

## **Fostering student engagement**

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## **Preface**

### **Editorial: Fostering student engagement**

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We are pleased to write a brief note as an introduction to this issue of the *Student Engagement and Experience Journal*, now in its second year of publication. As editors, we welcome contributions from authors based in other institutions in the UK and across the world such as Nair *et al.* (2013) or Maher (2013). These articles offer valuable theoretical insights as well as practical approaches to fostering student engagement and employability in different institutions. The involvement of students as partners in the research and associated interventions Nair *et al.* (2013) stress the collaborative nature of the student experience and the role that students can play in enhancing both their peers' development and their institution's performance (Trowler 2010). Working in partnership with students to enhance the quality of HE provision, a key element of the new UK Quality code for Higher Education (QAA 2012), is likely to be the focus of many institutional initiatives in the UK. We hope that the 'students as partners' projects covered in this issue will encourage similar practices in other institutions.

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The issue also provides practical ways in which student active engagement in their learning and development can be promoted through a range of interventions such as audio feedback (Laughton 2013) and problem-based learning (Maher 2013). In relation to employability, Sheth *et al.* (2013) offer a valuable insight into the placement experience of students and graduate interns in a large UK HE institution, with clear implications for practice and suggestions for further research.

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