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Alisa Percy

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

Jo-Anne Kelder

University of Tasmania, jkelder@utas.edu.au

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Welcome to the final issue for the *Journal of University Teaching and Learning Practice* for 2018.

In this issue, we have papers from Australia, the US, and Ireland, covering topics related to information and academic literacy, self-efficacy, the flipped classroom, student engagement and their perceptions of group work.

Of the first two papers related to information and academic literacy, **Hostetler, Luo and Stefaniak** present findings from a systematic literature review exploring approaches to the assessment of students' metacognition and its potential application in library and information science. Conducted in response to changes in an information literacy competencies framework prepared by the Association of College and Research Libraries (ACRL) in the US, the authors advocate for the incorporation of metacognitive tools, including self-reflection and self-assessment, in the assessment strategies of libraries to encourage higher order thinking.

Concerned with the critical information literacy skills of university students, **Cooney, Darcy and Casey** used a lesson study method in the delivery of a Critical Skills course to improve first year students' information literacy, such as finding, evaluating and integrating evidence from various sources into their writing. The devised lesson plan had seven parts and involved multiple practice activities. And while students demonstrated improvements in finding and interpreting information, their ability to critically analyse did not improve. The authors suggest that more class activities that focus less on the product and more on engagement with the material through free writing and more verbal processes, such as debate, class discussion and verbal summaries, particularly in peer-based group activities, is required for critical skills to improve.

Echoing themes from the two previous papers, **Rayner and Papakonstantinou** compare foundation Biology students' critical thinking (CT) 'self-efficacy' and 'actual ability' on commencement and measure change over the first year of study, particularly as it relates to gender. Using methods that involve both student self-report (self-efficacy) and performance data in specific aspects of exams (actual ability), the authors' findings confirm a disconnect between students' self-efficacy and actual CT ability, and find that there are interesting gender-based differences that are worth exploring further.

Working on students' self-efficacy, **Lake, Boyd and Boyd** report on a study to improve students' general performance by providing a survey activity with in-built feedback to raise their awareness and understanding of self-efficacy as a concept. Using 'social-persuasion design' and a point-of-contact feedback model to work on the link between self-efficacy and performance, the survey was designed to raise students' awareness of their own self-efficacy. The researchers demonstrate how engagement in the survey activity improved students' self-efficacy over time. The study also shows that teachers may use point-of-contact feedback to encourage self-reflection, understanding, motivation and intellectual engagement, and to raise awareness of a specific learning concept, practice or value.

Drawing on self-determination theory, integrated with an 'at home ethnographic' research approach, **Narendran, Almeida, Coombes, Hardie, Quintana-Smark, Zaher, Wang, Chowdhury and**

Stevenson, investigate the influence on student academic performance of classroom activities designed to be student centred for active learning during a first year of tertiary studies. Their findings for a cohort of first year business students are presented for the dimensions autonomy, competence and relatedness (collaborative learning) and discussed in the context of assessment design that supports students to be competent, independent learners, with positive impacts on student engagement and reduction in attrition.

Researching the outcomes of three years of iterative data collection and analysis, **Billet and Martin** report the impact on three cohorts of second year Sociology students who engaged in a partnership process of co-creation of knowledge and pedagogical design with their teachers. The authors argue that co-creation can work well as a strategy for student engagement, reporting positive outcomes for both students and academics partnering in curriculum design, including that negative outcomes can be a prompt for discussion, generating understanding for academics and their students of why a negotiated assessment design did not work as intended. They argue their approach of negotiated subject development and co-creation of content and delivery ensures a targeted response to student needs and expectations, which in turn engages the class as a whole in their learning.

Grounded in literature focusing on student perceptions and satisfaction of group work, this study is based on a student survey run from 2013-2015 and quantifies the impacts of a comprehensive list of exogenous and endogenous influences affecting students. **Butt** found that course design, in particular the scaffolding to prepare and support collaborative learning and group work, heavily influences students' perceptions. The systematic approach to identifying factors and their relative weight provides a sound basis for applying the insights and recommendations presented in the design of a collaborative learning curriculum that seeks to positively influence students' experience and perceptions of group work.

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Alisa Percy and Jo-Anne Kelder
JUTLP, Senior Editors