

Faculty expectations and students' activity

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Puzzle

- Do faculty demands, expectations and aspirations influence students' hours academic activity?
- How can students be challenged to engage more?

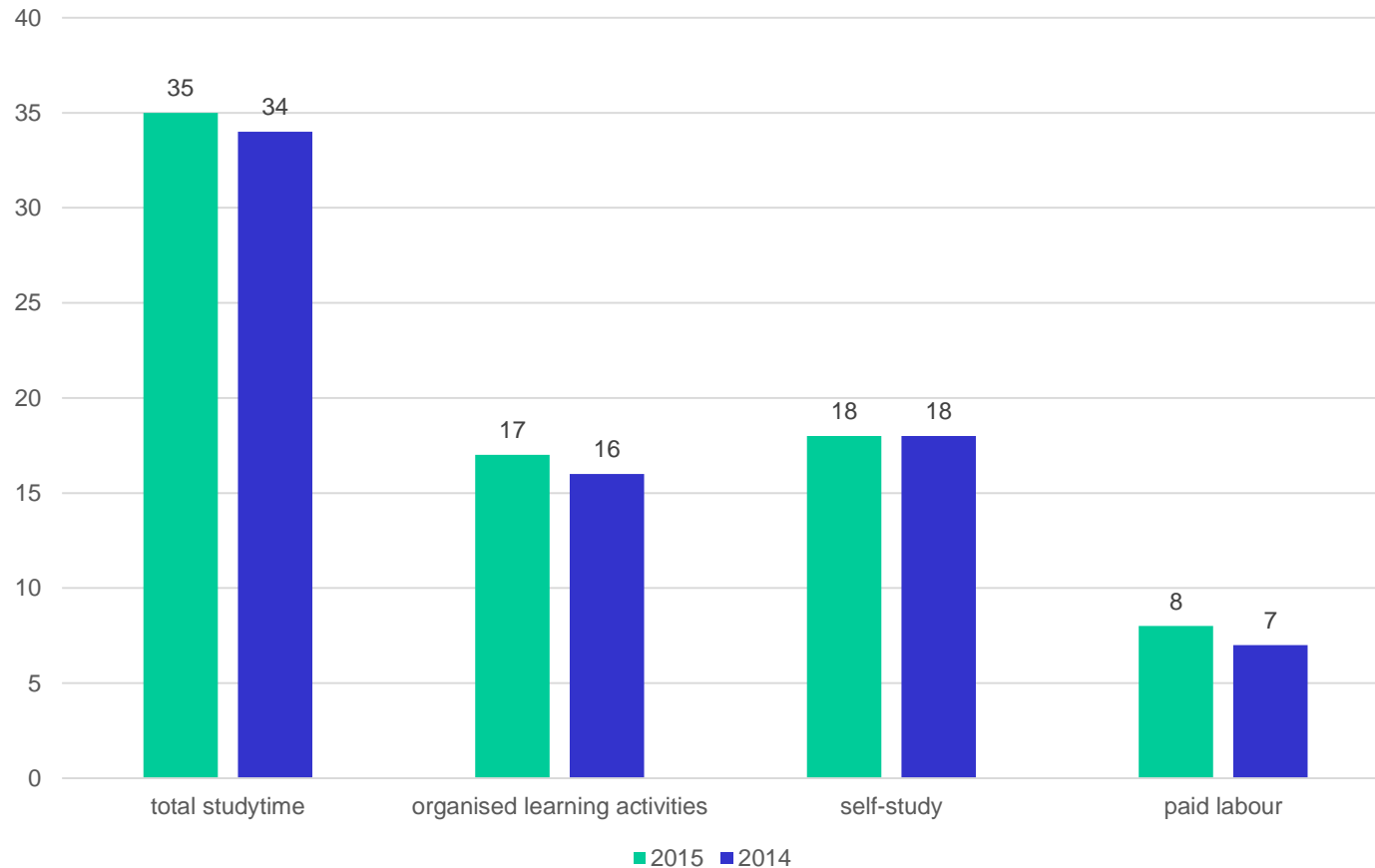
Data

- Norwegian national student survey
 - annual survey to all 2nd year bachelor and master students: N=28710 (47%)
 - + survey among subsample: selection of 1473 fulltime students
 - semi-structured group interviews with faculty and students (separately) at 6 studyprograms

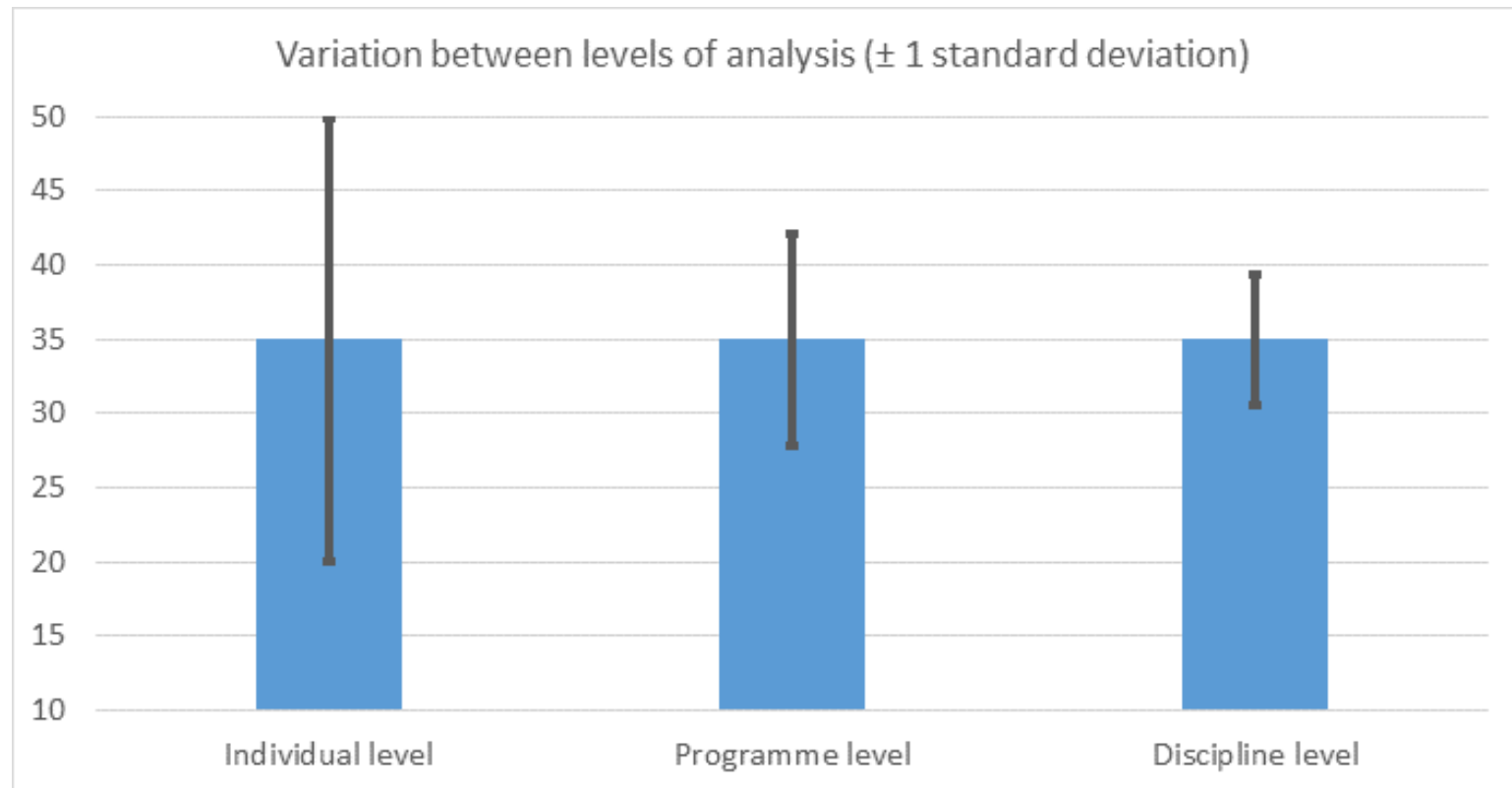
Students' academic activity

- qualitative approach: students' learning strategies
- quantitative approach: how many hours
 - Norwegian Studiebarometeret: «on average, how many hours per week do you spend at a) organised learning activities and b) self-study?»

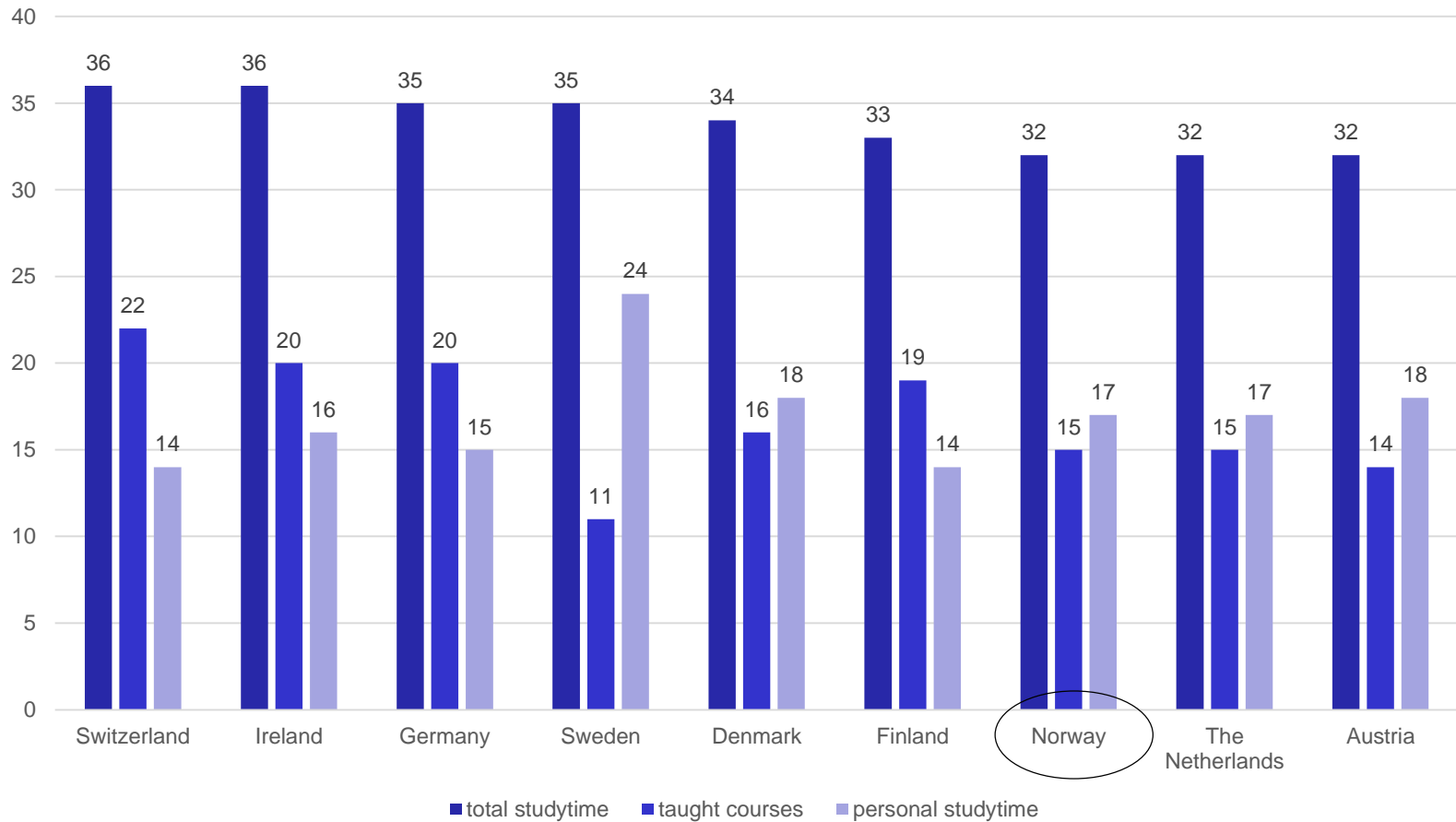
Hours (academic) activity per week



Variance in total hours academic activity per week



in European perspective

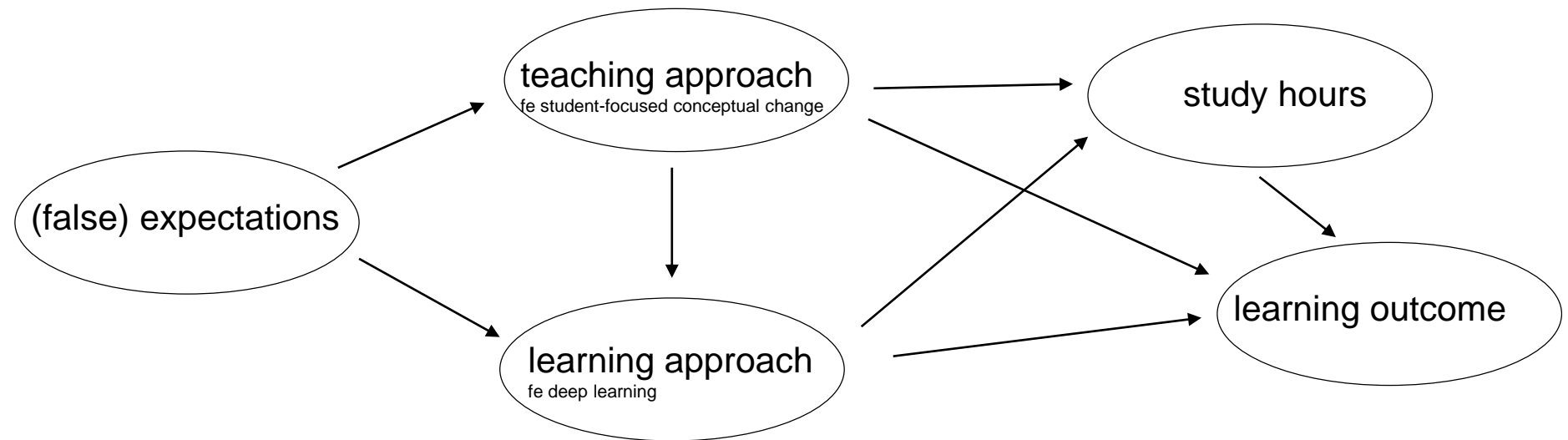


Bachelorstudents, 2015
source: Eurostudent

Faculty expectations

- sustaining expectation and *self-fulfilling prophecy* effects

Faculty expectations



Demands and aspiration

- Demands and expectations: which specific study activities are students expected to do – according to the faculty members?
- Aspiration: level of ambition how well activities are expected to be fulfilled by the students – according to the faculty members.

Clarity of demands and aspiration level

- What happens with study hours if the faculty member demands/expectations and their aspiration level are not clear to the students?

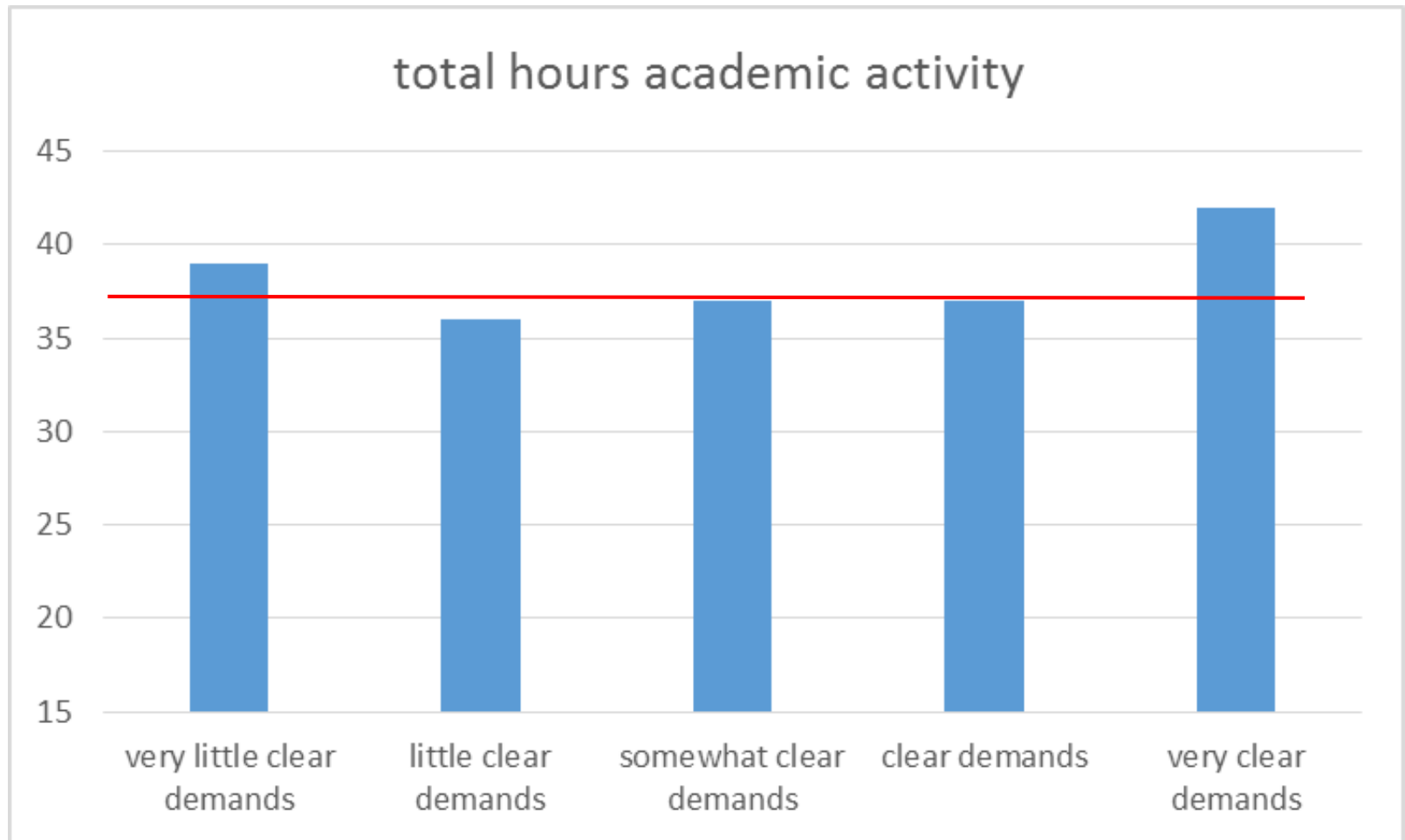
What explains differences in academic activity?

- Students' **self-reported motivation** mainly explains differences in self-study.
- **Field of study** mainly explains differences in organised learning activities.
- No effects of: secondary school-grades, paid labour, parents' education.

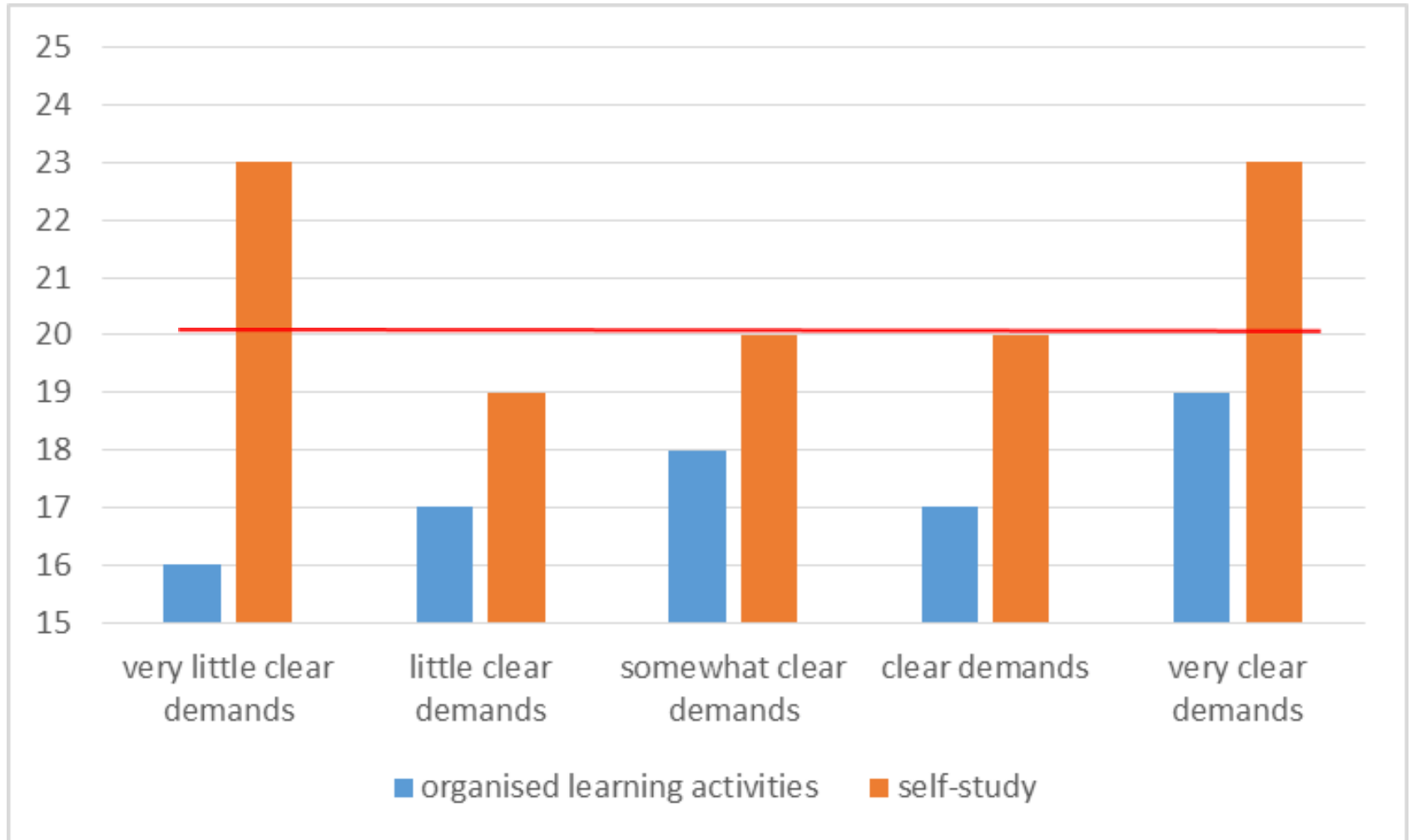
Demands and aspirations

- Teacher *demands* influences the amount of **organised study hours** per week (but has no influence on self-study hours)
- Teacher *aspirations* influences the amount of **self-study hours** (but has no influence on organised learning activities)

Clarity of demands



Clarity of demands



Interviews

- 3 disciplines: kindergarten, engineering and political sciences
 - 6 study programs: all (highly) motivated students, but the programs varied in amount of hours academic activity

Interviews

LOW AVERAGE AMOUNT ACTIVITY

- 2 programs: no high nor clear expectations
- 1 program: very clear expectations

HIGH AVERAGE AMOUNT ACTIVITY

- 2 programs: no clear expectations
- 1 program: clear expectations

Interviews

- at the kindergarten programs: unclear expectations led to a lower average academic activity
- at the engineering programs: unclear expectations led to a higher average academic activity
- no influence of clear expectations on academic activity at the political science programs

Conclusion & discussion

- Faculty member aspirations increases students' self-study hours.
- Hours of organised academic activity is increased by faculty member demands.
- Clarity of demands and expectations influences academic activity: both clear *and unclear* demands increases hours of self-study.
 - Do faculty member expectations affect students' motivation?

Conclusion & discussion

- Students' own motivation influences their hours academic activity mostly.
- Students claim that their motivation is influenced positively by the use of varied student-active learning methods and constructive feedback.
 - Is individualisation/flexibilisation of learning methods a solution for declining student engagement?

I would like to be remembered
as someone who did the best she could
with the talent she had. ”

J K Rowling

Thank you!

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