



## EDITORIAL

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### Targeted Timely Learning Support

Welcome to a new volume for JLD and its first issue in its new home, courtesy of the Library at the Queensland University of Technology. The journal has changed its URL and its working processes: it now resides in an Open Journal Systems platform. Despite these changes, the journal remains concerned with innovative evidence-driven approaches to teaching and learning designed to meet the specific needs of students. The authors in this issue from across Australia all share this concern – and have provided us with a unique view into Fashion Studies, Education, IT, and Creative Industries as well as specific work done to support international and transnational students.

The theme for this issue is embedded in the title of its final paper, by Baird (Curtin University), that is, *targeted timely learning support*. The first four papers in this issue describe how academics in differing disciplines have purposefully brought theory to their practice and have systematically reviewed the outcomes of their efforts. While this is not seemingly different from what is happening in institutions everywhere, each of these has added – again purposefully – an authentic link to their parent disciplines and their students' entrée to their chosen professions. Further, each has looked for transferability to other disciplines as either generalised understandings or as formalised models. The final two papers in this issue are concerned with direct support for students, specifically international students; again purposeful yet practical approaches are offered. There is much to be taken from this issue in terms of informed practical and tested experience and advice, irrespective of your discipline. There is also a wonderful mix here of creativity and critique as learning designs are developed and tested to benefit students in differing settings.

The first paper in this issue, by Ryan and Brough (Queensland University of Technology), describes and reviews a deliberate program of scaffolded student reflection in Fashion Studies. Building on established theoretical bases, these authors provide students with a scaffolded process and model for action which makes purposeful use of available technologies. The authors have also spoken to how their learning design has “mirrored industry practices for design evaluation” and its potential for “applicability across undergraduate courses in a variety of discipline areas.”

In the second paper, Myers and Monypenny (James Cook University) and Trevathan (Griffith University) appropriate lessons from POGIL (Process-Oriented Guided Inquiry Learning) to “overcome the glassy-eyed nod” of students enrolled in an undergraduate Information Technology degree. As with the first paper in this issue, a specific learning need has been pro-actively and systematically addressed. The identified needs in this paper will resonate with other institutions and other disciplines. They are the need to: improve student engagement, foster interaction, develop required skills and to effectively gauge attention and comprehension within lectures and large tutorials. Clearly, these authors have also sought to provide *targeted timely learning support* for their students. They have achieved this through appropriating POGIL, more typically adopted in the teaching of Chemistry.

Third, Fleischmann and Hutchison (James Cook University), report on an innovative multi-disciplinary project, *The Creative Exchange*, designed to prepare students for dynamic engagement with the challenges and possibilities of their future in the creative arts industries. Here a formalised model, called the POOL MODEL, is offered as the synthesis of the findings from the implementation of the project. Available – and appropriated – technologies again form the core of this learning design and, again, the main intent is on responding to the specific learning needs of students. The POOL MODEL also offers the opportunity for extension to other faculties and disciplines.

The fourth paper, by Latham and Carr (RMIT), again serendipitously fits the theme of this issue of *targeted timely learning support*. It is drawn from a three-year deliberately “disruptive” Participatory Action Research study in a Faculty of Education. It, as with the second paper in this issue, targets specific identified needs relating to student retention and engagement. Again, a theoretical model, here of *authentic learning*, forms the basis for an innovative and structured learning design and, again, available technology is appropriated as the context for learning. The authors here have built student and teacher learning around mysteries where clues or “evidence” are progressively revealed.

The final two papers of this issue, respectively by Miller and Baird, report on scaffolds purposefully designed for international students but with broader application for all student cohorts. Miller describes the typically overlooked but effective uses of dictionaries in enhancing student writing and expression. For her, an online dictionary is “without borders.” The final paper in this issue, by Baird, is concerned, as its title implies, with the targeted and timely learning support that the Communication Skills Centre at Curtin University provide for international students. By describing the work of the Centre, he has shared a set of proven strategies to support all learners.

The authors of the first paper in this issue, Ryan and Brough, shared the idea of “grassroots” pedagogical patterns, that is, *highly structured, succinct descriptions of practice that can be made/used to enhance teaching within a community of educators. ... abstractions generated from successful experiences, with just enough detail added to enable replication and improvement*. It is hoped that the papers in this issue, drawn from successful and rigorously critiqued practice and shared within the academic community, will iteratively act as pedagogical patterns allowing and encouraging others to distill understandings and actions and re-appropriate them in other learning contexts. The differing roles taken by technologies in these patterns is also of interest and may, in and of themselves, be one of the key messages to be taken from this issue of the *Journal of Learning Design*. Similarly, each has offered original yet transferable models of practice in managing and facilitating collaboration. What, of course, is predominant is their timeliness and their direct targeting of what students need, when they need it and how you, as the designer of their learning, will make it happen.

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