

## Editorial

The second issue of the *Student Engagement in Higher Education Journal* brings together a series of articles which show the value of student engagement in the curriculum and daily life of universities. Alison Cook-Sather and Peter Felten [provide an inspiring introduction to the issue](#), with their opinion piece which relates pedagogical partnership to feelings of belonging for both students and members of staff. This theme is illustrated starkly in an [open and honest piece by Jasmin Brooke](#), who is a current undergraduate student in the UK. She talks about how she overcame feelings of loneliness and difficulty in integration by engaging with student partnership activities and I applaud her generosity in sharing her experiences; I am sure that many staff and students will identify with her feelings and that it will prompt discussion and planning about ways to provide similar opportunities.

There are three articles which examine the different conceptions of student engagement and the way it surfaces in university activities. Tom Lunt [analyses student discourse in an online environment](#) for clues to the ways digital literacy and social capital may relate to student engagement. Sandeep Gakhal et al [analyse student satisfaction data](#) to assess differences in experiences of students who attend a UK university depending on whether they are from the UK or other countries and found that student engagement in large classes may have been more of a factor in the data they examined. This has implications for course development and planning. Inger Mewburn considers whether [student engagement can be rewarded using digital badges](#); as well as explaining their use, she shares the results of a pilot study which reveals the complexity of such an initiative.

Our five case studies provide glimpses into a wide range of considerations of student engagement. Within the curriculum, Helen Page et al [describe a project to engage Biosciences students in research-informed teaching](#) and its effects on their skills and confidence. Michael Nelson and Simon Tweddell consider [academic staff reactions to the introduction of team-based learning](#) and make some general recommendations for others who may want to implement the approach.

Looking at extra-curricular activity, Katie Strudwick et al have provided a piece written in partnership with student participants, which considers [active student engagement in extra-curricular activities](#) and suggest some ways to make this more effective. In another student-staff jointly-authored piece, Licia Calagno et al describe a [review of a new personal tutoring system](#) and its impact on student engagement. Katie Carpenter and Claire Kennan share their experience of a [cross-disciplinary project in which theatre skills were employed](#) to support students in developing their public-speaking skills.

Whilst this issue has taken a while to get to publication, we now have a rolling schedule in place for future issues, and I encourage you to consider submission of your work on student engagement to the journal. I'm always happy to discuss ideas at an early stage, and we have a mentoring system in place for novice authors and reviewers, so don't let lack of confidence dissuade you from considering the journal.