

Foreword

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The arrival of the fifth edition of Fields feels like something of a milestone. Once again, the journal brings us a wide range of student work, from social sciences to computer science to costume. But it appears against the background of the recent achievement of 14,700 downloads from across the world for Fields in 2018, which is an increase of 60% on the 9000 downloads we had in 2017, validating the original vision that there was an audience for high-quality student work well beyond the university's campus. As Prof. Helen Lomax, the latest in our sequence of eminent editors observes, this reflects the strength of research and teaching at Huddersfield, and I am sure it will help inspire further work by students in the future.

Editorial

Professor Helen Lomax
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I am very pleased to be editing the fifth edition of Fields, the University of Huddersfield's student research journal. Fields is a peer-reviewed journal showcasing some of the best research from our undergraduate students across the spectrum of academic disciplines at the University.

This latest issue continues the commitment to disseminating excellent undergraduate research. Each of the eight articles featured presents a novel argument, review of extant literature or original empirical research undertaken by our undergraduates during their final year of study.

This year's issue encompasses a range of fascinating topics, theoretical and methodological approaches. The first paper, '*Constantly Connected: What are the Biggest Challenges to Communication*' by Connor Biddulph from the school of Human and Health Sciences explores the impacts of social media on social interaction. Drawing on interviews undertaken with university students he considers how 'Fear of Missing Out' (FoMO) shapes online and offline interactions.

The second paper, '*Differences in Attitudes towards Theft between British and Romania Students*' by Alexandra Diana Gorcia also from the school of Human and Health Sciences explores attitudes to theft and fear of crime, drawing on the author's empirical research with Romanian and British students to consider continuities and differences in experiences of these student groups.

The third paper, '*A Phenomenological Investigation of International Student's Perceptions of Corrective Feedback on Grammar In English Writing*', continues this focus on original empirical investigation. In her paper, Ye Sir Lim, from the

school of education takes a phenomenological approach in order to examine students' perceptions of corrective feedback on grammar in English writing. Findings on students' preferences are presented alongside recommendations for educational practice in higher education.

In the fourth paper Theresa Lingg of the school of Art, Design and Architecture presents original images from her final year project '*Perfume*'. Lingg's original paper provides a fascinating insight in to the process underpinning the design and construction of a costume that 'uniquely unites eighteenth century period construction and interactive technology.'

The fifth paper, '*Ethnic Diversity in Boxing: To what Extent is a Boxing Club in West Yorkshire Affecting Young People's Views on Ethnic Diversity?*' by Shahid Mohammad from the school of education, provides a unique insight in to the attitudes of young boxers living in ethnically diverse West Yorkshire. Mohammad's unique access to this sample, sensitive approach to interviewing and application of narrative analysis offers important insights in to the way boxing gyms can become a focus for shared goals which can transcend differences of culture and ethnicity.

The sixth paper, '*The Influences of Family, Peers and Media on Young Women's Romantic Relationship Expectations*', by Ronie Moss from the School of Human and Health Sciences draws on Moss's original qualitative research with young women aged 18-22. Thematic analysis of young women's narratives are presented in order to consider issues of gender, cohabitation and marriage and the ways in which attitudes are shaped by family and peers.

The seventh paper, '*Paying the Price? An investigation into the Continued Decline of Part-Time Higher Education in England*' by Chris Sentance of the school of education presents a synthesis of current literature and policy to examine the factors underpinning the decline of part time education in England. In so doing Sentance looks beneath often-cited explanations based on raising costs of higher education to examine impacts of wider policies and to suggest how the decline might be halted.

The final paper in the journal, '*Software Emulation of a Hardware Voice-Synthesiser*', by Pawel Wozniak from the school of computing and engineering outlines the process of developing a fully functional hardware voice synthesiser. Readers are treated to a fascinating description of the technical challenges and encouraged to follow the link to the author's website to explore further technical details and audio-samples.

I hope you enjoy reading the papers as much as much as the editorial team and I have enjoyed selecting and reviewing them. It has been my pleasure to present such an interesting range of papers, which reflect the high quality of research and teaching at the University of Huddersfield. I would like to extend my thanks the authors for the high quality of their submissions as well as the editorial team and supervisors for their commitment to selecting, reviewing and supporting the student submissions.

Prof. Helen Lomax