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Titolo	First-in-Family Students, University Experience and Family Life [[electronic resource] ] : Motivations, Transitions and Participation / / by Sarah O'Shea, Josephine May, Cathy Stone, Janine Delahunty
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Soggetti	Educational sociology Higher education Educational sociology Education and sociology Social structure Equality Career education Social groups Family Sociology of Education Higher Education Social Structure, Social Inequality Career Skills Sociology of Family, Youth and Aging
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Nota di contenuto	PART I -- Chapter 1. Setting the Scene -- Chapter 2. The Lack of What ...?: First-in-Family Learners and their University Experience -- Chapter 3. Disrupting the Deficit: Beyond Notions of Lack for First-in-Family Students -- Chapter 4. What Am I Waiting For? -- PART II -- Chapter 5. Trailblazing: Motivations and relationship impacts for first-in-family enabling students -- Chapter 6. The Online Student Experience: New Challenges for Engagement and Support -- Chapter 7. 'So How was Big

School Today?' Family Perceptions of HE Participation -- Chapter 8. Parents Managing University and Family Life -- Chapter 9. Motivated Men: First-in-Family Male Students -- Chapter 10. Concluding Thoughts.

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Sommario/riassunto

This book examines the university experiences of first-in-family university students, and how these students' decisions to return to education impact upon their family members and significant others. While it is well known that parental educational background has a substantial impact on the educational levels of family and dependents, it is unclear how attending university as a first-in-family student translates into the family and community of the learner. With the continuing requirements for higher education institutions to increase the participation of students from a range of diverse backgrounds and educational biographies, this is a major gap in understanding that needs to be addressed. Exploring how this university participation is understood at an individual, familial and community level, this book provides valuable insights into how best to support different student requirements. This book will be of great interest to students and researchers in the fields of education and sociology, as well as policy-makers in education and diversity initiatives.

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