

From the Editorial Board – Special Thanks

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

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We are extremely fortunate to have a panel of internationally recognised experts on the Editorial Board who support this journal.

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We are grateful to the following members of our Editorial Board who have served faithfully since the journal's inception in 2011 and are stepping down in 2016:

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OUR REVIEWERS

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.

Sincere thanks to the following experts who completed and returned their reviews between December 2014 and September 2015.

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AUTHOR	INSTITUTION	TITLE/CITATION
Vol. 5 No. 1		
Kathleen M QUINLAN	Oxford Learning Institute	Adding feeling to discourses of teaching and learning in higher education Recommended citation: Quinlan, Kathleen M. (2015). Adding Feeling to Discourse of Teaching and Learning in Higher Education. <i>Asian Journal of the Scholarship of Teaching and Learning</i> , 5(1), 5-8.
Cathy SANDEEN	University of Wisconsin Colleges and University of Wisconsin Extension	Balance sheet on MOOCs: Myth, hype and potential Recommended citation: Sandeen C. (2015). Balance sheet on MOOCs: Myth, hype and potential. <i>Asian Journal of the Scholarship of Teaching and Learning</i> , 5(1), 9-22.
Aamir Rafique Hashmi	National University of Singapore	Rapid growth of Massive Open Online Courses (MOOCs) and the market for university graduates Recommended citation: Hashmi, A. R. (2015). Rapid growth of Massive Open Online Courses (MOOCs) and the market for university graduates. <i>Asian Journal of the Scholarship of Teaching and Learning</i> , 5(1), 23-39.
HONG Song-Iee	National University of Singapore	Ageing simulation games: A module for enhancing students' understanding of older adults Recommended citation: Hong, S-I (2015). Ageing simulation games: A module for enhancing students' understanding of older adults. <i>Asian Journal of the Scholarship of Teaching and Learning</i> , 5(1), 40-54.
Emelyn TAN Sue Qing and Debbie TEO Jia Ling	National University of Singapore	Appolutely smartphone: Usage and perception of apps for educational purposes Recommended citation: Tan, E. S. Q. & Teo, D. J. L. (2015). Appolutely smartphones: Usage and perception of apps for educational purposes. <i>Asian Journal of the Scholarship of Teaching and Learning</i> , 5(1), 55-75.

Vol. 5 No. 2		
Thilo HAGEN	National University of Singapore	<p><u>Introducing research papers into a second year undergraduate Life Science module to promote active learning</u></p> <p>Recommended citation: Hagen, T. (2015). Introducing research papers into a second-year undergraduate Life Science module to promote active learning. <i>Asian Journal of the Scholarship of Teaching and Learning</i>, 5(2), 82-91.</p>
Harry HUBBALL , Anthony CLARKE , CHNG Huang Hoon and Peter GRIMMETT	The University of British Columbia & National University of Singapore	<p><u>The scholarship of educational leadership in research-intensive university contexts: Implications for promotion and tenure supervision</u></p> <p>Recommended citation: Hubball, H., Clarke, A., Chng H.H. & Grimmett, P. (2015) The scholarship of educational leadership in research-intensive university contexts: Implications for promotion and tenure supervision. <i>Asian Journal of the Scholarship of Teaching and Learning</i>, 5(2), 92-107.</p>
RAVI CHANDRAN s/o Thiagaraj	National University of Singapore	<p><u>Mandatory class participation: Factors that influence, classroom practices and learning outcomes</u></p> <p>Recommended citation: Ravi Chandran. (2015) Mandatory class participation: Factors that influence, classroom practices and learning outcomes. <i>Asian Journal of the Scholarship of Teaching and Learning</i>, 5(2), 108-122.</p>
Victor TAN, YAP Von Bing and CHNG Huang Hoon	National University of Singapore	<p><u>SoTL practices in Mathematics classrooms: Promoting student interest and learning outcomes in Mathematics</u></p> <p>Recommended citation: TAN, V., YAP, V. B. & CHNG H.H. (2015) SoTL Practices in Mathematics Classrooms: Promoting Student Interest and Learning Outcomes in Mathematics. <i>Asian Journal of the Scholarship of Teaching and Learning</i>, 5(2), 123-131.</p>

Vol. 5 No. 3		
Johan Hendrick GEERTSEMA	National University of Singapore	SoTL, academic practice, and academic development Recommended citation: Geertsema, Johan Hendrik. (2015) SoTL, Academic Practice, and Academic Development. <i>Asian Journal of the Scholarship of Teaching and Learning</i> , 5(3), 138-149.
Alberto CORRIAS	National University of Singapore	Catering to Engineering students: A flipped classroom case study Recommended citation: Corrias, A. (2015) Catering to Engineering students: A flipped classroom case study. <i>Asian Journal of the Scholarship of Teaching and Learning</i> , 5(3), 150-163.
Melvyn WB ZHANG , Tracey LM WING , and Roger CM HO	National University Healthcare Systems	New paradigms for psychiatry education: An evaluation of a blended teaching and smartphone application model Recommended citation: Zhang, W. B. M., Wing, L.M. T. & Ho, C. M. R. (2015) New paradigms for psychiatry education: An evaluation of a blended teaching and smartphone application model. <i>Asian Journal of the Scholarship of Teaching and Learning</i> , 5(3), 164-179.
Daphne HP NG , and Thilo HAGEN	National University of Singapore	Achieving improved learning outcomes in Life Science undergraduate research projects Recommended citation: Ng, Daphne H.P. & Hagen, Thilo. (2015) Achieving improved learning outcomes in Life Science undergraduate research projects. <i>Asian Journal of the Scholarship of Teaching and Learning</i> , 5(3), 180-195.