

# **How diverse students perceive their transition to HE: exploring the role of the learning environment**

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## **Symposium abstract (150 words)**

The transition to HE has been discussed extensively in research, policy, and practice (Gale & Parker, 2014). Successful transition is increasingly seen as a shared responsibility between students and HE institutions (Schaeper, 2020). Yet, some research mainly focused on students' individual experiences of the first year and tend to disconnect the investigation from the learning environment. An interesting step forward in the understanding would be to consider these situational factors together with students' individual experiences (Quinlan, 2019).

With the proposed symposium, we aim to make sense of students' individual perceptions of their transition at the interface between students and the learning environment. By integrating research from four different countries, we investigate how students' experience their learning environment during their transition to HE (before and during the pandemic).

From a practical viewpoint we strive to foster teachers' and institutions' awareness concerning their roles in students' transition to HE.