UNDERSTANDING STUDENT EXPERIENCES OF HIGHER EDUCATION

NEGOTIATING LEARNING AND IDENTITY IN HIGHER EDUCATION

Access, Persistence and Retention

Edited by Bongi Bangeni and Rochelle Kapp

BLOOMSBURY

'A must read for anyone in higher education. While the research is located in the specific context of the University of Cape Town, it speaks to global issues of access and retention, and the often conflicting intersections of race, gender, class, culture, home, school, and language as experienced by young working class students attempting to navigate what the authors aptly call the "labyrinth" of a university education. The book presents both a compelling challenge and ways forward to change institutional structures, support programs, and pedagogies to better support students' academic and psycho-social growth throughout their years of study.'

Anne Herrington, Distinguished Professor of English Emerita, University of Massachusetts Amherst, USA

'The longitudinal studies in Kapp and Bangeni's groundbreaking collection show how student identities cannot be fixed as "disadvantaged" or "first generation", but instead are negotiated over time in institutional spaces mediated by discipline-specific practices.'

Jonathan Trimbur, Professor, Emerson College, USA

While access to higher education has increased globally, student retention has become a major challenge. This book analyses various aspects of the learning pathways of black students from a range of disciplinary backgrounds at a relatively elite, English-medium, historically white South African university. The students are part of a generation of young black people who have grown up in the new South Africa and are gaining access to higher education in unprecedented numbers. Based on two longitudinal case studies, *Negotiating Learning and Identity in Higher Education* makes a contribution to the debates about how to facilitate access and graduation of working-class students. The longitudinal perspective enabled the students participating in the research to reflect on their transition to university and the stumbling blocks they encountered in their senior years. The contributors show that the school-to-university transition is neither linear nor universal. Students had to negotiate multiple transitions at various times and both resist and absorb institutional, disciplinary and home discourses.

The book describes and analyses the students' ambivalence as they straddle often conflicting discourses within their disciplines; within the institution; between home and the institution; and as they occupy multiple subject positions that are related to the boundaries of place and time. Each chapter also describes the ways in which the institution supports and/or hinders students' progress, explores the implications of its findings for models of support and addresses the issue of what constitutes meaningful access to institutional and disciplinary discourses.

Bongi Bangeni is Senior Lecturer at the Centre for Higher Education Development, University of Cape Town, South Africa, and is a Mandela Fellow at the Hutchins Center for African and African American Research, Harvard University, USA.

Rochelle Kapp is Associate Professor in the School of Education at the University of Cape Town, South Africa.

Contributors: **Elmi Badenhorst, Tracy S. Craig, Ermien van Pletzen, Robert Prince, June Pym, Viki Janse van Rensburg, Kate le Roux and Judy Sacks**.

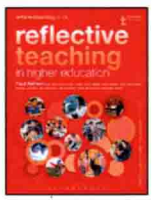
EDUCATION

www.bloomsbury.com

ISBN 978-1-350-00019-3

9 781350 000193 90100

Also available from Bloomsbury



NEGOTIATING LEARNING AND IDENTITY IN HIGHER EDUCATION

Edited by
Bangeni and

Negotiating Learning and Identity in Higher Education

Access, Persistence and Retention

Edited by Bongi Bangeni and Rochelle Kapp

常州大学山书馆
藏书章

Bloomsbury Academic
An imprint of Bloomsbury Publishing Plc

BLOOMSBURY
LONDON • OXFORD • NEW YORK • NEW DELHI • SYDNEY

Bloomsbury Academic
An imprint of Bloomsbury Publishing Plc

50 Bedford Square
London
WC1B 3DP
UK

1385 Broadway
New York
NY 10018
USA

www.bloomsbury.com

BLOOMSBURY and the Diana logo are trademarks of Bloomsbury Publishing Plc

First published 2017

© Bongi Bangeni, Rochelle Kapp and Contributors, 2017

Bongi Bangeni, Rochelle Kapp and Contributors have asserted their right under the Copyright, Designs and Patents Act, 1988, to be identified as Authors of this work.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage or retrieval system, without prior permission in writing from the publishers.

No responsibility for loss caused to any individual or organization acting on or refraining from action as a result of the material in this publication can be accepted by Bloomsbury or the author.

British Library Cataloguing-in-Publication Data
A catalogue record for this book is available from the British Library.

ISBN: HB: 978-1-3500-0019-3
ePDF: 978-1-3500-0020-9
ePub: 978-1-3500-0021-6

Library of Congress Cataloging-in-Publication Data
A catalog record for this book is available from the Library of Congress.

Series: Understanding Student Experiences of Higher Education

Typeset by Deanta Global Publishing Services, Chennai, India
Printed and bound in Great Britain

此为试读,需要完整PDF请访问: www.ertongbook.com

Negotiating Learning and Identity in Higher Education

Understanding Student Experiences of Higher Education

Edited by Paul Ashwin and Manja Klemenčič

As the number of students attending higher education has increased globally, there has been an increasing focus on student experiences of higher education. Understanding how students experience higher education in different national, institutional and disciplinary settings has become increasingly important to researchers, practitioners and policymakers.

The series publishes theoretically robust and empirically rigorous studies of students' experiences, including a broad range of elements such as student life, engagement in degree courses and extracurricular activities, experiences of feedback and assessment, student representation and students' wider lives. It offers a richer understanding of the different meanings of being a student in higher education in the twenty-first century.

Forthcoming in the series

Understanding Experiences of First Generation University Students, edited by Amani Bell and Lorri J. Santamaría
Everyday Mobilities in Higher Education, Kirsty Finn, Mark Holton and Kate Carruthers Thomas

Also available from Bloomsbury

Academic Identities in Higher Education, edited by Linda Evans and Jon Nixon
Reflective Teaching in Higher Education, Paul Ashwin

To our students, whose stories have humbled and inspired us. We are deeply grateful for all we have learnt from your journeys.

Series Editors' Foreword

The 'Understanding Student Experiences in Higher Education' book series publishes theoretically robust and empirically rigorous studies of students' experiences of contemporary higher education. The books in the series are united by the belief that it is not possible to understand these experiences without understanding the diverse range of people, practices, technologies and institutions that come together to form them. The series seeks to locate students' experiences in the context of global changes to higher education and thereby to offer a rich understanding of the different global and local meanings of being a student in higher education in the twenty-first century.

Negotiating Learning and Identity in Higher Education is the first book to be published in the series and brilliantly exemplifies many of the things that we are trying to achieve in the series as a whole. In providing a qualitative and longitudinal lens on students' experiences of entering, studying and progressing through higher education, it provides a rich picture of the ways that students' identities and experiences intertwine. That the focus is on black, working-class students studying in an elite historically white South African university heightens the importance of answering the book's central questions of how these students can gain meaningful access to institutional and disciplinary discourses, how the existing knowledge and resources that students bring with them into higher education can be recognized and valued, and how to address the practices and structures that marginalize these students. The fine-grained and in-depth analysis of students' experiences in relation to these questions makes this a book that is concerned with the profoundly educational challenge of how we help all students to gain access to powerful forms of disciplinary and professional knowledge that can transform their understandings of the world and how they can change it. While these concerns have particular resonance for the South African context in which universities play a crucial role in addressing the legacy of apartheid, the book shows that addressing such concerns is equally important for higher education globally. The book makes an important contribution to the global discussion on access to higher education, students' persistence and progress, and how students from different backgrounds negotiate learning

and identity. In providing such powerful accounts of students' individual and collective experiences of their learning journeys, *Negotiating Learning and Identity in Higher Education* makes an important and timely contribution to our understanding of contemporary higher education.

Paul Ashwin and Manja Klemenčič
Series Editors

此为试读，需要完整PDF请访问：www.ertongbook.com

Notes on Contributors

Elmi Badenhorst is Senior Lecturer in the Department of Health Science Education at the University of Cape Town, South Africa. She convenes an academic development programme for medical students and has extensive teaching and development experience in this field. She has published in the areas of academic development, student experience and cognition.

Bongi Bangeni is Senior Lecturer in the Centre for Higher Education Development, University of Cape Town, South Africa, and is a Mandela Fellow at the Hutchins Center for African and African American Research at Harvard University, USA. She has published in the areas of writing and identity, the development of discipline-specific literacies, and students' transitions from undergraduate to postgraduate spaces of engagement.

Tracy S. Craig is Senior Lecturer of Mathematics in the Academic Development Programme at the University of Cape Town, South Africa. She teaches mathematics in the Faculty of Engineering and the Built Environment and has published in the areas of mathematics education, engineering education and academic development.

Viki Janse van Rensburg has recently retired from the Education Development Unit of the Faculty of Health Sciences, University of Cape Town, South Africa, where she worked in the areas of student learning, curriculum development and staff development. She has published in the areas of teaching and learning, assessment and student experiences of the transition to higher education.

Rochelle Kapp is Associate Professor in the School of Education at the University of Cape Town, South Africa. She has extensive teaching and development experience in the fields of language and literacy education and has led a number of academic development projects. She has published in the areas of language and literacy practices, student experience and the politics of English.

Kate le Roux is Senior Lecturer in Language Development in the Academic Development Programme at the University of Cape Town, South Africa. Her research and teaching is located at the intersection of language, mathematics and the learning of disciplinary knowledge in science and engineering, with a particular focus on access, identity and power in the higher education context.

June Pym has recently retired as Associate Professor and Director of the Education Development Unit (Commerce) at the University of Cape Town, South Africa, and has extensive experience working with students from disadvantaged backgrounds. She has published in the area of first-generation student experiences of higher education and teaching and learning.

Judy Sacks lectures in the postgraduate teacher education programme in the School of Education at the University of Cape Town. Her research interests are in tertiary student experience, teacher development and language and literacy education.

Ermien van Pletzen is Associate Professor and Director of the Academic Development Programme at the University of Cape Town, South Africa. She has taught and engaged in educational development in the Humanities and Health Sciences Faculties and has published in the areas of language and literacy, public health and disability studies.

Robert Prince is Senior Lecturer in the Centre for Higher Education Development at the University of Cape Town, South Africa. He has extensive teaching and development experience in the fields of mathematics and quantitative literacy education as well as in educational testing and has published in the areas of quantitative literacy practices and educational testing.

Acknowledgements

This research was made possible by many years of collaboration across disciplinary boundaries with our research group colleagues who work tirelessly to ensure access for students from disadvantaged backgrounds: Moeain Arend, Elmi Badenhorst, Bonani Dube, Tracy Craig, Busayo Ige, Judy Sacks, Viki Janse van Rensburg, Kate le Roux, Robert Prince, June Pym and Ermien van Pletzen.

Longitudinal research requires stamina and the research group was fortunate to have the support of many friends and colleagues. Bonani Dube, Judy Sacks, Thobela Bixa, Sean Samson and Zulpha Geyer engaged in research assistance with sensitivity and enthusiasm. Glynis Lloyd provided superb editorial assistance and advice. Shirley Rix transcribed accurately and efficiently and kept reminding us of the importance of sharing the students' journeys. Cheryl Brown, Kay McCormick, Mugsy Spiegel and Kevin Williams helped us with data analysis. Veronica Twynam, Leigh Wentzel and Janine Peters fielded our many finance and administration requests with good grace. Jane Hendry decoded our obscure requests and provided the institutional statistics we didn't know we needed. We are particularly grateful to the following colleagues for their critical feedback and friendship over many years: Pam Christie, Brenda Cooper, Kathy Erasmus, Erica Gillard, Natasha Gordon-Chipembere, Lesley Greenbaum, Anne Herrington, Dave Johnson, Carolyn McKinney, Ian Scott, Suellen Shay, Crain Soudien, Lucia Thesen and John Trimbur. Camilla Erskine, Maria Giovanna Brauzzi, Paul Ashwin and Maria Klemenčič have all provided expert guidance.

This research would not have been possible without the financial support of the A.W. Mellon Foundation, the National Research Foundation and the University of Cape Town. We are indebted to Professor Stuart Saunders for his unflinching support of the research project.

Last, but not least, Bongi and Rochelle are grateful to their families for their unwavering support and love. Bongi thanks her mother, Nosipo, her sisters Nwabisa and Langelihle Nkabinde and Rochelle thanks her husband Kelwyn Sole and her parents, Rene and Eddie.

We gratefully acknowledge permission to republish: Kapp, R. and Bangeni, B. (2011), 'A Longitudinal Study of Students' Negotiation of Language, Literacy and Identity', *Southern African Linguistics and Applied Language Studies*, 29(2): 197–208 and to use material from: Kapp, R., Badenhorst, E., Bangeni, B., Craig, T.S., Janse van Rensburg, V., le Roux, K., Prince, R., Pym, J. and van Pletzen, E. (2014), 'Successful Students' Negotiation of Township Schooling in Contemporary South Africa', *Perspectives in Education* 32(3): 50–61.

Bongi Bangeni and Rochelle Kapp

Contents

Series Editors' Foreword viii
Notes on Contributors x
Acknowledgements xii

Introduction : Conceptualizing Access, Persistence and Retention
Rochelle Kapp and Bongi Bangeni 1

1 Students' Negotiation of Learning and Identity in Working-class Schooling *Rochelle Kapp, Elmi Badenhorst, Bongi Bangeni, Tracy S. Craig, Viki Janse van Rensburg, Kate le Roux, Robert Prince, June Pym and Ermien van Pletzen* 17

2 'Closing the Gap': Three Mathematics Students Talk about their Transitions to and through their Undergraduate Degrees in the Sciences *Kate le Roux* 31

3 'Going Nowhere Slowly': A Longitudinal Perspective on a First-generation Woman Student's Withdrawal from University *Judy Sacks and Rochelle Kapp* 61

4 Humanities Students' Negotiation of Language, Literacy and Identity *Rochelle Kapp and Bongi Bangeni* 79

5 The Role of Religion in Mediating the Transition to Higher Education *Bongi Bangeni and June Pym* 95

6 A Longitudinal Account of the Factors Shaping the Degree Paths of Black Students *Bongi Bangeni* 109

7 Enabling Capabilities in an Engineering Extended Curriculum Programme *Tracy S. Craig* 133

8 The Impact of Previous Experiences and Social Connectedness on Students' Transition to Higher Education *June Pym and Judy Sacks* 155

Conclusion: Exploring the Implications of Students' Learning Journeys for Policy and Practice *Bongi Bangeni and Rochelle Kapp* 181

Index 189

此为试读,需要完整PDF请访问: www.ertongbook.com