

Editorial introduction

Supporting Beginning Learners in Higher Education (2)

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This issue continues the discussion begun in the previous issue of *SLEID* about supporting students who are entering higher education for the first time. Again, we present a range of views about the experience of beginning learners and of the academic staff who support them.

The first three articles look at beginning learners in a variety of discipline areas – engineering, nursing and legal studies – and utilising various teaching approaches. Brodie and Porter consider the advantages of diversity amongst students engaged in cooperative and collaborative learning. Richardson, Butler and Holm discuss the use of problem solving techniques in teaching law to non-law students. Finally, Dwyer and Reid-Searle address the use of online technologies in a practice based course. These papers reflect the diversity of educational experience encountered in modern universities.

The issue concludes with Kerslake discussing the dilemma confronted by higher education institutions trying to balance changing student expectations as well as complex social and economic pressures.

We thank the authors who have engaged with such a wide range of topics in this two issue series and also the reviewers who have given so generously of their time and expertise. We hope that you, the reader, find this issue as interesting as we have.

Phillipa Sturgess and Geoff Danaher

Editors