

Special Issue

Belonging and Engagement of Students in Higher Education

Message from the Guest Editor

To promote belonging and engagement in higher education, institutions must create comprehensive learning environments that address the needs and expectations of their students. This includes active support from faculty, fostering peer relationships, implementing inclusive practices, and designing learning and extracurricular activities that encourage participation. Simultaneously, it is crucial to identify and mitigate barriers to belonging, such as discrimination, lack of representation, and socio-economic challenges. This Special Issue will address the following key research questions through theoretical and empirical studies: What are the purposes of fostering belonging and engagement among students in today's higher education institutions? What teaching and learning strategies are effective in promoting belonging and maximizing student engagement in higher education? We invite contributions that explore innovative pedagogical practices, the creation of inclusive environments, and theoretical insights into enhancing student belonging and engagement in higher education.

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Social Sciences is an international open access peer-reviewed journal publishing the latest research across all disciplines of the social sciences including anthropology, criminology, economics, education, geography, history, law, linguistics, political science, psychology, social policy, social work, sociology and related areas. The journal is especially interested in interdisciplinary research, and aims to facilitate the interaction and communication between different social scientific disciplines. The journal welcomes conventional length articles as well as shorter Research Notes or short articles, as long as they meet the journal's standards of quality and originality.

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