wollongong, Dr Morag McFadyen, Robert Gordon University, and Dr Vikki Pollard, Deakin University.

In this issue, we have a range of interesting papers addressing teaching and learning practice. The first three papers focus on the benefits of embedded academic literacies from three different perspectives: the provision of student support, the professional development of staff and whole of course design. The following four papers explore strategies to promote blended delivery, online assessments and authentic learning, and the final paper discusses the professional and employability benefits of students' outbound mobility.

With a focus on academic literacies from a student support perspective, *Maldoni and Lear* discuss the evolution of an academic literacy program from a university preparation context to a curriculum embedded approach. Using longitudinal data, the authors demonstrate the positive impact that embedded academic literacy has on student learning outcomes. Taking a professional development approach, *Bury and Sheese* describe the provision of workshops and resources to faculty staff that show them how to embed academic literacy development into course design and teaching practice. Participant feedback highlights the benefits of this initiative in changing teaching practice. And from the perspective of whole of course design, *Moles and Wishart* demonstrate how an action research approach was used to review and improve the development of students' academic literacies in the Bachelor of Early Childhood Education.

Shifting the focus of teaching and learning to the online learning environment, *Jenkins and Crawford* combine blended learning with team teaching and investigate its impact on student learning outcomes in a pre-service class. Also adopting an action research approach, the authors' provide a positive assessment of the effectiveness of this pedagogical combination in enhancing student learning. Looking more closely at the authenticity of online assessment, *Hesterman* uses a qualitative design-based study to demonstrate how an online group work assessment task was highly successful in promoting authentic connections between educational theory and practice. In an attempt to identify learning analytics techniques and measures that can usefully inform continuing development of online courses, *Martin and Ndoye* report on data that can guide teachers in adopting strategies to promote student engagement and performance.

Investigating student satisfaction with debating as a form of assessment in a Physiotherapy capstone subject, *Weeks and Laakso* found that while student feedback suggested students were appreciative of this type of assessment at the end of their degree, they were ambivalent about it being used at earlier stages in the course.

Finally, *Jones, Gray, Downey, Hall and Truong's* paper illustrates how one Australian university has sought to increase the number of its students undertaking Outbound Mobility Experiences (OME). Using a mixed-method study to evaluate the effectiveness of their efforts, their findings

suggest more effort is required to build a 'travel culture' and communicate the multiple benefits of OMEs to students.

We would like to acknowledge all who are involved in making this journal the success that it is. In particular we would like to thank the reviewers who have contributed to this issue: Brianna Julien, Jan Turbill, Robyn Yucel, Bronwyn James, Linda Thies, Kerry Hunter, Amanda Daly, Wendy Green, Meeta Chatterjee-Padmanabhan, Jane Warren, Martin Andrew, Eva Dakich, Andreas Kuswara and Richard Fuller for their consistent high standard and detailed feedback to our authors; our copy editor Laura Goodin and the production support team from Learning, Teaching and Curriculum at the University of Wollongong; and the many people involved in the background who keep the journal running.

Associate Professor Dominique Parish and Dr Alisa Percy
Lead Editors
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