Students from different perspectives

NUAS 2015 – Aarhus

Presentation and discussion from group

Student administration and career & guidance counselling

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Goal of presentation

- Map out some facts about Kriststudents in the Nordic countries
- Share experiences about the situations in the Nordic countries
- Discuss issues that are perceived relevant to students and therefore releavant to administrative staff and career & guidance counsellors
- To initiate discussion among participants
- Gather information to work further on
- Network

Questions asked:

- What type of changes have occurred in the student environment and student population?

- What are the student´s expectations and what will they be regarding university studies?

- What kind of opportunities and challenges do administrators and guidance and career counsellors foresee?

- How have and can administrative staff prepare for the next generation of students?

What different perspectives?

- The first year student/ høgskolenybørjare
  - Age
  - Gender/gender issues
  - Multicultural issues
  - etc
- Disability
  - Accessability
  - Teaching methods
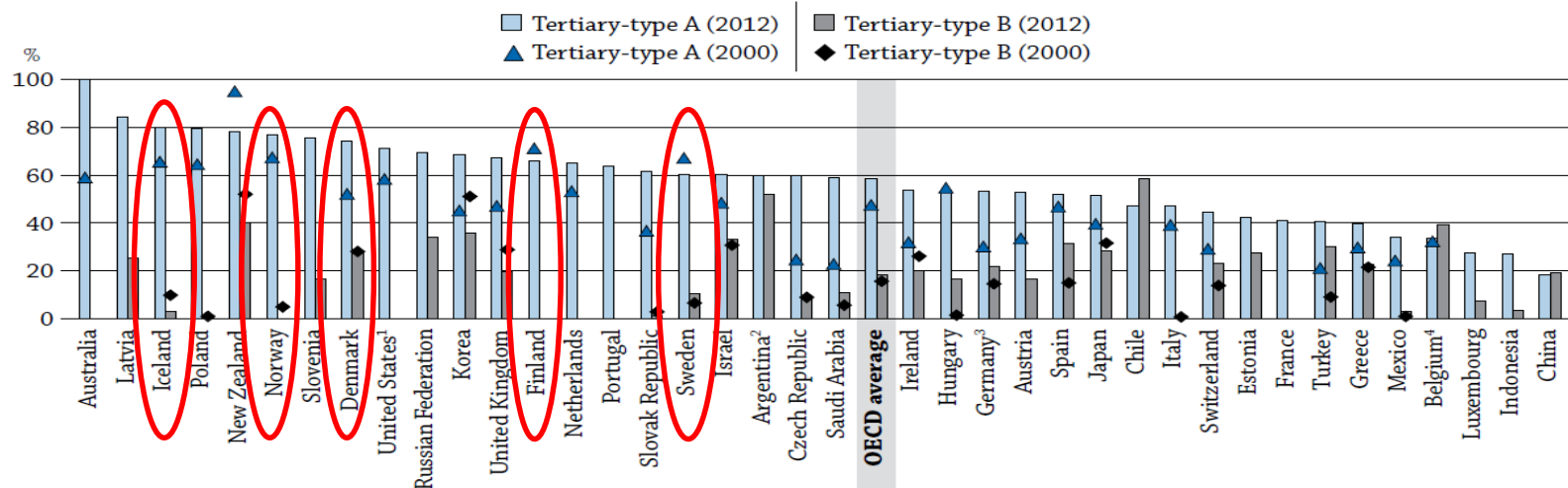- Life long learning perspective

Who are the future students?

- Trends in student population and student behavoir

Percentage of young adults that is expected to enter higher education

Chart C3.2. **Entry rates into tertiary-type A and B education (2000, 2012)**

Source: Education at a Glance 2014

In The Nordic countries a high and increasing part of the population of young adults are expected to enter higher education.

- Highest part in Iceland. Lowest in Sweden.

The age and gender of new students

*"The (large) proportion of older first-time entrants into (higher education) may (…) reflect the value placed on work experience before entering higher education, which is **characteristic of the Nordic countries and** (…) Australia, Austria, Chile, Hungary, New Zealand and the United States, where sizeable proportions of new **entrants are much older than the typical age at entry**."*

"Entry rates into (higher education) are still higher for women (65%) than for men (52%), on average across OECD countries."

In the Nordic countries the difference in entry rates between men and women is largest in Iceland (F: 95% M: 65%) and smallest in Finland (F: 73% M: 60%)

An increasing part of the students study abroad

Chart C4.1. Evolution in the number of students enrolled outside their country of citizenship, by region of destination (2000 to 2012)
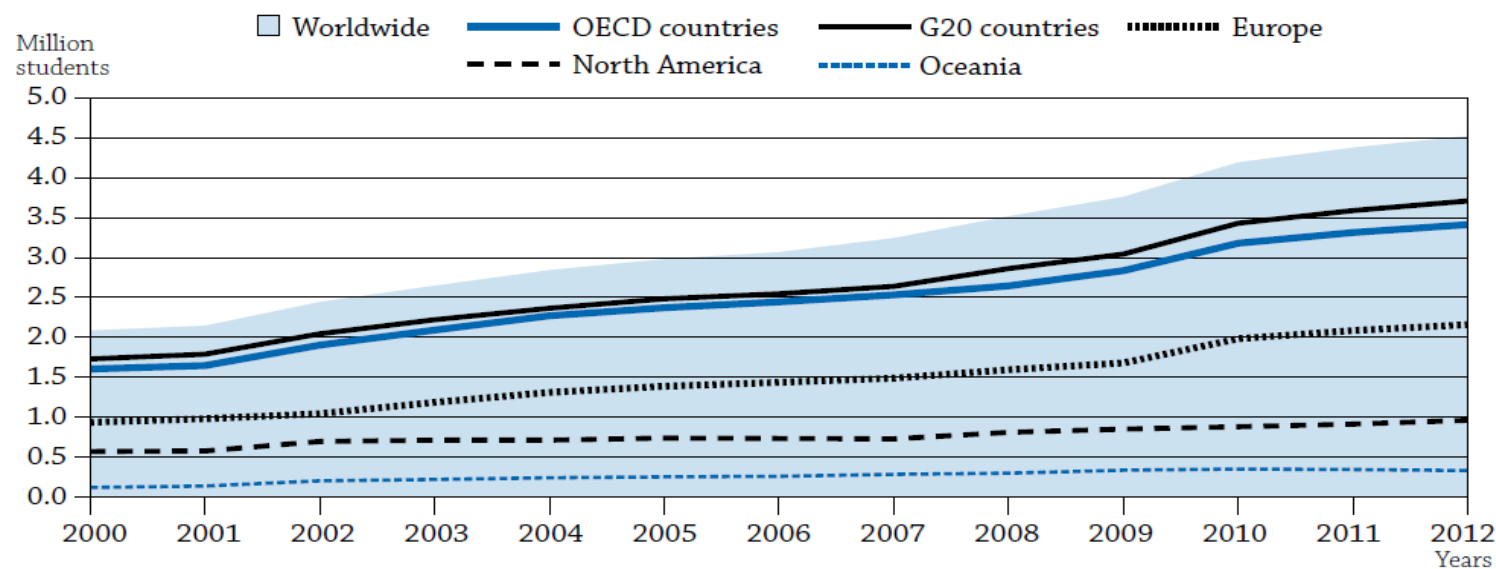

Source: Education at a Glance 2014

Difference in completion rate in the Nordic countries

Table A4.1. **Completion rates in tertiary education (2011)**

	Method	Year for new entrants 5A	Year for new entrants 5B	Tertiary education Completion rates (completed at least first 5B or 5A programme)[1] M+W	Men	Women	Not graduated from tertiary education (4) = 100-(1)	Tertiary-type A education 5A completion rates (completed at least first 5A programme)[2] M+W	Men	Women	Not graduated from 5A level but re-oriented with success at 5B level	Tertiary-type B education 5B completion rates (completed at least first 5B programme)[3] M+W	Men	Women	Not graduated from 5B level but re-oriented with success at 5A level
		5A	5B	(1)	(2)	(3)	(4) = 100-(1)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Australia	Cross-section	2005-07	m	m	m	m	m	82	74	88	m	m	m	m	m
Austria	Cross-section	2006-08	m	m	m	m	m	65	63	67	m	m	m	m	m
Belgium (Fl.)	True cohort	2007-08	2007-08	73	66	79	27	69	62	76	4	73	65	79	1
Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Chile	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Czech Republic	True cohort (ISCED 5A), cross-section (ISCED 5B)	2001	2001	72	64	78	28	75	67	83	m	59	49		
Denmark	True cohort	2000-01	2000-01	81	78	84	19	80	77	83	3	68	68		
Estonia	m	m	m	m	m	m	m	m	m	m	m	m	m		
Finland	True cohort	2000	a	76	66	83	24	76	66	83	a	a	a		
France	Longitudinal survey	2002-09	2002-09	80	m	m	20		m	m	14	73	m		
Germany	True cohort (ISCED 5A), cross-section (ISCED 5B)	1999-2002	2008-09	m	m	m	m	75	73	77	a	75	71		
Greece	m	m	m	m	m	m	m	m	m	m	m	m	m		
Hungary	Cross-section	2006-07 / 2009-10	2009-10	53	48	56	47	48	45	50	m	42	33		
Iceland	m	m	m	m	m	m	m	m	m	m	m	m	m		
Ireland	m	m	m	m	m	m	m	m	m	m	m	m	m		
Israel	m	m	m	m	m	m	m	66	62	70	m	m	m		
Italy	m	m	m	m	m	m	m	m	m	m	m	m	m		
Japan	Cross-section	2004-06	2008	90	87	92	10	91	88	95	m	87	86		
Korea	m	m	m	m	m	m	m	m	m	m	m	m	m		
Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m	m		
Mexico	Cross-section	2007-08	2009-10	66	61	72	34	67	61	72	m	62	58		
Netherlands	True cohort	2003-04	a	72	65	78	28	72	65	78	m	m	m		
New Zealand	True cohort	2004	2004	59	56	61	41	66	65	67	5	45	41		
Norway	True cohort	1999-2000	1999-2000	59	52	64	41	59	52	64	m	59	55		
Poland	Cross-section	2006-09	2008-09	62	48	74	38	62	48	74	m	64	46		
Portugal	Cross-section	2006-10	2009	67	59	73	33	67	59	73	m	m	m		
Slovak Republic	Cross-section	2006-09	2008-10	71	m	m	29	71	m	m	m	76	68		
Slovenia	m	m	m	m	m	m	m	m	m	m	m	m	m		
Spain	Cross-section	2008-09	2007-10	m	m	m	m	72	70	84	m	73	71		
Sweden[4]	True cohort	2002-03	2002-03	53	53	53	47	48	48	48	5	50	49		
Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m		
Turkey	Cross-section	2007-08	2009-10	75	72	78	25	88	86	90	m	62	60	66	m
United Kingdom	Cross-section	2007-08	2007-08	72	m	m	28	79	m	m	m	53	57	51	m
United States[5]	Longitudinal survey	2003-04	2003-04	53	51	54	47	64	61	67	m	18	18	18	m
OECD average				68	62	72	32	70	65	74	m	61	53	60	m
EU21 average				69	61	73	31	69	62	73	m	59	52	60	m
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average				m	m	m	m	m	m	m	m	m	m	m	m

Danmark: 80%
Finland: 76%
Norge: 59%
Sverige: 48%
Island: -
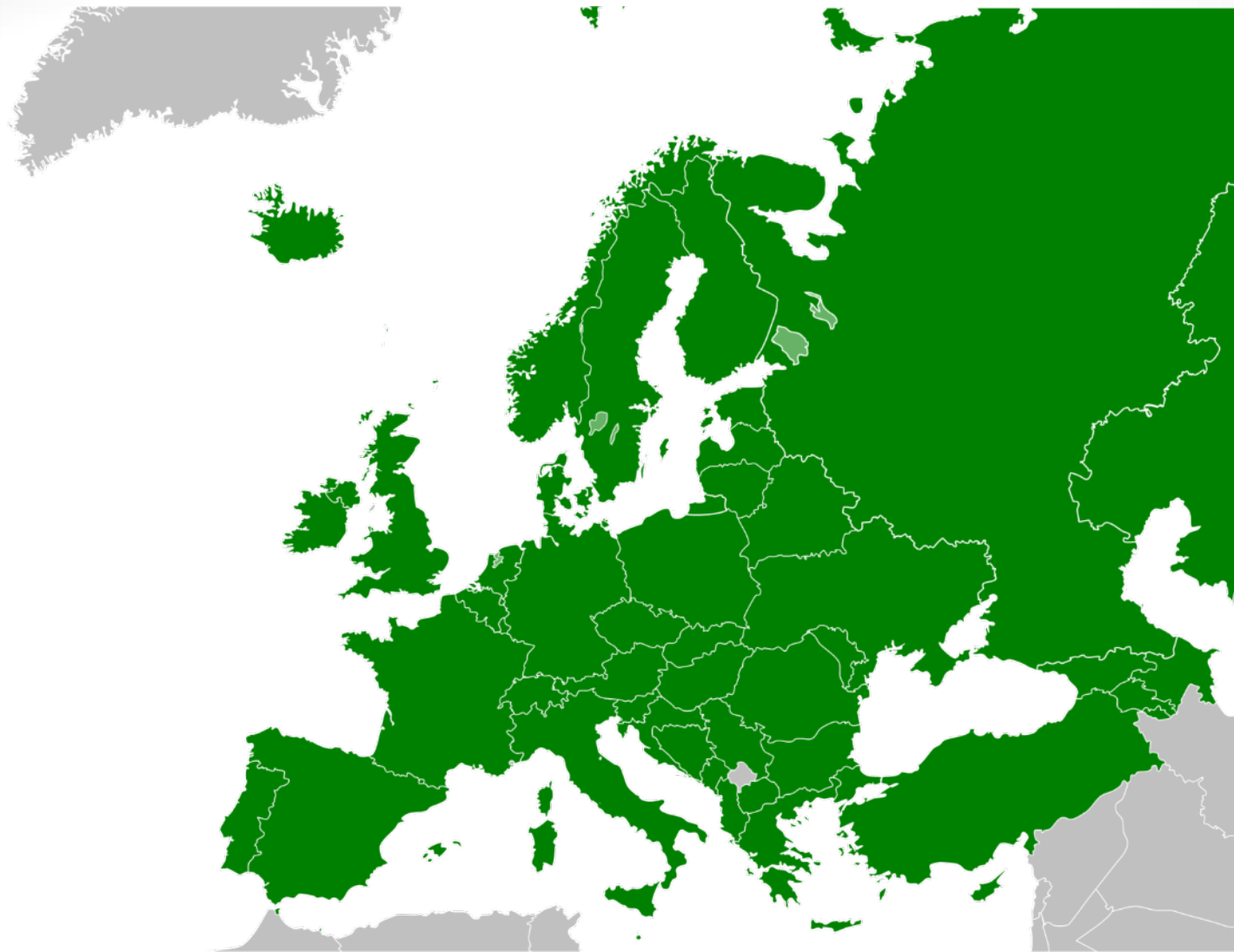
Changes in student behavior

With the world in their pockets

What do students expect from university studies?

- Academic

- Personal

- Social

Characteristics of generation Y

(Susanna Kultalahti, Universtiy of Vaasa):

- Generation Y were born 1979-1999
- Has experienced catastrophes, terrorism, technology
- Very care-taking parents
- Family, friends, and hobbies are very important
- The social generation
- Technology very important
- Work is not defining you as a person
- Works in order to live
- Comes to studies and work as a whole person

Generation Y

Factors Creating Motivation

- New interesting projects
- Nice community and physical environment
- Possibilities to grow
- Flexibility
- The possibility to combine work and family
- Happiness in private life
- Challenges at work, but not too difficult an not too hard
- Home and private life well organised

Factors Killing Motivation:

- To work with the same tasks for a long time, a fear of no progression
- Bad atmosphere
- Work that reduces your private life
- Bad management, bad leadership
- Lack of flexibility
- Lack respect and experiences of being listened to
- Negative effects on private life and health (lack of sleep, lack of time for hobbies)
- Lack of influence and information channels
- Unclear instructions

Summing up some trends

- More students in higher education.
- Increase in student mobility.
- Relatively high entrance age and lack of balance between genders.
- More pressure on completion rates and student progression.
- Stronger international competition.
- High digital accessibility and digital competence among the students.
- More use of multiple digital platforms in the learning process is expected.
- Generation Y has entered the universities.

Future students – who are they?

- The noble art of clairvoiance ☺

Questions in pairs

- What in your opinion are the future trends in the student population your country?

- Denmark
- Norway
- Sweden
- Finland
- Iceland

What kind of opportunities and challenges do administrators and guidance and career counsellors foresee?

For example:

- Increased number of students per counsellor
- Increased immigration, especially well educated refugees
- More focus on equality, including environment, prevent discrimination, broad recruitment/broad participation.
- More options for students/young people
- Increased number of students with health issues.
- Increased mobility

Group discussion

Regarding Opportunities and Challenges;

How have and can guidance & career counsellors and administrative staff prepare for the next generation of students?