



EARLI SIG 4 Conference 2018, Gießen (August 29th-31st 2018)

Collaborative Space

The Role of Diversity for the Transition to Higher Education

What
differences
actually make
a difference?

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This *Collaborative Space*: A large Team Work

The Netherlands:

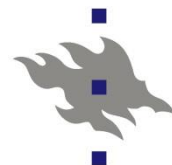
Jasperina Brouwer, Ellen Jansen



university of
 groningen

Finland:

Telle Hailikari, R. Sund, Anne Haarala-Muhonen



UNIVERSITY OF HELSINKI

Germany:

Tobias Jenert



PADERBORN
UNIVERSITY



EBERHARD KARLS
UNIVERSITÄT
TÜBINGEN

Taiga Brahm

Vanessa Jänsch, Elke Bosse



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Belgium:

Gert Vanthournout, Stephen Hargreaves, Magda Mommaerts, Lieke Lichten, Eva Maertens

Jonas Willems, Liesje Coertjens, Vincent Donche, Peter Van Petegem

Mikaël De Clercq, Virginie Hospel, Benoit Galand, Mariane Frenay



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Antwerpen



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The *Collaborative Space*: A New Format to Test Together

Objectives:

- According to the EARLI SIG 4
“the collaborative space is a room in which a maximum of ten participants **discuss their ongoing or future research projects with the goal of establishing or deepening research collaborations**”.
- We intend to use the *collaborative space*
 - to illustrate how our studies address the role of diversity for the transition to HE
 - to discuss the implications of our studies for future investigations of this issue
- We hope that the discussion will result in **further collaboration** and allow us to prepare a **special issue** on the role of diversity.
- Comments and suggestions welcome!

Proposed Agenda

1. Introduction (15')

- Topic and special focus of the *collaborative space*
- Overview of research examples
- Objectives of the *collaborative space*
- Schedule and choice of discussion groups

2. Small-Group Discussion (40')

- 2 groups with a selection of 3-4 research examples
- 5-minute presentations of research examples
- Questions for discussion

3. Plenary Discussion (30')

- Summary of insights
- Implications for research and practice
- Suggestions for special issue

Overall Topic of the *Collaborative Space*: Transition to HE

- Research on the transition to higher education shows differences with regard to
 - Research topics: predictors for study success, subjective experiences, individual development (Noyens, Donche, Coertjens & Van Petegem, 2017)
 - Levels of investigation: student development, learning environment, educational system
 - Scope and focus: time span, factors, outcome variables
 - Design and methods: cross-sectional / longitudinal, variable-oriented / person-oriented, quantitative / qualitative
 - Difficulties to integrate findings, identify advances and blind spots, discuss implications for policy and practice
- Contributions serve as examples in order to **compare approaches, methods and findings with a special focus on both the different levels of HE and diversity factors**

Special Focus of the *Collaborative Space*: Levels of HE

micro level:

student learning and development

meso level:

Learning environment and curriculum

macro level:

educational system and structures

SYMPOSIUM: THE IMPACT OF INDIVIDUAL AND CONTEXTUAL FACTORS ON THE FIRST YEAR IN HIGHER EDUCATION

Chair

Elke Bosse, University of Hamburg, Germany

Discussant

Edith Braun, University of Kassel, Germany

The Importance of Academic Adjustment for a Successful Transition to University

Els van Rooij, University of Groningen, Netherlands

Investigating the context-specificity of academic adjustment to higher education

Mikaël De Clercq, Université catholique de Louvain (UCL), Belgium

The Interplay of Institutional Requirements and First-Year Students' Academic Competence

Miriam Barnat, University of Hamburg, Germany; Elke Bosse, University of Hamburg, Germany

The First Year in Higher Education: The Role of Individual Factors and the Learning Environment

Hildegard Schaeper, DZHW - German Centre for Research on Higher Education and Science Studies, Germany

Special Focus of the *Collaborative Space*: Role of Diversity

individual diversity factors

personal, performance-related differences

social diversity factors

socio-structural differences

organisational diversity factors

differences resulting from the HE system

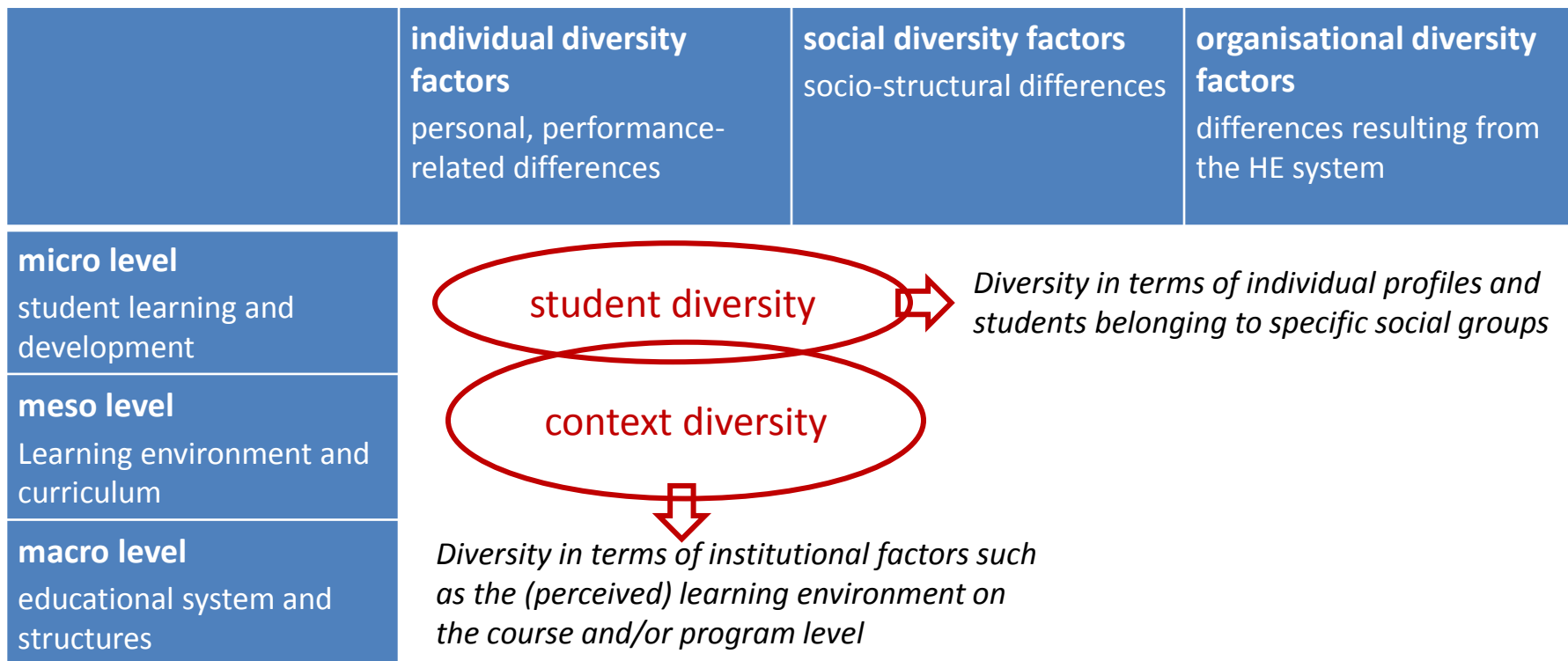
Measures: Diversity Factors*

individual	social	organisational
• Self-conception • Self-efficacy • Self-reflexivity • Need for autonomy • Need for cognition • Intrinsic motivation • Extrinsic motivation • Metacognitive learning strategies • Management of external resources • Management of internal resources • Goal commitment • Action control	• Family educational background • Type of HE qualification • Migration background • Health status resp. disability • Care obligations • Prior vocational qualification • Employment parallel to studies	• Field of study • Type of HE institution

Taxonomy for Comparing Research Examples

	individual diversity factors personal, performance-related differences	social diversity factors socio-structural differences	organisational diversity factors differences resulting from the HE system
micro level: student learning and development	e.g. motivation, integration, emotions	e.g. gender, nationality, educational background	e.g. phase of study
meso level: Learning environment and curriculum	e.g. perceived teaching practices, study requirements	e.g. socially distinct experience of the learning environment	e.g. discipline, study programme
macro level: educational system and structures	e.g. identification with HE institution etc.	e.g. socially selective HE entry/completion rates	e.g. type of HE institution

Research Examples



Schedule

9.00	Introduction	
9.15	Split into 2 discussion groups	
9.20	<i>What are the insights into student diversity (in terms of specific profiles/groups) in our different studies?</i> (4x 5-minute presentation of research examples: main diversity related findings)	<i>What are the insights into context diversity (in terms of study programs, learning environment, institutional requirements) in our different studies ?</i> (4x 5-minute presentation of research examples: main diversity related findings)
9.40	<i>How can we summarize the findings and go further in the investigation of student diversity?</i> <i>How can we expand our research perspective beyond the micro level of HE in order to capture institutional and social diversity?</i> (2x 10-minute for open discussion)	<i>How can we summarize the findings and go further in the investigation of context diversity?</i> <i>How can we expand our research perspective in order to consider context diversity together with the individual factors and social factors?</i> (2x 10-minute for open discussion)
10.00	Plenary Discussion	
10.30	Coffee Break	

A Difficult Choice to Make

Student diversity

Students' development of emotions and self-efficacy in an international bachelor programme during the first year

Ellen Jansen et al.

Diversity at the interface of individual student factors and institutional requirements in the first year of higher education

~~*Miriam Barnat et al.*~~ *Elke Bosse et al.*

Using individual study profiles of first-year students in two disciplines to predict graduation time

Telle Hailikari et al.

The Role of diversity for the transition to higher education

Tobias Jenert et al.

Context diversity

~~**Diversity at the interface of individual student factors and institutional requirements in the first year of higher education**~~

~~*Elke Bosse et al.*~~

Predicting various learning outcomes: working towards complex models

Gert Vanthournout et al.

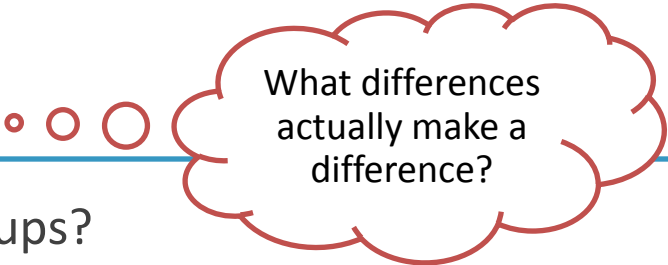
Entering higher education: academic achievement and the role of motivation, learning strategies and academic and social adjustment

Jonas Willems et al.

The impact of study programs on freshmen's academic achievement : a multi-level analysis of diversity in the transition to higher education

Mikaël De Clercq et al.

Plenary Discussion



What differences actually make a difference?

- What are the main insights of the discussion groups?
- How can we use our findings to further explore the role of diversity?
 - (How) can we include social factors (not only as control variables) and relate our findings to the wider discourse on structural inequalities in the educational system?
 - What theories, methodologies and methods are needed in order to further explore the interplay of the different levels in HE and the different dimensions of diversity?
 - How can our studies inform academic development, quality management and educational policy?
- Suggestions for special issue

Thank you for your contribution to this innovative format!

Don't hesitate to contact us to further collaborations.

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