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Abstract

Welcome to the 2015 edition of the Journal of Student Engagement: Education matters. This edition is one of transitions, where the authors represent not just different phases of their undergraduate degrees but also different disciplines. JSEEM's only real stricture on topic is that an article must have education relevance. While this is able to be quite loosely interpreted it is, nonetheless, one that makes writing for the journal more easily accessible to those students who are already in the School of Education, or at least interested in the field.



Editorial

Welcome to the 2015 edition of the *Journal of Student Engagement: Education matters*. This edition is one of transitions, where the authors represent not just different phases of their undergraduate degrees but also different disciplines. JSEEM's only real stricture on topic is that an article must have education relevance. While this is able to be quite loosely interpreted it is, nonetheless, one that makes writing for the journal more easily accessible to those students who are already in the School of Education, or at least interested in the field.

The first two of this issue's authors fit that bill neatly – Callum Downes and Lauren Leonard – both of whom are nearing the end of their undergraduate degrees, in the final session of fourth year while completing a Bachelor of Primary Education (Honours). Callum Downes has drawn on the understanding gained through his Honours research to address the needs of students for whom English is not their native language. He does this through examining the utility of ICT for collaborative literacy tasks. Lauren Leonard has taken her interest in Cognitive Load Theory and the brain's information processing system and connected these to Aspergers syndrome. The discussion links these elements to consider the implications for Aspergers' students in the classroom.

Following these two leading lights of the School of Education final-year student cohort, the next two authors are both in the first year of their degrees, but in the School of Psychology – Michaela Neto and Alexia Ohtaras – with both enrolled in that school's Honours program. Where Callum and Lauren have had four years immersed in the School of Education to familiarise themselves with educational theory and refine their views, Michaela and Alexia have undertaken a single education subject, EDFE101, which covers the basis of foundational educational psychology theories. These two authors, thus, bring a fresh perspective not just from their different discipline but also from being exposed to entirely new content. Michaela Neto engaged with the humanist aspects of EDFE101, married with the psychology principles behind humanistic thought. This is demonstrated through a discussion of how motivation links to Abraham Maslow's hierarchy of needs. Alexia Ohtaras examines reactive attachment disorder and its implications for education. As part of the discussion she incorporates Urie Bronfenbrenner's Bioecological Model of Human Development, which she studied in EDFE101, to illustrate the disorder as a cross-disciplinary issue.

Callum, Lauren, Michaela and Alexia have each presented a compelling view of their topic, in the process of demonstrating a bright future in educationally relevant fields. Encouraging their independent enthusiasm and engagement with their disciplines is why I run JSEEM. All deserve our best wishes.

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