Editorial 17.1

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Welcome to the first standard issue of JUTLP for 2020. In this issue, we have seven papers from across the globe, including Australia, Scandinavia, China, Cyprus, Indonesia and Malaysia, covering professional development for sessional teachers, the use of Web 2.0 technologies in teaching and learning, active pedagogies, student learning processes and skill development, and Students as Partners.

Implementing and evaluating a situated professional learning opportunity for sessional teachers teaching into a large first year undergraduate science subject in Australian higher education, **Wevill and Savage** investigated the impact of 'peer-pairing' on sessional teachers' perceived teaching skills and capacities. The findings indicate that sessional teachers had a positive experience of this kind of professional learning, but also the approach taken to enable the peer-pairing also led to greater student-teacher interaction and a positive student experience.

Exploring the use of Facebook for building community in higher education postgraduate e-learning environments, **Giannikas** found that Facebook is a useful supplement to the Learning Management System (LMS) for building community because it has more appeal and can more easily foster interaction than an LMS.

Using a mixed method approach to evaluate an interdisciplinary project-based approach to game design in a Sino-Scandinavian context, **Engström, Lyu, Backlund, Toftedahl, and Ehmsen** found that even with diverse cohorts, shared learning objectives can be easily established and implemented in a short period of time.

Investigating problem-based learning with lecture-based learning for students in financial management, **Sugeng and Suryani** compared impacts on students' performance of self-regulated learning and higher-order thinking skills. They report positive results for problem-based learning, noting issues such as impact on maintaining lower-order thinking skills implications for curriculum design.

Hasnunidah, Susilo, Irawati, and Suwono's quantitative study investigates the correlation between argumentation skills and critical thinking skills developed by teacher education students undertaking a basic biology course taught by Argument Driven Inquiry (ADI). They report positive effects on students' understanding of basic biology concepts and evidence of benefits to students developing argumentation and thinking skills through curriculum underpinned by learning models such as ADI.

Investigating the impact of engaging students to write a reflective blog as part of a multidisciplinary Research Design course, and using inductive analysis, **Warner and Picard** provide a rich description of the reflective learning processes and the impact of blog topic, scaffolding, and the difference between practitioner reflexivity and reflective practice for early career researchers and practitioners.

Finally, investigating the impact of a Students as Partners (SaP) approach to improve student motivation, engagement and learning outcomes, **Kaur and Noman** use the self-determination theory (SDT) to explain processes of partnership, SDT posited social contextual factors (autonomy, competence, relatedness) and students' need for satisfaction, and its resonance with SaP principles and practices.

Alisa Percy and Jo-Anne Kelder
JUTLP Senior Editors