

Editorial Introduction

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Welcome to this unthemed edition of *Studies in Learning, Evaluation, Innovation and Development*. Each year, besides two themed editions, *SLEID* plans an unthemed edition that enables writers and readers to explore diverse approaches to the foci articulated in the journal's title.

The first article, by Miguel Santos Rego and Maria del Mar Lorenzo Moledo, discusses the role an intercultural program of education called Iberian tribes plays in the University of Santiago de Compostela in Spain. The program involves professors and students from diverse fields as well as members of the local community. The authors find that the program has been positively received and responds to particularly pressing issues connected with an increasingly globalised culture, among them the experiences of immigrants.

In the second article, Kaya Yilmaz, from Marmara University, reflects upon issues influencing the development and practice of learner-centred instruction in Turkey. The historical and philosophical links between such a learner-centred approach and notions of democracy, particularly in the context of the ways in which American scholars such as John Dewey have understood this connection, provide particular challenges for the adoption of learner-centred instruction in Turkey. This article takes a broad approach, focusing on the challenges the learner-centred approach offer for the Turkish education system and teacher education programs in general, and in-service teachers and students in particular.

Janet Taylor and Alison Mander, from the University of Southern Queensland, discuss behaviours, expectations and perceptions of first-year university students of mathematics. Focusing on both on-campus and distance education students, the study finds a concerning disconnection between the characteristics the students believe defines an effective student and the extent to which they actually display such characteristics. The article canvasses the implications of such findings for academic staff and curriculum designers.

The fourth article, by Sonja Cleary and Teresa Sander from Central Queensland University, focuses on the application of a traditional course management system to a whole degree program, creating an online community extending from nursing students and lecturers through laboratory and administration staff to industry staff. This study applies principles of community of practice to discuss successful development strategies as well impediments to the creation of this online community.

Savia Continho and Brad Sagarin, of Northern Illinois University, discuss the effectiveness of instilling resistance to advertisements that base their appeal on the perceived scarcity of the product or experience being promoted in the final article. Through a study of the exposure to

such advertisements by first year college students, Continho and Sagarin point to the vulnerability of consumers to being misled by illegitimate uses of scarcity. However, they find that programs based on constructivist learning theory can effectively train students in distinguishing between legitimate and illegitimate uses of scarcity in advertising.

The edition concludes with reviews of two books which share a common thread of examining education issues in transient populations. The reviewers are well placed to comment on these works, having a long established interest in travelling populations.

While the articles and reviews explore diverse themes and educational contexts, they do share a concern with the technological, cultural and pedagogical challenges confronting learning and teaching practices in this increasingly complex global environment. As such, we think you will find much rewarding reading in this edition of *SLEID*.