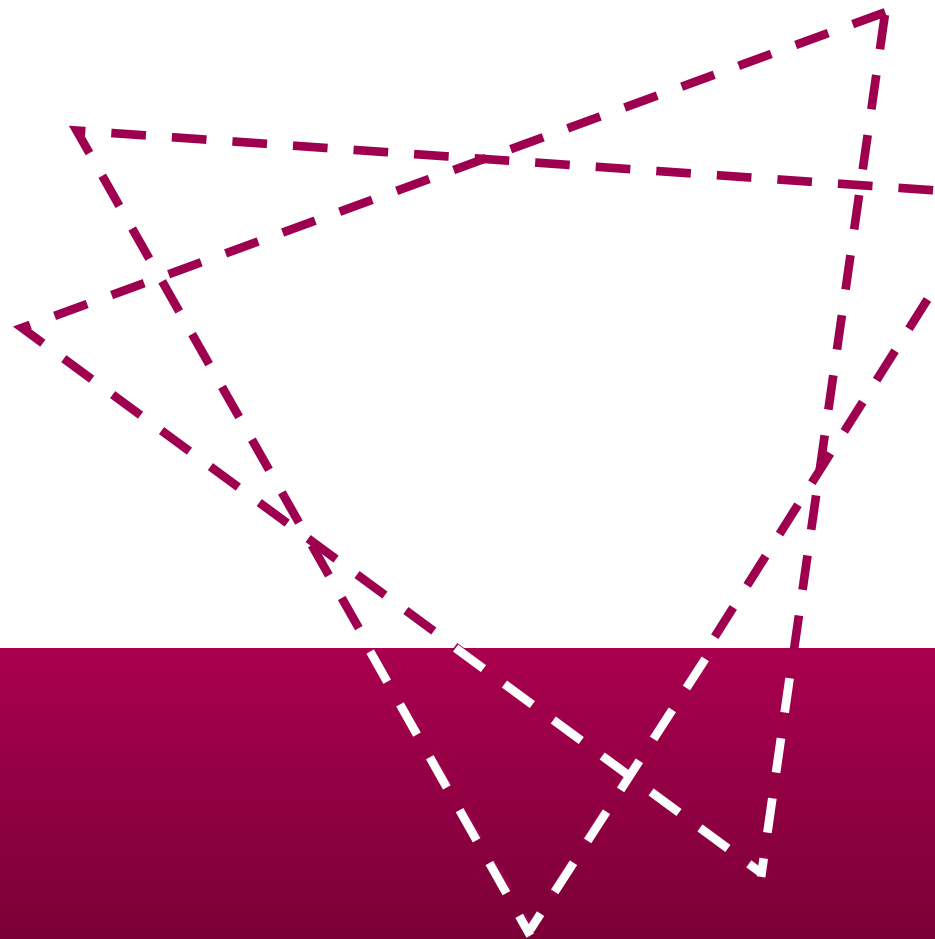


# 1-HOUR WORKSHOPS

THURSDAY 29<sup>TH</sup> JUNE 2023



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## Room 3511

### ALL ALONG THE WAY, WHAT YOU SAY-WHEN YOU PLAY-MATTERS! (THE GAMIFICATION OF COMMUNICATION FOR A COLLABORATIVE COMMUNITY)



#### SPEAKER

*HelenMarie Harmon, Indiana University Northwest, USA*

HelenMarie Harmon, a seasoned higher education administrator and faculty, has over 25 years of experience encouraging, guiding, and mentoring undergraduate students. She has presented at numerous national and international conferences on college student success, with a dynamic presentation style that is captivating, engaging and thoughtful – sparkling with humor and kindness!



#### PROGRAMME SUMMARY

This interactive session will allow participants to play various games with us, including our trademarked versions of a wood block build game; (with a personalized "Talk Before It Topples" twist!); a unique "Share Your Success Strategy" board game; and a "Communicate to Create & Compete" structural design exercise. Plus, prizes!



#### PROGRAMME ABSTRACT

Engaging in a fun and casual activity or game has allowed for our first-year students (mentees) and continuing students (mentors) to strengthen their connections within our STARS peer mentoring experience program, to build community along their journey, as they converse, chat, and collaborate with each other in a relaxed environment. This interactive session will allow participants to experience various games, including our trademarked versions of the following: a wooden block tower build activity where players are challenged to continually chat; a unique quiz-based fast-pass-to-success board game; and a communication creation structural design exercise, along with other sample interactive activities to help foster stronger support among students as they move through their university experience towards their graduation destination!



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## Room 1026

### BETWEEN SERENDIPITY AND EGO REINFORCEMENT: SOME PROVOCATIONS TO GENERIC INDIVIDUAL STUDY COACHING



#### SPEAKER

*Karel Joos, KU Leuven, Belgium*

Karel Joos finished a study of clinical psychology (KU Leuven, Belgium) in 1992. After an additional abridged programme in philosophy (ULB, Belgium) he started teaching psychology and educational related courses in different levels of Belgian education. In 1998 he started working at the Study Advice Service of KU Leuven. Since then, he mainly coaches students individually, Belgian as well as international students from different disciplines.



#### PROGRAMME SUMMARY

As opposed to a presumed generic approach in study coaching, this workshop gives an overview of an alternative, atypical approach with elements as ‘serendipitous listening’, idiosyncratic stories of students, sense making, overarching themes and ego reinforcement. After a general introduction, some rather provocative statements will be discussed in small groups.



#### PROGRAMME ABSTRACT

We’ll discuss an overview of a specific approach to study coaching, the way I’ve developed it at KU Leuven (Belgium). This specific approach is the outcome of years of daily practice in a setting of relatively in depth study coaching (one hour meetings, recurrent meetings) with a focus on students with a certain academic history (f.i. international students who are new in an institution, but with a former degree in their home university).

After a short analysis of what the significance of the experiences of these students might be (experiencing an alienating contradiction; with a ‘hidden’ question behind their initial one), an overview will be discussed of an approach that could match these student’s experiences.

In the first part of the workshop, we’ll discuss elements as “serendipitous listening” with a focus on the idiosyncratic (academic) story of the student. Within this story, we look for ‘sense making’ elements that will be connected in an overarching theme that links the different issues a student might be facing. The final goal will be to find individualised (study related) experiments that reinforce the self-control (the ‘ego’) of the student.

Along this approach, we’ll encounter different side issues that might be elements of discussion : normalizing versus problematizing the story of the student; categorizing students (in diagnostic categories) versus individual stories; sense making versus mere emotions; taking students seriously vs patronizing.

In the second part of this workshop, we’ll discuss these side issues in small groups.

The workshop is not meant to reach a specific hands-on pragmatic outcome, but is meant to reflect on our own practice and to come across new ideas.



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## Room 3510

### APPLYING INTERNATIONAL LESSONS LOCALLY: RESULTS FROM AN INTERNATIONAL SURVEY OF PEER LEADERS



#### SPEAKERS

*Dallin George Young, University of Georgia, USA*

Dallin is an assistant professor in the Counseling and Human Development Services department at the University of Georgia and an Affiliate Scholar of the National Resource Center for The First-Year Experience and Students in Transition.

*Bryce Bunting, Brigham Young University, USA*

Bryce is Assistant Dean for Undergraduate Education and Director of the First-Year Experience at Brigham Young University and an Affiliate Scholar with the National Resource Center for The First-Year Experience and Students in Transition.

*William Carey, Loughbrough University, England*

William is a Project Officer (Strategic Alignment) and part-time lecturer at Munster Technological University.

*Jennifer Keup, National Resource Center for The First-Year Experience and Students in Transition, USA*

Jennifer is Executive Director of the National Resource Center for The First-Year Experience and Students in Transition and affiliate faculty in Higher Education and Student Affairs at the University of South Carolina.



#### PROGRAMME SUMMARY

This workshop will engage participants using research from administrations of an international survey of peer leaders by using findings to identify and develop opportunities for structuring peer leadership roles to deliver benefits of the experience to the peer leaders themselves as well as the students and campuses they work on.



#### PROGRAMME ABSTRACT

The powerful influence of peers in human development has been widely documented, especially among adolescents and particularly within education. Most student development theories attribute great significance to the process of maturation in interpersonal relationships and the impact of peers in this process (as summarized in Evans, Forney, & Guido-DiBrito, 1998; Pascarella & Terenzini, 1991, 2005; Skipper, 2005) such that they often conclude that “the student’s peer group is the single most potent source of influence on growth and development during the undergraduate years” (Astin, 1993, p. 398). Given the powerful and ubiquitous qualities of peer influence, higher education has begun to harness this resource in student support and service delivery by using undergraduate peers in leadership roles. Peer leaders are defined as “students who have been selected and trained to offer educational services to their peers [that] are

intentionally designed to assist in the adjustment, satisfaction, and persistence of students toward attainment of their educational goals” (Ender & Kay, 2001, p. 1).

Students’ involvement in peer leadership has contributed positively in many domains deemed important in the workplace (Brack, Millard, & Shah, 2008; Good, Halpin, & Halpin, 2000; Young & Keup, 2018). For instance, students who serve as peer leaders demonstrate improved interpersonal communication (Kenedy et al., 2012; Wawrzynski & Beverly, 2012; Heys & Wawrzynski, 2013; Russel & Skinkle, 1990). The leadership skills that students gain during these experiences engender development in leading and managing groups, decision-making, working under pressure, and teamwork (Badura et al., 2003; Russel & Skinkle, 1990; Stout & McDaniel, 2006; Bos, 1998). Further, as students develop the metacognition required to serve as peer mentors, tutors, and advisors, they increase their capacity in setting appropriate boundaries, self-appraisal, prioritization, time management, and self-confidence (Bidgood, 2004; Bos, 1998; Bunting et al., 2012; Lockie & Van Lanen, 2008; Stout & McDaniel, 2006).

This workshop aims to share recent research carried out internationally through the administrations of the 2013 US-based National Survey of Peer Leaders, its follow-up 2015-16 International Survey of Peer Leaders (ISPL), and the current and ongoing administration of the ISPL (2022) and to present a workshop format wherein participants can explore data from an international point of view, hear examples of how these data informed practice on a campus, and consider how the research can inform improved practice on their own respective campuses. In addition, information will be shared about the ongoing data collection efforts in Europe and around the world along with an invitation for potential participation in the research.



## Room 1025

### TIPS AND TOOLS FOR EFFECTIVE ON-BOARDING: ENHANCING THE TRANSITION OF NON-TRADITIONAL STUDENTS (ENTRANTS)



#### SPEAKERS

*Nick Morton, Birmingham City University, England*

Prof Nick Morton is an Associate Dean, National Teaching Fellow and Principal Fellow, and in 2019 was awarded a CATE for the pioneering work of the faculty team Nick led to deliver an app to transform digital student engagement - itself inspired by learning from EFYE 2017! This in turn now feeds into the Erasmus+ Transition project called ENTRANTS.

*Louise Wheatcroft, Birmingham City University, England*

Dr Louise Wheatcroft is a senior lecturer teaching primary English. Louise was a primary teacher and literacy coordinator in Birmingham and also completed 4 years as a volunteer for VSO in the Maldives working in teacher education before coming to BCU. Her research interests centre on teacher education, literacy and digital literacies. Louise has supported students during the transition process as a year 1 tutor for a number of years and is working on the community building course and staff training elements of the Erasmus project.

*Amar Masonde, Birmingham City University, England*

Amar Masonde is the Project Lead of the University Assistant app and has been working on the app since its launch in 2018. Prior to this he worked at Birmingham City University as a Student Success Advisor, supporting students during transition from Further Education to Higher Education.



#### PROGRAMME SUMMARY

This workshop explores the challenges and opportunities presented by facilitating diverse student groups adjusting to higher education. It will present the initial work of the Enhancing the Transition of Non-Traditional Students (ENTRANTS) Erasmus+ funded project, and the shareable resources being developed by three partner universities in the UK, Austria, and Germany, together with European Students' Union.



#### PROGRAMME ABSTRACT

This ENTRANTS Erasmus+ project seeks to foster social and academic integration among beginner students; to develop support and information services; and to enhance the 'sense of belonging' and the integration of students into their studies and the university. The workshop will explore the concepts of belonging, mattering and 'fitting in', opening up dialogue between participants which will enable them to reflect upon their own institutions and hopefully take away new and shared understanding. We will present survey findings from a European-wide survey of first year students' experiences for discussion and introduce the key outputs of the project including the University Assistant App, a community building course for students and a training programme for

administrative and academic staff. Through the project, and its legacy of open source resources and materials, we aim to support the needs of diverse student communities through enabling greater social interaction and a sense of belonging with their university.

## Room 3508

### THE VALUE OF COLLABORATION AND BUILDING COMMUNITY IN SUPPORTING STUDENT TRANSITION



#### SPEAKERS

*Sarah Broadberry, Nottingham Trent University, England*

Dr Sarah Broadberry is Principal Lecturer in Animal Science and Learning and Teaching Manager in the School of Animal, Rural and Environmental Sciences at Nottingham Trent University. Her work focuses on supporting student transition from FE to HE. Her preferred mode of delivery is combining Team-based Learning with real-world relevance.

*Conor Naughton, Nottingham Trent University, England*

Conor is an educational developer responsible for a portfolio of educational development services at scale with stakeholders across NTU. Specialising in student engagement and transition he has extensive experience in the area both at NTU and in the wider sector including as a prominent former student leader.



#### PROGRAMME SUMMARY

This workshop discusses the impact of approaches focused on dialogue and discovery in building student community to support their transition to Higher Education. This team-based learning workshop will focus on the role of student transition and engagement support in providing opportunities to develop students' sense of community across the University.



#### PROGRAMME ABSTRACT

Scrutiny of student continuation and achievement is increasing due its impact upon financial, social, and political pressures in the rapidly changing HE landscape. In response, focus has turned to approaches to support students with their transition to HE and throughout all stages of their journey. The period of transition into HE may be critical to their decision to continue with their studies, influencing engagement and development. It is therefore important to identify the enablers to a successful transition to HE through reflection informed by data and research to shape future actions. Briggs et al. (2012) recognise the link between the developing learner identity and student achievement. The move to University is often a balance between financial pressures and the belief of improving cultural capital. The cost-of-living crisis increases pressure for students who derive from lower socioeconomic backgrounds (Jones 2022), with intersectionality of an increased likelihood of non-standard entry routes, fewer educational opportunities and less “cultural capital” (Clark 2014).

The enforced move to virtual learning rooms because of the pandemic provided an opportunity to collaborate with students to create a space in which they can feel confident and shape how digital technology supports their learning. Whilst social activities may be at both course and campus level, enabling socialisation, adaption, and opportunities for

positive relationships to form across a range of platforms, the importance of classroom-based connections to the sense of belonging is increasingly recognised (Jackson 2022). Through flipped learning approaches and adoption of collaborative digital technology, opportunities to allow students to form relationships and develop a valuable peer support network arise. Active Collaborative Learning, such as TBL has been shown to reduce attainment gaps (Clark 2014) and increases the opportunity for students to be involved in co-creation to develop the appropriate tone and thus, increase engagement (O'Brien 2022) and shift power to the student voice.

This interactive workshop will focus on use of digital technology and expand to wider examples focusing on the importance of dialogue and discovery in building student community in the classroom across a range of contexts. The role of student transition and engagement support in providing opportunities to develop students' sense of community across the University, supported by digital technology and active collaborative learning. From transition provision for new students including building community around shared activity, building pastoral and academic support within the course design or structured peer discussion to facilitate student self-efficacy. Qualitative and quantitative evidence-based successes gained from applied practice with academics will be shared to give attendees an informed approach to engaging students in a successful and relevant manner. A range of interventions to support students' transition into HE and their associated impact will be delivered with attendees leaving the session with the makings of a framework of proven strategies they can apply in their practice to build positive communities with students.



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## Room 2522

### PRACTICAL TOOLS FOR SUPPORTING UNIVERSITY STUDENTS' PERSONALIZED STUDY PATH



#### SPEAKER

*Niina Marostenmäki, University of Oulu, Finland*

Niina Marostenmäki, M. Edu, graduated with Educational Psychology as her major in 2018. Ever since she's been developing solutions for university students to support their self-knowledge, and study well-being. Currently, she's a Solution Designer at the University of Oulu with focus on developing the FYE of the new students.



#### PROGRAMME SUMMARY

In this workshop the participants will deep dive into practical tools implemented at the University of Oulu, Finland, to support first year students' transition into university studies and attaching to the community. In addition, we'll present how to support students' self-leadership and development of study skills throughout the study path via online course.



#### PROGRAMME ABSTRACT

When starting their studies at the university, many new students face the reality of not possessing the study skills, abilities for time management and self-leadership that independent university studies often require. Differing from what many of the young students are used to, university studies require them on a whole different level to manage their time, prioritize their daily activities, make decisions regarding their study choices and reflect their ways of learning.

In addition, not just to cope with their studies, we want to support and encourage our students to create the study path and student life they find meaningful and that is aligned with their hopes and dreams for the future. In order to do this, we have to offer our students the time, tools and opportunities to reflect on their hopes, strengths, motivation and values, along with helping them to set step-by-step goals towards their future careers. This will furthermore support the students' overall well-being, as well as better self-esteem, to ensure the students have all the resources they need for successful studies.

The team of Counselling Services for Students at the University of Oulu, Finland, create solutions and services for students to support the creation of their successful and meaningful study path from start to graduation. In this workshop, we will present you with two models of supporting students' development of self-knowledge, study skills as well as time and stress management abilities, that are integrated into our university's curriculum.

## Room 2521

### BUILDING CULTURAL AWARENESS AS YOU WIDEN PARTICIPATION: CREATING AN ANTI-RACIST STUDENT EXPERIENCE



#### SPEAKERS

*Kathy-Ann Fletcher, Abertay University, Scotland*

*Amina Okhai, Abertay University, Scotland*

*Shauntelle Islam, Abertay University, Scotland*

*Julie Blackwell Young, Abertay University, Scotland*



#### PROGRAMME SUMMARY

This workshop will explore how to create and embed cultural awareness among first year students as a pivotal part of creating a welcoming and inclusive learning community. This will include sharing an Abertay widening participation initiative, LIFT OFF and drawing from case study examples to generate discussion on how to embed Anti-Racist practices throughout curriculum.



#### PROGRAMME ABSTRACT

Abertay Learning Enhancement Academy will present a workshop centred on creating inclusive community hosted within the Decolonise stream of the EFYE Conference. Three main aspects of inclusive practice will be covered by staff and students.

Developing Cultural Awareness by Amina (Amy Okhai) – this section will engage participants in activities purposed at creating cultural awareness among students especially first year students as a pivotal part of creating a welcoming and inclusive learning community.

Widening Participation @ Abertay - LIFT OFF Development Worker, Shauntelle Islam will shed light into the work being done across the community in Dundee and Scotland as Abertay University is a widening participation university extending access to Higher Education to communities who are previously excluded from university.

Developing an Anti-Racist Culture from First Year – Embedding Equality, Diversity and Inclusion in the Curriculum @ Abertay Project Lead, Kathy-Ann Fletcher with Julie Blackwell Young will use case study examples to generate discussion on the success of embedding Anti-Racist teaching in the curriculum through micro-credentials and other formats to support the development of an anti-racist student experience.