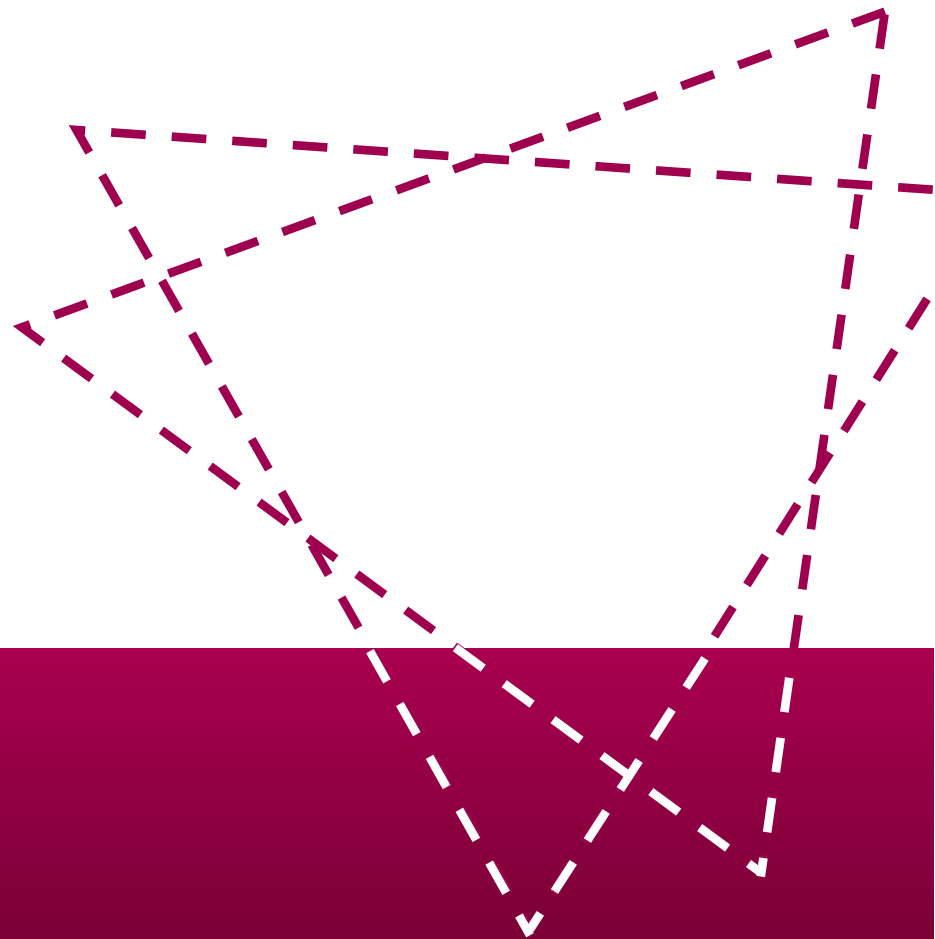


# 1-HOUR WORKSHOPS

WEDNESDAY 28<sup>TH</sup> JUNE 2023



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## Room 1026

### HOW TO EMPOWER STUDENTS TO BE SUCCESSFUL: SOLUTION-FOCUSED COACHING 101



#### SPEAKER

*Daniel Köchli, ETH Zurich, Switzerland*

Dr. Daniel Köchli is a student coach and counsellor at ETH Zürich, Switzerland, since 2014. He supports pupils in their study programme choice as well as enrolled students in their daily student life.



#### PROGRAMME SUMMARY

Many of us offer coaching and advisory services to students, especially in the First Year. We love to empower them to be successful and make progress. But are we really furthering them in their personal development?



#### PROGRAMME ABSTRACT

Many of us offer coaching and advisory services to students, especially in the First Year. We love to empower them to be successful and make progress. But are we really furthering them in their personal development?

This workshop is designed for all coaches/advisors: from those who fancy to become a coach/advisor to those with lots of experience. We will reflect on our personal attitudes, assumptions, and biases, have time to experience one or the other coaching tool and maybe even learn from a live coaching/advisory session.

If you are expecting a stringent workshop program with lots of theoretical input, then this workshop is not for you.

In this workshop you will not have time to lean back. You will have to work, reflect, contribute and be open for whatever happens. I will work with what you bring to the workshop, your questions, your cases, your hopes. And I promise, I will do my best, share my knowledge and knowhow as a solution focused coach and offer provoking questions to stimulate and inspire.

## Room 2521

### IMPLEMENTING CENTRALISED STRATEGIES WHILE MAINTAINING AND NURTURING STUDENT INFLUENCE AND STUDENT COMMUNITIES



#### SPEAKERS

*Sara Barbou des Places, University of Copenhagen, Denmark*

Sara Barbou des Places has worked with first-year experience at the University of Copenhagen since 2008. First at the Faculty of Law and currently as coordinator of the study introduction for the approximately 60 bachelor's and master's programs at the Faculty of Science.

*Jens-Christian Navarro Poulsen, University of Copenhagen, Denmark*

Jens-Christian Poulsen has worked for 25 years as a researcher and since 2012 with increasing involvement in the study start program at the Department of Chemistry. This effort includes the task of, in collaboration with the tutors, transforming the centrally decided policies into something specific during the study start program.



#### PROGRAMME SUMMARY

How do we maintain and nurture voluntary commitment and student autonomy when faced with a growing number of centralised decisions and strategies? That is the central question of this workshop on how we try to find a sustainable balance at the Faculty of Science, University of Copenhagen.



#### PROGRAMME ABSTRACT

##### **Professionalizing local voluntary culture**

First-year introduction to universities in Denmark has a long history of welcomes and social activities organised by voluntary students. Over the last 15 years, the focus has shifted from an emphasis on the social dimension of the introduction and a student-driven welcome based on a strong Danish culture of voluntary commitment. Today, we have a more professionalised approach with the university and faculty managements setting up politics, guidelines, and strategies for the local introductions.

##### **A delicate balance**

The problem arises when top-down policies, decisions and standardisation efforts meet a welcome formerly run exclusively by students and based on century-long, strong traditions and a Danish lack of belief in authority accentuated in the current young generation.

As management increases their involvement and standardisation efforts the voluntary students stress the importance of student autonomy and tradition and tend to view most managerial involvement as unwanted and unwarranted meddling.

## **The Study Start Forum**

At the Faculty of Science, University of Copenhagen, we welcome approx. 1800 new bachelor students each year and we offer 23 bachelor's study programs, ranging from 20 to 200 starting students, with very different traditions when it comes to welcome programs.

Across the faculty, we are continuously working to translate the generic guidelines and strategies into the local setups while at the same time maintaining the voluntary students' initiative and commitment. Together we work to achieve our common goal to welcome our new bachelor students with a professional and inclusive welcome that:

- gives them a sense of belonging, and a safe network of peers that can support them throughout their studies both academically and socially.
- Allows for local traditions and different approaches while resting on a professional, knowledge- and research-based foundation.

To succeed in our endeavour, the faculty has put together "the Study Start Forum" where staff from the faculty and all bachelor programmes meet on a regular basis to coordinate, and share experiences. The forum ensures the necessary knowledge and tools to secure the local implementation of management decisions in cooperation with the voluntary students.

### **Successes and challenges**

As with any change, there are ups and downs in the process. On the positive side, the professionalisation of the welcome has:

- Made the importance of the first-year experience clear at a managerial level.
- Eased and enhanced the interplay of the social and academic dimensions.
- Stressed that the responsibility for a good introduction must be shared between the managerial and local levels.
- Secured a more professional and standardised approach e.g., that the first-year experience is viewed as more than one week of stand-alone social events.
- Furthered the exchange of experience between the local welcomes.

On the other hand, we are facing the important challenge of maintaining and nurturing the culture of voluntary commitment and student autonomy when the number of centralised decisions and strategies is steadily growing, and the voluntary students feel left out of the decision-making process.

## Room 2522

### BROAD BASIC SUPPORT AS KEY TO ACADEMIC AND SOCIAL INTEGRATION



#### SPEAKERS

*Liesbeth Huybens, Thomas More University College, Belgium*

Liesbeth Huybens studied pedagogical sciences at the University of Leuven. Currently she works at Thomas More University College as staff member of student affairs and as a teacher in Applied Psychology. She is the contact point for diversity and inclusion. She works together with disability officers, teachers, program directors, student counselors, program counselors.

*Diane Maes, Thomas More University College, Belgium*

Diane Maes is an occupational therapist. From the first moment at Thomas More, she has been representing the interests of students with disabilities and disadvantaged groups. Today she is involved in the inclusion theme together with Liesbeth Huybens, is a disability officer and gives support to students with specific needs.



#### PROGRAMME SUMMARY

In this workshop we introduce our way of working, we discuss some statements, exchange good practices and will work with concrete cases with the aim of broadening participants' perspectives. We introduce a model that encompasses all facets of quality education and integrate two opposite views.



#### PROGRAMME ABSTRACT

Thomas More aims to guarantee that by 2030 every degree at Thomas More will be future-proof. As a means to reach that goal, we defined a strategic project. Together we proficient students to be critical and learn them to get to know themselves as well as their strengths and opportunities to grow. An innovative inclusive perspective and approach is needed to deal with this diversity. We start introducing this project and importance of self-regulated learning.

We continue with the support continuum model. It encompasses all facets of quality education and integrates two different views. There is the student with his capacities, talents and starting competences and there are the expectations of the study program, the didactic approach of teachers and programs and the expectation of the professional field. The path that students go through individually and also together with others support the efforts for study success and well-being. We need to consider the continued influences of different cultures, different needs and different backgrounds of students and employees of the University college.

We explain how we work and start with the universal learning environment for all students and focuses on a qualitative basic approach for all students, not for specific target groups. Of course we take all differences into account such as cultural differences, differences in knowledge and background, specific needs, different languages, strengths ... We start from

the idea of intersectionality and look to the individual. Were an inclusive approach isn't sufficient, we provide individual support and coaching.

During the explanation, we will discuss some statements and exchange some good practices. After the explanation of our way of working, participants need to work in small groups, think about some concrete cases to broaden their perspectives. We discuss the answers because there will not be necessary a correct or wrong answer. It's during the discussion, participants' view can become more inclusive.

## Room 3510

### USING ADAPTIVE ONLINE LEARNING PATHS TO STRENGTHEN KNOWLEDGE AND SKILLS IN FIRST-YEAR STUDENTS



#### SPEAKER

*Anneleen Claassen, KU Leuven, Belgium*

Anneleen Claassen is a senior educational developer at the Educational Development Unit of KU Leuven. Supporting academics in developing coherent programmes is one of her main fields of interest.



#### PROGRAMME SUMMARY

Increasingly heterogeneous first-year students challenged KU Leuven to search for innovative, personalized ways of remediation. We developed several adaptive online learning paths in first-year courses to strengthen students' required knowledge and skills. We'll illustrate the KU Leuven approach and experiences with example cases and group discussion.



#### PROGRAMME ABSTRACT

In recent years, KU Leuven has launched a number of initiatives to offer first-year students the best possible support to make a successful start at the university. KU Leuven devotes special attention to its students' steady academic progress and favors activating teaching methods and materials, as 'active learning' is a key component of its vision on teaching and learning as supported by numerous scientific research. Faced with increasingly heterogeneous first-year cohorts, KU Leuven searched for innovative and more tailored ways to offer additional support to these students at the start of their student journey.

Made possible by educational innovation funds we were able to work out several alternative, personalized ways of remediation of starting students' necessary knowledge and skills within the curriculum of various educational programmes. We developed tracks to foster communication and study skills, and experimented with adaptive online learning paths that were part of preparatory/first-year courses on subjects such as mathematics, biology and statistics. All these efforts aimed to better equip starters by strengthening their prerequisite skills and (prior) knowledge.

By offering adaptive or personal tracks to students, made possible by use of educational technology in different learning environments, we are able to differentiate between students. Adaptive materials are not based on a 'one size fits all' principle. Instead, they allow each student to process the learning content at their own pace in a self-directed way, adapted to their personal development and abilities. An added benefit of these online paths is that they provide digital learning data that can be used to enhance student learning in the future. Students, teachers and study (career) counselors can extract valuable insights from this data about the learning process of students, the quality of the



offered materials but also adapt the existing curriculum to the possible fluctuations in prior knowledge and skills from the starting student population as a whole.

The central KU Leuven unit for educational development supported project teams (e.g. teachers first phase, study career counselors,...) to develop the online modules and embedding them in curricula. We chose a joint approach of support, treating the projects as a community by bringing them together on several occasions to facilitate an exchange of ideas, experiences and challenges. A university-wide framework and supporting tools were developed. Projects received individual and collective support through personal feedback moments and workshops. Together, we monitor whether the online modules with adaptive learning paths offer successful opportunities for remediation. First results will be shared during conference workshop.

The workshop will start with a brief presentation of KU Leuven's approach and experience in developing these online adaptive learning paths and a demonstration of several projects. We will then move on to small group discussions, exploring more in detail the different approaches, outcomes and challenges of these projects. Participants will be invited to share their own ideas and experiences on personalized education for first-year students.

## Room 1025

### “WHAT’S THE BEST WAY TO TRANSITION?” CREATING MICROCREDENTIALS TO OFFER STUDENTS SUPPORT



#### SPEAKERS

*Sophie Kennedy, Abertay Students' Association, Scotland*

Sophie works as an Engagement Coordinator for Abertay Students' Association and is a recent graduate of Abertay University. She is the lead tutor for the ABE108 microcredential, “Your Student Life”, which is the only credit-bearing module delivered by a students' association in the UK.

*Kerith George-Briant, Abertay University, Scotland*

Kerith is the Learner Development Manager for Abertay University. She is a tutor for the ABE102 microcredential, “Writing for Success”, which teaches students the foundations of academic writing and how to tailor their writing for an academic audience.



#### PROGRAMME SUMMARY

Join this workshop to learn about Abertay University's new microcredential suite for entrants into year 1 of an undergraduate degree. Find out what support we are offering, the importance of naming and how we challenged constraints. Explore what might be right for your context.



#### PROGRAMME ABSTRACT

Abertay University shifted away from an elective module system for 1st year students to a suite of online, asynchronous micro-credentials worth 5 credits in the academic year 2021-22. The guiding principles were to design modules that focused on the academic, social, and life skills students are expected to develop (and often within term 1) to be successful, all with an Abertay University and/or Dundee focus. Can you add something here Sophie about the work of the educator (sorry name escapes me) that you worked with?

The focus of this workshop will be on exploring the evolution of this suite of microcredentials from conception to change to input for the academic year 2023-24 based on student feedback. The major change will look at the importance of naming as a basic function of all verbal behaviour (Horne and Lowe, 1996) and how naming is used to give a clear indicator of what a student is going to be encountering. For example would you sign up for ‘The power of communication’ OR ‘Language as Power’?

## Room 3511

### CREATING A COORDINATED AND CROSS-FUNCTIONAL FYE



#### SPEAKERS

*Dallin Young, University of Georgia, USA*

Dallin is an assistant professor in the Counseling and Human Development department at the University of Georgia and an affiliate scholar with the National Resource Center for The First-Year Experience and Students in Transition

*Jennifer R. Keup, National Resource Center for the First-Year Experience and Students in Transition/University of South Carolina, USA*

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



#### PROGRAMME SUMMARY

In this workshop, presenters will share research from a national US study of FYE programs and a cross-functional framework for FYE. Participants will engage in activities to examine connections between FYE initiatives on their campuses and will use a cross-functional framework for FYE to reimagine a coordinated and cohesive FYE.



#### PROGRAMME ABSTRACT

To answer demands for accountability; meet goals set by governments and institutional constituents for increased persistence and graduation rates; and respond to the public outcry regarding higher education's return on investment, institutions have had to become more attentive to facilitating student success. Particular attention has been paid to college transitions during periods that represent typical leakage points in the educational pipeline toward degree completion. The first year of undergraduate study has received attention because it is the period with the largest leaks in the educational pipeline in most contexts around the world. In the US, for example, nearly a quarter of full-time and more than half of part-time students drop out after their first year (NCES, 2016). Similarly, in South Africa and Mexico, nearly a quarter of all students leave after the first year (CHE, 2013; Silva Laya, 2011). More than half of all Canadian and South African students who stop out of their college or university education without completing a degree do so after the first year (CHE, 2013; Childs, Finnie, & Martinello, 2016).

To respond to this crisis, stakeholders in higher education have developed numerous initiatives and educational experiences under the heading of "the first-year experience" (FYE). As Koch and Gardner (2006) explained, "The first-year experience is not a single program or initiative, but rather an intentional combination of academic and cocurricular efforts within and across postsecondary institutions" (p. 2). Further, terms such as "comprehensive," "various initiatives," and "involvement of a wide range of...constituent groups" are explicitly stated in the criteria for institutional excellence in the first year of college (Barefoot, et al., 2005, p. 25). "Excellence" in a first-year experience is achieved

through a collaborative, comprehensive, and inclusive approach to FYE and is contingent upon systems and operational models that facilitate cross-campus involvement in and integration of the process of developing and delivering a high-quality transition and learning experience for new students. Thus, student services professionals, along with instructors, academic affairs, business and transactional services, and students themselves are key partners, advocates, and leaders in the development and delivery of high-quality and educationally purposeful FYE initiatives.

Our workshop will present results from research and introduce participants to the CFF and will engage participants in activities designed to imagine the current state of first-year supports on their campuses and to consider ways to build a more comprehensive, cohesive, and coordinated FYE. The research we will share is based on data from the 2017 administration of the US-based National Survey of First-Year Experiences (NSFYE) conducted by the National Resource Center for the First-Year Experience and Students in Transition. Researchers at the National Resource Center examined the connections between FYE programs and illustrated them as constellations of FYE practices that allow for immediate visual identification of connections and isolated programs. In addition, the presenters authored a Cross-Functional Framework, designed to provide guidance for higher education professionals to build and maintain intentional connections between FYE programs to support student transition and success in the first year.

## Room 3508

### REDESIGNING LARGE ENROLLMENT COURSES / MODULES TO ACHIEVE EQUITABLE LEARNING AND SUCCESS: A CALL TO ACTION



#### SPEAKERS

*Andrew K. Koch, Gardner Institute, USA*

Dr. Andrew “Drew” K. Koch is Chief Executive Officer of the John N. Gardner Institute for Excellence in Undergraduate Education, a U.S.-based non-profit. He has served as the principal investigator or co-principal investigator on more than four dozen research projects. His scholarship focuses on critical university studies and the role of colleges and universities in shaping culture, equity, and democracy.

*David J. Hornsby, Carleton University, Canada*

David J. Hornsby is a Professor of International Affairs and the Associate Vice-President (Teaching and Learning) at Carleton University in Ottawa. David holds a Ph.D. from the University of Cambridge, UK and formerly worked at Wits University and UCL. He maintains a research record in massification and large class pedagogy.

*Sara Stein Koch, Gardner Institute, USA*

Dr. Sara Stein Koch Sara is a Gardner Institute Fellow where she works with colleges and universities to redesign their undergraduate experiences so more students can graduate. She has over three decades of experience in higher education administration, training, coaching, facilitation, and teaching. Prior to joining the Institute, Sara served as the Director of Undergraduate Programs for the Krannert School of Management at Purdue University.

*Brad Wuetherick, University of British Columbia, Canada*

Brad Wuetherick is the Associate Provost, Academic Programs, Teaching, and Learning at the University of British Columbia’s Okanagan campus in Kelowna, Canada. An internationally recognized scholar of teaching and learning in higher education (focusing on undergraduate research, mentorship, equity, and student success), he has previously served in different leadership roles in teaching and learning at Dalhousie University, the University of Saskatchewan, and the University of Alberta.



#### PROGRAMME SUMMARY

Drawing on scholarship from and efforts underway in Canada and the United States, this workshop will help delegates examine and consider ways to address unjust design in courses / modules that enroll significant numbers of students. The approach to and outcomes in these courses have significant equity implications and must be addressed to fulfill higher education’s promise.



#### PROGRAMME ABSTRACT

Foundational-level courses / modules often serve as higher education’s chief “weed out” experiences (Koch, 2020; Westin, Seymour, Koch, & Drake, 2020). This is especially true for low-income and historically underrepresented students in higher education (Koch 2018a & 2018b; Koch 2017a, 2017b, & 2017c). The courses form the foundation of larger programs of study especially in the first college year – with success in critical courses / modules serving as a barrier or catapult to degree attainment (Koch & Gardner, 2017). This interactive session provides a summary of lessons learned by and actions taken with the Gardner Institute on course / module redesign at more than 100 colleges and universities in the United States. Particular emphasis will be placed on sharing how faculty have been developed and empowered to deeply engaged in this work. Comparable efforts underway in Canada will also be shared.

Specifically, the facilitators will share information published in various sources, such as *Perspectives on History: The Monthly News of the American Historical Association* and the *Chronicle on Higher Education*, that show that race/ethnicity and family income are some of the best predictors of who succeed in courses / modules in colleges and universities in the United States. The Canadian variant of this issue will also be explored. The facilitators will then share some examples of promising practices and the outcomes associated therewith – so that the issue is understood as something that can be addressed through evidence-based and equity-minded action.

The majority of the session will be conducted in interactive workshop-style. Using active learning pedagogies, the facilitators will guide delegates through several activities that allow them to consider if and/or how unjust outcomes might manifest in the courses / modules at the own institutions. In addition, delegates will engage in activities that help them “plan to plan” how they might work within their own institutions and countries to eliminate unjust outcomes in the courses / modules their higher education institutions offer. In short, the session is all about helping European educators consider bring the ideas into focus for their own context.

Workshop delegates will come away with at least one lessons learned and one action that they plan to take at their own institutions. In addition, delegates will be able to share ideas on how efforts to address unjust outcomes in foundational courses / modules might be addressed on a global scale.



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