e-Journal of Business Education & Scholarship of Teaching
Vol. 9, Iss. 2, 2015, pp: iii.
http://www.ejb.org

Editorial Vol. 9 Iss. 2 2015

This issue of the journal contains five (5) papers intended to foster and enhance the development of research and debate in higher education whilst providing substantial contributions to the scholarship of teaching and learning.

The first paper "Student self-assessment of mathematical skills: A pilot study of accounting students" (Warwick & Howard, 2015) explores the situation where students whose course of study includes mathematics may have experiences, expectations and beliefs which can be very strongly held and somewhat negative towards mathematics forming a barrier to further learning in mathematics. This paper is a pilot study involving a survey of self-assessments and expectations of students concerning mathematics.

The second paper "Aligning Business and Education: 21st Century Skill Preparation" (Campbell & Kresyman, 2015) examined stakeholder perceptions concerning four key 21st century skills required for graduates to be successful in today's workplace. Interpersonal communication was rated as the highest skill, followed by critical thinking, information literacy, and the skill needing the most improvement, adroit writing.

The third paper "Task Virtuality and its Effect on Student Project Team Effectiveness" (Pineda, 2015) examined the extent to which students in colocated teams use synchronous and asynchronous computer-mediated communication channels (task virtuality). The results show how this affects their perceptions of the team’s performance, their satisfaction with the team, and the learning they derive from the process.

The fourth paper "A Conceptual Framework for Evaluating Attrition in Online Courses" (Laing & Laing, 2015) presents a conceptual framework that considers the role that the sense of isolation and alienation play in contributing to attrition in online courses in the higher education sector. The approach adopted in this paper is a theoretical study aimed at synthesizing existing theories.

The fifth paper "Incorporating Emotional Intelligence in Legal Education: A Theoretical Perspective" (Douglas, 2015) provides an argument for adopting Goleman's model of Emotional Intelligence for incorporation in legal education. This is a theoretical paper that presents an insightful exposition of the relevance of emotional intelligence in the legal profession.

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References


