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FIELDS Journal of Huddersfield student research

Editorial: Student-Led Research as a Catalyst for Scholarly Inquiry

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The diversity of topics explored within FIELDS volume 11 reflects both the breadth of contemporary scholarship and the capacity of student researchers to engage critically with complex social, cultural, and technological inquiry. Higher education increasingly recognises student-led research as a powerful vehicle for developing critical thinking and scholarly identity.

In *Shaping Perception: Analysing the Long-Term Effects of Marketing on Body Image and Self-Perception of Females in the UK*, the author examines the enduring influence of marketing practices on body image and identity formation. The study contributes to ongoing discussions regarding the societal consequences of commercial messaging and representation. Similarly, *An Investigative Study into the Effects of the Coronavirus Pandemic on the Educational Experiences of University Students Living in Kirklees* offers insights into the enduring educational and social impacts of the COVID-19 pandemic. Through the analysis of student experiences within a local context, the study contributes to a growing body of literature exploring resilience, adaptation, and inequality within higher education during periods of disruption.

Questions of space, narrative, and human experience are explored through two complementary manuscripts situated at the intersection of architecture and media. *Architectural Spaces in Motion Picture Through Liminality and The Dérive: Exploring Industrial and Spatial Alienation in David Lynch's Eraserhead* provides an analysis of cinematic space and its relationship to psychological and social alienation. Whereas *Architecture and the Narrative Experience in Video Games* extends these considerations into digital environments, examining how spatial design shapes storytelling, immersion, and player engagement. Together, these contributions demonstrate the richness of interdisciplinary inquiry and the potential for architectural concepts to inform understandings of both traditional and emerging media.

Further works illustrate the value of interdisciplinary approaches in addressing emerging scholarly questions. *Command and Control: Reprogramming the Legal Lag of Copyright at the Dawn of a New Technological Age* examines the challenges faced by established legal frameworks in responding to rapid technological innovation. Tensions are highlighted between regulatory structures and technological advancement, an area of increasing significance across legal and policy domains.

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Collectively, the papers in this issue demonstrate the scholarly value of student-led research as a mechanism for advancing disciplinary knowledge, fostering interdisciplinary dialogue, and developing research capacity within higher education. Importantly, these projects illustrate how student researchers can contribute novel perspectives to established academic debates, often drawing upon insights shaped by their proximity to emerging social, cultural, and technological phenomena.

The work showcased here serves as a reminder that students are not merely consumers of knowledge but active participants in its creation, capable of making meaningful contributions to scholarly discourse.