

## Editorial

Welcome to the first issue of *Student Success* for 2017. Higher education in Australasia and beyond continues to be under pressure to improve institutional performance in learning, teaching and research, to improve student outcomes and to improve research productivity, relevance and impact. At *Student Success*, we are keenly aware of the challenges faced by academic, professional and third space staff who are dedicated to improving the student experience. To assist you maximise the impact of your efforts, we aim to provide useful, scholarly information in a readily accessible form about how to address some of these challenges. We hope you find this issue meets those goals.

Following the tradition initiated in Volume 7, this editorial has two parts: The first part continues our objective of creating awareness of good practice in scholarly publishing in an *Open Access* (OA) forum. Future editorials will briefly discuss other aspects and issues pertaining to the evolving scholarly publishing landscape that this journal adheres to, such as: Creative Commons Licencing; Considerations of new peer review models and importantly; Measuring research impact in OA publishing. The second part presents the usual editorial summary of the content of this issue.

### ORCID

In this editorial we continue the conversation started in the Volume 7 Issue 1 Editorial on the machinations of academic publishing in an Open Access platform:

*Since its inception in 2010, this journal not only has strived to publish scholarly research and good practice but also has established a history of doing things a little differently enabled by our digital context. Digital technologies have changed the way we access and engage with*

*information and scholarly publishing, and the Student Success Journal is along for the ride.*  
(Creagh, Clarke & Nelson, 2016, p. 1)

The evolving scholarly landscape, by its very nature, has provided researchers with a new set of dissemination opportunities. Open Access and more broadly, open research, are among the more exciting possibilities of the academic Web. Persistent identifiers (PIDs) have always been used to address the challenges of maintaining consistency in connectivity to publications. For example, ISBNs, and more recently the widespread adoption of resolvable DOIs (digital object identifiers), have been used within the research community to reliably identify researchers, their institutions, publications and research outputs.

Open Researcher and Contributor Identifier (ORCID), is a person identifier that also serves to link other identifiers and is a relatively recent initiative driven by large non-profit and commercial academic publishers, national libraries, professional societies and major Open Access repositories. The goal has been to build a centralised registry of all researchers and contributors to academic products, allowing for unique identifiers that remove ambiguity regarding the identification of their contributions. Brown, Demeanville, and Meadows (2016) note, "By connecting ORCID iDs with other PIDs for authoritative sources of data about the resource or activity, ORCID acts as a bridge, connecting researchers to information about their works" (p.2)

Some of the world's largest publishers, funders, and institutions have adopted ORCID and an increasing number of journals, including publications by [PLOS](#), [Nature](#), and [Elsevier](#), are using ORCID as a way to make it easier for authors to manage their information in manuscript submission systems. By linking publications to specific authors, ORCID iDs facilitate the

tracking and aggregation of author-level metrics. Some funding organisations are now requiring ORCID iDs on grant applications (a recent example being the [Wellcome Trust](#) in the UK). Globally, universities are encouraging their researchers to register for ORCID iDs and many have implemented ORCID integrations to enable information to flow between ORCID records and their own systems.

*Student Success* asks authors to include their ORCID iD when they register with the site and submit a publication. Because their submission is allocated a DOI on publication of their paper Crossref, the DOI registration agency, enables an automatic update to the authors ORCID record. Paula Callan, Scholarly Communications Librarian at Queensland University Technology (QUT) in Australia details the value of persistent identifiers:

*Identifiers such as ORCID iDs and and DOIs are already facilitating scholarly communication as we can be confident that we are both talking about the same person or the same research output. ORCID iDs will enable validated information about researchers, their activities and their outputs to be passed from one system to another and the benefit for busy researchers will be the time saved not having to collate and provide the information. Making this vision a reality will require all stakeholders, especially universities, funders, publishers and authors, to engage with identifier-related initiatives. So, having a journal such as Student Success ask authors for their ORCID iDs when submitting a manuscript is a really positive step.* (Paula Callan, personal communication, February 8, 2017)

While it is not compulsory to have an ORCID iD when submitting, we actively encourage our authors to acquire one in line with good practice initiatives in Open Access. By embedding ORCID in the Journal's workflow we're making it easier for your research to be discovered and ensuring you get credit when your work is used and cited.

## Articles

In Australia, teacher education may involve students undertaking school placements during their first year of study. Gretchen Geng, Richard Midford, Jenny Buckworth and Therese Kersten from Charles Darwin University in the Northern Territory of Australia have examined the experiences and stress levels of teacher education students undertaking placements. Their study

investigated the effects of the peer mentoring relationship between first year students at the beginning of their teacher training and experienced and successful final year students. The intention of their study was to develop better support systems for those at the beginning of their teaching training; and improve the mentoring capacity of the final year students.

From Southern Cross University in Australia, Suzi Hellmundt and Dallas Baker focused on students' beliefs and perspectives of their enabling experience in the SCU tertiary bridging program *Preparing for Success at SCU Program* (PSP). The findings reflected the key role tutors, supportive classrooms and the organisation of the program play in student engagement and the subsequent development of an engagement framework of which the authors detail as Guidance, Encouragement, Modelling and Structure (GEMS).

Donnalee Taylor from James Cook University designed then investigated the impact of a suite of resilience building activities. The findings resulted in the production of a template for the provision of curricular and extra-curricular just-in-time information and support for first and second year university students. This unique evidence-based template is aimed at improving levels of student wellbeing and resilience, consequently providing the students with an environment in which they can "thrive and not just survive"

Following on from the trial of a 4<sup>th</sup> Generation approach to support students in transition (Penn-Edwards & Donnison, 2014) Sharn Donnison, Ruth Greenaway and Rosemary Horn from the University of the Sunshine Coast and Sorrel Penn-Edwards from Griffith University—both Australian universities in Queensland—report on the implementation of a Community of Practice as one element of the 4<sup>th</sup> Generation Approach and important refinements required for future success. The 4<sup>th</sup> Generation approach is informed by two key beliefs, that a society comprises many communities, of which a university or college is only one, and that a first year student is supported in many ways by many people in their local community, beyond those associated with the learning institution. The authors conceptualisation of the 'CommUniTi' provides a useful model for other institutions, particularly regional universities, to enact activities that support and retain students.

The first year of university can be a time fraught with difficulties for students. Abi Brooker, Sarah Brooker and Jeanette Lawrence aimed to understand the

relationships between the multiple challenges and difficulties a cohort of University of Melbourne students experience and whether students' perceptions related to how they engaged with their difficulties. The study suggested that students' perceptions of their difficulties are associated with how they appraise and engage with those difficulties.

Naomi Barnes, another researcher-practitioner from Griffith University explores data gathered from social media to extrapolate the experiences of first year students. Acknowledging that social media has become integral to the life experiences of the young people, Naomi specifically focuses on social integration due to the social nature of Facebook. The study shows the integrated role social media plays in the transition experiences of first year university students.

## Practice Reports

From California State University in the United States, Francisca Beer and Jeffrey Thompson explore the inclusion of Research and Creative Activities (known as RCA) in all disciplines and the perceptions of its effectiveness according to faculty staff. RCA operate as collaborative interaction between a faculty mentor and student on a project, internship, activity, and/or course-based study. The author's study provided evidence that, given the right incentives and recognition, faculty are more willing to support students' research and creative activities.

The efficiency of a revised transition program for first year students known as the Common Time Program (CTP) at Griffith University is discussed by Courtney Wright and colleagues. The CTP consists of a series of facilitated forums during the initial weeks of each semester, where the first year cohort meets weekly to discuss general first year issues and receive information

relevant to their university experience. The developers believe the revised program assists first year undergraduate students in their transition into university, improves student retention, and reduces attrition rates, and is a cogent strategy that offers transferable principles of practice in other contexts.

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