

2014

Editorial 11.2

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Recommended Citation

Lawson, R. (2014). Editorial 11.2. *Journal of University Teaching & Learning Practice*, 11(2).
<https://doi.org/10.53761/1.11.2.1>

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Journal of University Teaching & Learning Practice

Volume 11 | Issue 2

Article 1

2014

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In this, my first editorial, of the Journal of University Teaching and Learning (JUTLP) I have to begin by extending thanks to Gerry LeFoe and her team for making this online journal what it is today. Without her vision and drive JULTP would not have experienced the success it has and so we have much to thank them for. I hope I can do such a good job. I would also like to take this opportunity to introduce the new editorial team:

- Dr Alisa Percy - Head of Learning Development, University of Wollongong; Executive Member, Association for Academic Language and Learning (AALL)
- Dr Dominique Parish – Associate Dean Education (Science, Medicine and Health), University of Wollongong; Executive Member, Australasian Society for Computers in Learning in Tertiary Education (ascilite)
- Associate Professor Romy Lawson, Director Learning, Teaching & Curriculum, University of Wollongong; OLT National Teaching Fellow; Executive Member, Higher Education Research and Development Society of Australasia.

We are all looking forward to the challenges of editing this journal and excited by the opportunities to engage with authors from around the world who have a passion for university learning and teaching.

The first three papers all relate to engaging students with the profession. Perrin presents a paper looking at internship based learning and how this can be used to both engage and empower students; Luhanga, Larocque, MacEwan, Gwekwerere and Danyluk examine the involvement of clinical practitioners into the university learning process, focussing on how, without support these professional find it difficult to fail students. They make recommendations for improving practice in order to assure learning at expected standards. Lastly in this area, Hodgson, Brack and Benson review using case based peer assisted learning in a professional course to facilitate professional development in their learners.

The remaining five papers are an interesting mix. Hendry and Jukic present an interesting piece on the use of exemplars in helping students to understand criteria and standards, exploring if marking exercises or teacher comments are most effective mechanisms to promote calibration. Hughes and Brown take a look at policy reform with reference to the government targets for increasing participation in university programs, posing questions about the challenges of broad social inclusion. Douglas, Lang and Colasante are looking at blended learning. They examine an online media annotation tool to foster deep learning. Hernandez, Ravn and Forero-Shelton apply a critical research model to address how subjects can be transformed from content based to student based. Finally Kariyawasam and Low explore teaching law to non-law students in business degrees, exploring solutions and strategies to handling these typically large cohorts with a high percentage of international students.

This journal is only possible because of the generous time given by our valued reviewers so may I give my thanks to the reviewers and editorial panel for their consistent high standard and detailed feedback to our authors; and to the many people involved in the background who keep the journal running though their roles in managing the website, the editing and layout of the journal.

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