



Round table: self-reflection tool

EFYE

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Context (of Belgium)

- 2,5 – 6 years of age: kindergarten
 - 6 – 12 years of age: primary school
 - 12 – 18 years of age: secondary school
 - 18 - ... years of age: higher education:
 - university (academic bachelor – master)
 - university colleges (professional bachelor)
- Free entrance in higher education (not medicine and arts)
- Reason for action: high ratio of dropout during first year in higher education

Focus on the first year

Different sources:

- Small talks, subjective stories
- Literature (international, but context is different)

Need for action:



- Develop all talents
- Integration (academic and social)
- Actions general and specific
- High expectations and high level of support (PoE)

Focus on the first year

Study success:

- General competences: (tutoring, counseling)
learning styles, self-regulation, motivation, ...
- Subjectspecific competences: (faculty)
academic literacy and math skills

General competences:

Lemo-test: learning styles and motivation test (based on Vermunt, Deci & Ryan)

- Short test (50 items)
- Direct feedback

Focus on the first year (general competences)

Proces through the first year:

- First weeks: lemo-test
- Feedback (in group and individual)
- Develop workshops with subject that need extra support
- Correlations with examresults
- Adjusting during next period
- (succesfull 3rd bachelorstudent also tested to make profile clear)

! Simultaneous: working at student as wel as train teachers

Focus on the first year (general competences)

Use same language:

teachers have to explain expectations

so

students can orientate well

Both participants on the education have to take own responsibilities

Discussion

- *General:*

- What is the meaning of self reflection in higher education?
- What is the impact of motivation, learning strategy and self-regulation on students' success?
- How to improve motivation, learning strategy and self-regulation?
- What are the conditions to make understanding own capacities and shortages a factor of behavioral change?

- *Topic self-assessment:*

- What are the arguments pro self-assessment tools, how to choose the most appropriate tool?
- What is most relevant and predicting to be measured by the tool?
- How to implement a self-assessment tool in the organization? Is integration within the educational and student-supporting system important?
- How to measure effect and result on students' study success?

- *Evaluation or assessment*