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Abstract

In this paper it is suggested that the themes of alienation and engagement offer a productive alternative perspective for characterising the student experience of learning in higher education, compared to current dominant perspectives such as that offered by approaches to learning and related concepts. A conceptual and historical background of the concept of alienation is presented, followed by an overview of some contemporary perspectives. Drawing on this literature, a framework is then developed for characterising student learning. It comprises three categories, referring to the alienation resulting from 1. entering the higher education community, 2. fitting into the higher education community, and 3. staying in the higher education community. Each category has an associated set of theoretical tools that can be drawn upon in analysing this aspect of the student experience. (HRK / Abstract übernommen) Case, Jennifer M., E-Mail: jenni.case@uct.ac.za