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Abstract

Welcome to the latest edition of the Journal of Student Engagement: Education matters. Readership of the undergraduate articles continues to grow apace through wide accessibility – one student has had over 4,000 downloads in the last twelve months. Graduating students have even had their articles raised as an interview topic when applying for teaching positions. For a significant number of students, having a paper published in JSEEM is now part of their career planning. We encourage students to view their papers as professional development and this is borne out through the positive attitudes they bring to the process. Mentoring becomes a pleasure when dealing with thinking that is both vigorous and open.



Editorial

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This issue features four papers that cover a broad scope of topics, while we welcome our first international student paper. Sarah Harding was on exchange with the University of Wollongong when her quality performance in assignments was spotted by an academic, who contacted me to suggest Sarah as a contributor. Her article, ‘Teaching English as a lingua franca in Tyrol, Austria’, covers a topic that an Australian journal would not normally get to access, so a special thank you to Sarah for her insights. Claire Rogerson’s paper on ‘Problem solving: Solutions associated with music in NSW primary schools’ sets out to address discrepancies in how music is, or is not, taught in primary school. Her problem-solving approach goes beyond the theoretical and into managing change. The approach that teachers take to their teaching practice is grounded in both confidence and philosophy, the development of which is addressed by Lena Soccorsi’s ‘Instilling a personal teaching philosophy in pre-service teachers: Vitally important but not always easy to achieve’. Lena provides insights from her own pre-service experience as an undergraduate, as well as perspectives from graduated students of the Graduate Diploma of Education program to inform the importance of a personal philosophy, and the space to be able to form it within. The final article, ‘Pre-service teacher training in gifted and talented education: An Australian perspective’ is Kylie Fraser-Seeto’s response to the almost non-existent training for pre-service teachers in gifted education. Her interest was grounded in the content of EDTD302, a Faculty of Education subject that goes some way to meeting that gap.

Thanks and congratulations go to all of the students who have contributed. As always, thanks go to the reviewing academics who have given so freely of their time to make the JSEEM possible.

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