Constructing the Higher Education Student

Gupta, Achala, Brooks, Rachel

Published by Bristol University Press

Gupta, Achala and Rachel Brooks.
Constructing the Higher Education Student: Perspectives from across Europe.
Project MUSE. muse.jhu.edu/book/101188.
Notes

Chapter 1

1 Source: Eurydice (2017).

2 In Poland, there were no documents available from any employers’ organisation, so only 12 Polish policy documents were analysed, rather than the 16 from each of the other countries.

3 The information provided in the table is from relevant national sources, and related to the period from 2011 to 2016. For Spain and Germany, the information is based on paid circulation whereas for other countries it is overall circulation.

4 The main differences between the two types of newspapers are related to the content. Tabloids devote a lot of attention to the personal and private lives of people and to topics such as sports, scandal, and popular entertainment, whereas broadsheets focus more on the public side of life and topics related to politics, economics and society (Sparks, 2000).

5 We also conducted an analysis of university websites. This is not drawn upon in this book, but details are available in Lažetić (2019).

6 We chose to exclude both postgraduates and international students from the sample, on the grounds that they may well have different perspectives, which would make it harder to make comparisons across HEIs and countries.

Chapter 3

1 ‘No-platforming’ is the practice of preventing someone – either through policy or through protest – from spreading their ideas via a particular event or other means of communication. The term has often been applied to when invitations to speak at an event have been rescinded.

2 A ‘trigger warning’ is a statement at the start of a piece of writing, video or class alerting the reader, viewer or participant to the fact that it contains potentially distressing material.

3 Here, they were referring to the legacy of the UK prime minister, Margaret Thatcher, who was in power from 1979–1990.

Chapter 4

1 English theologian, John Henry Newman (1858), argued that university education should be about pursuing intellectual interests, not for any instrumental purpose, but as an end in itself (see Chapter 1).

Chapter 6

1 Interestingly, despite indications that student debt can have a substantial impact on subsequent life-course trajectories, including on mental health (De Gayardon et al, 2018), very few of our participants made any reference to this, even in England where students typically complete their HE with a high level of debt.

2 As the full texts of the Polish speeches were not publicly available, news reports from the Ministry of Science and Higher Education have been used which contain lengthy quotations from ministerial speeches.

3 Those categorised under ‘Teaching’ often conducted research as well; our sampling strategy was to choose people who had a reasonable amount of contact with students through their own teaching, unless they were in a leadership/professional services role.