

Boosting Learning through Engagement and Support

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Editors**

This issue of Transformative Dialogues delves deeply into teaching practices that focus on many aspects of support for student engagement, learning, and safety which are all critical elements of post-secondary education and its experience for both students and faculty. Adam Vincent starts us off with a review of the book, *Teaching Reflective Learning in Higher Education* edited by Mary Elizabeth Ryan and does his own reflection of where this is coming from and how it fits in today's educational world. He looks, in particular, at the second part of the book with its focus on experiential and transformative learning practices and then possible aids for students in particular learning situations.

More reflections follow as Wes Hanzuk and Lynne Kennette of Durham College look at the idea that *Thirty is the New Fifteen* and supports for students' educational development. Sarah Schoper extends this with her reflection on *Helping Students Become Self-Mentors* and the work she has done with student goal setting processes. Exploring the complexity of micro-credentialing, Gabrielle Lindstrom and Patti Dyjur offer two contrasting perspectives on digital badges that incorporates both recipient and facilitator in a process-oriented reflections that focus on pre-program, during-program and post-program micro-credentialing experiences which gives much food for thought.

Enhance Student Engagement through Leadership Strategies by Qijie Cai examines ways that teachers can use leadership strategies such as creating a vision of excellence, designing meaningful tasks, and building a community within an online course structure and activities to engage learners more deeply. This encouragement of learning through engagement leads us to look at some of the academic challenges that student face in university. Tanju Deveci and Nader Ayish examine Engineering Students' Well-Being Experiences: A Freshman Year Experience Program with a critical eye to the complexity of ensuring that students have supports for their success.

Some students have more issues that impact on their learning than others. In the article, Female Students with acquired Brain Injury: The post-secondary experience, Kendra Gottschall and David Young interview such learners and identify some of the barriers that they have encountered and ways that were used to overcome them. Rebecca Godderis, Jennifer L. Root argue in their essay, Addressing Sexual Violence on Post-Secondary Campuses is a Collective Responsibility that this is a collective responsibility that everyone in the post-secondary setting must engage with. They make a provocative argument and then give direction to collective actions that can be taken to mitigate this important issue.

Many voices come together in Conversations in a Coffee Shop: Voices from within a community of teaching practice of university science faculty. Here, Anne Marie Ryan, Alexandra Arnott, Roderick Chisholm, Laura deGelleke, Lara Gibson, Debra Grantham, Stephanie Kienast, Martha Mullally, Tetjana Ross, Allison Schmidt, Leanne Stevens, Elizabeth Welsh speak on the value of developing their pedagogical knowledge through collaboration in a supportive and trusting environment with diverse science colleagues at Dalhousie University. They reflect on the resulting transformation of their classrooms and impact on learning for their students.

We circle back to the reflective with Intersubjective Knowing: An Innovative Model in Graduate Level Course Design by Deb Martens, Laurel Tien, and Erin Woodford who individually and then together in their article as they follow first directed studies and then collaborate on a final relationship-centred project.

This powerful grouping of scholarly writing is a potent jumping off point for personal reflection, actions and transformation of learning environments everywhere and by all of us.