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## Editorial

### Introduction

It has been more than five years since the Journal's editorial team made the decision to publish in an *open access* (OA) forum. At that stage, the priorities for initiating an online journal were not aligned to the benefits of OA, but instead around continuing the “conversations” being had in the conference space and sharing the good practice enacted by professional and academic staff working to support students as they transitioned to tertiary education. 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 has embraced this opportunity.

This editorial, therefore, has two parts: The first part maintains the “doing things differently” tradition, *making readers aware* by chronicling the publishing of the journal in an *open access* (OA) forum. Future editorials will briefly discuss other aspects and issues pertaining to the new scholarly publishing landscape that this journal adheres to, such as: Creative Commons Licencing; ORCID IDs; 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.

Enjoy both parts – and as always, we welcome your feedback.

### Open Access

Academic publishing has been transformed by shifting engagement and business models, technological change, globalisation and educational expectations. Open practices in academia have attracted significant interest and the open scholarship landscape continues to be charted in the literature as well as in digital platforms like blogs and microblogs. Openness and sharing of scholarship are essentially recognised as an “effective vehicle for achieving various scholarly goals like affordability, efficiency, accuracy, accessibility, sustainability, dissemination, and effective pedagogy” (Veletsianos & Kimmons, 2012, p. 173). Additionally, there is the moral argument that scholarship should be open so that the users (the public and the academic community) might benefit from the generation of knowledge (Veletsianos, 2015; Wiley & Green, 2012).

OA publishing is possibly the most recognisable aspect of how academic activity is adjusting to the opportunities afforded by digital and networked technology (Weller, 2014). OA refers to the **free access and reuse of scholarly material**. Traditionally, there have been two models of delivery in OA: the Gold model where peer-reviewed publication is made available in an OA journal and; the Green model in which academic content is made accessible via institutional OA repositories.

If the primary function of academic publishing is to disseminate research findings, then OA publishing operates as an effectual and practical model to this end. However, there continues to be a lack of consensus around the value of OA amongst the scholarly community despite the requirement for redress of traditional, subscription-based publishing systems (Burton, 2009; Pearce, Weller, Scanlon & Ashleigh, 2010; Priego, 2013).

In the meantime, *Student Success* promotes itself as an OA publication and has taken significant steps to adhere to best practice principles, including a successful reapplication to be listed in the [Directory of Open Access Journals \(DOAJ\)](#). The re-listing of the Journal in 2015 coincided with the extraordinary rate of growth in OA publishing and the attention given to align to pure models of open access publishing, principles of transparency and best practice and to combat questionable publishers (Olijhoek, Mitchell, & Bjornshaug, 2015).

So what does publishing in an OA publication mean for our users? For our readers and those academic libraries incorporating the Journal in their databases, it means access to articles and practice reports without hitting the paywall of subscriptions. For our published authors, OA ensures there are no publication costs, authors retain copyright with application of the [CC BY](#) license and the flow on affect is therefore better discoverability and increased citations. The Scholarly Publishing and Academic Resources Coalition (SPARC; 2016) perhaps best sums up the value of OA:

Even the best ideas remain just that until they are shared, until they can be utilized by others. The more people that can access and build upon the latest research, the more valuable that research becomes and the more likely we are to benefit as a society. More eyes make for smaller problems.

(para. 10 <http://sparcopen.org/open-access/>)

There is no doubt that aspects of scholarly practice have been transformed by the opportunities of new technologies. For *Student Success*, best practice in OA hasn't been achieved in isolation. Our editorial team has turned to our academic peers, scholarly librarians and copyright experts (whose place in this OA evolution is critical) for advice and guidance in this process and remain vigilant to the ever developing discussion around open scholarship and importantly, the very tangible impact on the dissemination of research.

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### Feature

Our feature article explores the experiences of Indigenous Australian students in a large Australian metropolitan university as part of a project to identify and improve the tertiary experience of Aboriginal and Torres Strait Islander students. Although there has been a marked increase in Indigenous student participating in

tertiary education since the 1960s, Australian Indigenous students are still hugely unrepresented in tertiary education. Katelyn Barney's article details and summarises a series of interviews with current and former graduates identifying issues that could apply to all students, but particularly to those students from culturally and linguistically diverse backgrounds.

### Articles

Rosemarie Garner and Elizabeth Rouse from Deakin University in Melbourne Australia, detail the delivery of an early childhood education course via a flexible multi-modal platform. The course is offered to those diploma and certificate level educators as a pathway course to gain a teaching degree (required in the Australian education context). Their study showed that while the students found the blended learning approach supported flexibility and a work-life balance, it was the inclusion of the personal contact and social presence which was identified as most influential.

Transition activities for first year health science students beginning their studies at the University of South Australia are explored by Jyothi Thalluri. While bridging courses and transition workshops are not a new phenomenon, they are not widely utilised in other health science disciplines. An intensive one-week introductory workshop has a particular focus on the facilitation of networking with students and academics and the author notes the alignment between a successful first year experience and participation in these type of activities.

Self-regulated learning (SRL) provides an appropriate framework to support international students as they transition to university. Emmaline Lear, Linda Li and Susan Prentice from the University of Canberra in Australia discuss a study of a group of first year undergraduate students from diverse cultural and linguistic backgrounds enrolled in a range of disciplines. The students participated in an online academic literacy program and findings from the study have implications for supporting the transition of students undertaking independent online learning.

### Practice Reports

James Boyd and co-authors from Murdoch University in Perth, Western Australia, report on the development of first year core units in a new Business degree that evolved as part of a curriculum renewal program. Changes implemented involved a collaborative approach from both academic and professional staff emphasising that the sharing of knowledge is an imperative

component of a successful partnership between academic and professional staff.

Collaboration between academic and professional staff in a Business discipline is also explored by Carmelo De Maio and Anibeth Desierto, who detail the implementation of academic literacy programs at Edith Cowan University in Perth, Western Australia and reflect on the outcomes of the programs. Students perceived the sessions to be of benefit and results indicated that embedding works as a form of scaffolding to improve the learning experience.

Finally, Elizabeth Abery and Jessica Shipman Gunson from Flinders University in Adelaide, Australia, tackle the issue of emotional labour in the management of assessment extension requests. The report discusses the reflective discussions about the topic assessment and administration, which occurred as part of standard teaching review practices. Elizabeth and Jessica consider the relationship between the process in place for extension management and the emotional wellbeing of staff and students, a topic gaining more interest in the literature surrounding student engagement.

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