

To be or not to be consumers

the imperfect alignment of English higher education marketization
policy and the narratives of first year university students

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Presentation outline

- The project
- Focus of the paper
- ‘Variables’
- Some findings

The UK-SA project

- Chemistry, Chemical Engineering (relations between knowledge, pedagogy and student identity)
- Longitudinal, mixed-methods, multiple sites
- This paper:
 - Interim
 - ONLY students
 - ONLY 1st year
 - ONLY UK

	Chemistry	Chemical Engineering	Total
University 1	14 (9BSc, 5MSc) (9 Female, 5 Male)	16 (9BEng, 7MEng) (1 Female, 15 Male)	30 (18B, 12M) (10 Female, 20 Male)
University 2	17 (12BSc, 5 MSc) (6 Female, 11 Male)	19 (14BEng, 5MEng) (10 Female, 9 Male)	36 (26B, 10B) (16 Female, 20 Male)
Total	31 (21BSc, 10MSc) (15 Female, 16 Male)	35 (23BEng, 12MEng) 11 Female, 24 Male)	66 (44B, 22M) (26 Female, 40 Male)

Focus

- Marketizing HE provision in England
 - Students as consumers
 - Market institutions and devices



- Student narratives
- Teaching and learning processes

Data categories / 'Variables'

Employability orientation

- Specific
- General
- No

Paying fees - exp

- External
- Internal
- General

Rationale of debt

- Rationalisation
- Normalisation
- Necessity

Rankings orientation

- Positive
- Mixed
- No

Uni responsibility

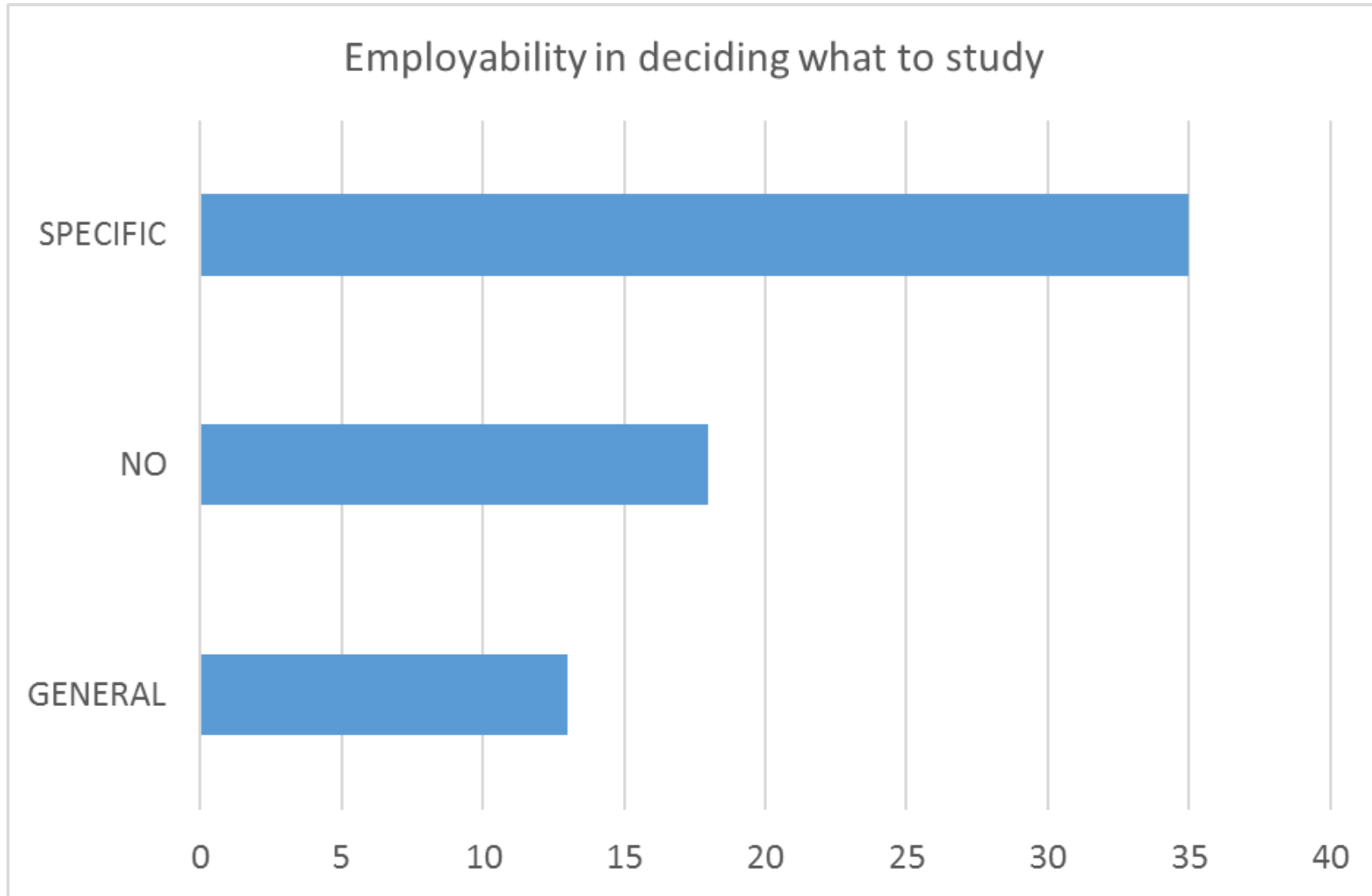
- Teaching
- Wellbeing
- Resources
- Safety
- Employability
- Diversity

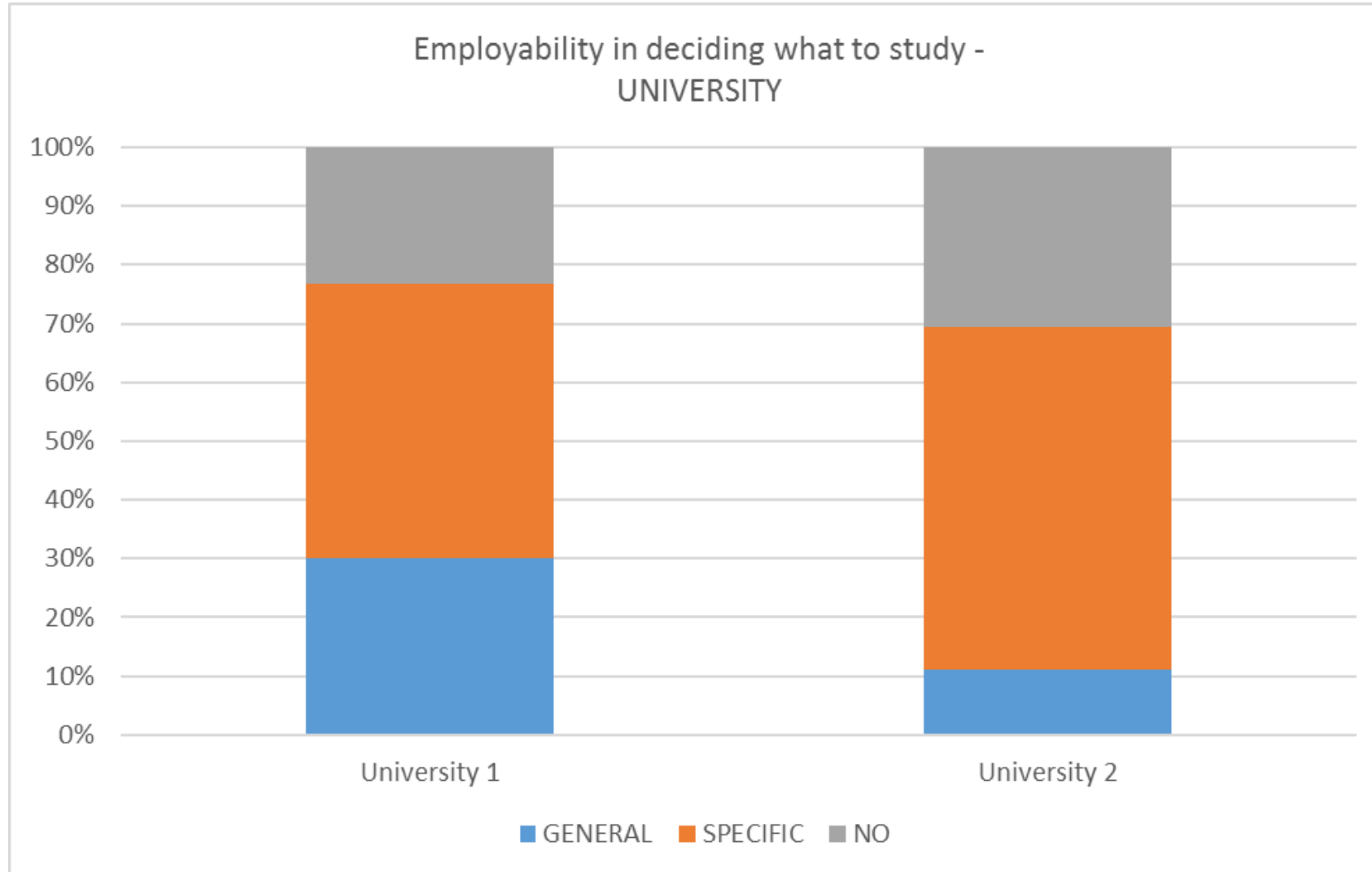
Assessment

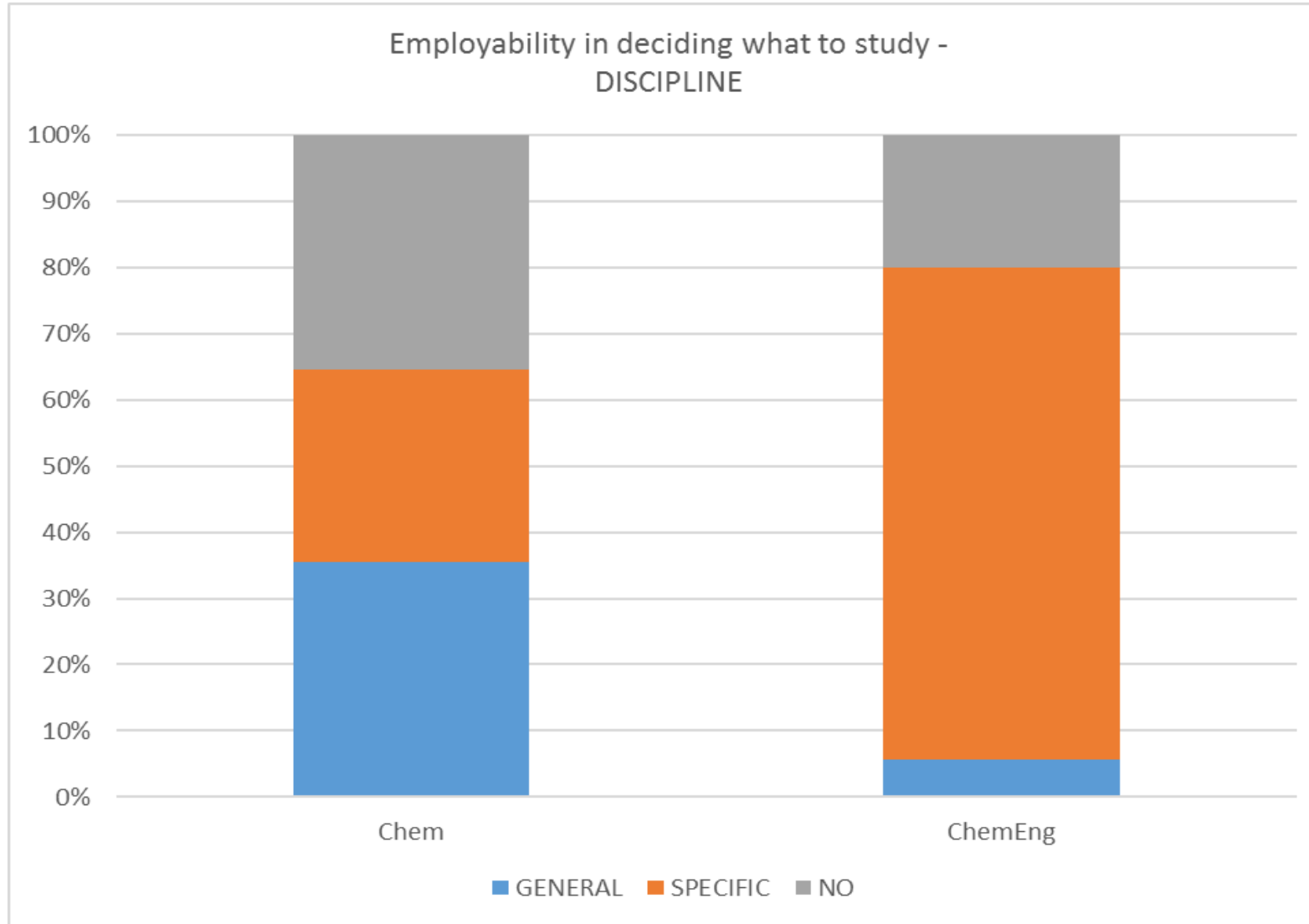
- Monitors learning
- Improves learning
- Engagement with knowledge
- Exam preparation
- Certification and marks

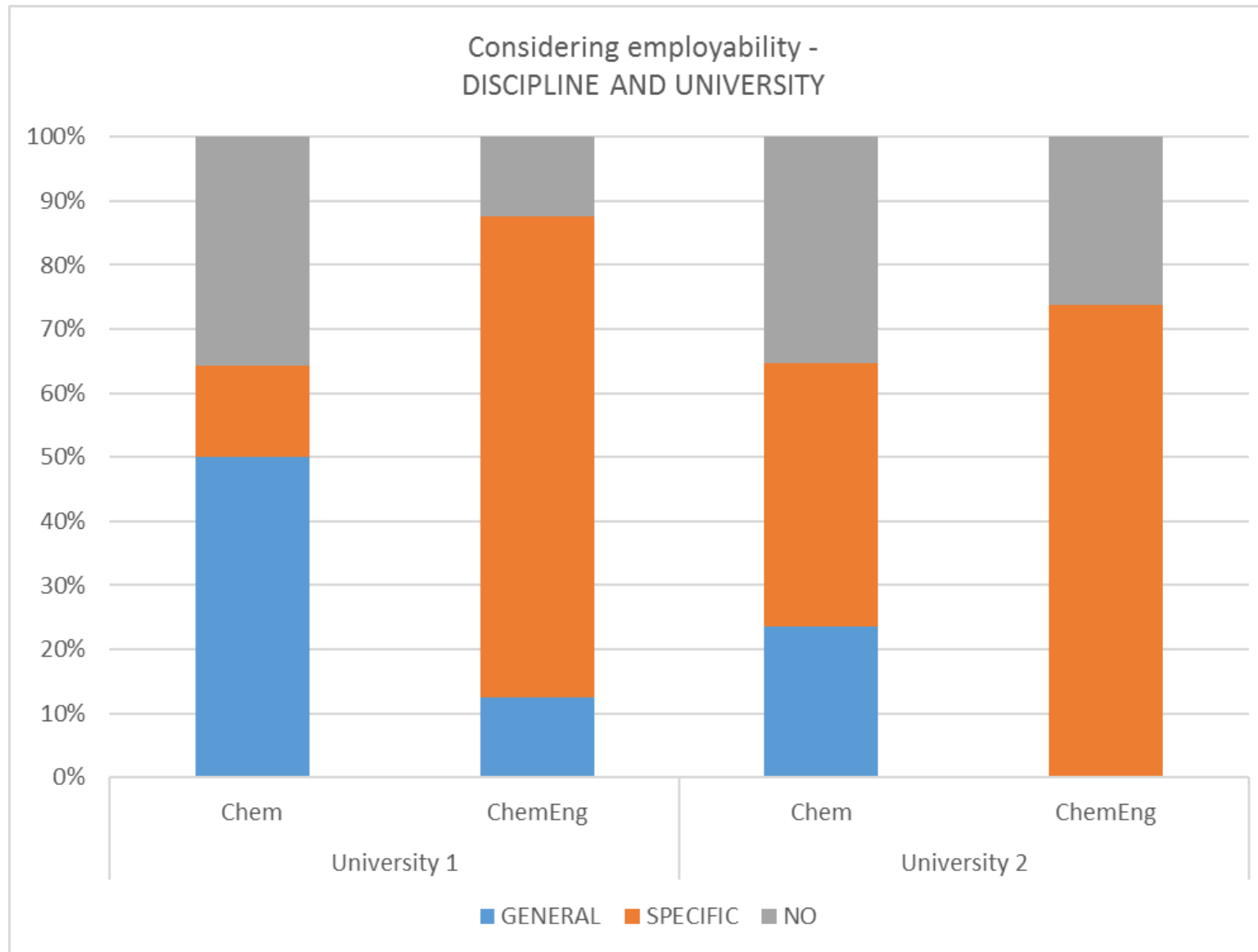
Some findings

1. Employability

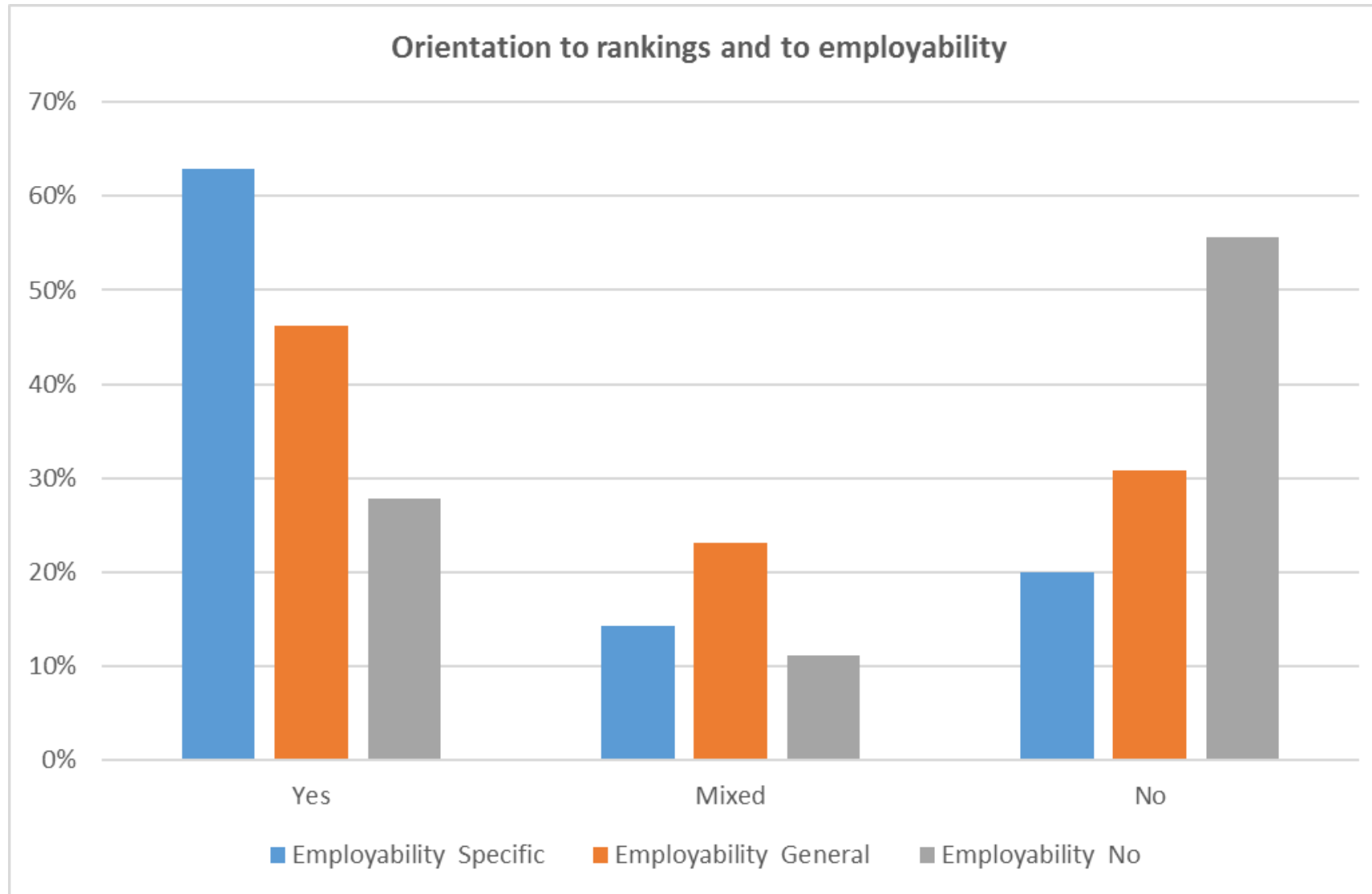


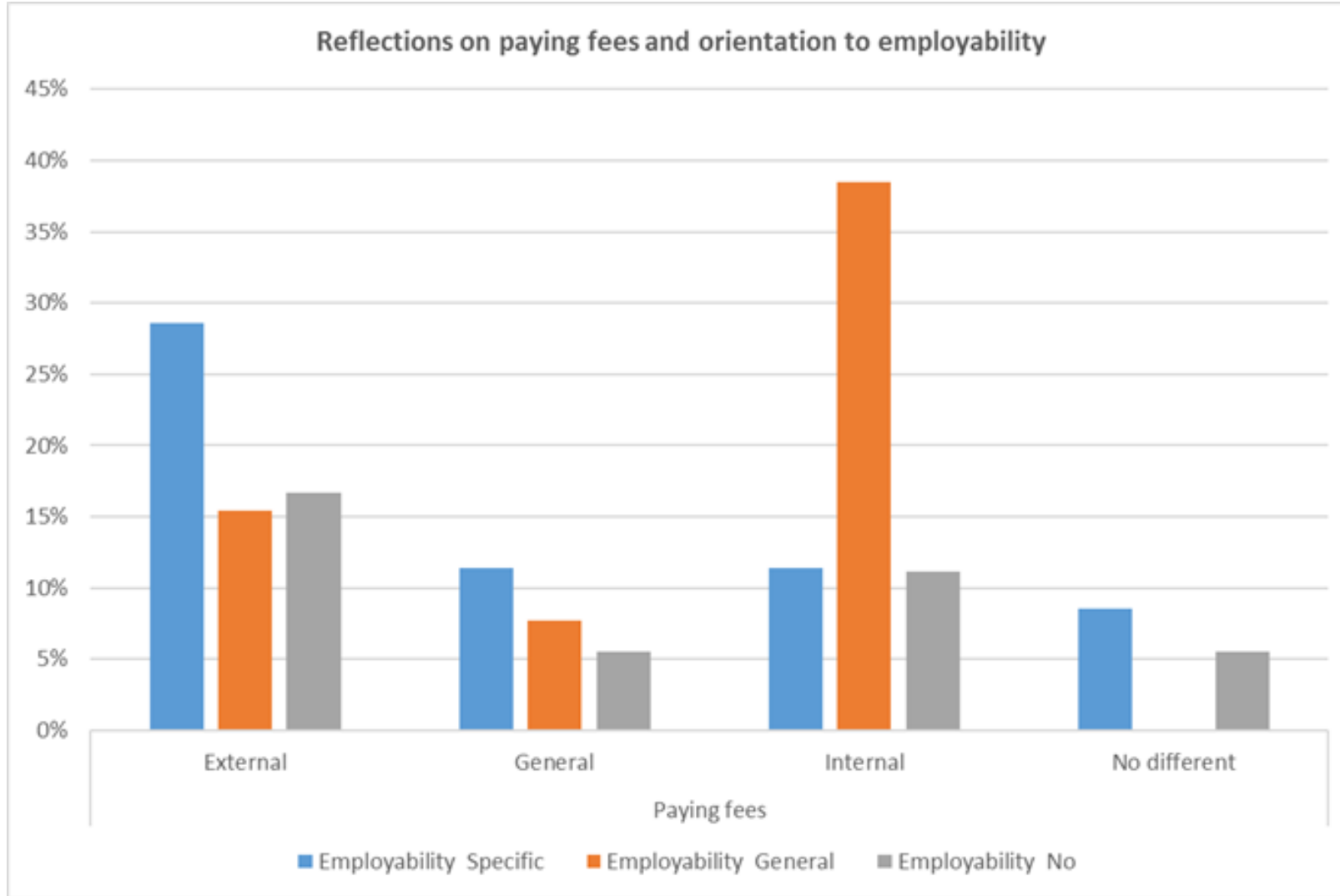






2. Student consumers





- No very big differences in terms of students consumers in comparison to non-consumers for
 - Perceived university responsibility
 - Assessment (our teaching and learning variable)

3. Who is doing what

- Around half of students were classified as consumers
 - There seemed to be some differences between students consumers and non-consumers
 - But only around half of those (in some cases more in some less) showed examples of 'market logic'
 - Student background mattered; as well as their discipline of study
 - Question on how this translates into teaching and learning process
- Students reported noticing and using market devices after being introduced to them by universities
 - Universities important actors of instituting the HE provision market
- Conclusions are hard in terms of temporality, background and disciplines
 - But constructing student consumers seems to be in line with processual and dynamic construction of HE markets

Thank you for your attention.