Do students know what is required of them in their role as university student?

• What are the skills, attitudes, habits and normative behaviours faculty expect of students? • To what extent does Higher Education articulate, communicate, or convey the student role? How can we guide students to understand how to enact role-related expectations? Do the needs and experiences of first generation students differ from their peers? Balancing 'Know-how' Hogeschool van Amsterdam multiple roles institutional References (freedom & culture of higher Fiona Veraa education prioritising) f.p.e.veraa@hva.nl Karp, M. M., & Bork, R. H. (2014). "They never told me what **Role-skills** to expect, so I didn't know what to do": Defining and (Karp & Bork, 2014) clarifying the role of a community college student. Teachers College Record, 116(5), 1-40. Help-seeking Supportive Academic habits, strategies, Winkler, C. & Sriram, R. (2015). Development of a Scale to networks manage Accepting help & Measure Academic Capital in High-risk Students, *The Review* workflow offering help Navigation of of Higher Education, 38(4):565-587 independently systems 2015) **Academic Capital Overcoming** obstacles **Role-transition Role-routinisation Role expectations** student Trustworthy information **Role perceptions Role-making Role mastery** College How do we induction How is the role development Which support is knowledge define the introduced? being offered to Familial student role? master role-- who / what expectations performance? - literature - when - whom / what - students Family uplift - how - when/how - faculty

Higher Education / Institution