Editorial 2013 - JSEEM 4(1)

Russell Walton

University of Wollongong, rwalton@uow.edu.au

Follow this and additional works at: http://ro.uow.edu.au/jseem

Part of the Education Commons

Recommended Citation
Available at: http://ro.uow.edu.au/jseem/vol4/iss1/1
Abstract
Welcome to the 2014 volume of the Journal of Student Engagement: Education matters. These are changing times at the University of Wollongong (UOW), with a new faculty structure and outside factors and policies contributing to uncertainty about where everyone fits and what their role will be. This is particularly the case in the newly rebranded 'School of Education', with Adrian Piccoli’s (NSW Minister for Education) divisive decision to enforce Band 5 entry requirements for new undergraduate pre-service teachers, with expected impacts for both enrolments and sustainability of education programs in NSW.
Welcome to the 2014 volume of the *Journal of Student Engagement: Education matters*. These are changing times at the University of Wollongong (UOW), with a new faculty structure and outside factors and policies contributing to uncertainty about where everyone fits and what their role will be. This is particularly the case in the newly rebranded ‘School of Education’, with Adrian Piccoli’s (NSW Minister for Education) divisive decision to enforce Band 5 entry requirements for new undergraduate pre-service teachers, with expected impacts for both enrolments and sustainability of education programs in NSW.

Just like a gene pool, limitations on enrolments also limit the diversity of students and the experiences and capacities they bring with them. Some students hit the ground running and excel from day one of first session, while others start their degrees hesitantly and grow into their professional roles, but it is the nurturing that they all receive in the School of Education that has the biggest effect on whether they are successful teachers. This is the factor that transcends any ATAR, that can transition the brilliant and the unassuming alike into effective, professional teachers. The acquisition of pedagogical understanding is acquired in concert with the developing cognitive capacity that parallels ongoing brain development and associated mental acuity, which is still being refined by the end of high school, particularly in the area of decision making.

In this sea of fluidity, JSEEM proudly continues to provide an avenue for education undergraduates to have their voices and ideas heard. The profile of students is increased exponentially by participating in the academic community that JSEEM provides. In the last week alone I have been contacted by two excited students, one of whom (Shawn Tyler, JSEEM 1.1) has had his article cited in a book while the other (Kylie Fraser-Seeto, JSEEM 3.1) has been cited in a peer-reviewed journal article written by one of her academic idols. Another student (Claire Rogerson, JSEEM 3.1) has received a request for her article to be reprinted by the West Australian Primary Principals Association. Combine these achievements with a total download count of over 25,000 (of which Lauren Liberante (JSEEM 2.1) accounts for around 6,000) and there is clear recognition of just how good UOW’s undergraduate students are. The undergraduates are the stars, regardless of the ATAR they entered university with, and they deserve all the plaudits that come their way.

This issue also introduces a further opportunity for undergraduates to enter the publishing arena. Whereas previously all authors have been current undergraduate students (or were at the time of writing the article), this has now been extended to reflect the changing realities of undergraduate scholarship. For instance, UOW’s School of Education has a range of exceptional students working on honours research projects with academic supervisors, some of which unfortunately never sees the light of day due to competing time pressures, the often-limited scope of honours projects and the intellectual property issues surrounding sole-authored student papers that involve supervisors’ invaluable intellectual contributions. As such, there is now the opportunity in JSEEM for undergraduate students to publish their research or discussions in the field in collaboration with their academic supervisor. To maintain a
focus on the scholarship of undergraduate education students, however, in all cases
the student must be the primary author (and in the case of a research article, lead
investigator) for the article.

Russell Walton
Editor
rwalton@uow.edu.au
(02) 4221 4178