

## Message from the Editor-in-Chief

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Higher education institutions continue to play a fundamental, unique and core role in seeking and pursuing a vision for education and training that celebrates cultural difference. Despite this issue being short in nature, we are still proud to present the five contributions from Canada, South Africa, Spain, and China. As our world continues to present many challenges, threats and worrying economic trends, it is reassuring to see that our drive for education clarity and knowledge is maintained. This issue has a strong focus on student learning, specifically the strategic resource capabilities to meet the demands of students in higher education. This research will provide interesting and informative reading, on how global educators continue with their core business of delivering relevant and meaningful education.

The first article by Michael Everett and Crystal Eustice was to determine if relationships existed between students in an environmental and sustainability film course, through the modality in which they took the course, levels of fear, and whether individuals exhibited flow experiences during the course. Their findings indicate that fear and flow can be positive experiences for students when considering pedagogical practices in teaching and learning.

The second article by Mlambo and colleagues explored the issue of overcrowding in the South African tertiary system. South Africa has 26 universities, Technical and Vocational Education and Training (TVET) colleges, and private colleges. Despite this, the institutions do not seem to be able to cater sufficiently to the many students transitioning from secondary to higher education. Their findings suggest that the South African government should invest more in higher education to solve this transition problem, as the population grows with limited university space to accommodate everyone.

The third article is by Jonathan Teuma who explores the impact of Proyecto Slam, an initiative that aims to transform communities where young people are empowered with tools to understand themselves, the confidence to express themselves, and the empathy to understand others. He explores how the availability of Proyecto Slam within particular schools in Spain, offers the academic community a unique opportunity to investigate how the implementation of reading and writing poetry workshops can improve students' aptitudes for, and attitudes about, the study of language and literature.

The second last article in this issue is from Dennis Lam who explored the issues Chinese students face during the initial phases of their academic studies in Australia. The findings suggest that a combination of language competency deficit coupled with unfamiliarity with academic practices, is responsible for the initial problems with Chinese international students' academic adjustment in an Australian setting. This problem was additionally exacerbated by poor intercultural awareness and empathy from Australian educators to adjust their teaching practices in such an intercultural dynamic.

The final article in this edition is from Chang and colleagues who explored the Professorial perceptions regarding effective socio-emotional learning of graduate and/or undergraduate students at a private university in Tennessee. Several findings emerged as effective in promoting SEL, including sympathy building, supportive environment, and building connections. By implementing these strategies, educators can effectively promote SEL in online university classrooms, thereby enhancing the overall well-being of students, academic success, and readiness for the online environment.

I sincerely hope that the range of topics and information shared are of benefit to our readers. Importantly, I would like to thank all contributors and reviewers who continue to make the timely publication of the current issue possible. I look forward to receiving more contributions from researchers and practitioners for our future issues. Wishing all readers all the very best with their research studies.

Warm regards,

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