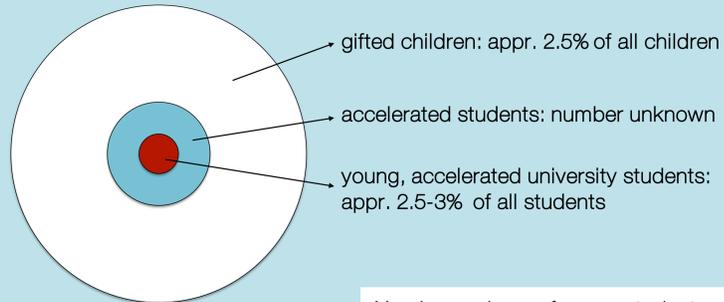


Accelerated Students at University: how do they do and what do you know of them?

Yolande Schuur

What do we know?

Gifted, accelerated and young university students



Accelerated students

Spend less than 12 years in primary and secondary education

Young students

Accelerated AND 17 years or younger at 01.01 in their first year

	14/15 y	16 y	17 y	Total
2015	3	29	827	858
2016	2	18	781	802
2017	3	19	843	843
Total	8	66	2.348	2.525

Systemic review of international literature on psychosocial well-being of accelerated university students*

Scores of accelerated students on domains of psychosocial well-being

Self-concept	At the same level as other (gifted) students
Psychological and socioemotional characteristics	More responsible, more independent, more open to change, less conventional, high internal locus of control
Peer relationships	67-100% were happy or felt respected
Extracurricular activities	34-72% participated in 1.9-4.9 activities
Family relationships	Around 80% felt supported
Satisfaction with acceleration	60-100% was satisfied or would do it again

* Schuur, Van Weerdenburg, Hoozeveld and Kroesbergen (under preparation). The psychosocial well-being of accelerated college and university students: a systematic review of the literature.

Developments in the Netherlands

Growing attention for giftedness and excellence

At secondary schools

- Network of 'begaafdheidsprofiel scholen'
- Attention for underachievers
- More students attend pre-university programs

At universities

- Ongoing development of pre-university options for secondary school students (including earning university credits)
- Honors programs and other excellence programs
- But: only Wageningen University mentions gifted students on website

New policy of Ministry of Education (08.02.16)

- Secondary schools are allowed to offer **accelerated and enriched VWO**
 - > 2016/2017: 24 schools
 - > 2018/2019: 34 schools
- Students can finish VWO in **5 years instead of 6 years**



2021/2022: first cohort of young students enters university

2022/2023: first cohort of accelerated students with advanced knowledge or experience (study abroad, university credits, internship) enters university

What do you know of these students?

Research topics & implications

1. What do you know of accelerated students?

Attitudes and experiences of student advisors
> electronic survey - autumn 2018

2. Are accelerated students like honors students?

Creative thinking, openness to experience, desire to learn, drive to excel, persistence, intelligence
> electronic survey - spring 2019

3. What is it like to be an accelerated and/or young university student?

How do they feel, how did they get there, what do they need?
> interviews - spring 2019

Regular presentations of results (newsletter, conference etc.)

Implications for practice

Should young and/or accelerated students be treated differently compared to regular aged students?

Should young and/or accelerated students be automatically accepted in an honors program?

What can you contribute to the well-being and academic achievement of young and/or accelerated students?