



*Editorial*

# The Vision of Student Engagement and Experience Journal

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I am delighted to be writing this brief note introducing the second issue of this online journal, launched this year at Sheffield Hallam University. This second issue presents research work on assessment, such as Crowther's contribution highlighting an alternative assessment to the postgraduate thesis and Nortcliffe's research article exploring student experiences of peer assessment. This issue also features Gledhill's case-study from Learning and Information Services which discusses developing student engagement in 'scholarly' referencing. Lastly, we have a viewpoint written by Bradley heralding the teaching and research achievements of one of our own colleagues, Claire Craig.

Having read all these contributions in this current issue, I am reminded of the vision of this journal and its commitment to being a platform for sharing good practice across the institution. There exists a desire among colleagues within Sheffield Hallam University to share and exchange ideas across disciplines to enhance and foster student engagement. This has been demonstrated in the publication of the first issue featuring work from last year's Higher Education Research Scholarship Group's Annual Conference. Moreover, in sharing our work with others, this requires us to reflect on our own practice (Schön 1983). The latter is significant, not only for our own professional development, but also in the application process for the Higher Education Academy Professional Recognition Scheme (aligned with the UK Professional Standards Framework for teaching and supporting learning in higher education).

The journal's commitment to share research findings and case studies of teaching and support practice via open access has allowed for readership and engagement beyond the confines of our own institution as well as the UK higher education sector. With this in mind, I think it is worth reiterating the original aim of this journal.

Although primarily focused on student engagement and student learning experiences, the editors recognise the impact of students' broader experiences (not restricted to those shaped by the curriculum) from recruitment to becoming alumni. The journal aims to provide space for discussion of these issues and to start conversations across roles and subject disciplines. It is not only research articles we seek. We would be delighted to receive case study submissions, in any area of teaching and student support provision.

The journal takes a broad notion of student engagement, rooted in literature. Submissions are particularly invited which address evidenced features of good practice in fostering student engagement and providing and supporting an outstanding student experience at undergraduate and/or postgraduate level. These may include:

- Encouraging interaction between staff and students;
- Encouraging a sense of community and co-operation amongst students;
- Encouraging active learning;
- Motivating students through high expectations and levels of challenge;
- Encouraging students to spend 'time on task';
- Respecting diverse talents and approaches to learning;
- Providing students with prompt feedback on their progress.

Collaborative submissions are especially welcomed, particularly those that involve colleagues working in different roles or areas of the institution.

## Reference

Schön, D. (1983) *The reflective practitioner*. Basic Books: New York.