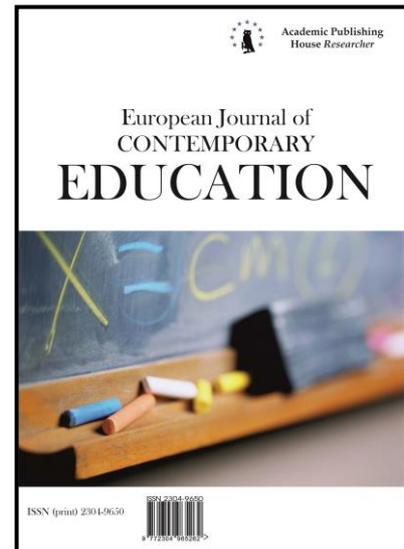




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Study of Implementation of Academic Rights by University Students: Problems and Trends

Galina M. Romanova^a, Marina M. Maznichenko^{a,*}, Svetlana V. Petrova^a

^a Sochi state university, Russian Federation

Abstract

The article presents the results of a study on the implementation of academic rights of university students (awareness of their rights, successful implementation, main difficulties and problems). The results of the survey of 1st year students were compared with those of graduate students', faculty of law.

The results showed that the majority of students know the academic rights stipulated in the Federal law "On Education in the Russian Federation", but only a small part said that they managed to implement these rights in practice (3-14 % of the 1st year students and 5-11 % of the 4th year). At the same time, only a small part of their rights is used by students (10-20 %). The exception was the right to choose an educational organization: its successful implementation was indicated by 53 % of the 1st year students and 21 % of 4th year students.

To change the existing situation the authors organized an activity in which university students and teachers participated in identification of ways on how to identify trends in the development of higher education and outlined ways to improve the implementation of academic rights from the standpoint of the development of students' subjectivity in four areas: improving the regulatory framework, informing students, the competencies of university employees and increasing the activity of students and student government bodies.

The main areas of improvement include: informing via the university's website using a comprehensible language that students understand, conducting explanatory talks, advising, and introducing changes to the Federal and university regulatory framework, taking into account existing problems and trends in the future development of higher education.

Keywords: academic rights of students, awareness and implementation of academic rights by students, trends in the development of higher education, ways to improve the implementation of academic rights from the standpoint of the development of students' subjectivity.

* Corresponding author

E-mail addresses: romanova@sutr.ru (G.M. Romanova), maznichenkoma@mail.ru (M.A. Maznichenko), solus46@mail.ru (S.V. Petrova)

1. Introduction

Providing students, including university students, with a wide range of academic rights (corresponding to their respective duties) is an important achievement of civil society and a developed democratic state. The effective implementation by students of the academic rights granted to them is an important condition for obtaining high quality education, as well as successful future employment, professional and career growth, and self-realization. If during a period of study at a university, a student becomes an active subject of the implementation of his academic rights, then in the future this will manifest itself in his active civic position, knowledge and realization of his rights in various spheres of life.

A number of foreign studies address the problems of implementation of academic rights of schoolchildren and students, in particular, the right to effective education (Barrett et al., 1991), to active participation in it (“participation rights” (Smith, 2002), “students' engagement in school” (Veiga et al., 2012). Separate studies are carried out for other categories of students, for example, graduate students (Schniederjans, 2007), (Schniederjans, 2001), and also concerning specific rights (for example, the rights of the student press (Washington lawmakers ..., 2007) There are also studies that reveal a general philosophical view on the implementation of the academic rights of students (Smith, 2006).

One should note significant differences in the understanding of individual rights of students in Russia and abroad, in approaches to their legislative consolidation and implementation. Thus, with regard to the right to health preservation in Russia, there is more focus on safety precautions and the introduction of health-saving technologies, while in developed European countries the problems of preserving mental health, such as overcoming depression, anxiety, and frustration, are becoming more urgent (Smith et al., 2004).

In the countries of the European Union and the United States, academic rights of students are differentiated into several groups. The academic rights of students include their constitutional rights, rights as consumers (in this case, educational services) and rights determined by the agreement (contract) with the university. In Canada, students' rights are differentiated into material (actual rights that students must use) and procedural (procedures by which students can protect their rights, declare them). Therefore, a different legal and regulatory framework stipulates these rights. Constitutional rights are enshrined in the constitution, state laws (for example, in the United States the Law on Civil Rights, the Law on Higher Education), the rights of students as consumers of educational services – the relevant state laws (the Law on Consumer Protection), contractual rights – internal regulatory university documentation (XXII. Student bill ..., 2007); (University of Minnesota-Twin Cities, 2007). In some countries, academic rights of students are governed by an independent law (for example, in Canada, the Charter on the rights and freedoms of students (Canadian Charter of Rights and Freedoms), in Romania - the Romanian National Student Code of Rights and Responsibilities).

In the EU countries and the USA there are public organizations lobbying the rights of students and promoting their more effective implementation: the European Student Union (ESU) and the United States Student Association (USSA). Their activities are aimed at strengthening students' voices in the process of making legal decisions, collecting information on the implementation of students' rights, creating and maintaining information resources explaining to students their academic rights, and providing opportunities to make critical comments on their implementation. Thus, ESU sees its mission in “promoting the educational, social, economic, and cultural interests of students”, to “represent, protect and strengthen the educational, democratic, political, and social rights of students, promote them at the European level in relation to all relevant bodies” (European Student Union, 2018).

In the countries of the European Union and the USA, a wide range of academic rights is granted to university students (for example, in Romania, the leader in terms of the number of such rights is provided with more than 100 academic rights).

Despite a widespread propaganda of knowledge about academic rights, their lobbying at the level of student associations, there are cases of violation (in particular, in France, in the case of Al-Bajo, three teachers were accused of violating the student's right to privacy – espionage on electronic mail; in *Dezick vs Umpqua Community College* (1979), a student was compensated because the classes offered by the dean were not provided; in the United States vs. *Fordiche* (1992), they were forbidden to use ACT scores in the hospitals in Mississippi, because the gap between the

ACT score of white and black students was larger than the gap of GPA, which was not taken into account at all).

In Russia, the academic rights of students are stipulated by the Federal Law "On Education in the Russian Federation" No. 273-FZ. This law establishes 29 academic rights of students (Article 34 "Fundamental rights of students and measures of their social support and stimulation", p. 1), including such significant rights as the right to participate in creating the content of their professional education, mastering educational programs along with other disciplines at a higher education institution, a credit for disciplines studied at other universities, etc. At the same time, polls show that "every second student, in one way or another, faces challenges or direct non-observance of his rights, guaranteed by the laws of the Russian Federation" (Belova, 2015). One of the first domestic universities that received empirical evidence of problems in this area was St. Petersburg State University. In this university in 2015, a study of the attitude of teachers and students towards academic rights and freedoms was conducted. The materials of this study indicate the ineffective implementation of a number of academic rights of students, in particular, the right to participate in creating the content of education and the choice of elective subjects. The study showed a high percentage of respondents who said that they did not use any rights. In the comments they indicated that they "were not given any rights" (Belova, 2015). However, this study does not cover the implementation of all academic rights of students defined by Federal Law No. 273, it is unclear what causes the existing problems: lack of awareness about such rights by students, low student activity in their implementation, loopholes in legislation, or the lack of the necessary conditions at the university. In addition, it is interesting to study whether the awareness and realization of their academic rights differ for students of the first and final years, to obtain data on the knowledge and implementation of specific academic rights by students. To this end, we conducted a study of the implementation of academic rights by students of Sochi State University.

2. Materials and methods

In conducting the study, we relied on domestic research (Belova, 2015), (Kirillovih, 2017a), (Kirillovih, 2017b), (Mutagirov, 2014), (Timofeeva, 2015), (Yarovaya, 2010) and foreign (Barrett et al., 1991), (Smith, 2002), (Veiga et al., 2012), (Schniederjans, 2007), (Schniederjans, 2001), (Smith, 2006), (Smith et al., 2004) of students' academic rights, legislative documents (Federal'nyi zakon..., 2012), survey techniques.

To achieve the goal of the study, the following methods were used:

- analysis of scientific literature, strategic and regulatory documents, local acts of universities, law enforcement practices related to the implementation of academic rights of students;
- a paper-based survey of students of the university, followed by a comparative analysis of the results of students of law and non-legal areas of training, full-time and part-time tuition, first and final years;
- content analysis of open data (university websites (XXII. Student bill ..., 2007), (University of Minnesota-Twin Cities, 2007), studies conducted (Scholars at Risk, 2014);
- foresight method: an exercise on identifying trends in the development of higher education;
- project method: development of recommendations for improving the institute of academic rights of students, taking into account existing problems and trends in the future development of higher education.

A total of 55 undergraduate students from Sochi State University took part in the survey, majoring in Jurisprudence (36 first-year students and 19 fourth-year students).

Students were offered a list of 28 academic rights as they are stated in the Federal Law No. 273 "On Education in the Russian Federation". It was necessary to characterize their own knowledge and own practice of implementation of each right, putting any sign in the columns: "I am aware of this right", "I do not know about this right", "I used this right", "I managed to successfully implement this law", "I faced with difficulties and problems in the implementation of this right". The students were also invited to express their own opinion about the need to improve the practice of realizing students' academic rights and to give suggestions for its improvement in the following aspects: improving the Federal regulatory framework; improvement of internal regulatory documentation of universities; improving the competence of university staff; informing students; increase activity of students and student government bodies.

37 people took part in the exercise on the identification of trends in the development of higher education, including students from Sochi State University (SSU) at various levels (bachelor, Master, postgraduate), teachers, administrative staff of SSU, representatives of social partners (ANO "Sea of ideas", Sochi Research Center of the Russian Academy of Sciences, etc.). The game was conducted as follows: the participants were engaged in the Rapid Foresight-session technology, in accordance with which the concept of trend was explained, the professional trainer answered the questions, the cards were distributed, the task was to formulate trends in the development of higher education in the Russian Federation and Sochi State University in this context; a group discussion of the recorded trends was conducted, trends supported by the majority of participants were selected.

3. Results

Knowledge of academic rights by students. We obtained data on students' awareness of academic rights and compared the indicators of knowledge of such rights by students of the 1 and 4 years of the law faculty using 2-sample z-test for two population proportions (Table 1).

Table 1. Awareness of academic rights by students 1 and 4 years, faculty of law

Academic law	Know about this law		Z-Score	value	Significance of differences (if p= 0,05)
	1 year, ppl.*	4 year, ppl.**			
the choice of the organization carrying out educational activities, ways of study and forms of education	34	18	-0.0454	0.96012	not significant
provision of conditions for learning, taking into account the peculiarities of their psychophysical development and health conditions	32	18	-0.7174	0.47152	not significant
individual curriculum	22	18	-2.6626	0.00782	significant
participation in the formation of the content of their professional education	23	18	-2.4974	0.01242	significant
selection of elective subjects, courses, disciplines (modules)	29	19	-2.0575	0.0394	significant
mastering, along with major subjects, courses, disciplines (modules), any other subject, course, discipline (module) taught at the organization, as well as in other universities	27	19	-2.3831	0.01732	significant
verification of students' credits by a university of the results of mastering of academic subjects, courses, disciplines (modules), practice, additional educational programs in other universities	30	18	-1.2066	0.22628	not significant
military service deferment	34	19	-1.0466	0.29372	not significant
respect for human dignity, protection from all forms of physical and mental violence, personal abuse, protection of life and health	36	18	1.3892	0.16452	not significant

freedom of conscience, information, free expression of own views and beliefs	36	19	NaN	0	significant
holidays	35	19	-0.7332	0.4654	not significant
academic leave	30	19	-1.8853	0.05876	not significant
transfer to study another major, specialty and/or area of training	34	19	-1.0466	0.29372	not significant
transition from paid to free education	35	19	-0.7332	0.4654	not significant
transfer to another educational organization that implements an educational program of the appropriate level	33	17	0.269	0.78716	not significant
re-enrollment in an educational organization that provides main professional educational programs	33	19	-1.2941	0.19706	not significant
participation in the management of an educational organization in the manner prescribed by its charter	31	18	-0.9757	0.32708	not significant
familiarization with the documents regulating the organization and implementation of educational activities in the university	29	18	-1.4185	0.1556	not significant
appeal against university acts in the manner prescribed by the legislation of the Russian Federation	21	16	-1.9449	0.05238	not significant
free use of library and information resources, educational, industrial, scientific base of the university	32	19	-1.5089	0.13104	not significant
use of therapeutic and recreational infrastructure, cultural facilities and sports facilities of the university	27	19	-2.3831	0.01732	significant
development of their creative abilities and interests	36	18	1.3892	0.16452	not significant
participation in research, scientific, technical, experimental and innovation activities carried out by the university	32	19	-1.5089	0.13104	not significant
trips for training and research, internships, to other universities and scientific organizations	32	18	-0.7174	0.47152	not significant
free of charge publication of works in university bulletins	25	19	-2.6939	0.00714	significant
encouragement for success in educational, physical education, sports, social, scientific and technical, creative, experimental and innovative activities	32	18	-0.7174	0.47152	not significant
combining education with work without detriment to the their own educational process	31	18	-0.9757	0.32708	not significant

receiving information from the university on the employment opportunities in the Russian Federation in the desired field	31	15	0.6829	0.4965	not significant
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* Of the 36 people who participated in the survey; ** out of 19 people who participated in the survey

The students are most aware of the following rights: the right to freedom of conscience, information, the free expression of their own views and beliefs; the right to vacation; the right to re-enroll with the university; the right to develop their creative abilities and interests.

Academic rights that are least known to students: the right to appeal against acts of an educational organization in accordance with the procedure established by the legislation of the Russian Federation; the right to study by an individual curriculum; the right to participate in the creation of the content of their professional education; the right to publish their work in university bulletins free of charge; the right to master, along with the educational program, other disciplines taught at the university; the right to use the medical and recreational infrastructure, cultural facilities and sports facilities of the university.

Implementation of academic rights by students. Table 2 presents data on academic rights that 1 and 4 year students actually implemented. The table includes only those rights for which non-zero values are at least in 1 group of students (1st or 4th year). There were found 21 of the 28 rights. A comparison was also made of the implementation of academic rights by students of courses 1 and 4 years using 2-sample z-test for two population proportions (Table 2).

Table 2. The implementation of academic rights by students 1 and 4 years, faculty of law

Academic law	Used their rights		Z-Score	value	Significance of differences (if p= 0,05)
	1 st year, ppl.*	4 th year, ppl.**			
choice of the organization that provides educational services, ways of study and forms of education	5	1	0.9757	0.32708	not significant
individual curriculum	0	1	-1.3892	0.16452	not significant
participation in the formation of the content of their professional education	0	1	-1.3892	0.16452	not significant
selection of elective subjects, courses, disciplines (modules)	3	2	-0.269	0.78716	not significant
mastering, along with major subjects, courses, disciplines (modules), any other subject, course, discipline (module) taught at the organization, as well as in other universities	3	1	0.4169	0.67448	not significant
military service deferment	1	1	-0.4682	0.63836	not significant
freedom of conscience, information, free expression of own views and beliefs	1	0	0.7332	0.4654	not significant
holidays	5	1	0.9757	0.32708	not significant

transfer to another educational organization that implements an educational program of the appropriate level	2	1	0.0454	0.96012	not significant
re-enrollment in an educational organization that provides main professional educational programs	0	1	-1.3892	0.16452	not significant
participation in the management of an educational organization in the manner prescribed by its charter	1	0	0.7332	0.4654	not significant
familiarization with the documents regulating the organization and implementation of educational activities in the university	2	1	0.0454	0.96012	not significant
appeal against university acts in the manner prescribed by the legislation of the Russian Federation	0	1	-1.3892	0.16452	not significant
free use of library and information resources, educational, industrial, scientific base of the university	1	1	-0.4682	0.63836	not significant
use of therapeutic and recreational infrastructure, cultural facilities and sports facilities of the university	1	0	0.7332	0.4654	not significant
development of their creative abilities and interests	3	1	0.4169	0.67448	not significant
participation in research, scientific, technical, experimental and innovation activities carried out by the university	0	2	-1.983	0.0477	significant
free of charge publication of works in university bulletins	1	1	-0.4682	0.63836	not significant
encouragement for success in educational, physical education, sports, social, scientific and technical, creative, experimental and innovative activities	2	0	1.0466	0.29372	not significant
combining education with work without detriment to the their own educational process	3	0	1.2941	0.19706	not significant
receiving information from the university on the employment opportunities in the Russian Federation in the desired field	1	0	0.7332	0.4654	not significant

* Of the 36 people who participated in the survey; ** out of 19 people who participated in the survey

Academic rights that are most implemented by the students: the right to choose an organization carrying out educational activities and ways of receiving education; the right to vacation; the right to use library and information resources free of charge; the right to develop their creative abilities; the right to choose elective disciplines.

None of the students indicated the implementation of their academic right to include the credits hours and the results of the mastering of academic subjects, courses, disciplines (modules), practice, additional educational programs at other universities by the university they apply to; transition to another major or another field of study, specialty and (or) direction of training.

The rights to study by an individual curriculum, the right for an academic leave, the right to participate in the management of the university, to publish their work in the university publications free of charge are practically not implemented.

The success of the implementation of academic rights by students. Table 3 shows data on academic rights successfully implemented by students, and a comparison of the results of 1 and 4 year students using the 2-sample z-test for two population proportions.

Table 3. Academic rights successfully implemented by students

Academic law	Successfully implemented their rights		Z-Score	value	Significance of differences (if p= 0,05)
	1 st year, ppl.*	4 th year, ppl.**			
choice of the organization that provides educational services, ways of study and forms of education	19	4	2.2682	0.0232	significant
conditions for learning, taking into account the peculiarities of students' psychophysical development and state of health	2	0	1.0466	0.29372	not significant
participation in the formation of the content of their professional education	3	0	1.2941	0.19706	not significant
selection of elective subjects, courses, disciplines (modules)	5	0	1.7038	0.08914	not significant
mastering, along with major subjects, courses, disciplines (modules), any other subject, course, discipline (module) taught at the organization, as well as in other universities	3	0	1.2941	0.19706	not significant
military service deferment	4	0	1.5089	0.13104	not significant
respect for human dignity, protection from all forms of physical and mental violence, personal abuse, protection of life and health	3	2	-0.269	0.78716	not significant
freedom of conscience, information, free expression of own views and beliefs	5	1	0.9757	0.32708	not significant
holidays	5	1	0.9757	0.32708	not significant
academic leave	1	0	0.7332	0.4654	not significant
change of one's major and/or area of training, another form of education	2	0	1.0466	0.29372	not significant
transition from tuition to free education	1	1	-0.4682	0.63836	not significant
transfer to another educational organization that implements an educational program of the appropriate level	4	0	1.5089	0.13104	not significant

participation in the management of an educational organization in the manner prescribed by its charter	2	0	1.0466	0.29372	not significant
familiarization with the documents regulating the organization and implementation of educational activities in the university	3	0	1.2941	0.19706	not significant
appeal against university acts in the manner prescribed by the legislation of the Russian Federation	1	0	0.7332	0.4654	not significant
free use of library and information resources, educational, industrial, scientific base of the university	8	0	2.2228	0.02642	significant
use of therapeutic and recreational infrastructure, cultural facilities and sports facilities of the university	3	0	1.2941	0.19706	not significant
development of their creative abilities and interests	7	0	2.0575	0.0394	significant
participation in research, scientific, technical, experimental and innovation activities carried out by the university	4	0	1.5089	0.13104	not significant
trips for training and research, internships, to other universities and scientific organizations	2	0	1.0466	0.29372	not significant
free of charge publication of works in university bulletins	1	0	0.7332	0.4654	not significant
encouragement for success in educational, physical education, sports, social, scientific and technical, creative, experimental and innovative activities	4	1	0.7174	0.47152	not significant
combining education with work without detriment to the their own educational process	3	0	1.2941	0.19706	not significant
receiving information from the university on the employment opportunities in the Russian Federation in the desired field	1	0	0.7332	0.4654	not significant

* Of the 36 people who participated in the survey; ** out of 19 people who participated in the survey

Problems and challenges in the implementation of academic rights. Unexpected was the absence of difficulties and problems in the implementation of academic rights in the overwhelming majority of students. Their presence was noted by a small number of students only in relation to individual rights:

- the right to choose an organization that provides educational services (5 % of 4th year students);
- the right to master, along with the major program, other subjects taught at the university (5 % of 4th year students);
- the right to deferment from military service, the right to re-enrollment at a university, the right to develop creative abilities, the right to use the health and sports infrastructure of the university, the right to combine education with work, the right to receive information from the

university on the employment opportunities in the Russian Federation in the chosen areas of training (3 % of first-year students encountered difficulties);

- the right to have trips to other educational organizations for training and research (6 % of first-year students faced difficulties).

The opinions of students about the need to improve practices of implementation of students' academic rights are presented in [Table 4](#), the proposed measures for improvement – [Table 5](#).

Table 4. Opinion of students on the need to improve practices of the implementation of academic rights

Does the practice of implementation of academic rights need to be improved?	1st year Law students Intramural, ppl.	χ^2 emp.	χ^2 crit. if $p=0,05$	4th year law students Intramural, ppl.	χ^2 emp.	χ^2 crit. if $p=0,05$
Yes	18	7.166	5.991	12	9.584	5.991
No	5			6		
Hard to say	13			1		

Discrepancies between the distributions of students' opinions on the need to improve practices of implementation of academic rights, given in [Table 4](#) are statistically significant.

Table 5. Students' suggestions on improvement of the academic rights

Aspects of Improvement	the need to improve			χ^2 emp.	χ^2 crit. if $p=0,05$	Suggestions for improvement
	yes	no	Hard to say			
	4th yr., ppl.	4th yr, ppl.	4th yr., ppl.			
Improving the Federal regulatory framework	8	21	7	10.166	5.991	Update some academic disciplines Increase the number of budget places at universities Expansion of the legislative framework
Improving the internal regulatory documentation of universities	2	27	7	29.166	5.991	Depends on the competence level of the university itself
Improving the competence level of university employees	2	27	7	29.166	5.991	Attracting government employees Not all rights are implemented de facto. Depends on the qualifications and salaries of university employees Increasing the salary of university employees, which will lead to an increase in their competence and quality of work

Informing students	10	18	8	4.666	5.991	Free textbooks for every student Information stands, more awareness activities Creation of more advanced sites and electronic journals More information about the labor market and other special opportunities Lectures, classes on the implementation of academic rights Conduct separate lectures, explaining all the rights of extramural students: timely notification of students about upcoming classes
Increasing the activity of students and student government	8	21	7	10.166	5.991	Depends on the profile of the university and the students themselves Promotion, rewards for participation Depends on the students themselves

The discrepancies between the distributions of students' opinions on the need to improve certain aspects of the implementation of academic rights, given in [Table 5](#), are statistically reliable in all aspects except “informing students”.

Thus, the results of the survey demonstrated a large gap between the knowledge and the implementation of academic rights by students. To improve the current situation, we conducted an exercise to identify trends in the development of higher education and, within the framework of these trends, formulated proposals for improving the practices for the implementation of students' academic rights ([Table 6](#)).

Table 6. Possible directions of improvement of the institute of students' academic rights

Identified Trend	Ways to improve the institute of students' academic rights
Growing number of students with an unclear idea of their chosen profession	University should post on its website the statistics of organizations in which the graduates are employed. Provide students with more opportunities to transfer from one educational program to another. On the job practice from the 1st year of study. Creating conditions in higher education institutions for learning according to an individual curriculum, expanding opportunities for students to participate in shaping their own content of education
Growth in the number of graduates who do not find a job in the acquired specialty	
Reduction in the number of manufacturing enterprises	
Increase of information noise	Inclusion in the number of academic rights of students the right to be protected from harmful information, as well as the right for protection from improperly used study time (available in US law, according to this right, teachers cannot waste students' time to provide non-course information, students have the right to know the objectives and course content)

Digitization of all spheres of life	The responsibility of universities should include the creation of convenient digital educational content, and the students' rights should have - the rights of free unlimited use of digital educational content of the university
Growing need to exchange emotions	Inclusion in the number of academic rights of students the right to choose a teacher and the right of students to create educational networks for the development of academic disciplines
The content of education ceases to be a key factor in selection of a higher educational institution (more important is brand, parents' opinion, etc.)	
Growth in interaction of universities with external organizations	Improving the regulatory framework governing the interaction of the university with social partners and the student with external organizations - partners of the university
Increased student involvement in public events of the university	Include in the academic rights of students' the right to alternative mastering of academic disciplines and practices in the form of developing, implementing and defending social projects (including volunteer projects)
Higher cost of higher education	The academic rights of students should include the right to receive educational loans, and to receive clarifications on educational loans and credits
Students' low interest in attending classes	The academic rights of students should include the right to effective teaching (for example, such right is granted to students in the USA)
Growing demand for specialization in several areas	Provide universities with the right to form and implement educational programs with several profiles (similar to some pedagogical institutions; subjects can be from various fields)
Employers' increased requirements for practical training of graduates	
The growing number of people opting out for free education, independent educational trajectory (outside educational organizations)	Expansion of opportunities for training according to an individual curriculum, opportunities to master disciplines in the form of an external subject with the compliance with the required quality of training
The growth of easy-to-understand accessible information, in comparison with which the educational information offered by university teachers is difficult for students to understand	
Growth in the number of organizations offering electronic educational content more accessible and of better quality than in universities	
Increased competition in the educational market	

4. Conclusion

The study showed:

Most students (from 58 to 100 % of some individual rights in 1st year students and from 79 to 100 % in 4th year students) know the academic rights granted to them by the Federal Law.

Knowledge of most academic rights during the period of study at the university does not change. Significant differences in the knowledge of rights by students of the first and graduate years were registered in only 7 out of 28 academic rights. As for the awareness of the other 21 rights, the differences are not significant.

Despite the knowledge of most academic rights, the rights are not sufficiently implemented by students. Only 3-14 % of 1st year students and 5-11 % of 4th year students exercised their academic rights.

The activity of students in the implementation of academic rights from junior to senior courses practically does not change. Significant differences in the implementation of academic rights by students of 1st and graduate years were revealed in only one of the 21 implemented academic rights (the right to participate in research activities). For the implementation of the remaining 20 rights the differences are not significant.

Only a small number of students (up to 22 % of 1st year students and 5-11 % of 4th year students) succeed in implementing of some of their academic rights during the period of study at the university. The only exception is the right to choose an educational organization (53 % of 1st year students successfully implemented it).

The success of implementation of academic rights from junior to senior courses practically does not change either. Significant differences in the successful implementation of rights by students of the 1st and final years were registered in only 3 out of 25 successfully realized rights. For the implementation of the remaining 22 rights, the differences are not significant.

Students of both 1st and the graduate years practically did not encounter difficulties in the implementation of academic rights (apparently, because they did not implement them). The existence of such difficulties and problems was indicated only in relation to the implementation of 4 academic rights out of 28 analyzed.

The need to improve the practice of exercising academic rights was indicated by 50 % of 1st year students and 63 % of 4th year students. The most relevant aspects of improvement, in the opinion of students, are the improvement of their awareness and improvements to the Federal regulatory framework.

The results of the survey showed a large gap between the knowledge and the implementation of academic rights by students. To remedy this situation, a complex of measures is needed: explanatory work (placing information on the university website, conducting explanatory talks, formulating academic rights in a language that is understood by students, etc.), stimulating activity, developing students' subjectivity in the implementation and protection of academic rights (through student self-government bodies, awareness activities), improving the regulatory framework (Federal and university level), high-quality organization of the work of the administrative staff of the university, regular monitoring (for example, conducting research similar to Scholars at Risk type (Scholars at Risk, 2014)).

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