

# Review of: "Between Avoidance and the Need to Learn: Emerging Dynamics in the First Weeks of Classes in Higher Education in Angola"

Paula Albuquerque<sup>1</sup>

<sup>1</sup> Pontifícia Universidade Católica do Rio de Janeiro

Potential competing interests: No potential competing interests to declare.

## 1. introduction:

- attendance during first week of class, how and why is this so valuable in higher education?
  - I would recommend to add a sentence or two to shortly explain the power of interaction and anamnesis to a successful students-teacher interaction afterwards. As cited at the beginning, it looks like this is not a so important issue in Angola's higher education

## 2. First contacts with higher education

- last sentence of the second paragraph: ... although some evidence suggests that student behavior **in** is particularly influenced by values and behaviors learned in secondary education (is this "in" necessary in that sentence?)

## 3. Methodology

- what do you mean by "focused understanding"?

## 4. Data Analysis

- was not clear to me if the categories were previously discussed or if the categories had arisen from the data being collected (post qualitative research - See Elizabeth Saint Pierre)

## 5. Bibliografia

- wrong ORDER ⇒ Li, X., Bergin, C., & Olsen, A. A. (2022). Positive teacher-student relationships may lead to better teaching. *Learning and Instruction, 80*. <https://doi.org/10.1016/j.learninstruc.2022.101581>
- check dates: TEXT AND BIBLIOGRAPHY
  - Svinicki, M., & McKeachie, W. J. (2011). *McKeachie's teaching tips: strategies, research, and theory for college and university teachers*. Cengage Learning. IN THE TEXT IT IS 2001
  - Lessard-Hébert, M., Goyette, G., & Boutin, G. (1996). *The qualitative research foundations and practices*. Ed News.
- Not in bibliography ⇒ Ferreira et al., 2011

- Not cited in the text:
  - Silva, N. M., & Dinis, S. P. (2018). O impacto da complexidade na gestão escolar e liderança educacional. In S. Viseu, A. Almeida, J. Lopes, C. Neves, C. Cruz, & C. Pires (Org.), *Política e Gestão da Educação Ibero-Americana: Tendências e Desafios. Livro de Atas do IX Congresso Luso-Brasileiro de Política e Administração da Educação* (pp. 55-67). Fórum Português de Administração Educacional.
  - Longino, H. (1990). *Science as social knowledge: Values and objectivity in scientific inquiry*. Princeton University Press.

---

*Overall a good work. Interesting and for sure a problem not only in Angola's educational system. Pleasant reading. I missed some more information about the faculty, their background, years of teaching, their view of the problem as well as what are the initiatives already in place (if any) to address such a structural practice.*