Acknowledgment

The Australian Government Office for Learning and Teaching (OLT) provided support for the project that led to the book proposal submitted to IGI Global – *Enhancing and Assessing Group and Team Learning in Architecture and Related Design Contexts*. The views expressed in this book do not necessarily reflect the views of the Australian Government Office for Learning and Teaching. The editor would also like to acknowledge the contributions of the Editorial Advisory Board.

Peer feedback for the 15 chapters of this book was provided by a panel drawn from the 28 contributing authors and the EAB.

The editor would also like to thank the editorial and advisory contributions of Kim Roberts, and the unwavering support of Cat Tucker.