

EDITORIAL

Welcome to the November 2009 issue of CAL-laborate International.

The articles in this issue illustrate the breadth of scope and the collaborative nature of the research for which the journal has been known from the outset. Collaborators from many institutions have prepared a review of Physics learning and teaching in Australian Universities. In another paper, a multi-disciplinary team spanning Mathematics, Physics, Chemistry and Biology have found that in-semester academic performance alone is not a good predictor of the likelihood of failure of first-year university students; the paper indicates more work is required to identify at-risk students. Another paper deals with the qualitative understanding of mathematics transfer.

Over its relatively short life the journal has continued to evolve. Recently, for example, it has become fully peer-reviewed. We envisage a new landscape for CAL-laborate International in 2010. The journal will have a new name aligning it with similar journals in the field, but distinguishing it through its distinct multi-disciplinary vision. The editorial board will be smaller and we anticipate rapid on-line publication. I look forward to the new directions and emphases under the incoming Editor-in-Chief, Manjula Sharma. I am sure the journal could not be in better hands.

My thanks are extended to all those authors, reviewers and editors whose efforts have contributed to the production of this issue.

Roger Lewis
Editor-in-Chief

All papers in this journal have undergone a rigorous peer review, based on an initial screening by the Editor-in-Chief and anonymous refereeing by at least two referees.

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