

# RAISE-ing the Student Engagement agenda – an international network's impact

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**ABSTRACT:** Student Engagement (SE) has evolved considerably over the last decade becoming a focus of research, scholarship and changed practice. The original pioneers of SE theory developed models and principles based on their research (Astin, 1984, 1993; Pace, 1984; Chickering and Gamson, 1987). This work led to a shared conceptual understanding amongst early adopters (Kuh, 2001; Tinto, 2005; Bryson and Hand, 2007). SE then developed into a movement, in practice, into policy, strategies and new roles. These, together with increasing demands to demonstrate impact, have meant the meaning of student engagement has become diverse and in some instances ambiguous. SE as a term and practice has even be appropriated into forms that are the antithesis of that earlier shared understanding and ethos, such as compliance and 'doing' SE to students.

This changing and evolving emphasis on student engagement has been reflected in the expansion and internationalisation of RAISE, the network for Researching, Advancing and Inspiring Student Engagement. Evidencing the involvement and influence of RAISE members – students and staff - in all aspects of higher education identifies how the scholarship of Student Engagement is changing particularly teaching and learning. Drawing on submissions to the network's conferences over 6 years, papers and case studies in the network's new Student Engagement in Higher Education Journal and contributions to six associated Special Interest Groups (SIGs) the work seeks to explore the impact of Student Engagement in learning and teaching. It additionally identifies the role of RAISE in developing and promoting scholarship surrounding SE.

The lead author is a member of RAISE's steering committee, sits on the journal editorial board, coordinates the Engaging Assessment SIG and is an active member of the RAISE community.

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