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EFYE 2022

European First Year Experience Conference
Graz University of Technology

Programme, long version

EFYE 2022

European First Year Experience Conference
Graz University of Technology

Day 0

Tuesday, 19 April

6pm – 8pm

PRE-CONFERENCE GET TOGETHER

Day 1

Wednesday, 20 April

9am – 10:30am

REGISTRATION OPENS

10:30am – 12pm

PRE-CONFERENCE WORKSHOPS

12pm – 1pm

INTERMISSION & LUNCH BREAK

1pm – 1:30pm

CONFERENCE OPENING

1:30pm – 2:50pm

KEYNOTE #1

3pm – 3:30pm

INTERMISSION & REFRESHMENTS

3:45 – 4:45

POSTER TABLES

5pm – 6pm

PARELLEL SESSION ROUND #1

7pm

WELCOME RECEPTION

VENUE

Graz University of Technology
Rechbauerstraße 12
8010 Graz

COVID 19 - CONCEPT

Please observe the COVID19 regulations on site. We are committed to organising the conference for your highest possible safety.

CONTACT

Do not hesitate to contact the Local Planning Team at efye@tugraz.at with your concerns.

Day 2*Thursday, 21 April*

9am – 10am	REGISTRATION
10:30am – 12pm	KEYNOTE #2
12pm – 1pm	INTERMISSION & LUNCH BREAK
1:15pm – 2:15pm	PARALLEL SESSION ROUND #2
2:15pm – 2:45pm	INTERMISSION & REFRESHMENTS
3pm – 4pm	PARALLEL SESSION ROUND #3
6pm	CONFERENCE DINNER

Day 2*Friday, 22 April*

9am – 10am	REGISTRATION
10am – 11:15pm	KEYNOTE #3
11:30pm – 12:30am	PARALLEL SESSION ROUND #4
12:30pm – 1pm	INTERMISSION & REFRESHMENTS
1:15pm – 2:15pm	PANEL DISCUSSION & FISH BOWL
2:15pm – 2:45pm	CONFERENCE CLOSING
3pm – 3:30pm	LUNCH

Day 1 - Wednesday 20 April 2022

Pre-Conference Workshops

#1 - EFYE: An Orientation Session: An Introduction to the European First Year Experience Conference

- Dr Diane Nutt (1), William Carey (2)
- Higher Education Consultant, United Kingdom (1); Munster Technology University, Ireland (2)

This workshop is designed to provide an introduction to European First Year Experience. Is this your first EFYE conference? Are you new to the research and debates about first year experience? This session will orientate you to the conference, first year experience research and the EFYE movement. Just like an orientation session for students new to a university, this session will also provide the opportunity to meet other new delegates and talk about shared interests and your aims for the conference.

Discussions and ideas about supporting first year students and understanding their particular experiences have been around for a long time. The USA has a long history (primarily through the National Resource Center for First Year Experience and Students in Transition) of interest in, and research about, first year experience. From this amazing groundwork other countries and areas around the world (e.g. Australia, Belgium, Canada, Denmark, Ireland, Japan, Netherlands, New Zealand, Norway, South Africa, Sweden, UK) have addressed their focus on the specific challenges experienced by students in their first year and at key transition points. A number of established writers, researchers and theorists have developed a greater understanding of what shapes the first-year experiences and first point transitions of our students. This session will provide a brief exploration of some of the key research findings and explore some of the activities we know work to enhance student transition experiences. It will also highlight recent and ongoing work across European Higher Education institutions.

The European collective FYE movement began in 2005, with conversations between Europeans, and conversation remains a fundamental element of EFYE events. This session is interactive and will include opportunities to share your own specific interests in relation to transition and begin to make some connections with other delegates working in similar areas.

#2 - Educating tutors supports the well-being and retention of new students

- Keywords: Beginners, Mental Health and Well-being, Student Engagement
- Line Ellemann-Jensen and Sara Barbou des Places
- University of Copenhagen, Denmark

Up until recently the tutors of our 25 bachelor programmes have been prepared locally for their tasks up to and during study start. The faculty aims for an all-round professional study start for our new students, where the tutors' work and planning of the study start are connected to the common framework for the study start at the University of Copenhagen, and to the faculty's other study start initiatives and activities. This calls for an equal preparation of all agents with a role in the study start.

Hence, since 2019 the faculty has worked on developing a training programme for all tutors. The training programme covers tutors from all 25 bachelor programmes welcoming new students. The study start training programme for tutors is covered by 3 digital e-learning modules, 2 on campus workshops and 1 first aid course for the tutors followed up by training activities at the single departments.

During the workshop we will include practical examples, on both successes and failures from our first experiences developing and running the study start training programme, to establish the best basis to discuss the concept in relation to the participants' home institutions.

#3 Keeping the passion alive – Bridging the gap from enrolment to start

- Keywords: Beginners, Orientation and Induction, Transition
- Pieterjan Bonne, Veerle Vanoverberghe, Han Crevits
- Artevelde University Of Applied Sciences, Belgium

Higher education institutions go out of their way to support prospective students in their educational quest: organizing information fairs, setting up open days and classes, connecting them with enrolled students, etcetera.

The final step for prospective students and the climax of this exploration is enrolment. And then, after weeks or even months of intensive contact, prospective students are left to... wait.

In this workshop, we focus on bridging the gap between enrolment and start. With the group, we will look at what institutions currently do, zooming in on both need-to-haves and nice-to-haves. The participants will work on nice-to-have by brainstorming ideas and designing concrete initiatives. All of these will be collected in group at the end.

Doing so, participants will gain insight in:

- What crucial elements need to take place between enrolment and start;
- What types of nice-to-haves can be implemented between enrolment and start;
- What different institutions already do between enrolment and start;
- Different initiatives of nice-to-haves to implement between enrolment and start.

#4 - Education of mental health: supporting learning and wellbeing through the curriculum

- Keywords Teaching Staff, Academic / Learning Analytics, Mental Health and Well-being
- Gareth Hughes
- University of Derby, United Kingdom

In this pre-conference workshop, we will explore the relationship between student learning and student wellbeing and look at how the curriculum can support good student mental health.

Every aspect of university life has a potential impact on the wellbeing of students. The curriculum is important to mental health and wellbeing because it is one of the few guaranteed points of contact between students and the university. The curriculum is central to the student experience providing focus, structure, connection and purpose. If universities are to take mental health and wellbeing seriously, the role of the curriculum must be core to their response. Research has also shown that the way students learn and the way they are taught and assessed, can have significant impact on their wellbeing – positive and negative. Drawing on the newly launched, open access toolkit Education for Mental Health, we will examine this research evidence, to establish key principles and some practical steps staff can take to enhance the learning and wellbeing of their students, through curriculum design and delivery.

This will be an active workshop with opportunity to debate, discuss and share practice.

#5 - A Conversation Around Diagnostic and Personalised Approaches to Student Success

- Keywords Teaching Staff, Academic / Learning Analytics, Technology Enhanced Learning
- Dr Luke Millard
- Abertay University, Scotland

Standard approaches to university admission see students meet the criteria for acceptance and then receive a standardised cohort experience through their induction and initial learning journey. However, as a sector we are well aware that students enter our universities with a diverse range of

abilities and skills. This discursive session will have at its core the work of the Scottish Quality Assurance Agency (QAA) Collaborative Cluster project PARC. The Personalised Approaches to Resilience and Community (PARC) project is looking at how student diagnostics can be best deployed to help students succeed in their first year of study and includes Abertay, Glasgow Caledonian, Birmingham City, Warwick and Robert Gordon Universities together with the University of the Highlands and Islands. You will be invited to share your perspectives and approaches around this fascinating area of work. Find here [further details on the QAA project](#).

#6 - Teaching architecture on/offline – Strategies of digital didactics

- Keywords: Teaching Staff, Academic / Learning Analytics, Technology Enhanced Learning
- Petra Petersson, Wolfgang List, Iulius Popa
- Graz University of Technology, Austria

The pre-workshop session is organised by the Institute of Construction and Design Principles (KOEN) at the Technical University in Graz. The Institute has its focus primarily on teaching architecture to first-year students. The integration of the two main courses Construction and Design within one department enables us to emphasise their tight interrelationship.

The first-year course focuses on the essentials, with the goal of teaching a basic understanding of architecture, three-dimensional space, and the contextual connections in the built environment. We present the difficulties in simplified terms and, step by step, we try to give the students the means to explore the complex connections for themselves. We ask the primary questions “Why” and “How”. The main aims are those of learning how to see, how to draw, construct and how to design. In addition, the students are given tools with which to further develop and communicate their ideas. These include sketches, technical drawing (by hand and computer), layouts, and modelmaking, as well as verbal and written presentations.

The pre-workshop session will introduce the Institute's "Beginners Workshop" as well as the hybrid teaching and learning concepts that were developed over the last two years. The contemporary digital methods and media used in architectural teaching show the didactic focus on communication, collaboration, and contemporary knowledge transfer through the supportive use of digital media.

Taking into account various didactic taxonomy levels, methods such as working with the concept of the "flipped classroom" or with digital whiteboards, the use of teaching videos with a green screen, and a digital collection of contributions in a cloud were used and are presented. Furthermore, the challenges and development potentials of hybrid teaching and learning for first-year architecture students are described.



BACK TO OVERVIEW

Keynote #1

Let's Welcome First Year Students in the Metaverse

- Dr Johanna Pirker
- Assistant professor, software engineer, and researcher at the Institute of Interactive Systems and Data Science at Graz University of Technology

Many of us struggled since the first lockdown with tools like Zoom for the different scenarios like digital teaching, collaboration, or social interactions. Especially interactions with larger groups still poses often a challenge. In contrast, the games industry has had years of experience creating virtual worlds where thousands of users can fight virtual dragons at the same time. No wonder that all the sudden weddings, birthday celebrations, or even scientific conferences were organized in video games like Animal Crossing instead of Zoom. Games are known as tool to build communities, to meet new friends, and to have valuable social experiences. In this talk, Johanna Pirker wants to show the potential of games, game-based applications and virtual worlds to welcome newcomers even in new communities.


[BACK TO OVERVIEW](#)

Poster Tables

#1 - Helping first-year students overcome mathematical hurdles

- Keywords: Beginners, Support Services, Virtual / Hybrid Teaching and Learning
- Devin Kunze
- Fachhochschule Dortmund, Germany

In many cases, Mathematics determines success or failure of higher education. Inadequate knowledge or mastery of (basic) mathematical techniques frequently results in students failing to pass courses [1] and thus accounts for a high number of dropouts during the first year of study.[2]

At University of Applied Sciences and Arts Dortmund (FH Dortmund) we offer many study programs that require a wide range of different mathematical skills. However, many students choose their subject without being aware of the amount of mathematics behind it. Also, students coming to our institution are very heterogeneous in terms of their prior mathematical knowledge.

This combination frequently leads to the fact that students are struggling with their studies. To help them through the challenges of mathematics, we have initiated a bundle of math support offers we call MINT2BE.

Throughout their first year of study, students of all faculties can access several different math support formats. In this contribution we want to present them in more detail.

[1] Grünwald et al., Global J. of Engng. Educ. 8 (3), 2004.

[2] Heublein et al., Deutsches Zentrum für Hochschul- und Wissenschaftsforschung (Bde. 2017, 1) 2017.

#2 - Self-management apps augmenting academic success?

- Keywords: Beginners, Mental Health and Well-being, Technology Enhanced Learning
- Ruth Leitner
- University of Applied Sciences Wiener Neustadt, Austria

This contribution endeavours to share experiences of a self-management course's assignment as a core element in the first semester. The task aimed to facilitate the transition to an Austrian university: 89 first year students from three study programs had to research an app that supports one aspect of self-management such as focus, time management, etc.. The chosen app was tested for one week in order to report the experiences and to explain for which situations students recommended the app.

From a theoretical perspective, all steps of Bloom's taxonomy on educational objectives are included: students described the app, experienced one week of usage, analyzed the app's impact on their behavior, and evaluated the experiment to share a recommendation. Furthermore, previous studies show the impact of self-management-skills on academic success (Thiel et al. 2010, Metzger & Schulmeister 2020).

The results of the mainly 'digital natives' indicate that they perceive their needs in self-management differently within the three study programs. The assignment resulted in an impressively positive reflection. Students emphasized that they would continue using the self-management tools.

#3 - Habitus.Power.Education - Transformation through Reflection

- Keywords: Beginner, Diversity and Inclusion, Transition
- Dr. Lisa Scheer
- University of Graz, Austria

What does studying have to do with power and habitus? How can reflection support the transition into university life and what is the purpose of addressing classism at university? These questions will be answered with results from the research project “Habitus.Power.Education – Transformation through Reflection”, conducted at the Institute for Educational Research and Teacher Education, University of Graz, from 2019 to 2021. Social and participatory research methods were used to analyze how social inequality is experienced, perceived, and (re)produced in educational institutions. On the basis of these results, open educational resources (OER) were developed, consisting of theory cards which support the introduction to main concepts such as habitus, capital and meritocracy. In addition, exercise cards introduce visual, written and oral methods which represent a more playful approach the topic of social inequality in education. At the poster session I will give a few insights and inspire colleagues to reflect on classism, discuss measures and take home a few new ideas focussing on first year students.

#4 - Fundamentals of EE - Gifted student program

- Keywords: Teaching Staff, Student Engagement, Transition
- Dominik Mayerhofer, Paul Baumgartner
- Graz University of Technology, Austria

Within this work an overview of the gifted student program implemented in the course “Fundamentals of Electrical Engineering” taught at the Graz University of Technology is given.

Due to the size of the course a large team of experienced students working as tutors is vital to disburden the course organizers while keeping a good supervision ratio. The selection and integration of new tutors is very important since it directly influences the team dynamic. An extensive selection process enables us to recruit talented colleagues forming the backbone of the course.

An open feedback culture as well as a flat hierarchy forms trust and enables fruitful discussions leading to the continuous improvement of the course. Since they are students themselves, they know the student’s way of thinking, bringing valuable feedback and new ideas to the table, forming the think tank of the course.

In order to quick start their teaching career, an intensive support framework is implemented where experienced colleagues evaluate the teaching session and give feedback. Furthermore, social activities and meetings throughout the semester keep the team spirit high and give valuable insight in the course dynamics.

#5 - Increasing permeability into STEM/non-traditional fields of study

- Keywords: Prospective Students, Diversity and Inclusion, Orientation and Induction
- Katja Landstetter, MA
- Fachhochschule Technikum Wien, Austria

When it comes to careers, worldwide a huge gender-gap can be observed. Despite this obvious imbalance, more factors are known to be invisible barriers to (higher) education. To tackle such barriers, it is necessary to provide fair and equal access and therefore increase diversity in those areas of expertise.

The University of Applied Sciences Technikum Wien is offering several programs to enable non-traditional students to successfully start a new field of study: For students lacking a high-school-diploma, qualification trainings and exams are provided. The FiT-Program (an German abbreviation for “women in tech and craft” or “Frauen In Technik und Handwerk”), a joint venture with the public employment services, is aimed at women, with a focus on women facing intersectional barriers to studying.

This poster is intended to showcase proven examples of good practice and serve as inspiration to adapt and adopt this for your own IHE.

#6 - Ways to successful transition in higher education

- Keywords: Beginner, Diversity and Inclusion, Orientation and Induction
- Katja Landstetter, MA
- Fachhochschule Technikum Wien, Austria

The start of the academic education is, especially for first generation-students, a complex and often confusing situation. A plethora of new and demanding tasks are to be solved with little time to adapt to this new reality. Transparency and good supporting structures are critical to prevent immediate drop-out or disadvantages for vulnerable and minoritized student groups.

To ensure a good start the University of Applied Sciences Technikum Wien started in 2018 its orientation-program, called Welcome Days. On two days new students are provided an overview of how the university and their study-program work. Service units for each kind of support are introduced. Students are made aware of the requirements that are placed on them as well as support options.

In the months prior to the start Warm Up Courses in a large variety of subjects help to prepare for studying and are essential e.g., for career changers and students with a deficit in basic scientific knowledge. Both programs offer the opportunity to connect to fellow students early on.

This poster is intended as a handout for the implementation of welcome events for universities to adapt this good-practice-example to their own needs.

#7 - How Interest Fit relates to Study Choice and Reorientation in HE

- Keywords: Prospective Students, Orientation and Induction, Transition
- Sofie Van Cauwenberghe (co-authors: Nicolas Dirix, Stijn Schelfhout, Wouter Duyck)
- Ghent University, Netherlands

Choosing a suitable study program is a challenging process for prospective students. A good person-environment fit (PE fit) among student and study program affects study achievement and persistence, required to acquiring the favored degree. In Flanders, there is an open access policy and a modest tuition fee ensures that everyone have a chance to attend higher education. However, dropout rates are high. Providing adequate and personalized information prior to student enrolment helps prospective students in making informed study decisions and, thereby, improves student motivation, confidence, and success. Studies suggest that students who failed their first year, would benefit from changing their study choice. The benefit of reorienting is influenced by the extent to which the student's interest profile matches the field of study and by the degree the study level matches the student's competence. The present study investigates how the fit between a student's vocational interests and the chosen study program contributes to reorientation during and after the first year of higher education. Furthermore, we examine if study efficiency and interest fit improve after reorientation. We used the interest data of N = 6,000 last-year Belgian secondary school students and their achievement one year later in higher education. Results indicated interest fit was significantly lower for students who reoriented. The interest fit with the new study program decreased and the study efficiency increased after reorientation. We argue that study orientation and counselling tools can benefit from the insights of this study.

#8 - eCampus: Promoting Technology Enhanced Learning at Styrian Universities

- Keywords: Teaching Staff, Support Services, Technology Enhanced Learning
- Andrea Meier, MA; Anastasija Lyubova, BA
- FH CAMPUS 02, Austria

eCampus marks an important step towards cross-university collaboration and advancement of technology enhanced learning (TEL) at Styrian universities.

It is an e-service containing more than 50 use cases, or practical applications, which help lecturers find the right TEL methods to help students reach the intended learning outcomes. Those use cases are classified into six categories (course management, creating learning materials, conduct face-to-

face teaching, conduct online teaching, performance assessment and feedback, and technology enhanced course concepts) and come with detailed descriptions, basic information, and practical tips for implementation. All use cases are licensed under CC-BY 4.0 and can be filtered according to categories such as levels of learning taxonomy addressed, forms of feedback, and group size to help lecturers find the right method for their classes.

eCampus and its most important features, such as the structures of the use cases and the possibilities for interaction, will be presented on a poster, allowing for an in-depth discussion with the participants on their experiences with TEL methods, user engagement and further development of eCampus.

#9 - From KUG-Student4OneDay to KUG-Student4Real

- Keywords: Prospective Students, Orientation and Induction, Support Services
- Eva Calvi-Fuchs, Sara Kebe Cerpes
- University of Music and Performing Arts Graz, Austria

The service “KUG-Student4OneDay” has been founded in 2017 by the central contact point Welcome Center and provides individual guidance through the University of Music and Performing Arts Graz (shortly KUG by its German acronym) and offers prospective students exclusive and important information about the life of a student at KUG. Target group of this service are prospective students or interested party, who is still searching for the suitable study programme. The service “KUG-Student4OneDay” allows prospective students to get a taste of being a student of KUG for one day themselves; before they take an entrance exam and/or they enrol. A prospective student, who applies for this service, will be consulted professionally in different languages on the desired field of study and admission process by a student of KUG. Afterwards, an all-round supervised campus tour will be provided, too. Moreover, at the applicant’s option and if applicable, attending a course from the respective curriculum is also possible. At the end of the tour, each prospective student will be given a Welcome Package with further information material. Throughout the years, the service KUG-Student4OneDay has become very successful and popular, based on the number of registrations.

#10 - KUG Welcome Center for prospective students and university applicants

- Keywords: Prospective Students, Orientation and Induction, Support Services
- Eva Calvi-Fuchs, Sara Kebe Cerpes
- University of Music and Performing Arts Graz, Austria

In 2016, the Welcome Center was established at the University of Music and Performing Arts Graz (shortly KUG by its German acronym) for prospective and first-year students as well as for university applicants. This student-centred measure promotes a welcoming culture at the university. As a

central contact and service point, the Welcome Center is well networked within and outside the university. Within the university, redundancies in the processing of enquiries are avoided and the risk of incorrect answers to questions is thus minimized, as well as the overall processing effort is reduced. Outside the university, not only the professionalism in dealing with potential students and freshmen increases, but also the attractiveness as an educational institution does.

These are the services:

- Multilingual counselling on site, by phone, and online
- Information fairs
- Open House Day
- Guest Audition
- KUG-Student4OneDay
- “Pre-Registration” (before enrollment)
- Welcome Information Day
- KUG at educational institutions
- KUG Backstage
- Others: Creation of various study-relevant printed materials, supervising and editing the homepage (area “Studying”), development of a student recruiting/marketing system.

#11 - KUG... but why? Results of a qualitative study

- Keywords: Beginners, Support Services, Transition
- Eva Calvi-Fuchs (1), Sara Kebe Cerpes (1), Thomas Lederer-Hutsteiner (2), Manfred Hammerl (2), Harald Lothaller (1)
- University of Music and Performing Arts Graz (1), x-sample (2), Austria

The University of Music and Performing Arts Graz (shortly KUG by its German acronym) sees itself as a pathfinder and companion through all phases of studying (also including the time before and after the studies). But does KUG really meet these requirements of focusing on its students? How do students experience KUG and its offers?

In the winter term 2021/22, KUG commissioned a study by the social research institute x-sample to ascertain how KUG is perceived by its students, why they decided to study at KUG and how they evaluate the support offers, in order to be able to improve the services. The results of the approximately 60 narrative interviews conducted with students of the Bachelor’s and Master’s Programmes “Instrumental Studies and “Music Education – Voice and Instruments” (“IGP”) (in each case classical) are presented in the form of a poster. The focus is on the phase of decision-making and preparation for studies (prospective students) and the phase of beginning studies (beginners). This will provide

insights into how (potential) students are welcomed at KUG and how they evaluate the (onboarding) offers.



Parallel Session Round #1

Workshop Session A

Virtual worlds for prospective and first year students

- Keywords: Prospective Students, Orientation and Induction, Virtual / Hybrid Teaching and Learning
- Hannelore Schopfhauser, Andreas Zitek, Alexandra Strauss-Sieberth, Marc Trattnig
- BOKU – University of Natural Resources and Life Sciences (Vienna), Austria

Over the past two years HEI have established distance learning to an unprecedented scale, refining didactic methods in order to enhance students' experience in class. Furthermore, we also focus on their experience during their decision process prior to enrolment and their experience outside class, especially for those so new to university, that they couldn't build their social networks "pre-Covid". To that end, we built virtual rooms, where prospective, first year and advanced students can meet, chat, but also get professional advice on studies, current research topics, student life, and much more. For our prospective students we have chosen gather.town as a tool, a low threshold, gaming-like environment. Additionally, in a collaboration with Areeka "Augmented Reality Education", virtual meeting and learning rooms have been developed, which can be entered as avatar, optionally with VR glasses for an improved social interaction experience. These are currently being established for prospective and first year students to allow for virtual mobility and social exchange even when face-to-face meetings are not possible. Both platforms will be introduced interactively in the workshop.

Workshop Session B

Training modules for staff: The importance of developing student's sense of belonging

- Keywords: Beginners, Diversity and Inclusion, Orientation and Induction
- Silke Preymann, Johanna Paar, Victoria Rammer, Elke Welp-Park
- Fachhochschule Oberösterreich, Austria

The workshop aims to provide some insights that will help participants to create an inclusive learning atmosphere where all students feel that their contributions are valued and welcome. The workshop sheds some light on the crippling role of stereotype threat and othering mechanisms and how they may affect the progression of non-traditional student groups.

In an interactive setting and based on their own experiences, participants will then explore existing and potential barriers to both academic and social integration of beginner students. The discussion will revolve around one central question, namely 'How to make it easier for students to settle in at their respective higher education institution?'

Paper Session A

Pedagogic Practice to Support Student Transition and Engagement in Your Classroom

- Keywords Teaching Staff, Student Engagement, Transition
- Dr Kerry Gough
- Nottingham Trent University, England

At Nottingham Trent University (NTU), student transition is managed by our Centre for Student and Community Engagement who support Schools in the management and delivery of their first-year induction programmes, while the Centre for Academic Development and Quality look after ongoing staff development for those who teach and support learning. This session offers insight into our jointly-designed staff development programme in support of student transition and engagement.

Never has the student experience been so fragmented than it has across the last three years. Early indications at NTU, show first-year students facing high levels of anxiety and less engaged than we would expect them to be, both on campus and online. Student behaviours have changed, with many students choosing to come on campus for their learning only. This maps differently to pre-pandemic behaviour, where students would stay on campus longer, engaging in a wider range of activity, both social and academic. This session outlines the staff development package that we have developed to support staff at NTU in supporting our students, with a view to enhancing student academic progress and sense of belonging at NTU.

Pause! Stop! Rewind! SIMON and the study choice process

- Keywords: Prospective Students, Orientation and Induction, Support Services
- Lot Fonteyne
- Ghent University, Belgium

How can we get the right student in the right place? One way of doing this is to provide prospective students with valid instruments that support their study choice process. In this paper we introduce one such instrument, SIMON (Study Skills and Interests MONitor). Although this project initially targeted prospective students, SIMON is now also being used post-enrolment.

As such, SIMON aims to promote success and retention both pre- and post-enrollment. The validity of this instrument and its matching algorithms has been supported by data from 50.000 students and over 35.000 secondary education users. In the current paper we focus on the validity of the prediction of success, on how the instrument promotes diversity and we illustrate the several applications.

We also highlight the effects of the pre- and post-enrolment applications on the re-enrolment and re-orientation of unsuccessful students. The aim is to be thought-provoking and leave the audience inspired and with concrete ideas to implement similar projects.

Paper Session B

UPRS (UP Readiness Survey) for first year student success

- Keywords Beginners, Academic / Learning Analytics, Orientation and Induction
- Juan-Claude Lemmens
- University of Pretoria, Southafrica

The UP Readiness Survey (UPRS) is a survey targeted at first time entering first year students. This survey focuses on various background and socio-economic factors, such as high school-related characteristics, financial considerations, accommodation and the transport needs of first year students. The UPRS was implemented in 2020 for the first time and 7375 students completed the UPRS in 2020 and 7706 in 2021 during the orientation programme at a large research-intensive university in South Africa. The information of the UPRS is typically used by staff from the Department of Student Affairs (mentorship programme and student disability unit), the Department of Enrolment and Student Administration (bursaries and loans), the Department of Residence Affairs (student accommodation), the Center for Teaching and Learning (academic advising) and the Department of Institutional Planning (institutional report). IT devices and data needs were included in the survey in 2021. 358 students indicated insufficient data and 720 of the students indicated not have a device (e.g. laptop or tablet) that is usable for their studies. Uptake of the interventions will be presented during the presentation.

Study/Life Check In: Digital nudges to promote wellbeing and a positive learning culture among first year students

- Keywords: Beginners, Mental Health and Well-being, Diversity and Inclusion
- Rune Mastrup Lauridsen and Tine Waast Nielsen
- University of Southern Denmark

Inspired by both young people's digital habits, as well as psychological research on wellbeing (e.g. PERMA Theory), learning approaches (e.g. Mindset Theory) and motivation (e.g. Self-determination Theory), we have developed a series of digital interventions: Study/Life Check Ins.

Study/Life Check In is 9 digital nudges during the bachelor students' 1st semester at two faculties at University of Southern Denmark. Each check in (digital nudge) consists of one quick question relating to student life, respond options and feedback. The feedback is text bits, short youtube videos, gifs or similar.

The Aims of the Study/Life Check In

- To prompt first year students to talk to each other about being a university student in a supportive, inclusive, and positive way.
- To create proactive reflections on relevant factors of well-being at eye level and why it is worth prioritising
- To influence the language, the discourse, and the learning culture among first year students in a direction that is conducive for well-being

Preliminary findings show high activity in the check ins, and interviews with participants suggest that students find the check ins both inspiring and fun.

Paper Session C

Columbus: An online self-assessment tool to support higher education study choice

- Keywords: Prospective Students, Orientation and Induction, Transition
- Sofie Van Cauwenberghe (1), Nicolas Dirix (1), Jonas Willems (2), Vincent Donche (2), Lien Demulder (2, 3), Jordi Heeren (3), Karine Verschueren (3), Lieve De Wachter (3), Veerle Vanoverberghe (4)
- Ghent University (1), University of Antwerp (2), KU Leuven (3), Artevelde University of Applied Sciences (4); Belgium

Choosing a suitable study program is a challenging process for prospective students. This is especially true in Flanders, where there is an open access policy in most study programmes for students coming from secondary education. The majority of these students does not manage to pass all courses in the first year of tertiary education. The Columbus tool, a large scale online assessment and feedback instrument commissioned by the Flemish government, therefore attempts to improve study orientation from secondary education towards higher education.

In this presentation we will introduce the different measurement instruments used in Columbus. Moreover, we will show how the Columbus data of over 10,000 Flemish last-year secondary school students was related to their achievement one year later in higher education. Using these data, an empirically grounded overarching feedback module was developed that maps students' likelihood of success in the first year of higher education given their scores on the different measures in Columbus. We will give a demonstration of this module and discuss how decisions regarding the feedback format and lay-out were made based on user feedback.

Shaping, enabling and accompanying educational transitions

- Keywords: Prospective Students, Orientation and Induction, Transition
- Helena Nekola, Ute Steffl-Wais
- Vienna University of Economics and Business (WU), Austria

Nowadays HEIs operate in a highly competitive field in terms of attracting students, but also regarding student retention and graduation rates. WU Vienna traditionally suffers from high rates of early dropouts. Building relations to schools and supporting prospective students in their decision-making seems to be one lever to work on this. In 2015, WU participated in an official call by the Federal Ministry for Education, Science and

Research for cooperation projects aiming to achieve structural developments in the education sector. The project based on three core elements: personal relations, early information including campus experience and recognition. The project ran from 2016 to 2018 in cooperation with the

Viennese City School Board and 8 secondary schools. The session puts the focus on the project's goals, activities, outcomes as well as the lessons

learned and presents the results of the evaluation process. Based on this, WU Vienna initiated a range of activities and offers for prospective students in order to improve the expectation management, information base and starting conditions. We present the follow-up project and illustrate data based the developments at WU within the last years in the respective topics. Finally, we discuss the transferability of the project to other HEIs.

Show & Tell Session A

What about soft skills!?

- Keywords: Teaching Staff, Mental Health and Well-being, Technology Enhanced Learning
- Herman Van de Mosselaer, Amber Hoefkens, Peter David
- AP University of Applied Sciences and Arts, Belgium

In many higher education programmes we only pay attention to soft skills in the graduation year, in preparation for the entry into the labour market. That is a pity because then there is not much time left to coach its development. Moreover, several soft skills, such as communication, empathy, planning & organising, analyzing, self-reflection and result orientation are very important for a smooth social and academic integration in higher education. The sooner students are aware of their qualities with regard to their soft skills, the sooner they can develop them further.

After years of experience with Lemo, a feedback tool for learning competences and learning motivation, AP Educational Research Unit developed a feedback tool for soft skills. The tool starts from a self-assessment questionnaire about at least 8 and maximum all 16 soft skills available, and provides immediately an individual feedback report with score-specific feedback and tips to strengthen the chosen soft skills. We present an overview of the tool with the questionnaire, the individual feedback report, a group feedback report and support materials for coaching. Participants can also experience the tool themselves.

Cooperation as a strategy for an inclusive learning environment

- Keywords: Prospective Students, Diversity and Inclusion, Support Service
- Liesbeth Huybens, Diane Maes
- Thomas More, Belgium

We present a model of a support continuum where inclusion takes the lead and students are fully supported from the start. We optimize the learning process of every student and recognize all students in their uniqueness and offer customized services.

We provide a good basic service for every student where diversity thinking is supported by everyone. We provide only specific support when necessary. Furthermore we try to give as much specific support to every student. For example all students, also those without a diagnose, get extra time to make exams. To achieve this, every program has its own disability officer. He pleads for every student and implements the principles of Design for All.

We evaluate and adjust continuously. Confirmation that our system works is provided by research and students indicate that they are satisfied with the accessible support. Not only specific help is

provided but a simple “how do you do?” also goes a long way. A good basic service, provided by inclusive thinking, gives most students all the help they need.

This only has a chance of success if students take a responsible attitude towards their own learning process and if all employees see the student as an equal partner.

InteresTinder: a tool to help prospective students discover their interests, values, talents...

- Keywords: Prospective Students, Orientation and Induction, Support Services
- Lieselot Buyle & Delphine Goethals
- Artevelde University of Applied Sciences

Choosing the right study programme in higher education doesn't happen overnight. There are many questions that need to be answered before the choice can be made. At the Office of Study and Career Guidance we coach students during that process and work following the framework of Germeijs and Verschueren (2006). Based on taxonomies and theories of career decision-making problems and processes, they differentiated six tasks of the career decision-making process as core aspects.

InteresTinder is a tool that facilitates students with two of these tasks: self-exploration (i.e. gathering information about oneself) and in-depth exploration of the environment (i.e. gathering detailed information about a reduced set of career options). It includes 66 statements, each representing an interest, talent, value or future perspective that need to be 'swiped' left (exclude) or right (include) according to their preferences. Each statement links to (several) degree programme(s). Students end up with a selection of degree programmes that are in line of their interests, talents, values and future perspectives. It's up to them to further explore these results of potential study programmes.

This low-cost tool, made by the Office of Study and Career Guidance in cooperation with the degree programmes of Artevelde University of Applied Sciences, is used in a game-like, personal and spontaneous way during study choice and information sessions.



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Day 2 – Thursday 21 April 2022

Keynote #2

Development and Implementation of the National strategy on the social dimension of higher education (2017). Towards more inclusive access and wider participation.

- Dr Maria Keplinger
- Federal Ministry Republic of Austria Education Science and Research

The Austrian National strategy on the social Dimension of higher education was published in February 2017. Its development was based on the shared goal on which the EHEA-member states agreed within the London Communiqué 2007: “The student body should reflect the diversity of the broader population at all levels of higher education, from admission, to participation and successful completion.” This commitment was transferred into two major fields of action in the Austrian context:

- Raising quotas for underrepresented groups, e.g. non-academic vs. academic background
- improving study conditions for groups with specific needs

To facilitate evaluation, nine quantitative goals were set. These goals act as indicators that illustrate implementation success, and help identify further fields of action. Now, after 5 years of active implementation, and an interim evaluation report published, quantitative and qualitative developments can be illustrated and contextualised. In the introduction, the keynote will illustrate the strategy development process. The main part will focus on the implementation, and the resulting quantitative and qualitative developments since 2017.

Find here further information on the [National strategy on the social dimension of higher education](#).



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Parallel Session Round #2

Workshop Session A

Education is for everyone? – Reflecting on class and classism in higher education

- Keywords: Teaching Staff, Diversity and Inclusion, Transition
- Dr. Lisa Scheer
- University of Graz, Austria

“I sometimes feel so stupid because I don’t understand anything.” This is how many students experience their first year(s) at university. We take such emotions and experiences as a starting point for reflecting about social inequality in higher education. This knowledge is central for good teaching and can help keeping students motivated and engaged. In the workshop, we will focus on class/social origin and its significance in higher education, stressing that class is to be understood as intersecting with other power relations like gender and race. Research results from the project “Habitus.Power.Education – Transformation through Reflection”, which was conducted at the Institute for Educational Research and Teacher Education, University of Graz, from 2019 to 2021, will be our starting point for discussion these questions:

- What challenges concerning class and classism are higher education institutions, teachers and students confronted with?
- What is done at your higher education institution in order to address social background and classism?
- How could first year students be better addressed in their needs, challenges and fears

Workshop Session B

Rewriting student engagement: a more democratic and inclusive story

- Keywords: Beginners, Diversity and Inclusion, Student Engagement
- Manûshân Nesari & Yasmine Goossens
- UCLL University of Applied Sciences, Belgium

Over the past three years, UCLL, a University of Applied Sciences in Belgium has been redefining the foundations of student engagement. In collaboration with students and the services involved, the project ‘Student Participation 2.0’ was launched, focusing on more inclusive and democratic student participation.

In this interactive workshop, our goal is to develop a brief analysis of student engagement in the participants' organization. During this workshop we'll guide participants through our own process and together we'll also identify barriers that students may encounter. In the end we look for possible solutions to make student engagement more inclusive, and share some good practices we've encountered during our own project and research.

To achieve these goals we'll concentrate on a few guiding principles, partnership and thematic working, which strongly emerged in UCLL's project. We will identify the barriers together using different student profiles (first year student, work student, international student,...).

Throughout this workshop we hope to give the participants new insights on student engagement so they can start redefining student engagement in their own institution.

Paper Session A

Individual attention plan for first year students

- Keywords: Beginners, Orientation and Induction, Transition
- José Antonio Ballesteros, José Luis González (Marcos D. Fernández, Raquel Cervigón, Benito del Rincón, Miguel Ángel López, Arturo Martínez-Rodrigo, Raquel Martínez, César Sánchez and Juan Manuel Sánchez)
- University of Castilla-La Mancha, Spain

Students entering the University for the first time get involved in an induction process that might be difficult and could eventually determine their personal and professional future. The combination of all those factors can yield at: his adaptation without help needed, but with an evident extra effort (the positive one); or the frustration of him and even the drop out of the degree (the negative one).

An individual attention plan for first year students is described and analyzed. The plan tries to ease the adaptation process of first year students at the university by some classic actions as teacher-tutors and by other new, such as peer-mentoring (the keystone of the plan). A welcome day, an initiation course and regular meetings with first-year supervisor are other actions of the plan.

To evaluate the effectiveness of the plan, surveys and reports are required for new students, student-mentors, first-year teachers and teacher-tutors, that are then analyzed to improve the individual attention plan proposed in a continuous improvement process.

All the activities were considered as useful and new students positively valued the plan, considering that it should definitely continue.

Introduction to Intercultural Understanding at HEIs

- Keywords: Beginners, Diversity and Inclusion, Orientation and Induction
- Mr. Patrik Foltýn
- Tomas Bata University in Zlín, the Czech Republic

Introduction to Intercultural Understanding in the environment of HEIs can be a tricky place for new students from different cultures with other understanding and communication standards. Neither they nor the HEI employees are often aware of cross-culture differences in communication and mutual understanding with their HEI surroundings. The goal of our paper session is to raise awareness between the participants in terms of intercultural communication and potentially grow their competencies in this area. That should bring down future communication problems and challenges between both parties to the minimum and raise the well-being of all interested stakeholders.

Our paper session will consist of:

- Short introductory self-evaluation questionnaire about cross-culture stereotypes and behavioral differences.
- Presentation about behavioral aspects in cross-cultural communication based on socio-cultural diversity with examples of best practices of creating a welcoming for international students.

Paper Session B

Supporting Transition via Engagement Analytics: A Digital Safety Net

- Keywords: Beginners, Academic / Learning Analytics, Student Engagement
- John Wyatt and Dr Maurice Kinsella
- University College Dublin, Ireland

Transitioning to higher education can present psychosocial challenges to first year student(s), potentially hindering their engagement and academic progression. Given the recent proliferation of digital engagement strategies, it is vital to recalibrate teaching and support frameworks and ascertain learner analytics' role in potentially addressing disengagement.

University College Dublin's 'Live Engagement & Attendance Project' (LEAP) has created an analytics framework offering Academic Advisors (AAs) programme-level first year engagement data to help support staff conduct timely interventions following students' potential disengagement.

LEAP's longitudinal data (2019-2022) includes quantitative analytics from student logins and online content topic access (n= 270) and qualitative feedback from student surveys and advisory staff interviews. LEAP analytics data was predictive of student GPA attainment. Also, feedback showed stakeholders recognised AAs' centrality in promoting engagement and endorsed an analytics-enhanced safety net.

LEAP's institutional impact is discussed, alongside core theoretical frameworks (e.g. self-determination theory), its feasibility and key research findings.

Exploring the links between 'Belonging' and 'Mattering' and the impact on student achievement

- Keywords: Teaching Staff, Diversity and Inclusion, Student Engagement
- Clair Zawada
- Birmingham City University, United Kingdom

Belongingness is the human need to be accepted, recognised, valued and appreciated by a group of other people. The concept of belonging is important for individuals to feel accepted in a social environment, and in academia belongingness is a key contributor to student success and retention. Mattering is defined as the perception that we are a significant part of the world around us. Mattering differs to belonging in that perceptions of mattering occur through an individual's interpretations of others' behaviours towards them, whereas belonging is more group orientated.

264 health science students completed a questionnaire comprising of; demographic data; mattering at university scale (Elliot et al, (2004) 24 item index); mattering on placement scale (Elliot et al (2004) 24 item index); belonging at university scale (Malone et al (2012) 6-item GBS scale) and belonging on placement scale (Levett-Jones et al (2009) 34-item scale). Students were also asked for their student ID number, so that academic data could be accessed.

Analysis looked for correlations within the data and factors significantly correlated with academic achievement.

Paper Session C

All change! Insights from an institutional transformation of induction

- Keywords: Beginners, Orientation and Induction, Transition
- Andrew Mearman, Emma Peasland and Anne Tallontire
- University of Leeds, United Kingdom

This paper presents our reflection on a university-wide change to first-year student welcome accelerated by the Covid-19 pandemic. We draw on transition pedagogy (Kift), theories of organisational change (Kotter) and co-evolutionary theories of change (Foxon) and use data from an internal evaluation of welcome, which used primary data (e.g. interviews with academic staff responsible for the school-level roll out of welcome and induction) and routinely collected data (e.g. usage figures of the online resources). Plus auto-ethnographic accounts of actors in the processes of design, delivery and evaluation of the initiative.

The paper identifies three phases of the process – Understanding, Changing, and Extending – and reflects on the interactions between structures and agents in these stages. Despite the progress made in the Understanding and Changing stages, the embedding of new practice necessary for Extending is enabled by internal and external drivers to provide more inclusive education, but also shaped by pre-existing structures of the institution, such as departmental forms, communications channels and staff desires to preserve professional niches. We also note tensions between generic and specific needs of students, between trust and control, and between IT and human-based interventions. We consider steps to ensure that the Extending process is sustained and better embedded.

Student Diversity & Pandemic Resilience

- Keywords: Beginners, Diversity and Inclusion, Transition
- Nadine Syring, Annika Felix, Sarah Berndt, Judit Anacker & Anke Manukjan
- Otto-von-Guericke University Magdeburg, Germany

Students enter college with different socio-demographic characteristics, educational biographies, and experiences. This diversity conditions the transition from high school to college and thus integration. Additionally, due to the COVID-19 pandemic, the transition takes place under changing conditions of digital or hybrid study, so student resilience to the pandemic situation equally takes on a significant role. Based on resilience, dropout, and COVID-19 pandemic research, this paper aims to investigate students' COVID-19 pandemic resilience and its intersection with diversity criteria. For this purpose, a latent class analysis (LCA) is conducted to explore student types of COVID-19 pandemic resilience based on data from the student panel of the University of Magdeburg during the summer semester 2021 (N 1,120; response rate: 16.2%). Their stability compared to the summer semester 2020 (N 1,172; response rate 15.1%) is investigated by means of descriptive trend analyses. In addition, an analysis of the association between COVID-19 pandemic resilience types and diversity characteristics is performed using multinomial logistic regression.

Show and Tell Session A

ED Owl – gamifying learning using staff-student partnership

- Keywords: Teaching Staff, Technology Enhanced Learning, Virtual / Hybrid Teaching and Learning
- Nurun Nahar, Thomas Storey
- University of Bolton, United Kingdom

There is a growing body of evidence highlighting the benefits of game-based learning to support learners in achieving specific learning goals. This research area is attracting a significant amount of interest from the scientific and educational community, particularly in recent times due to the massive shift to hybrid and blended learning approaches. With the rise in educational technology, instructors and those who create educational policy are interested in introducing innovative technological tools, such as video games, virtual worlds, and Massive Multi-Player Online Games (MMPOGs) (Buckless, 2014; Gómez, 2014) to study the effects of these on learners' educational experience.

Taking a student –staff partnership approach, a game-based learning application called Ed Owl was developed and launched in February 2022 on a Business undergraduate programme at the University of Bolton. By integrating it with curriculum delivery, it is intended to benefit and foster digital interaction within the course and support formative assessment strategy in a blended learning context. It hosts a number of interactive games, designed to provide a scaffolded learning support to students. This study aims to investigate the effectiveness of Ed Owl as a gamifying application and its impact on student's learning experience. A focus group will be conducted at the end of April 2022 to report any potential benefits of gamifying learning for innovative pedagogical interventions.

Measures for Ensuring the Quality of Teaching at CAMPUS 02 UAS

- Keywords: Teaching Staff, Support Services, Technology Enhanced Learning
- Andrea Meier, Anastasija Lyubova
- FH CAMPUS 02, Austria

Training the teaching staff is especially challenging at universities of applied sciences. A significant portion of the lecturers usually teach part-time while at the same time pursuing careers in their respective fields of work. In this contribution, we present the results of a survey on technology enhanced learning (TEL). The Center for Teaching Excellence (CTE) of CAMPUS 02 UAS implements services to support its heterogenous group of part-time teachers as well as full-time lecturers. They include services for creating educational videos, cross-curricular training series, and more. Despite all these efforts, collaboration between the CTE and the teaching staff could still be improved.

To find out what further measures the CTE can take to support the teaching staff in general and in developing and implementing TEL we conducted a survey among all part-time lecturers. The survey aims to investigate the respondents' attitudes towards digital media and the implementation of TEL and find out which services provided by the CTE have already been used. We expect to not only learn about how TEL is and can be implemented, but also about the current digital literacy level of our teaching staff.

Study Smart – Introducing effective learning strategies

- Keywords: Beginners, Student Engagement, Transition
- Oscar van den Wijngaard
- Maastricht University, the Netherlands

Did you know that 75% of the students use ineffective learning strategies when preparing for their exams and tutorials? When entering university, it is difficult to find a good study strategy. Based on decades of cognitive psychological research on learning, Maastricht University's (UM) School of Health Professions Education and the UM Institute for Education Innovation (EDLAB) have identified a number of effective and ineffective learning strategies and designed the Study Smart programme, aiming to create awareness of, practice with, and reflection on effective learning strategies. After a number of successful pilots, the workshops are now offered at all UM faculties.

Show And Tell Session B

Expanding integrated student guidance by a mentorship program

- Keywords: Beginners, Student Engagement, Transition
- Marlinde Schoonbeek, Monique Quaedackers, Madelon Gijzel, Simone Schut, Annemoon Bregt, Jacco de Focket-Koefoed, Martine Koppenhol, Gönül Dilaver
- Utrecht University, the Netherlands

During this session we hope to inspire you with our student-mentorship program, which attributes to an elaborate student guidance program (SGP) in which professionals intensively collaborate. The SGP includes a tutoring program in which academic professionals guide the students during their bachelor's program in collaboration with several professionals from the faculty, such as student coaches, study counselors and career coaches. To further enhance student engagement and to facilitate the transition of first year students, we expanded the SGP with a mentorship program in which senior students guide first year students. The mentorship program is focused on wellbeing, community forming and sharing experiences in studying at the university.

In our session, we share the set-up of this mentorship program and how is integrated in the SGP of our bachelor's program to mutually reinforce it. Next to this, we exchange experiences on student guidance programs in other institutes. In addition, we hope to discuss what aspects of guidance concerning social and academic integration suit better with a student-mentor or with a senior academic professional.

Do it (for) yourself: e-learning for a sustainable Study Guidance

- Keywords: Beginners, Support Services, Technology Enhanced Learning
- Kaat Terryn, Fran De Plecker
- Vrije Universiteit Brussel, Belgium

The two main goals of Study Guidance at VUB are to increase study efficiency and student wellbeing. As a consequence of Covid 19, guidance had to take place remotely. Therefore, a digital Study Guidance course environment was developed consisting of multiple modules on how to tackle study life. That way, all students had 24/7 online access to study related tips and tricks. Additionally, different learning tracks were created tailored to the different student populations, like first year students, lateral entrant students and so on.

This e-learning course environment has been integrated in a hybrid and stepwise guidance whereby: (1) students can get to work by themselves online, (2) students can participate in online and/or on campus group sessions and (3) students can receive individual guidance if further in-depth guidance is needed. For first year students specifically, a guidance program is organized in which study-related group sessions are embedded in the class schedule.

Thanks to the reconceptualization of the guidance offer, Study Guidance can respond quickly and efficiently to the diverse learning needs of all students.

The First-Year Integration Test: monitoring social and academic integration

- Keywords: Beginners, Support Services, Transition
- Veerle Vanoverberghe, Han Crevits
- Artevelde University of Applied Sciences, Belgium

Abstract

In many European countries, numerous first year students seem to struggle with their transition from secondary to higher education and fail or drop out before completion of their study programme. Research has demonstrated that students' academic and social integration positively impact their study success in higher education.

To enhance features of academic and social integration, the Artevelde University of Applied Sciences offers all first-year students 'process coaching' within the curriculum. Coaches monitor academic and social integration using a newly developed instrument called the "First-Year Integration Test", or "FIT". Based on thorough qualitative research, this instrument was designed by Artevelde University of Applied Sciences and University of Antwerp, and it has proven to provide a reliable and valid image of a wide range of essential components of students' social and academic integration.

Furthermore, FIT provides students with individual feedback on nine elements of academic integration and four elements of social integration. In this 'show and tell' session, we present FIT and show how coaches put it into practice.


[BACK TO OVERVIEW](#)

Parallel Session Round #3

Workshop Session A

Triggers for first year student's academic integration from day 1

- Keywords: Beginners, Orientation and Induction, Transition
- Jan Bollansée and Katleen Craenen
- KU Leuven, Belgium

In 2019 KU Leuven adopted a new concept for its induction activities, with an explicit focus on first year students' academic integration from the very start of their studies. Activities that allow new students to get acquainted with disciplinary aspects and teaching and learning approaches, and to engage with teaching staff and fellow students, contribute to this goal.

However, the ambition to provide early triggers for academic integration gives rise to a number of challenges. They centre around three main strands: 1) the type of activities that contribute to academic integration in the induction phase, 2) ways to get teaching staff involved and 3) the roles that peer students can play in the process.

This workshop will start with a brief presentation of KU Leuven's views and experiences regarding triggers for academic integration from day 1. We will then move on to small group discussions, exploring possible approaches to each of the challenges by sharing participants' ideas and experiences. You will be invited to identify one 'take home' idea, so as to inspire change or further growth in your institution.

Workshop Session A

Exploring the impact of community on student engagement

- Keywords: Beginners, Diversity and Inclusion, Student engagement
- Oscar van den Wijngaardn
- Maastricht University, the Netherlands

How students perceive and participate in their social and academic communities has a strong impact on the degree of engagement students feel with their studies. The covid-19 pandemic has reminded all in higher education even more of the importance of connectedness and community for student well-being and success – for all students, but for first year students in particular. In order to make these complex concepts more tangible, staff at EDLAB, the Institute for Education Innovation at Maastricht University (UM), together with students have developed a workshop on community and engagement. In this workshop students identify characteristic features of their community and discuss how these features affect their affective, behavioural and cognitive engagement. The workshop thus generates concrete and contextualized topics for further discussion and planning on how engagement and community can be nurtured and developed further. While this workshop was developed with the aim of providing input to community building processes, its approach to reviewing and analysing aspects of community also offers a basis for more systematic research on the interactions between community and engagement.

Paper Session A

Influencing the Influencers – reaching out to stakeholders at secondary schools

- Keywords: Prospective Students, Student Engagement, Transition
- Anine Skjøt Møller
- University College Copenhagen, Denmark

How to strengthen the bridge to higher education by initiating co-created activities for both students, teachers, student counselors and management in secondary education?

At University College Copenhagen we have decided not just to focus on the prospective students but also the main agents in their environment in our initiatives to prospective students. We do that because we see the teachers and student counselors as the real influencers on the student's choice of education. The obvious goal is to improve the students' awareness of welfare educations and give them authentic experiences that can contribute their choice of education. Moreover, we are interested in bringing about a broader and better perspective on both the programmes at the university college and the subsequent labor opportunities.

In this session we will present the design for our partnership with the secondary schools with whom we are co-creating activities reaching out to students and staff both at secondary schools and by us. This collaboration is guided by principles about relevance, sustainability, and peer involvement.

Using Peer Assisted Learning through transitional stages in Higher Education

- Keywords: Beginners, Orientation and Induction, Transition
- Linnea Wallen
- Queen Margaret University, Edinburgh

The Peer Assisted Learning Scheme (PALS) model is globally well-established as a key provision in supporting students through university and the body of research evidencing its efficacy is constantly expanding (Arendal, 2018; Malm et al., 2022). At Queen Margaret University (QMU), the scheme support students at each transitional stage – from first year through to fourth year – by trained leaders who facilitate student-led spaces in which they demystify expectations and explore their learning together with cohorts below them; functioning as continuous orientation, academic support and a learning community. This presentation demonstrates the impact of PALS for students at QMU. The data were generated through mixed evaluation approaches, including non-experimental counterfactual analysis of surveys and exam board results, as well as rich qualitative accounts from attendees in semi-structured focus groups facilitated by PALS leaders. By illustrating how the scheme fosters active student engagement and encourages students to take ownership of their knowledge and learning, this evaluative research contributes to cross-disciplinary theory and practice on peer-learning pedagogy.

Paper Session B

Fundamentals of EE – Concept of a first semester exercise

- Keywords: Beginners, Transition, Virtual / Hybrid Teaching and Learning
- Paul Baumgartner, Dominik Mayrhofer
- Graz University of Technology, Austria

In the teaching project „Fundamentals of Electrical Engineering,” taught at Graz University of technology, the requirements on a first-semester course were systematically analyzed, and new concepts were implemented.

One major challenge is the student’s heterogenous prior education. An essential measure to react to this is the implementation of well-selected unique materials as additional exercise sheets or teaching videos. Also, the social aspect of first-semester students is considered in building learning teams within the course’s groups.

An intensive feedback culture provides the student with well-directed but manifold information. Using an anonymous communication platform, a fruitful discussion platform could be implemented. Also, feedback to the teaching staff and the course's organization is well executed and ensures the sustainability of the course.

The impact of all these measures could be seen in the development of the course. For example, since the start of the project, the course's failure rate could be decreased from 50% to about 25%. Also, surveys within the student group prove a better education on the entire content of the curriculum.

Will Faculty Buy In and Will Students Care? Embedding FYE Content into the Academic Curriculum

- Keywords: Beginners, Support Service, Transition
- Andrew Skelton
- York University, Canada

The gold standard of FYE programming is the First-Year Seminar, a credit course that teaches students university success strategies, but such courses are not common practice in Canada. An alternative delivery model for FYE programming is to integrate the content into the academic curriculum, but this comes with challenges such as buy-in and loss of efficacy.

What does it take for instructors to adopt these materials in their courses, what does it take for students to complete them, and can they still be effective?

From the student perspective, the benefit (skills improvement, academic success, and direct academic reward) must be balanced with the cost (time, effort, and motivation). From the faculty perspective, the benefit (retention and improved student outcomes) must be balanced with the cost (workload, motivation, perceived sacrifice of course content and resource cost).

We will present results of our project, in which learning modules were developed at a variety of engagement levels and formats and tested with a large 1200-student course over three years. We will present student outcomes data, survey data from both students and faculty, lessons learned and ideas for the future.

Show and Tell Session A

Achieving student success: everybody wants to contribute, so why do we not succeed?

- Keywords: Beginners
- Mia Milde, Harald Åge Sæthre
- University of Bergen, Norway

An increasing number of students report mental health issues, and too many of our skilled and capable students leave our university before graduation. Do our employees have the skill, competence, and resources to work systematically to solve this issue in a sustainable way over time? Do they have the opportunity to build up their expertise in the field? And who is responsible for finding these solutions?

The way an institution achieve results depends on a multitude of factors, and the competence and expertise of the employees is only one. Other factors include, among other things, what mandate the employees have, how management relates to this mandate and student involvement. Simply put, who does what and where.

From February to October 2021, we have conducted interviews with university and faculty management, employees, and students, to uncover how the organization works with these challenges. This presentation will highlight some general findings that will be relevant for most educational institutions. The presentation will also include some of the recommendations that was given to the University of Bergen on how these challenges can be met.

Closing the gap: How to speak to underrepresented pupils on their road to higher education?

- Keywords: Prospective Students, Diversity and Inclusion, Transition
- Fatima-Zahra Naimi
- KU Leuven, Belgium

Cross-national data indicate that equality on average across social groups is not achieved: students with a migration background or non-higher educated parents are still less likely to participate in higher education. KU Leuven and its associated colleges of applied sciences have been organising for many years the 'A-crew' project. For them closing that gap starts before entering higher education, it starts during the decision process. A diverse group of students take up the role of ambassador and visit schools and youth organisations to tell prospective students their story. This has three main objectives for prospective students: motivating to start considering higher education in time, equipping them with tools and tips to take sound decisions and facilitating encounters with role models they can relate to. The project also has objectives for the ambassadors: learning several skills in a formal and informal way, gaining a network and earning official recognition for this extracurricular activity through credits or a certificate. In this session KU Leuven will elaborate on how this project is carried out and what they have learned during the process, with all its challenges.

'Kickstart your student journey': an initiative for first generation students

- Keywords: Beginners, Diversity and Inclusion, Transition
- Yasmine Goossens

- UCLL University of Applied Sciences, Belgium

First generation students – whose parents never studied at a higher education institution (HEI) themselves – have been pouring into HE programs (almost silently) for decades. These students form a highly diverse and motivated group, but there are challenges lurking around the corner for them that HEI cannot ignore. For first generation students the start at higher education seems particularly difficult and stressful. It can often be an attack on their self-confidence, with all the imaginable consequences for their sense of belonging, progression and success-rate.

'Kickstart' is a three-day empowerment-program at UCLL, a University of Applied Sciences in Belgium, which aims to give first generation students a 'head start' to a positive student journey. 'Kickstart' aims to be demand-driven and focusses on the many practical and sometimes small questions these students struggle with. Summarized, they can participate in workshops about self-confidence, storytelling and discovering their own talents as a student. Kickstart has started (or revived) a valuable discussion about inclusion and diversity.

Show and Tell Session A

“Welcome! Student starter kit”

- Keywords: Beginners, Orientation and Induction, Transition
- Emma Björg Eyjólfsdóttir, Hannah Tischmann
- UCLL University of Iceland (Eyjólfsdóttir), University of Stavanger (Tischmann)

“Welcome! Student starter kit” is a digital resource for first year students at European universities to support them in their transition from high school to university. The goal of this project is to generate a better understanding of the student role and an interest in academic skills before the first lecture. “Welcome! Student starter kit” thus aims at helping first year students to get started faster and more efficient with their studies.

The starter kit is developed by project teams from the University of Stavanger (Norway/project leader), the University of Iceland (Iceland), and Kaunas University of Technology (Lithuania) and financed by Erasmus+ Strategic Partnerships. It will consist of 10 short videos and other digital content discussing different aspects of being a student. The content is created across the three partner institutions and based on focus group interviews and questionnaires sent out to more experienced students.

“Welcome! Student starter kit” will be available from summer 2022 on www.studentstarterkit.eu.

Introduction days: checklist for a warmer welcome

- Keywords: Beginners, Mental Health and Well-being, Transition

- Liessa Engels
- Ghent University, Belgium

An increasing demand of psychological support for students along with striking results from a university-wide questionnaire on well-being by the student board challenged our university to rethink our approach on students' mental health.

Findings showed that our students perceived the university as a rather distant and impersonal institution. Introductory moments were experienced as overwhelming, with an overload on information. First year students lacked a warm welcome and struggled with finding the right support.

Well-being was put on the agenda as a university-wide focal point. While developing a mental health policy in various phases, the first focus was on creating a checklist for the faculties to use when giving shape to their introduction days. Through combining three crucial elements (social cohesion, campus guidance, basic information) all eleven faculties now have a new and improved way of organising their welcome days.

During the Show & Tell we will present the checklist combined with actual examples of the implementation within the faculties. The presentation will illustrate how a simple checklist can help to evolve welcome days into a more qualitative whole.

Social structures for learning in on-line programmes

- Keywords: Beginners, Student Engagement, Virtual / Hybrid Teaching and Learning
- Prof. Dr. Ellen Marie Saethre-McGuirk
- Norwegian Competency Network for Student Success in Higher Education / Nord University, Norway

This show and tell presents a case study concerning the formal and informal social structures for learning created to support diverse students in their individual and group on-line learning activities.

The returning, but nonetheless first year students brought with them significantly different practical workplace experience, in that the students were teachers in a diverse range of schools from all over Norway. In that the program was aimed at a range of in-service teachers, a differentiated-content approach was necessary. Some students were given time off to complete the course, while others didn't have this opportunity and had to take the program at the same time as working full time. The complexity of creating constructive formal and informal social structures for learning for such a diverse group of learners was furthered by the differences in students' comfortableness of being on-line students. In this landscape, issues relating to GDPR, social media, and public presentation of student work had to be negotiated.

The case study addresses a 15+15 ects part-time in-service teacher continuing education program in art and design created for on-line delivery during the years 2015-2022.



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Day 3 – Friday 22 April 2022

Keynote #3

The EFYE Travel Pass: Exploring first year experiences and student transitions on the European First Year Experience 'Train'.

- Dr Diane Nutt, William Carey
- Higher Education Consultant, York; UK

Come along to this keynote and be part of a journey with the thousands of colleagues from over 25 countries who have boarded the EFYE Train. The journey we've taken over the last 15+ years at EFYE Conferences and events has included many fine views and stations, a few 'changes of track', and the occasional dead end. But where are we now and what have we learned? In this session we will consider: what we have learned about enhancing first year student journeys; what challenges our first year students have experienced, and what developments have been made in institutions, departments, practices, interactions. We will look at what we know works, and what we still need to address. On this ongoing journey, what have we learned as a community and what can we look forward to in the future? So, what are you waiting for...let's get on the train together – *All Aboard!*"


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Parallel Session Round #4

Workshop Session A

Integrating new master's student through a targeted welcome

- Keywords: Beginners, Orientation and Induction, Transition
- Sara Barbou des Places and Line Ellemann-Jensen
- University of Copenhagen, Denmark

Every year we welcome master's students from very different educational backgrounds and nationalities at the Faculty of Science, University of Copenhagen. They all have different needs for information and introduction to settle in at their MSc programmes.

We strive to support the integration of the different student groups so that a new academic community embracing the variety of backgrounds may emerge through the introductory activities and resources.

In the workshop we address the question: How do we organise a welcome that makes the students come together while at the same time addressing their different backgrounds and needs?

The workshop is structured around a brief presentation of our MSc welcome programme and the user journey for our international and domestic MSc students. We will elaborate on the thoughts behind it as well as our current experiences and ideas for the future with a special emphasis on the integration of online resources. We will invite the workshop participants to discuss and develop ideas and initiatives that are realistic and easily applicable at their own institutions through plenum sessions, group discussions, and brainstorming.

Workshop Session B

Foundations for success through personalised micro credentials

- Keywords: Beginners, Diversity and Inclusion, Transition
- Dr Luke Millard
- Abertay University, Scotland

This session will showcase Abertay's decision to develop a personalised micro-credential approach to setting student expectations, behaviours and sense of belonging upon joining Abertay. These newly launched microcredentials focus on helping the new first year undergraduate to develop their own academic and social curriculum from within a suite of credit bearing options. Drawing upon theoretical underpinning (Lizzio, 2010; Thomas, 2012; Kift, 2015) and qualitative and quantitative data captured from the implementation, the session will discuss how students' engaged with the opportunity, what lessons have been learned and how it might be adapted for your institution.

Paper Session A

Opportunities and challenges of the transition from VET to higher education

- Keywords: Prospective Students, Diversity and Inclusion, Transition
- Magdalena Fellner
- University for Continuing Education Krems, Austria

In further education programmes offered at Austrian higher education institutions, students can be admitted to a master's degree course via an assessment that takes competences equal to level 6 according to the European Qualifications Framework into account, even if they have not completed an undergraduate course yet. So far, there are no empirical studies on the question of how professionally qualified first year students with equal qualifications experience the induction period. Based on qualitative interviews with students and study programme leaders, this study shows how students without prior academic knowledge manage the transition to Master courses and deal with the new and unknown academic settings. Results show that students need to balance their expectations between their living environments, educational goals, and institutional conditions. This explorative study further reveals challenges students need to face in this process and the type of support they receive on an institutional level.

The University Mental Health Charter – supporting whole university approaches

- Keywords: Beginners, Mental Health and Well-being, Transition
- Gareth Hughes
- Student Minds, United Kingdom

Research demonstrates a clear relationship between transition into university and student mental health and wellbeing. Increasing concerns about student mental health in the UK, have led to calls for universities to take whole university approaches to supporting students. This recognises that transition and mental health are impacted by every element of student life. The University Mental Health Charter provides a national framework to support universities in this work. Created from large scale research, this evidence informed framework guides universities through a principles led approach, to improve the mental health of the whole university community – staff and students. A programme has been created to support universities to apply for a Charter Award and 41 universities have joined the first cohort. It is supported by Government and has a key role in shaping sector practice and discourse. This session will outline the relationships between mental health and transition, student learning and student experience. It will also introduce the Charter and explore its role in supporting universities to better support students.

Paper Session B

A FYE-network in your own country – How to establish, organize and manage

- Keywords: Beginners
- Vilde Henningsgård, Harald Åge Sæthre
- University of Bergen, Norway

The EFYE-network is great, but we often find the need to discuss with colleagues in our own language and national context. In this presentation we will talk about our Norwegian network, how it was started, and how it is organized.

From January 1st of 2017, we established a network in Norway, with the aim of making staff and students in all Norwegian institutions of higher education and student welfare organizations, share their experience and knowledge about how to help students succeed in higher education. The network is using the web (articles, discussions), newsletters, seminars, and workshops, in addition to hosting a yearly national conference. All events and written materials are in Norwegian and deal with cases and issues in a Norwegian context.

“Same, Same but Different” – Mapping First-Year Support Services

- Keywords: Beginners, Orientation and Induction, Support Services
- Dr. André Biederbeck, Dr. Elke Bosse, Kim Leslie Neumann, Michael Weckop
- FernUniversität in Hagen, Ruhr University Bochum and University of Duisburg-Essen, HIS-Institute for Higher Education Development, Germany

As the first year of undergraduate studies sets the foundation for academic success, many universities in Germany have implemented a wide variety of support services to facilitate students' transition into higher education. The full range of services is difficult to determine at the institutional level, thus making comparisons to other universities even more complex. To gain a clearer view, a network of 8 universities in the Ruhr area of Germany collected detailed data on all their first-year support services, such as orientation weeks, mentoring programmes, bridging courses etc. The results of this mapping (i.e. the definition of different types of support and good practice examples) will be incorporated into a joint orientation framework in order to facilitate the exchange of experiences and knowledge transfer among the network partners. Providing insights into the current portfolio of support, the framework may also encourage other higher education institutions to engage in systematic, cooperative further development of their first-year services. The presentation will focus on the mapping process and its results as well as the implications for academic development.

Paper Session C

The aberrant admission test to HE: is it selecting the right students?

- Keywords: Prospective Students, Academic / Learning Analytics, Transition
- Amber Hoefkens
- AP University of Applied Sciences and Arts, Belgium

The current study assesses the link between The Flemish aberrant admission test to level 5 programs in Higher Education (AAT) and study-success. These research questions were posed: (1) Are students who enter HE based on AAT equally successful in HE, compared to regular students? (2) To what degree are subtests (vocabulary, reading comprehension, calculus and numerical series) predictive for study success? (3) Can the AAT be improved by tweaking the weights of the subtests or the admission caesura? 642 candidates from 5 HE-institutions filled in the AAT. Background variables (gender, age, program domain) and study efficiency were obtained from all students entering the level 5 programs at these institutions. The first two research questions were answered using linear regression. Results showed significant differences in study efficiency between the two groups but also pointed out that these differences were mostly due to background variables. Vocabulary was the strongest predictor, while calculus and numerical series lacked predictive power. Adaptations to the weights and an increase of the general caesura to 55% resulted in a comparable level of study efficiency for both groups.

Onboarding in academia. How to take off in the first year at university

- Keywords: Beginners, Orientation and Induction, Support Services
- Irene Beckmann, BA MA / Mag. Zuzana Kobesova
- University of Vienna, Vienna

The University of Vienna funded projects in the “Active Studying” program to develop targeted packages of measures to increase the study success. The Department of Education identified a need for action concerning the introductory- and orientation period. Based on statistic data from the Multimedia Information Systems research group a project that supports the onboarding process of first-year students followed with the goal of increasing positive exam completion and exam activity. The initiated courses provide activities for successful study practice and are accompanied by quantitative recording of the actual examination success and evaluation of the project during and at the end of the semester – questionnaires, clustering of activities that first-year student’s see as purposeful, a self-test, exercises via e-learning. The development of statistic data shows that the courses contributed to the increase in positive exam scores and exam activity. The project makes it clear that the first-year students benefit from the different learning strategies to prepare for their exams. Through interaction in the courses and learning in groups, they see added value for their learning processes.

Show and Tell Session A

Sharing the beauty of STEM with prospective students

- Keywords: Prospective Students, Orientation and Induction, Student Engagement
- Markus Orthaber
- Montanuniversitaet Leoben, Austria

MINT@Leoben (MINT = German for STEM) is an online initiative at the Montanuniversität Leoben focusing on prospective students. It covers Mathematics, Informatics, Physics, Chemistry, and Mechanics in interactive live sessions combined with a Moodle course. Target audiences are pupils wondering what to study and soon-to-be students already enrolled. Interactivity is a vital part of the event, with live quizzes and games during the streams and quizzes and forums in Moodle.

However, MINT@Leoben is also about student life and study-life balance. Topics are the digital campus, life as a student, music, sports, or language offerings

One unique point about MINT@Leoben is that higher-semester students moderate all the live streams and present the topics, being the go-to persons for participants. This small fact tremendously helps with the acceptance of often complex subjects.

Two completions of MINT@Leoben show that participants' feedback is highly positive. In this contribution, we aim to discuss the event's details and how we think it helps with prospective students' acceptance of STEM subjects and their general view of the university.

Online Self-Assessments (OSAs): Is My Chosen Degree Course a Fit?

- Keywords: Prospective Students, Orientation and Induction, Support Services
- Iris Zechner, MA MSc
- University of Graz, Austria

What if you already know your interests but are not sure whether a specific degree course is the right fit? We are developing new online self-assessments (OSAs) that seek to address prospective students hovering in exactly this liminal space: stuck between having an idea about what they would like to do but not quite knowing what this idea might entail. A respective OSA will be available for each bachelor's degree course offered by the University of Graz, leading prospective students interactively through a selected field of study. The measure's main goals are (a) supporting individuals in choosing their degree course, and (b) advertising the University of Graz as an attractive place of study. The flexible OSA structure, including image, text, and video items as well as a variety of interactive elements, allows each university department to pursue specific course-related objectives, too. While not representing a psychometric test, our OSAs give vital insights into different disciplines, providing prospective students with valuable information regarding course content, structure, and future perspectives as well as giving them the chance to try out sample questions themselves.

Show and Tell Session B

A personalized 100-days program for all prospective and starting students #getreadytostudy

- Keywords: Beginners, Diversity and Inclusion, Transition

- Rilana Prenger, Elke Tijhuis
- Saxion University of Applied Sciences, the Netherlands

The #getreadytostudy- program supports and guides prospective and starting students in their road to and during their first period in higher professional education (hbo). Saxion started with a '100-days program' (2019) in order to reduce the high dropout rates among hbo-students. Within this program students received evidence-based support on language-, study skills and sense of belonging. Results showed that the program had not fully fit the individual students' needs and did not account for students' personal characteristics.

The #getreadytostudy-program is an innovation of the former program and frames it into a personalized learning route for all prospective students. Personalized learning enhances sense of belonging and intrinsic motivation. This demands metacognitive and self-regulatory skills of students which they will also need in hbo. Therefore proper and timely preparation for personalized learning, and the associated skills, has been given a prominent place. The support's pace, content and design within the program are adapted to the students' needs. The program aims to improve the students' fit to hbo and, ultimately, increase students' chances on success.

“K.I.C.K. Start: Well Begun is Half Done” – A Summer Bridge Programme for Upcoming First Year Student(s)

- Keywords: Beginners, Diversity and Inclusion, Transition
- Madelon Gijzel, Gönül Dilaver, Maud van Beek
- UMC Utrecht, the Netherlands

The transition phase to university is an extremely important period for the well-being and study success of first year students. To offer a good start to the study and to guarantee the experienced Adjustment to College (Credé, Niehorster, 2012), the Diversity and Inclusion platform of the University Medical Centre Utrecht, in close collaboration with educators and students of the faculty, developed a two-day summer bridge programme for all upcoming first-year students who want to participate. The programme is called 'K.I.C.K. Start'. Its design is, amongst others, based on the four principles of successful support programmes according to Cueso (2012).

The purpose of this programme is a good (mental) preparation for the student life so that all first-year students can start their education as well as possible. Through all the lectures, workshops, and social encounters, 'K.I.C.K. Start' should lead to a reduction of fears and insecurities, an increase in the students' sense of belonging and authenticity within the faculty/study programme and the (further) development of their academic capital.



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