Editorial: Being excited and being reflective

Andrew Middleton and Manny Madriaga

Sheffield Hallam University

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Papers in SEEJ discuss change and their writing goes some way to facilitate change. That is the nature of scholarly enquiry. In this issue of SEEJ there are signs of a rapidly changing landscape in the experience and expectations of students and for the academic practice that supports this. It seems important to take stock of this rapid change and ask how, as academics and students, we should respond. Is our world undergoing rapid change and, if so, what might this mean for the academic and student experience?

The contributions help us to reflect and ponder this question, particularly the viewpoints expressed by Sara Morris Docker and Chris Corker. Both of these contributions heighten our awareness of our own values for why we teach and learn in this ever-changing sector of higher education. The need to remain 'critical' is significant in the area of student engagement as argued by Chris Corker and Andrew Middleton, with the latter focusing his attention on the proliferation of MOOCs and implications for learner engagement. There are reasons for optimism in this epoch as students are exhibiting their own agency and producing change within their own institutions to mentor and support their fellow peers. In this issue, there are two case studies of student engagement initiatives from two different institutions, University of Bedfordshire (Ingham et al.) and Sheffield Hallam University (Hardy et al.), which are

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1 Corresponding author email address: m.madriaga@shu.ac.uk

encouraging for positive change and radical collegiality to take form between higher education teaching staff and students.

Being excited and being reflective would seem to be strange partners, but undoubtedly the contributing authors here are driven and excited by the questions they have raised and the studies they have conducted. The reflective experience of sorting one's thoughts by writing, it seems, is more important than ever. There is a pattern to the scholarly role of teachers and students and whether we are busy working together in the real world or through social media we must develop and look after our strategies for good thinking.