Editorial

Outputs of a radical collegiality?

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Reflecting upon the inclusion of Flint and O'Hara's (2013) article in this issue of the *Student Engagement and Experience Journal* and its call for 'student voice' to be a valid field of intellectual inquiry and valued practice, I cannot help but be reminded of Fielding's (2001) notion of radical collegiality. *Radical collegiality* in education is constitutive of a level of 'professionalism commensurate with the move towards a more dialogic form of democracy. Here teachers learn not only with and from each other, from parents and from their community, but also, and more particularly from their students' (Fielding 2001, 130).

This notion of 'radical collegiality' should be considered an everyday challenge and call to our own work as practitioners in higher education to contribute towards fostering an inclusive, emancipatory and transformative community where students initiate dialogue with their teachers, as well as their peers, demonstrating a commitment to teaching and learning 'as a genuinely shared responsibility' (Fielding 2001, 137). This is what is captured in the theoretical work of critical education scholars such as Giroux (2003). But, in the same vein, this is what is taken hold in the work of Neary and Winn (2009), and the Students as Producers' work currently manifesting itself as

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institutional strategy at the University of Lincoln. A long-term aim of this institutional strategy is to see a change in roles where *students as teachers as well as learners* and *students as partners in all aspects of university life*.

Considering the work that has been published in this journal, I can see this radical collegiality coming to the fore. This has been exemplified in student and staff collaborative efforts under the umbrella of Sheffield Hallam University's Students as Researchers scheme such as the work of Pantiru *et al.* (2012), and even *student-led* as in the work of Loh (2012, 2013). Initiatives such as the University of Lincoln's Students as Producers and Sheffield Hallam University's Students as Researchers are only a couple of ways to open up opportunities where we, as teachers and researchers working in higher education, can learn from our very own students.

This journal, of course, aspires to be a forum that is able to document and capture these radical collegial endeavours. It is not only about empowering our own students, but empowering us, as higher education practitioners, in our own professional development to always *becoming* a teacher. Being a teacher should never be considered a fixed identity. Sharing practice to learn from our peers is a key driver for this journal's existence (Madriaga 2012). In *becoming* a teacher, there remains much to learn and to consider from the contents of this issue, such as student bullying in group work tasks (Dimelow *et al.* 2013), supporting work-based learning student reflections (McHale and Anderson 2013) and the use of Open Badges as educational technology (Glover 2013).

I guess I never really stopped being a student in higher education.

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