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Editorial 14.3

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1

JUTLP Editorial 14.3

Welcome to the final edition of the Journal of University Learning and Teaching Practice for 2017. We would like to acknowledge the significant contributions of our five Associate Editors - Dr Peter Copeman, University of Canberra, Dr Jo-Anne Kelder, University of Tasmania, Dr Tracey Kuit, University of Wollongong, Dr Morag McFadyen, Robert Gordon University, and Dr Vikki Pollard, Deakin University.

The first two papers in this issue focus explicitly on assessment activities. In the first paper, Houston and Thompson describe and evaluate an assessment design that aimed to integrate formative assessment with summative assessment in a capstone paramedic subject. The assessment design provided students with feedback tailored to their unique learning needs. Students perceived this assessment as valuable and effective as well as promoting their readiness to practice. In the second paper Braun compares online and in class presentation assessments exploring student perceptions and academic performance with regard to these two assessment modes. This comparison identified that there was no significant difference between the two modes and there is a suggestion that online presentations might even be favoured by students.

The final four papers in this issue address various aspects of the student learning experience. Highlighting the need for universities to take responsibility for equipping students with the skills and dispositions required to engage in stressful study and life situations, Jafari reports on a course titled 'Life101' that was introduced for all undergraduate students at the University of California Irvine. Using anonymous pre and post course surveys to obtain self-reported behavioural changes in students, Jafari's findings indicate statistically significant changes in students' reported ability to make positive lifestyle choices as a result of taking the course. The course was also shown to improve students understanding of emotional intelligence and how they could improve it.

Concerned with students' level of comfort and engagement with experiential learning (EL), Grabowsky, Hargis, Davidson, Paynter, Suh and Wright present an interdisciplinary evaluation of pedagogical approaches seeking commonalities and general strategies for preparing, customising and triaging EL projects. Using self-reporting surveys, the findings were able to be used by the authors to adjust their EL structure to increase student comfort without sacrificing the collective learning potential of the experience, and to better respond to unexpected surprises during the EL experience. The paper provides a list of tools and techniques for improving the preparation, comfort and on-site triage for an improved student learning experience.

Following the theme of experiential learning and the student experience, but this time in the extra-curricular space, McFadden and Smeaton investigate students' conceptions of a specific volunteering experience. Using a phenomenographic approach, the authors were able to identify a number of categories to talk about experience: learning by doing (authentic and reciprocal learning) and learning and contributing (demonstrating knowledge, amplification of knowledge). Their findings point to the value of engaging students in volunteering experiences as part of their broader study experience.

Finally, Drescher investigates the way that pre-service teachers studying can be engaged in and learn about inclusive learning practices by receiving instruction that models collaborative teaching, or co-teaching, within a course. Presenting two case studies of co-teaching that draw on classroom observations, a post-course survey, student focus groups and document review, two themes are explored: that professional modelling of collaboration is a lesson to students in and of itself, and that the professors' attitude towards collaboration is passed on to the students.

We would like to acknowledge all who are involved in making this journal the success that it is. In particular we would like to thank the reviewers who have contributed to this issue: Brianna Julien, Naomi Dale, Judy Williams, Jane Warren, Laura Chalmers, Morag McFadyen, Scott Campbell, Clare Holdsworth, Gesa Ruge, Diane Salter and Juliana Ryan for their detailed and informative feedback to our authors; our copy editor Laura Goodin and the production support team from Learning, Teaching and Curriculum at the University of Wollongong; and the many people involved in the background who keep the journal running.

Dr Alisa Percy and Ass/Prof Dominique Parish
Lead Editors
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