



A Comparative Discussion of First-Generation College Students in the USA with Preparatory Year Students in the Saudi Arabia with an Emphasis on eLearning

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Abstract

The extension of the theory, Cultural and Social Capital, (Pascarella, Pierson, Wolniak, & Terenzini, 2004) suggests that first-generation college students (in the United States these students are defined as those whose parents lack a college education themselves) are less prepared academically, socially and culturally to attend college. These parents are not prepared to guide their children through the process of choosing a college, applying for college nor prepare them for a corresponding career. The researchers suggest that this phenomenon may not be unique to the United States and that it is representative in other potential countries as well. Developed and developing programs have much to share with each other as they attempt to best prepare students across cultures and across curriculums who arrive at colleges and universities with less cultural capital and thusly less prepared than their peers. The ensuing discussion explores some pivotal points where the Student Support Services program common in the United States of America and the Preparatory Year Program instituted in the Kingdom of Saudi Arabis may share some approaches in common, may mark some distinct differences and may benefit from a greater knowledge of different approaches to acculturating students successfully into the overall college environment, especially the eLearning climate. The discussion is followed by a call for more exploratory research and comparative analysis to determine more areas ripe for global cooperation for the future of education across cultural boundaries.