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Editorial

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Editorial

Jane Skalicky and Phillip Dawson

Welcome to Volume Five of the Journal of Peer Learning. The journal has now published 24 articles, which have been downloaded more than 14,000 times.

This volume marks a significant period for the journal with planning by the Editorial team to ensure sustainability of the journal and ongoing quality in the sharing of research in peer learning. Since publication of Volume 4 we have appointed an Editorial Board to provide oversight and guidance to the editorial team in the strategic direction of the journal.

The Editorial Board members are:

- **Associate Professor David Arendale**, University of Minnesota
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- **Professor Sally Kift**, James Cook University
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- **Professor Keith Topping**, Dundee University

Further, the Journal's Editor and co-founder, Dr Phillip Dawson and Associate Editor, Ms Sanchia Draper will be moving out of their day to day roles into positions on the Editorial Board. As the incoming Editor, Dr Jane Skalicky would particularly like to thank them for their commitment to the reputation of the Journal of Peer Learning and their underlying passion for ensuring that the work of peer learning practitioners and researchers has a scholarly place for sharing of this work.

In this volume we have three articles that share the outcomes of the integration of technologies with peer learning environments: the use of Table PCs in Devey, Hicks, Gunaratnam and Pan; asynchronous peer assistance in a nursing program, in Melrose and Swettenham; and the piloting of an online PASS program in Beaumont, Mannion and Shen. The article by Melrose and Swettenham also sees the introduction of our Notes section, which publishes brief high-quality non-peer-reviewed articles. Also in this volume are two applications of the Supplemental Instruction/PASS model to the disciplines of Engineering (Malm, Bryngfors and Mörner) and Physiotherapy (Sole, Bennett, Jaques, Rippon, Rose and van der Meer).

The final two articles apply qualitative methods: to the study of self efficacy (McPhail, Despotovic and Fisher) and to students' experience of collaboration in a Master of Science research project (Hebron and Morris).

The publication of this volume sees the journal with a healthy pipeline of articles to come in the future and we invite authors to submit articles at any time for consideration for future volumes,

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