This issue of the journal contains four (4) papers of varying types of research and instructional approaches that contribute to the enhancement of learning and teaching in higher education. Whilst the focus of the research varies the papers continue to expand upon issues relating to teaching and learning.

Ronald William Perrin  
Co-Founding Editor, Chief Editor  
University of Wollongong

Ross Kirkham  
Associate Editor  
University of the Sunshine Coast

The first paper "Student Evaluation of Teaching in Business Education: Discovering Student Sentiments Using Text Mining Techniques" (Baddam, Bingi & Shuval, 2019) examines the written comments in student evaluations using text mining software to illicit the student sentiments. Analysis shows noteworthy sentiment differences across courses and students with major differences in the sentiments between graduate and undergraduate students.

The second paper "The Spiral Curriculum in Higher Education: Analysis in Pedagogic Context and a Business Studies Application" (Woodward, 2019) explores the spiral curriculum with particular reference to higher education and within that business related degree programmes. An analysis of the literature examines and demonstrates the higher education consistency of the spiral curriculum with other university relevant pedagogies/andragogies namely the longstanding cognitive domain taxonomy and the developing threshold concepts paradigm – including and especially in context of business related studies.

The third paper "Factors Affecting Academic Performance of Business Students at the University of Fiji: A Survey" (Raj, Chand & Azam, 2019) explores the relationship between the academic performance of business students with student income, communication skills and intelligent quotient (IQ). A multiple linear regression analysis was used to examine the relationship of Academic Performance (dependent variable) with the three independent variables, student income, communication skills and IQ score. The results of the study reveal that academic performance and student income have a moderate positive relationship and are statistically significant. Academic performance and communication skills have a modest negative relationship. Academic performance and IQ score have a modest positive relationship. Both communication skills and IQ score were not statistically significant.

The fourth paper “ERP Simulation Games in Asynchronous Online Classes” (Hwang, 2019) is an evaluation of the use of enterprise resource planning as a tool for teaching in an asynchronous online environment. Using a pre-test post-test method with two separate online MBA classes the findings showed that student knowledge measured post-game showed a significant improvement over the pre-game knowledge.
References


