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Editorial: JUTLP Issue 16.3

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Welcome to the second standard issue of the *Journal of University Teaching and Learning Practice* for 2019. In this issue, we have seven papers that explore a range of themes including WIL placement, STEM education, academic integrity, the quality of student learning experiences in the digital learning environment, professional development, and educational evaluation.

Beginning with undergraduate STEM education, **Savage and Healy** report on the introduction of a particular creative learning activity in first year Biology practical classes to support students' transition into team-based learning. Using a case study methodology, the authors report on the approach taken to design, implement and evaluate their group formation activity to build a sense of connection and community between students, and provide them with the opportunity to reflect on and share their strengths in terms of employability skills. In the context of preservice Science teacher education, **de Jager** explores the use of the ePortfolio to engage the students in reflective metacognitive learning experiences designed to enhance their higher order thinking skills. Using a mixed methods approach, de Jager uncovered the need for greater support in helping students to transition confidently and successfully into both reflective practice and the use of the ePortfolio technology. Finally, in the context of sport-science education in Ethiopia, **Edo, Tadesse and Mulugeta** use a mixed methods design to investigate student and staff perceptions of the introduction of a block teaching model.

In the digital learning environment, there are a number of challenges that can arise in relation to academic integrity. **Munoz and Mackay** have developed a typology to assist in the design of online tests to minimise the possibility of cheating. Using an extensive literature review, the authors provide a sound theoretical rubric for decision making that demonstrates the link between cheating behaviour, test design and a students' willingness to cheat. Focussing on the quality of the student learning experience in the online classroom, **Valenti, Feldbuush and Mandernach** surveyed both staff and students to compare their perceptions of the use of video in online classrooms as a teaching and learning tool. The results present a complex picture of similarity and difference between the two groups. **Soto, Gupta, Dick and Applegate** report on how participation in a technology-facilitated lesson study provided the means for five higher education faculty across the U.S. to engage in professional development and evolve into a virtual community of practice.

Moving to the theme of work-integrated learning (WIL), **Sheridan, Gibbons and Price** report on an initiative in the Australian higher education context to improve the learning design around a particular work-placement activity within a core capstone business subject. And ending the issue with a focus on educational evaluation, **Matosas-Lopez, Leguey-Galan and Doncel-Pedreira** introduce a methodology for improving Likert scales used in student evaluations of teaching.

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