

Editorial

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Welcome to Volume 4 Issue 2 of the *International Student Experience Journal (ISEJ)*. We hope that the slightly late arrival of this issue didn't prevent all our readers from having an enjoyable Christmas! Having now published 8 issues since we launched the publication in summer 2013, it certainly feels that we are now an 'established' journal. Although there have been some changes in personnel, we still have 3 original founder members and we have now expanded our editorial team from around the UK. Our editorial panel will be meeting in the near future and one thing we will be discussing is what next for the journal. We would welcome any suggestions from our readers.

Before looking at the contents of this issue, I'd like to comment on recent world events that impact on the student experience. It is clear that the UK today seems to be a less attractive option for international students than it has been due in part to the perception created by the Brexit vote and the increasingly stringent and complicated visa regulations. It remains unclear (certainly to me) why the government continues to insist that international student numbers continue to be included in net migration figures. Anyway, we hope that events do not impact as negatively as we fear and that international students continue to come and have a positive learning experience in the UK. We'd love to receive articles from students about their experience of applying and studying here.

The current issue has three main articles, a student article, a review of a conference and the final instalment of our look at the Trinity Exam. We start with an article by Marwa Alnajjar and Shooq Altamimi on the integration of a MOOC into the MA in ELT at Coventry University. The authors argue that to enable international students it is a demonstration of how appropriate use of a MOOC can directly benefit the learning experience of international students. MOOC's certainly seem to be increasingly used by Higher Education institutions to aid international students, in part this is undoubtedly due to their cost-effectiveness. Our second article from Ahmad Yusuf Idris from the University of Damascus is our first ever contribution from that region. Ahmad discusses the complex issue of supervision of international students in the UK. He concludes that further research into supervision of both international and home students would lead to a better understanding and benefits to all those involved. Rachel Elmslie from the University of Glasgow makes the case for project-based learning on pre-sessional programmes. She argues for the long term benefits of such learning for international students and emphasizes the motivating nature of project work. Martin Seviour offers some fascinating insights through interviewing two Japanese students at Nottingham Trent studying fashion design. A variety of areas are covered and these are undoubtedly of interest to students considering studying in the UK and those that are involved in delivery of programmes involving international students. Our conference report from Gary Riley Jones covers the BALEAP PIM 'EMI in Higher Education: The Challenges and the Opportunities.' hosted by Southampton University in June 2016. Finally, a former University of Leicester student, Ophelia Lu, tries out a Trinity ISE test, the only alternative exam to IELTS available to international students wishing to study in the UK.

As always please contact us if you are interested in being involved in or contributing to the journal.