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Editorial

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Editorial

Although this is Volume Four of our collective enterprise, it is the first outing under the new name, Journal of Peer Learning. The editors considered the wisdom of a name change from The Australasian Journal of Peer Learning to the Journal of Peer Learning over the course of the past year and consulted with many colleagues in the peer learning community at a wide range of fora. The Journal aims to publish international research not limited to the Australasian region, and does indeed have a strong track record of publishing international research. Ultimately, it was this intention to be widely representative of new ideas and research across all countries interested in peer learning as a valuable education strategy that led to our decision to change the name to the Journal of Peer Learning.

Technology has become an integral part of our everyday lives, and so too, technology has become an integral feature of learning and teaching strategies. In this Volume of the Journal of Peer Learning, authors consider some of the different types of technology that have been used in peer learning environments. In *Video-based Supplemental Instruction*, authors Armstrong, Power, Coady and Dormer report on the pilot of a program based around a series of pre-recorded lectures. The authors examine how effectively the pilot addressed the objective to support students in becoming more interdependent and independent learners. The 'dark side' of Facebook is explored by Best, Hajzler, Pancini and Tout in their article *Being Dumped from Facebook* which explores the value of using a social networking site in a formal peer learning program and the associated issues of demarcating space in an online environment.

This Volume also includes an exploration of the important issue that is the quantitative evaluation of a peer learning program: the comparison of academic outcomes between program attendees and non-attendees. In *Improving student success in difficult engineering education courses through Supplemental Instruction*, the authors, Malm, Bryngfors and Mörner, find a correlation between the number of sessions attendances and course success.

Peer mentoring is a learning strategy frequently used across the higher education sector. The strategy can be adapted to support varying objectives and can be usefully integrated within a wider program of peer learning. In their article, *Undergraduate student peer mentoring in a multi-faculty, multi-campus university context*, Townsend, Delves, Kidd and Figg explore the implementation of peer mentoring strategies across a complex University structure.

We hope that this set of articles inspire and challenge our readers.

The Journal of Peer Learning accepts submissions throughout the year, and articles submitted by the end of August each year will be guaranteed consideration for inclusion in that year's volume. All published papers in the Journal of Peer Learning are peer reviewed.

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