

2019

Editorial 16.5

Alisa Percy

University of Technology, Sydney, alisa.percy@uts.edu.au

Jo-Anne Kelder

University of Tasmania, jo.kelder@utas.edu.au

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Welcome to the final issue of the Journal of University Teaching and Learning Practice for 2019.

In this issue we have papers from Finland, the US, Ecuador, Thailand and Australia covering a range of topics and approaches exploring university teaching and learning practice. Evaluating an intervention into students' wellbeing and organising strategies in Finland, **Asikanen, Kaipainen and Katajavouri** provides evidence that pharmacy students undertaking a 7 week online course designed to promote psychological flexibility had a positive impact on their study behaviors during the intervention. Addressing issues of engagement in first year, **Kearney** makes the case for his Authentic Self and Peer Assessment for Learning (ASPAL) Model as a particular kind of transition pedagogy that engages students in the development of a deep understanding of assessment expectations and standards of performance. Also focused on student transition, **Pattanaphanchai** reports on students' learning achievement and their positive perceptions of the flipped classroom in an introductory computing class in Thailand. Dealing with contentious content in first year, **Ford, Bennett and Kilmister** report on a study they conducted into pedagogical models in a large first year history subject that services teacher education students and had its own history of heated debate and conflict when exploring the ANZAC mythologies. Considering how content transforms perceptions and values, **Njoku** reports on a longitudinal evaluation of the use of learner-centred teaching and its impact on learning outcomes in an undergraduate rural public health course in the US. And finally, **Freyn** introduces the pedagogical strategies used in a LGBTQ literature course in Ecuador, and reports on the results of a phenomenological study of its impact on the participants' agency in terms of advocacy and support for the LGBTQ community.

We would especially like to thank our Associate Editors for the time and commit the continue to give the Journal: Emma Coonan, Peter Copeman, Joseph Crawford, Andrew Kelly, Tracey Kuit, Rebecca Middleton, Trish Mundy, Vikki Pollard, Kwong Sim Nui and Holly Tootell.

And special thanks to our reviewers who we always appreciate give their time and energy to the review of papers: Sarah Ailwood, Ali Al Musawi, Peter Allen, Martin Andrew, Amy Arnold, Sally Ashton-Hay, Catherine Attard, Katelyn Barney, Anu Bissoonauth-Bedford, Sarah Buckley, Simon Cassidy, Meeta Chatterjee-Padmanabhan, Rosanne Coutts, Joseph Crawford, Nicole Crawford, Naomi Dale, Janine Delahunty, Devo Devrim, Thuy Do, Steve Drew, Tinashe Dune, Ursula Edgington, Cath Ellis, Janet Ferguson, Sonia Ferns, Marie Fisher, Audrey Geste, Maya Gunawardena, Elizabeth Handsley, Kay Hammond, Kathryn Harden-Thew, Marina Harvey, Carola Hernandez, Fiona Henderson, Elaine Huber, Henk Huijser, Sarah Hyde, Camilla Jensen, Jeremy Jones, Brianna Julien, Jo-Anne Kelder, Oriel Kelly, Patricia Kelly, Andreas Kuswara, Richard Lander-Clarke, Michele Leering, Choon Lim, Karina Luzia, Wanli Ma, Anna Maldoni, Catherine McLoughlin, Nadia Mead, Negin Mirriahi, Jennifer Nielsen, Pam Parker, Vikki Pollard, Jennifer Roberts, Matthew Roberts, Anna Rowe, Juliana Ryan, Diane Salter, Michael Sankey, Julia Savage, Bibhya Sharma, Christopher Thompson, Liz Thyer, Spero Tsindos, Jan Turbill, Margaret Wallace, Paul Weeks, Anne-Marie Williams

Dr Alisa Percy and Dr Jo-Anne Kelder
Senior Editors, JUTLP