

# What do students do in higher education? Researching higher education as students' academic self-formation, 15 July 2021



00:27:52 glen chatelier: Do you see tensions between self-formation and self affirmation among international students given that they enter the broader foreign cultures and encounter new academic cultures with other learners and their thesis advisors?

00:28:20 Simon Marginson: And South Korea has 50 million people. So not all at all.

00:28:30 Simon Marginson: not small at all

00:30:38 Yusuf Ikbal Oldac: Now that we know you are studying academic self-formation, could you please elaborate on what non-academic self-formation could be? How did you decide on choosing the academic aspect of self-formation and while making that decision, which aspects did you decide on dropping out?

00:33:58 Nitya Timsina: I have a question...if there is time.

00:39:29 Simon Marginson: It is time to start thinking about your questions for Soyoung, and/or statements you might want to make about academic self-formation. Put your thoughts in the Chat!

00:40:25 Diana Laurillard: Your hyps assume very positive approaches to self-formation by students, but suppose there are many, maybe most, students who show very little 'agency' etc? Perry, Marton and other's work would suggest quite inappropriate approaches to learning, for example. I wonder if you would get more out of a phenomenographic approach, at least in part? Then move to developing hypotheses?

00:43:20 Diana Laurillard: - Actually I can now see that you are enabling other student approaches to emerge from the methods you adopt.

00:50:45 Paul Ashwin: If we are going to focus on how students self-form through their engagement with knowledge, do we not also need to consider the educational intentions of the programmes they are studying? How does this relate to your concern with others 'imposing' their ends onto to students? Isn't part of engaging with education, the idea that others will help you to redefine your project?

00:52:27 Lauren Bolz: Could you speak more about whether you think that international students approach higher education with self-formation in mind? How do you think this has changed with the massification of HE?

00:59:07 Amina ZiDi: thank you so much

00:59:12 Amina ZiDi: very interesting

01:02:29 Jisun Jung: A simple question: How many participants are planning to interview further and with what criteria? Will you consider their majors? (Academic self formation will be differently shaped by their field of knowledge.)

01:05:37 Yusuf Ikbal Oldac: Thank you for elaborating on my question, Soyoun. Very helpful.

01:07:39 C. Sanger: Non-academic self-formation might be more what are sometimes referred to as transferable skills - teamwork and so on

01:07:48 Xiaoshi Li: How would you see the possible conflict of credentialism and devaluation of academic capital in the labour market and its impact on academic self-formation?

01:08:55 C. Sanger: Anything on the self-formation of staff (perhaps retrospectively...)?

01:09:35 Diana Laurillard: I thought Yusuf's question about self affirmation among international students was interesting, because those students do have an additional pressure or challenge to negotiate in having to fit their own 'project' into the demands of an unfamiliar HE culture. It's worth considering international students as an important sub-group, and self affirmation might be a critical concept to use for that, for the reasons Yusuf suggests.

01:10:42 glen chatelier: Seyoung Lee, I would recommend that you explore further self affirmation as agency of self formation (Abraham Maslow - hierarchy of needs in individuals)

01:11:42 CGHE Webinars: Thank you for joining us today. A recording of this session will be on the CGHE site tomorrow morning: <https://www.researchcghe.org/events/cghe-seminar/what-do-students-do-in-higher-education-researching-higher-education-as-students-academic-self-formation/>

01:12:03 Victorița Trif: Thank you!

01:12:23 Woon Chin Yeong: Thanks for a wonderful session. It's night time here in Malaysia. Will see everyone in the next round. :)

01:13:04 Yanju Shao: Thank you !

01:13:11 CGHE Webinars: Our next webinar will be on Tuesday, 'Stability and change in academic work and departments'. You can register here: <https://www.researchcghe.org/events/cghe-seminar/stability-and-change-in-academic-work-and-departments/>

01:13:39 CRISTINA CARVALHO: Thank you, Soyoung! It is a wonderful research! Congratulations, you and Simon.

01:13:43 Paul Ashwin: Thanks Soyoung, let's sort out a time to discuss this further.

01:16:00 YoungHoon Koh: Thank you very much for sharing this interesting research, Soyoung!

01:16:41 Victorița Trif: Thank you!

01:18:01 Jisun Jung: thank you!

01:18:13 Lili Yang: Thank you!

01:18:28 Carmen Sepúlveda: Thanks you very much for your presentation applying Archer's model. From Chile

01:18:31 Yusuf Ikbal Oldac: Thank you, look forward to discussing more!

01:18:40 Lilan Chen: thanks a lot!

01:18:44 Diana Laurillard: Very interesting study, Soyoung, thank you.

01:18:45 Yushan Xie: Thank you very much Soyoung! Very informative presentation👍👍👍

01:18:58 C. Sanger: Thank you.

01:19:02 Shawna Tucker: Thank you Soyoung! Excellent presentation!