

From the Editorial Board – Special Thanks

We are indebted to everyone who has worked tirelessly in producing *AJSOTL*, and would like to recognise the many individuals who have made this possible.

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Many thanks go to our reviewers for their expertise and time, generously given. All submissions to *AJSOTL* undergo blinded peer-review. Contributors are welcome to suggest suitable independent reviewers, but final selection of reviewers is made by the editorial board. The peer-review process is an essential part of our publication process. It not only provides unbiased and independent assessment, but feedback from reviewers frequently results in the manuscripts being refined and strengthened.

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AUTHOR	INSTITUTION	TITLE/CITATION
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Chris McMORRAN	National University of Singapore	<p>Author meets critics: Learning through scholarly conversation</p> <p>Recommended Citation: McMorran, C. (2016). Author Meets Critics: Learning through scholarly conversation. <i>Asian Journal of the Scholarship of Teaching and Learning</i>, 6(1), 8-26.</p>
HO Han Kiat	National University of Singapore	<p>Exploring the aetiology of grade moderation: Is there a place for prophylaxis?</p> <p>Recommended Citation: Ho H. K. (2016) Exploring the aetiology of grade moderation: Is there a place for prophylaxis? <i>Asian Journal of the Scholarship of Teaching and Learning</i>, 6(1), 27-46</p>
WONG Mun Loke and LIM Lum Peng	National University of Singapore	<p>Using role play and standardised patients in pre-clinical communication training: Attitudes and perceptions of dental undergraduates</p> <p>Recommended Citation: Wong M. L. & Lim L. P. (2016) Using role play and standardised patients in pre-clinical communication training: Attitudes and perceptions of dental undergraduates. <i>Asian Journal of the Scholarship of Teaching and Learning</i>, 6(1), 47-63.</p>
Karen Kurotsuchi INKELAS	Curry School of Education, University of Virginia	<p>Good practices of living-learning programmes</p> <p>Recommended citation: Inkelas, K. K. (2016). Good practices of living-learning programmes. <i>Asian Journal of the Scholarship of Teaching and Learning</i>, 6(1), 64-76.</p>

<p>Shawna K. METZGER and Philippe RAYNAL</p>	<p>National University of Singapore</p>	<p>A guide for designing a quantitative literacy or reasoning curriculum</p> <p>Recommended Citation: Metzger, S. K. & Raynal, P. (2016). A guide for designing a quantitative literacy or reasoning curriculum. <i>Asian Journal of the Scholarship of Teaching and Learning</i>, 6(1), 77-98.</p>
<p>FUNG Fun Man</p>	<p>National University of Singapore</p>	<p>Seeing through my lenses: A GoPro approach to teach a laboratory module</p> <p>Recommended Citation: Fung F. M. (2016). Seeing through my lenses: A GoPro approach to teach a laboratory module. <i>Asian Journal of the Scholarship of Teaching and Learning</i>, 6(1), 99-115.</p>
<p>Jonathan Y. H. SIM</p>	<p>Nanyang Technological University</p>	<p>The audacity to reform: The impact of Clark Kerr's vision in history and what we can learn in dealing with the rising demand for higher education</p> <p>Recommended Citation: Sim, J. Y. H. (2016). The audacity to reform: The impact of Clark Kerr's vision in history and what we can learn in dealing with the rising demand for higher education. <i>Asian Journal of the Scholarship of Teaching and Learning</i>, 6(1), 116-121.</p>

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Adrian LEE	University of New South Wales	<p>From teaching to learning: Leading change at a research-intensive university: A personal reflection</p> <p>Recommended Citation: Lee, A. (2016). From teaching to learning - Leading change at a large research-intensive university: A personal reflection. <i>Asian Journal of the Scholarship of Teaching and Learning</i>, 6(2), 129-142.</p>
WU Siew Mei	National University of Singapore	<p>Teaching philosophy statements: How do I develop them</p> <p>Recommended Citation: Wu, S. M. (2016). Teaching philosophy statements: How do I develop them? <i>Asian Journal of the Scholarship of Teaching and Learning</i>, 6(2), 143-152.</p>
ZHANG Jianwen	National University of Singapore	<p>Applying wikis to project-based modules</p> <p>Recommended Citation: Zhang, J. W. (2016). Applying wikis to project-based modules. <i>Asian Journal of the Scholarship of Teaching and Learning</i>, 6(2), 153-164.</p>
LEE Kooi Cheng	National University of Singapore	<p>“Good practices of living-learning programmes”: Perspectives from an Asian location</p> <p>Recommended Citation: Lee, K. C. (2016). “Good practices of living-learning programmes”: Perspectives from an Asian location. <i>Asian Journal of the Scholarship of Teaching and Learning</i>, 6(2), 165-173.</p>

<p>Su Youn BYOUN</p>	<p>Busan University of Foreign Studies</p>	<p>A study of how living and learning centres affect students' development in STEM education: A quasi-experimental analysis model</p> <p>Recommended Citation: Byoun, S. Y. (2016). A study of how living and learning centres affect students' development in STEM education: A quasi-experimental analysis model. <i>Asian Journal of the Scholarship of Teaching and Learning</i>, 6(2), 174-193.</p>
<p>Misty So-Sum WAI-COOK</p>	<p>National University of Singapore</p>	<p>Explain Everything: What can students gain from online multimodal feedback?</p> <p>Recommended Citation: Cook, M. S. S. W. (2016). Explain Everything: What can students gain from online multimodal feedback? <i>Asian Journal of the Scholarship of Teaching and Learning</i>, 6(2), 194-220.</p>
<p>TAN Khoon Kiat, Sabrina PALHAM, Jeanette IGNACIO, Rabiah Binte Mohamed Dawood, Sandra MACKEY, LIM Fui Ping, and LIAW Sok Ying</p>	<p>National University of Singapore, Nanyang Polytechnic, Metro South Health, Republic Polytechnic, University of Western Sydney</p>	<p>The evaluation of nursing competency in a simulation-based assessment: Tool development and students' experiences</p> <p>Recommended citation: Tan, K. K., Palham, S., Ignacio, J., Dawood, R. B., Mackey, S., Lim, F. P., & Liaw, S. Y. (2016). The evaluation of nursing competency in a simulation-based assessment: Tool development and students' experiences. <i>Asian Journal of the Scholarship of Teaching and Learning</i>, 6(2), 221-245.</p>