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?

References


Role-skills (Karp & Bork, 2014)

- ‘Know-how’ institutional culture of higher education
- Help-seeking strategies, Accepting help & offering help
- Academic habits, manage workflow independently

Academic Capital

(Winkler & Sriram, 2015)

- Supportive networks
- Navigation of systems
- Overcoming obstacles
- Trustworthy information
- College knowledge
- Familial expectations
- Family uplift

Higher Education / Institution

Role expectations
- How do we define the student role?
  - literature
  - students
  - faculty

Role perceptions

Role-transition
- How is the role introduced?
  - who / what
  - when
  - how

Role-making

Role-routinisation
- Which support is being offered to master role-performance?
  - whom / what
  - when/how

Role development

Explicit role-transmission

Balancing multiple roles (freedom & prioritising)

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