

Navigating New Horizons: Inaugural Words from the Editor-in-Chief

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It is with great enthusiasm and honor that I assume the role of Editor for our esteemed journal – The [International Journal of Multidisciplinary Perspectives in Higher Education](#). As I embark on this journey, I am filled with a profound sense of responsibility and commitment to maintaining the high standards of academic excellence that this publication has long been known for.

Embarking on a new role is akin to stepping into uncharted territory, surrounded by a realm of unknowns and uncertainties. This transition brings forth a set of challenges, ranging from mastering unfamiliar tasks and procedures to understanding the dynamics of a new team or editorial environment. However, within these challenges and uncertainties lie opportunities for personal and professional growth. I have found great inspiration and encouragement through my collegial relationships with the Advisory Board, Founding Editor and Associate Editors, all of whom have a strong commitment to fulfilling our vision of disseminating multidisciplinary knowledge in higher education.

Our journal has been a platform for groundbreaking research, diverse perspectives, and innovative ideas. I am committed to upholding these traditions while also fostering an environment that encourages fresh voices, emerging scholars, and interdisciplinary collaboration. Together, we will continue to explore the frontiers of multidisciplinary knowledge, providing our readers with insightful and thought-provoking content.

In our second issue of 2023, we are delighted to showcase eight articles that bring together diverse multidisciplinary perspectives on education. In the first article, Maunumäki Maunula and Harju-Luukkainen investigate the role of summative assessment feedback in shaping the agency of higher education students, addressing a research gap in understanding how students perceive their agency within teacher-centred feedback practices. Minna, Minna and Harju-Luukkainen, in the second article, explore the significance of online assessment from the perspective of academic adult students and examine how they interpret various assessment feedback. Looking more broadly at issues relating to curriculum, Mishra explores teachers' perceptions and conceptual understanding of the local curriculum, its importance, and the development process in the context of school education in Nepal. With a focus on international students' intercultural adjustments during the period of the pandemic, Veliz and Marandi explore the lived multilingual and multicultural experiences of two international students during the COVID-19 pandemic in Australia. The study, conducted over two years using ethnographic research methods, critically examines how the students navigated intercultural encounters and sought to enhance their intercultural awareness and competence despite the limitations imposed by lockdowns and social-distancing measures. Looking also at the centrality of individuals' lived experiences, Tallef, Espinoza and Ollive present a case study that delves into the lived experiences of three faculty members, each from different disciplines, who participated in an experiential

undergraduate nursing study abroad (SA) course. The study aims to fill a gap in the literature by exploring the personal and professional transformative effects of multidisciplinary faculty involvement in SA. In the article 'Emotional Difficulties: Racial Representation in Swiss International Higher Education', Hernandez showcased the influence of emotions related to racial representation, highlighting emotional challenges associated with depictions of diversity. Miller and Nadler stress on the role of student governments in shaping democratic habits among students, particularly through the act of voting. The study references a 2012 study conducted in the United States that highlighted the low voter turnout in student government elections. The last article in this issue is by Toquero whose main tenet in the study revolves around the underrepresentation and unequal treatment of women in the scientific community, attributing it to a rigid research culture and insufficient academic support.

I invite all researchers, scholars, and practitioners to contribute their valuable work to our journal. Your contributions are the lifeblood of our academic community, and I look forward to facilitating a collaborative and inclusive space where ideas flourish and research thrives. As we embark on this new chapter together, I extend my heartfelt gratitude to the editorial board, reviewers, and the broader academic community for your ongoing support. Your dedication to advancing knowledge and scholarship is the cornerstone of our success.

Editor

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