This issue of the journal contains eight (8) papers of varying types of research and instructional approaches that contribute to the enhancement of learning and teaching in higher education.

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The first paper "Designing Assessment to Promote Engagement Among First Year Social Work Students" (Morley & Ablett, 2017) evaluates the potential of assessment to promote students' engagement in first year social work education; particularly their sense of connection with other students in ways that may contribute to student persistence in the initial stages of their studies. The results from a survey suggests that a group presentation/performance assessment fostered collaboration and cooperation among first-year students and enhanced their engagement with each other, course material, and successful learning in this course.

The second paper "Adapting the Survivor Game to Create a Group Learning Term Project in Business Finance" (Campbell, 2017) provides a framework for the use of the popular television reality show Survivor as a vehicle for a college level group project in business strategy. The game has the potential to be a catalyst for critical evaluation of otherwise complex business problems.

The third paper "Assessing the Financial Knowledge, Behaviours, and Attitudes of Undergraduates" (Peach, & Yuan, 2017) examines the relationship between undergraduates' financial knowledge, behaviours, and attitudes are. Using a survey instrument three dimensions of financial capability were assessed and the results suggest that a higher level of knowledge, in and of itself, does not lead to prudent financial behaviour.

The fourth paper "An experiment in mind-mapping and argument-mapping: Tools for assessing outcomes in the business curriculum" (Gargouri & Naatus, 2017) utilised argument mapping as a tool to enhance student learning. The paper presents evidence from an introductory business course, in which students were required to develop an argument map which was then used to stimulate discussion about the business problem/argument to be solved and appropriate business decisions to be made.

The fifth paper "A Business Studies Oriented Taxonomy for Assessing Viewpoint Change through Sustainability Education: Messages, Measures and Moves" (Woodward & Hagerup, 2017) a taxonomy of decisions termed Messages, Measures and Moves is developed to chart progressive degrees of intrinsicality of business performance decision with relevance attached to sustainability. Using a pre test and post test indicated that a change in perception of sustainability relevant to business performance decisions was detected.

The sixth paper "Challenges in introducing new products: A case study on the new product development process" (Rankin & Mintu-Wimsatt, 2017) presents a case, based on an actual product introduction, with instruction focusing on the new product development and implementation process. The learning objectives and examples of discussion areas are provided for the use of the case in the teaching environment.
References


