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Editorial

Welcome to the first edition of FIELDS, the University of Huddersfield's new journal for student research. FIELDS has been created to highlight the excellence of research undertaken by students on taught courses at the University. It is primarily intended to represent undergraduate work, although work from postgraduate taught courses can also be considered for inclusion.

At Huddersfield we believe strongly in inspiring our students to work to the very highest standards and to see the work they do, even as undergraduates, as having the potential for further impact in the wider world in terms of research and the discovery of new knowledge. FIELDS is designed to encourage students to aspire to such high standards, not simply to think of fulfilling coursework requirements when undertaking assignments but to consider the larger picture, and to be excited at the potential of academic exploration. It is also intended to further links between staff research and student learning: encouraging students to see themselves as part of a stimulating environment in which innovative academic investigation is undertaken, and enabling staff to foster links between their research and their teaching. For students we hope that FIELDS will provide a challenging and stimulating goal, inspiring some to consider the possibility of continuing their academic work as research students.

FIELDS is an online journal. It is interdisciplinary, reflecting the broad range of disciplines taught at Huddersfield across its seven Schools, ranging from the Arts and Humanities to the Social Sciences to STEM subjects. Research presented in FIELDS is not limited to traditional articles. The journal is, for example, pleased to accept research presented in the form of audio or visual work recordings, photography, poetry, or software.

Work may be submitted to the journal by any student enrolled on a taught course at Huddersfield, either directly by the student or on the recommendation of a tutor or examiner. The selection procedure is undertaken by academic staff who are themselves both teachers and researchers. The initial stage of selection involves staff panels in each School who shortlist outstanding work and make recommendations for any revisions that might be needed to make the work suitable for publication in FIELDS. Following revision work is submitted to the University Editorial Board, comprising staff representatives from all the main subject groupings. This board makes the final selection.

Research appearing in this first edition of FIELDS is the result of work undertaken by students in the academic year 2013-4, mainly work submitted for assessment in the summer of 2014. It represents a broad range of work of different types and from different disciplines. We are delighted that this first edition contains research from all seven Schools of the University. From the **Arts and Humanities**, the School of Art, Design and Architecture and the School of Music, Humanities and Media, there are three pieces of research, ranging from practice-based research to the interpretation of established literary classics. **Alex Beldea's** photographic collection 'Last Shift' documents miners at three Romanian coal mines in their final months before closure,

using portraits and industrial landscapes and sequences. The images were taken over an 11-month period. **Emma Louise Swinnerton's** article investigates how crafts can influence wellbeing and studies in particular 'Mindful Stitch', a community-derived workshop exploring hand embroidery as a mindful craft practice. **Rachel Miller's** article considers magical realism from a Freudian perspective in the context of two works of literature, Gabriel Garcia Márquez's *One Hundred Years of Solitude* and Salman Rushdie's *Midnight's Children*, and relates this to colonial trauma.

From the **Social Sciences** student research is presented from the Business School, the School of Education and Professional Development, and the School of Human and Health Sciences. **Reece Goscinski** studies the British Labour movement and examines the decline of collectivism and the relationship between this and changes in the structures of capitalism. At a time when sustainability is a major global concern, **Rita Canni's** paper investigates the role of higher education in the development of education for sustainable development. **Christine Armstrong** evaluates a number of initiatives designed to help students make the transition into higher education and to integrate both socially and academically and so improve retention.

At the level of high school education **Matthew Wilson** explores the factors underlying underachievement by working class males and reports on a case study based in Salford, an area of particular concern. **Meeka Tomey-Alleyne's** paper argues for the legal system to take a different approach when examining children to ensure the correct administration of justice. In the light of current developments in technology for entertainment and social media, **Ewelina Kroliczek's** paper looks at issues concerning parental control over access to new technologies and how such issues affect parent-child relations.

STEM subjects are represented by work from the School of Applied Sciences and the School of Computing and Engineering. **Richard George's** paper is in the field of computing science and looks at the potential of artificial intelligence software to automate story-creation and the story-telling process. Two other papers present research with the potential to impact on health care: **Tyler Coleman's** paper results from a project in the Department of Chemical Sciences to distinguish between genuine and counterfeit pharmaceutical products. **Laura Lockwood's** paper details a project in the Department of Pharmacy investigating the potential of bioinformatics and gene expression to aid the detection of cancerous cells in the treatment of ovarian cancer.

We hope you find this first edition enjoyable and stimulating. Whether or not a particular paper is in your own field of interest or expertise, we hope you that you will enjoy discovering something of the range of excellent research being undertaken by students on taught courses at the University of Huddersfield.

Professor Michael Clarke
Editor

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