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A Profile of Contemporary Students: Implications for Teaching and Learning

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Abstract

This paper addresses the following question: what is recent literature telling us about the identity and aspirations of university-bound youth in North America? Specifically, it asks: what has changed in the transition from adolescence to adulthood, what do young people believe and value, how prepared academically are they for university, and what are some potentially rewarding teaching strategies? While the generalizations offered will undoubtedly be the source of continuing debate, they flow from the following premise: the better faculty and administrators comprehend their students, the better equipped their institutions will be to enhance the undergraduate experience inside and outside the classroom.