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Welcome to the *Journal of University Teaching and Learning Practice*, Issue 15.3.

In this issue, we have papers from Australia, the US, and Taiwan. The papers in this issue cover topics related to student well-being, technology-enhanced learning, disciplinary pedagogies and quantitative evaluations of student learning.

Exploring the perceptions and experiences of academic staff supporting student well-being during enabling programs, **Crawford and Johns** found they had a positive orientation towards their students' academic and non-academic needs, and that they were quite adept in identifying at what point they needed to refer students on to more specialist forms of support. At the heart of their argument is the need to reconsider the role of the academic in enabling programs, and develop a more holistic, student and course-centred model of support for diverse cohorts of students.

Researching the impact of the flipped classroom on student learning, **Ramzan and Watson** report on their approach taken in a large first year statistics course. Challenging the traditional 'chalk and talk' approach to teaching mathematics and statistics, they utilised peer learning and tutor-assistance in their lectures. Presenting evaluative data, the authors found that this teaching method improved students' understanding of concepts and performance in exams, with the majority of students expressing a preference for this type of teaching. Taking the flipped classroom concept into the Marketing discipline, and elaborating on the connection between collaborative, experiential and active learning, **Motameni** was also able to demonstrate a significant improvement in students' understanding of key marketing concepts, processes and strategies.

Addressing the need for reflexive practice in the health sciences, **Dune, Crnek-Georgeson, Bidewell, Firdaus, John and Arora** engaged students in an assessment activity using ePortfolios in a large interprofessional first year health science unit. Using pre and post survey data and analysis of student writing to evaluate the effectiveness of this approach, they were surprised to find that although 54% of students reported an increase in reflexivity, 38% felt it had decreased. Their findings suggest that further exploration of the impact that this kind of assessment activity has on students' reflexivity is required.

Foregrounding the transformative possibilities of teaching calculus to adult learners in a community college setting, **Jaafar and Schwartz** draw on Yang's Holistic Learning Theory to explore the kinds of pedagogical approaches that might be successful in this context. Selectively sampling students' reflective writing across the course, they found that the students tended to take a more instrumental approach to the study of maths, rather than learning the principles more deeply. They suggest a more diverse set of approaches to enabling and supporting students' study of maths, including problem-based learning, real-world examples, peer tutoring, and learning resources.

In the context of digital humanities, **Harman** explores transformative power of teaching large cohorts of Australian domestic students to research their own family history online. Describing

the design and delivery of the online course, Harman highlights the digital literacy skills that students acquire as they learn to access and engage critically with extensive online resources.

Finally, **Lu Lu and Wu** provide a thorough quantitative analysis of survey data using the Student Assessment of Learning Gains (SALG) along with the Student Evaluation of Teaching (SET) to draw attention to the difference in conceptualising teaching, learning and learning assistance in a Taiwanese educational context through two different approaches: knowledge transmission and knowledge construction. Their findings highlight that knowledge is constructed in the mind of the student with learning assistance as the mediator.

We would like to extend our gratitude to the reviewers for this issue: Nina Bjerre Andersen, Ashwini Datt, Loretta Garvey, Gillian Hallam, Carola Hernandez, Oriel Kelly, Andreas Kuswara, Kulari Lokuge, Vikki Pollard, Celeste Rossetto, Gilly Salmon, Julia Savage, Jan Turbill and Anne Marie Williams. We would also like to note that this will be the last issue that Associate Professor Dominique Parrish will serve as a Senior Editor of JUTLP. Dominique is going to be transitioning to be a member of the JUTLP External Advisory Board serving alongside our other External Advisory Board members: Dr Katarina Mårtensson, Professor Dilly Fung, Dr Jayashree Pauuazhi, and Dr Kim DeBacco.

Ass/Prof Dominique Parish and Dr Alisa Percy
Senior Editors JUTLP