

**The college fear factor**March 12 from 1-3 p.m.

In this presentation, Rebecca (Becky) Cox will explore a central problem of teaching and learning: gaps between faculty expectations of students and students’ actual performances. Drawing on her research inside classrooms, she will highlight students’ experiences and perspectives, including students’ preconceptions about “college” teaching and their own fears that they will prove inadequate as college students. These perspectives, in turn, help explain instances of student disengagement and counterproductive behavior.

**Register in advance for this meeting:**

<https://arizona.zoom.us/meeting/register/tZctdO-trjMqHtcVXdWdqMoARUkWS_7hsIxp>

After registering, you will receive a confirmation email containing information about joining the meeting.

**Beyond The college fear factor**March 19 from 1-3 p.m.

This interactive session will explore the instructional difficulties that arise from students’ fears and misconceptions about college. After considering the instructional implications of students’ conceptions (of learning, of the subject matter, and of college), participants will discuss and share practical strategies for identifying and addressing students’ fears and misconceptions in ways that further their learning goals for students.

**Register in advance for this meeting:**

<https://arizona.zoom.us/meeting/register/tZEvc-moqz4pHNDRfERsr8NDjCV3eII9G9h7>

After registering, you will receive a confirmation email containing information about joining the meeting

# Presented by Dr. Rebecca Cox

Dr. Rebecca Cox is an Associate Professor in the Faculty of Education at Simon Fraser University in Surrey, British Columbia. In 2011, she published ‘The College Fear Factor: How Students and Professors Misunderstand One Another’ after five years of interviews and observations. Dr. Cox is currently teaching both graduate and undergraduate students while continuing research. Research interests include postsecondary access, opportunity, and equity; enactment of educational reforms in relation to postsecondary access and opportunity; and teaching and learning in the postsecondary classroom, particularly for marginalized students.