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## JULTP Editorial Issue 15.2

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Welcome to the second issue of the Journal of University Learning and Teaching Practice for 2018. This issue contains six papers that broadly cover topics related to learning design and delivery.

In the first paper, Miner and Stefaniak explore teachers' and students' perceptions about video instruction and provide valuable insights regarding the use of video to present information, explain processes or demonstrate skills in a higher education setting. This paper discusses the viability of multimedia video presentations to communicate course content.

In the second paper, Bourdeau, Griffith, Griffith and Griffith, examine failure rates, grade distribution, and withdrawal rates between face-to-face learning, online learning, and synchronous video learning modes. The differences in students' success across the three modes are presented and strategies for alleviating the variances in student performance across the modes are described.

In the third paper, Whiley, Houston, Smith and Ross expound an approach to effectively engage students in learning about science using the lens of Environmental Health studies. This paper describes how key science concepts were communicated, scientific literacy skills were developed and students' interest in Environmental Health was increased through an engaging platform of a Zombie Apocalypse; without sacrificing scientific or pedagogic rigor.

Wilson, Myatt and Purdy in the fourth paper consider the design and delivery of a Foundations of University Teaching Practice program being delivered through asynchronous online modules. The perspectives of both the designers and the academic staff who participated in the program are presented. The paper explores how the goals of the program were achieved and the benefits academic staff expected and experienced from participating in the program

In the final paper of this issue, Anderson et al present an evidence-based research-informed institutional framework that has been designed to support Higher Degree Research supervisors and students through the three key stages for postgraduate students namely; getting started, confirmation and research and writing. The research-informed approach used to develop this framework, which is particularly relevant to small higher education institutions is explained.

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 our Associate Editors Tracey Kuit, Vikki Pollard, Peter Copeman and Jo-Anne Kelder, the reviewers who have contributed to this issue: Ali S. Al Musawi, Vikki Pollard, Gillian Hallam, Nina Bjerre Andersen, Scott Campbell, Sally Ashton-Hay, Spero Tsindos, Edward Palmer, Richard John Lander-Clarke and Marie Fisher for their detailed and informative feedback to our authors and advice to our editors; our copy editor Laura Goodin and the production support team from Learning, Teaching and Curriculum at the University of Wollongong as well as the many people involved in the background who keep the journal running. Finally, we would like to acknowledge the support and efforts of

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Ass/Prof Dominique Parish and Dr Alisa Percy  
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