

Journal of University Teaching & Learning Practice (<http://ro.uow.edu.au/jutlp>)

About This Journal

The Journal of University Learning & Teaching Practice is an international higher education journal hosted at University of Wollongong, NSW, Australia. It has over 90 reviewers from around the world providing a broad –based disciplinary approach. It is listed with EBSCO database. Submissions undergo a double blind peer review and resubmitted papers undergo a further check with one of the original reviewers.

Papers must be submitted in their entirety and must not have been previously published.

REVIEW CRITERIA

The paper should have:

- an important issue, initiative or problem with clear educational application;
- critical, analytical and useful insights for learning and teaching practice;
- a clearly stated context of interest to an international readership;
- reference to the appropriate literature;
- an easy to follow structure;
- usually 7000 - 8000 words, including references, or approximately 15 pages with an upper limit of 20 pages.

EXAMPLES OF THE KIND OF PAPERS WE PUBLISH

- Papers which describe the collection and interpretation of data concerning the design or use of an educational approach;
- Papers which describe the application of principled methods, theory or tools to the design, development and/or implementation of an educational approach;
- Organisational, management or policy initiatives in the area of educational design, development and implementation;
- Large case studies of local experiences where an educational approach has been fully implemented for over at least one year;
- Major educational technology developments;
- Major pedagogical or curriculum development initiatives.

It is unlikely that we will publish your paper if it has no evidence of evaluation. Where local studies are reported there must be applicability in other contexts and a wider application.

REFERENCING

Harvard referencing system must be used when submitting a paper to JUTLP. Examples for different kinds of work are available from the University Library [Referencing and Citing](http://www.library.uow.edu.au/resourcesbytopic/UOW026621.html) (<http://www.library.uow.edu.au/resourcesbytopic/UOW026621.html>) page.

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The **Journal of University Teaching and Learning Practice** is a tri-annual, peer-reviewed journal publishing papers that add significantly to the body of knowledge describing effective and innovative teaching and learning practice in the higher education environment. The Journal aims to provide a forum for educational practitioners in a wide range of disciplines to communicate their teaching and learning outcomes in a scholarly way. Its purpose is to bridge the gap between journals covering purely academic research and more pragmatic articles and opinions published elsewhere.

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Journal Articles

JUTLP Issue 13.3 Editorial (<http://ro.uow.edu.au/jutlp/vol13/iss3/1>)
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A decade of embedding: Where are we now? (<http://ro.uow.edu.au/jutlp/vol13/iss3/2>)
Anna M. Maldoni and Emmaline L. Lear

Academic Literacies as Cornerstones in Course Design: A Partnership to Develop Programming for Faculty and Teaching Assistants (<http://ro.uow.edu.au/jutlp/vol13/iss3/3>)
Sophie Bury Associate Librarian and Ron Sheese Professor

Reading the Map: Locating and Navigating the Academic Skills Development of Pre-Service Teachers (<http://ro.uow.edu.au/jutlp/vol13/iss3/4>)
Janet Moles Dr and Llewellyn Wishart

The impact of Blended Learning and Team Teaching in tertiary pre-service music education classes (<http://ro.uow.edu.au/jutlp/vol13/iss3/5>)
Louise E. Jenkins Dr and Renee Crawford

The Digital Handshake: A Group Contract for Authentic eLearning in Higher Education (<http://ro.uow.edu.au/jutlp/vol13/iss3/6>)
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Using Learning Analytics to Assess Student Learning in Online Courses (<http://ro.uow.edu.au/jutlp/vol13/iss3/7>)
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Using Debates as Assessment in a Physiotherapy Capstone Course: A Case Example (<http://ro.uow.edu.au/jutlp/vol13/iss3/8>)
Benjamin K. Weeks and Liisa Laakso

If you build it, they may not come: Why Australian university students do not take part in outbound mobility experiences. (<http://ro.uow.edu.au/jutlp/vol13/iss3/9>)
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Reader from:  Chapel Hill, Queensland, Australia

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Florence L. Luhanga, Sylvie Larocque, Leigh MacEwan, Yovita N. Gwekwerere Dr., Patricia ...



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