



FORUM EUROPEEN DE L'ORIENTATION ACADEMIQUE  
EUROPEAN FORUM FOR STUDENT GUIDANCE

Fedora 2009 Congress Berlin

**„LIFELONG GUIDANCE – THE KEY TO LIFELONG LEARNING“**

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## **OPENING ADDRESS BY FEDORA PRESIDENT CHRISTIAN CORMIER**

Your Excellencies Professor Doctor Christine Keitel-Kreidt, Vice president of the Freie Universität Berlin, Professor Doctor Peter Gaehtgens, former president of the German Rector's Conference, former Board member of the European University Association.

Honourable guests,

Ladies and gentlemen,

Dear colleagues,

Welcome to the 10<sup>th</sup> FEDORA Congress, here in Berlin. Some of you will remember the second FEDORA Congress, which also took place in Berlin in 1991, less than 2 years after the fall of the wall, "Die Wende" as people say in German. This peaceful revolution allowed the unification of Germany and was the first step towards the enlargement of the European Union and the construction of the European Higher Education Area. I have a special remembrance of this previous Congress in Berlin, my first contact with FEDORA, where I met several of you, dear colleagues and friends.

I would like, first of all, to cordially thank our colleague and friend Hans-Werner Rückert, Head of the Student guidance and counselling service of the Freie Universität Berlin, who agreed one year ago to organize this Congress. We are also very grateful to the local Congress organization committee who has generously helped to make this Congress possible: Janine Brettin, Sarah Hostmann, Henrika Lenz, Laura Loy, Neele Illner, and the computer wizards Manuel Kunz and Volker Möller.

Many thanks also for the *Seminaris Campus Hotel* for giving us the opportunity to hold our Opening session here in this very modern conference room.

I am very grateful to my colleagues on the Board and the Executive Committee and particularly Ann Conlon, Eric Depreeuw and Hans-Werner Rückert as members of the programme Committee and Paula Ferrer Sama, whose fantastic work has also helped to make this event possible.

Furthermore I would like to thank all keynote speakers, workshop presenters and chairpersons of each session for their contribution to the success of this Conference.

We are also very grateful to the Freie Universität Berlin for its generous contribution to this Congress. I would like to express how much we are honoured to be able to hold this Congress in the “Freie Universität Berlin”, a leading research institution and one of the nine outstanding German Universities taking its place as an “international network university” in the context of global competition among universities.

Congresses, organised every 3 years, are very important events in the life of our Association. These events are the opportunity for fruitful work and meetings for all FEDORA members; but they are also the opportunity to address a larger audience of professionals and to make our Association known all over Europe. The 3 days we will be spending together, will give us a chance to exchange our knowledge, to learn about our work from different perspectives and to share experiences and good practices about the very interesting topic: “Lifelong guidance: the key to lifelong learning”.

This theme addresses core issues such as lifelong learning, personal development, social inclusion, labour market efficiency, economic development. Lifelong guidance helps to build confidence and to empower individuals as well as to make people aware of learning and work opportunities and to promote the balance between life and work, not only upon entering the labour market, but also throughout all of their life. The topic of our Congress is fundamental to the attainment of the Lisbon European strategy aim of making Europe the “most competitive and dynamic knowledge based economy in the world by 2010”, “capable of sustainable economic growth, with more and better jobs and greater social cohesion”. This ambitious policy was decided upon 2000, before the recent crisis, but this is, in my opinion, still a relevant question in our globalised world.

I hope this Conference will bring us, with the background of the FEDORA Charter, a thorough approach to these issues thanks to the contribution of the six keynote speakers:

- Raimo Vuorinen (European Lifelong guidance policy network)
- Gerhart Rott (former President of FEDORA)
- Hanne Smidt (European University Association)
- Gudrun Paulsdottir, vice-president of European Association for international education) and Alex Olde Kalter, director of EAIE.
- John Mac Carthy (International Centre for Career development and public policy)

Once again, I thank them very much for having agreed so spontaneously to participate in this conference.

The many varied workshops will give to each one of us the opportunity to discuss, to share and to compare experiences and good practices. I would like to thank all the workshop contributors and particularly Ann Conlon who has coordinated all the organization and the creative framework of our workshops.

Many of you remember the very successful Congress in Vilnius, three years ago. During the three following years FEDORA was very active as it is shown in my report of activities available in the distributed documents. Last year, we have celebrated the 20<sup>th</sup> anniversary of FEDORA. Nevertheless, the Executive Committee has since the Vilnius Congress discussed the future of FEDORA: Membership is declining, administrative costs are rising and a call for a more professional administration will mean a thorough amendment of our statutes, a significant rise in the membership fees. The creation of a professional secretariat would involve expenses beyond our resources.

That's why the EC, particularly Francine Bouhuijs and Per Andersen, has discussed a possible merger with the Presidency and the Administration of the EAIE. This proposal is, in my opinion, the best solution to ensure that the core of FEDORA - the working groups- can be offered a new "home" to ensure that the networks and valuable work, taking place in these groups, can be preserved. Gudrun Paulsdottir, vice-president and Alex Olde Kalter, director of the EAIE, will present to you, tomorrow morning, in a keynote speech more information on the EAIE and the proposal that EAIE has put forward to the members of FEDORA.

Therefore, I ask all FEDORA members to participate in the very important General Assembly that will decide on the future of FEDORA, and if it's not possible to give a proxy to another member of their choice.

I do hope that everyone of us will enjoy this Congress. I wish us very fruitful exchanges of experiences, useful debates, and enjoyable encounters during these 3 days. I do wish a creative future to FEDORA and that we will preserve all the work done, all the experiences shared during 21 years; but, above all, I do wish that we will succeed in keeping this very special FEDORA spirit.

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# FEDORA

European Forum for Student Guidance  
Forum Européen d'Orientation Académique

Lifelong guidance  
- the key to lifelong learning -  
Congress, Free University Berlin  
5. October, 2009

Prof. Dr. Peter Gaehtgens  
President emeritus, Freie Universität Berlin  
Chairman, University Council Schleswig-Holstein

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Forum Européen d'Orientation Académique

## Universities are under enormous pressure:

- increasing societal demands
- growing competition for talents and resources
- need to diversify mission and profile
- develop quality assurance strategy
- ongoing reforms of legal status and governance
- rising student numbers
- fundamental reorientation of curriculum design
- decreasing institutional funding
- public support in question

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## Strategic responses to competition:

- sharpen institutional profile
- quality of teaching programmes
- develop research excellence
- acquisition of private resources
- talent scouting (brain regain)
- seeking alliances (networks, industry, business...)
- winning support of stakeholders, alumni ...
- developing comprehensive student support

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benelux  
2009

**The Bologna Process 2020 -  
The European Higher Education Area in the new decade**

**Communiqué of the Conference of  
European Ministers Responsible for Higher Education,  
Leuven and Louvain-la-Neuve, 28-29 April 2009**

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## European Forum for Student Guidance Forum Européen d'Orientation Académique

..... preparing students for life as active citizens in a democratic society; preparing students for their future careers and enabling their personal development;

..... Higher education institutions, together with governments, government agencies and employers, shall improve the provision, accessibility and quality of their careers and employment related guidance services to students and alumni. We encourage work placements embedded in study programmes as well as on-the-job learning.

..... Mobility is important for personal development and employability, it fosters respect for diversity and a capacity to deal with other cultures. It encourages linguistic pluralism, thus underpinning the multilingual tradition of the European Higher Education Area and it increases cooperation and competition between higher education institutions.

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Why should I send our best students to  
your University, if you don't even select  
your own students?

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What is required to make the University interested in the success of its students?

What are the conditions for University education to be successful?

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To be competitive, the University must provide comprehensive student support:

- organisation and quality of teaching, exams
- internationalisation "at home"
- language training, study abroad, IT proficiency, ...
- mentoring, counselling ...
- student housing
- private fellowships
- career service ...
- social situation of students, family support ...
- campus as a supporting social environment (sports...)

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In order to develop a supportive environment,  
the University needs incentives,  
public support ...

How about performance contracts  
with government, students, stakeholders, alumni?

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If it were not for the students,  
the University would not exist

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Lifelong guidance –  
the key to lifelong learning

???

Lifelong learning, yes  
Guidance, also yes  
but lifelong?

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How about allowing people to develop

from  
“requiring guidance”

to  
“providing guidance”

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## Thank you

In case you take issue with what I said:  
[pgahtgens@web.de](mailto:pgahtgens@web.de)

# **LIFELONG GUIDANCE -THE KEY TO LIFELONG LEARNING: EUROPEAN UNION POLICY PERSPECTIVE**

**Presentation at the FEDORA Conference**

**7 October 2009, Berlin**

**By**

**Dr John McCarthy, Director**

**International Centre for Career Development and Public Policy,  
Strasbourg**

**[jmc@iccdpp.org](mailto:jmc@iccdpp.org)**

# NEW EUROPEAN PARLIAMENT RESOLUTION ON CAREER GUIDANCE

- Underlines the **importance** of guidance provision for young people and workers
- Acknowledges the **role of guidance** provision in **economic development** in a mid-term perspective
- Requests the European Commission **to keep the parliament informed of the progress** made by Member States in the implementation of this Resolution
- Invites the **Commission to take all the necessary measures required** to achieve the objectives of the Resolution
- **Approves the Recommendation of the Commission** on the development of career guidance services

# NEW EUROPEAN COMMISSION RECOMMENDATION TO MEMBER STATES ON THE DEVELOPMENT OF CAREER GUIDANCE SERVICES

## 1. Favour the development of guidance services for young people and adults:

-expand **access** to services;

-**evaluate** service usage on the **same date every three years** in each Member State to establish needs and priorities;

-**review** annually to obtain base-line statistics in order to determine finance and other resource requirements ;

-improve the **quality** of careers and occupational information;

-improve the **methods** of guidance drawing on other disciplines (ed, psy, soc, econ, labour market studies)

-use relevant **approaches to inform** different target groups of the population (e.g. TV, radio, print media, cinema)

# NEW EUROPEAN COMMISSION RECOMMENDATION TO MEMBER STATES ON THE DEVELOPMENT OF CAREER GUIDANCE SERVICES

## 2. Make the structures of the services and the means of their provision responsive to the needs/demands of the population:

- strengthen the **organisation** of the services
- ensure **equality of geographical access** to the services particularly to rural areas (e.g. mobile guidance units, suitable hours of opening, especially for parents, to access the services)
- adequate financing** of technical and administrative support
- adequate **staff** recruitment, contracts, and continuous training

# NEW EUROPEAN COMMISSION RECOMMENDATION TO MEMBER STATES ON THE DEVELOPMENT OF CAREER GUIDANCE SERVICES

## 3. Strengthen the general coordination of services, ensure close cooperation:

- Guidance provision should be **continuous**, and support different learning and work **transitions**
- **Promote** the **exchange** of information and communication between the services
- **Reduce the obstacles** that lead to **fragmentation** of services e.g. differences in methods used and in guidance terms/language of professionals
- Ensure **better coordination** of effort of relevant **ministries and of guidance services** at all levels: national, regional and local

# NEW EUROPEAN COMMISSION RECOMMENDATION TO MEMBER STATES ON THE DEVELOPMENT OF CAREER GUIDANCE SERVICES

## 4. Strengthen European collaboration in guidance

- Guidance supports **economic and social development** of the Member States and in particular the **mobility** of workers
- Develop **regular exchange** of information and practice between the Member States to promote mutual **understanding** and **improvement** of services
- The **Commission** will **publish annually** a synthesis **report of progress** and the actions of the Member States in **implementing this recommendation**

**NEW EUROPEAN COMMISSION RECOMMENDATION  
TO MEMBER STATES ON THE DEVELOPMENT OF  
CAREER GUIDANCE SERVICES**

**THAT WAS 1966!**

# RESOLUTION OF THE COUNCIL OF MINISTERS 2004

- **REFORM PRIORITIES:**
- THE DEVELOPMENT OF **LIFELONG GUIDANCE SYSTEMS** (EFFECTIVE COOPERATION AND COORDINATION BETWEEN SERVICES)
- THE **BROADENING OF ACCESS** TO HIGH QUALITY GUIDANCE PROVISION FOR ALL
- THE STRENGTHENING OF **QUALITY ASSURANCE MECHANISMS** FOR SERVICES AND MATERIALS-ESPECIALLY FROM A CITIZEN PERSPECTIVE
- DEVELOPMENT OF **CAREER MANAGEMENT COMPETENCY SKILLS**
- THE STRENGTHENING OF **STRUCTURES AT NATIONAL/REGIONAL LEVELS FOR STAKEHOLDER INVOLVEMENT** IN POLICY AND SYSTEMS DEVELOPMENT
- **IMPROVING INITIAL AND CONTINUING TRAINING** FOR GUIDANCE PRACTITIONERS
- **IMPROVING THE EVIDENCE BASE** FOR POLICY MAKING

# DEVELOPMENT IN 40 YEARS?

1966

- better coordination between ministries and services
- expand access and review usage; equality of geographical access
- improve the quality of careers information, methods, means of diffusion
  
- improve training
- obtain data annually on usage and coverage
- European Commission to publish an annual review/synthesis of progress

2004

- improve coordination and cooperation of services
- broaden access
- implement **quality assurance mechanisms, citizen perspective**
- career management **competency skills**
- structures for **stakeholder involvement**
- improve training
- develop the evidence base
- regular reviews within the EU Education and Training 2010 programme

# SO WHAT HAS CHANGED?

- Changes to the **Treaty of Rome** (role of the European Council of Ministers; **education** now included; concept of European citizenship)  
**Increased European cooperation** in education, training, employment and social inclusion policies
- **Knowledge-based** economy and society
- **Lifelong learning, employability, and flexicurity**
- New **ICT** and new use of **old technology**

# SO WHAT CHANGED?

- **LIFELONG LEARNING POLICY: OBJECTIVES**
- PERSONAL FULFILMENT
- ACTIVE CITIZENSHIP
- EMPLOYABILITY
- SOCIAL INCLUSION

# SO WHAT CHANGED?

- **LIFELONG LEARNING** AS A PILLAR OF NATIONAL AND EUROPEAN EMPLOYMENT STRATEGIES/FLEXICURITY
- **LIFELONG LEARNING**: A KEY TO WORKFORCE DEVELOPMENT AND COMPETITIVITY
- **LIFELONG LEARNING**: KEY TO EMPLOYABILITY

# WHAT ELSE HAS CHANGED?

- International institutional and political interest in the contribution of career guidance to social and economic public policy goals
- International institutional cooperation: OECD, EC and its agencies (CEDEFOP, ETF), WB, ILO
- 60 country reviews of policies for career guidance since 2001
- International symposia on career development and public policy since 1999 – the next NZ 2009
- Establishment of the International Centre for Career Development and Public Policy 2004

# PROGRESS IN IMPLEMENTING THE 2004 COUNCIL PRIORITIES

- **NATIONAL LIFELONG LEARNING STRATEGIES OF WHICH CAREER GUIDANCE IS AN INTEGRAL PART- many countries**
- **LIFELONG GUIDANCE SYSTEMS: ex.. Scotland, Wales**
- **IMPROVING ACCESS: THE USE OF CALL CENTRE TECHNOLOGY INTEGRATED WITH WEB SITE AND FACE TO FACE SUPPORT ex.. England's Adult Advancement and Careers Service; CAREER GUIDANCE IN SCHOOLS AND HIGHER EDUCATION - FRANCE**
- **QUALITY ASSURANCE SYSTEMS ex.. England**
- **CAREER MANAGEMENT SKILLS**
- **NATIONAL COORDINATION MECHANISMS – many countries**

# REFORMING INITIAL AND CONTINUING TRAINING OF GUIDANCE PRACTITIONERS

- CEDEFOP STUDY 2008: ***PROFESSIONALISING GUIDANCE IN EUROPE***
- ***QUALIFICATION ROUTES AND PRACTITIONER COMPETENCES***
- DIVERSITY OF QUALIFICATIONS AND TRAINING
- WHAT IS « SUFFICIENT » TRAINING?
- COMPETENCE FRAMEWORK:
  - -Practitioner skills and values (6): ex. ICT, ethics, communications skills
  - -Working with clients (6): ex. assessment, advocacy, referral
  - -Systems and networks (7): ex. working in networks and partnerships, research and evaluation

# IMPLEMENTATION RESOLUTION: COUNCIL RESOLUTION 2008

- « better integrating lifelong guidance into national lifelong learning strategies »
- **PRINCIPAL AREAS FOR REFORM IMPLEMENTATION:**
- encourage the lifelong acquisition of career management skills;
- facilitate access by all citizens to guidance services;
- develop the quality assurance of guidance provision;
- Develop the evidence base
- encourage coordination and cooperation among the various national, regional, and local stakeholders.

# IMPLEMENTATION TOOLS

- **THE SUPPORT ROLE OF THE EUROPEAN LIFELONG GUIDANCE POLICY NETWORK (ELGPN) IN ASSISTING NATIONAL IMPLEMENTATION – mutual policy learning and development through European collaboration**
- **THE COMMON EUROPEAN REFERENCE TOOLS FOR LIFELONG GUIDANCE:**
  - **Common aims and principles for lifelong guidance (2004)**
  - **Common reference points for quality assurance systems (2004)**
  - **Key features of lifelong guidance systems (2004)**
- **CAREER GUIDANCE: A HANDBOOK FOR POLICY MAKERS (2004) EC-OECD**
- **CEDEFOP SUPPORT: studies, publications, web site**
- **EUROPEAN TRAINING FOUNDATION: studies, publications, MEDA policy network**

# WHAT HAVE EUROPEAN UNION POLICY MAKERS TAUGHT US SINCE 2004?

- A DIFFERENT PERSPECTIVE ON:
- THE VIEW OF THE PERSON IN GUIDANCE
- THE GUIDANCE SERVICE
- THE PROFESSIONAL MODEL
- THE SYSTEM
- THE POLICIES



# European Association for International Education

# The Mission

***The mission of the EAIE is to provide the highest level of information and professional development services to its members and to promote the internationalization of European higher education throughout the world.***

# The Vision 2020

***The EAIE will be the key European gateway to knowledge acquisition in international education and the principal platform for networking and strategic exchange.***

# Key facts

- **Founded in 1989**
- **Over 1800 active members**
- **71 different countries**
- **Different professions**

# Organisation

**General Council**

**Board**

**Conference Programme Committee**

**Professional Development Committee**

**Editorial Committee**

# **Main activities**

**Conference**

**Professional Development**

**Expertise and Networking**

# Professional Development

- **Workshops**
- **Training courses**
- **Professional Development Modules**
- **Executive Forums**
- **Bologna Seminars**

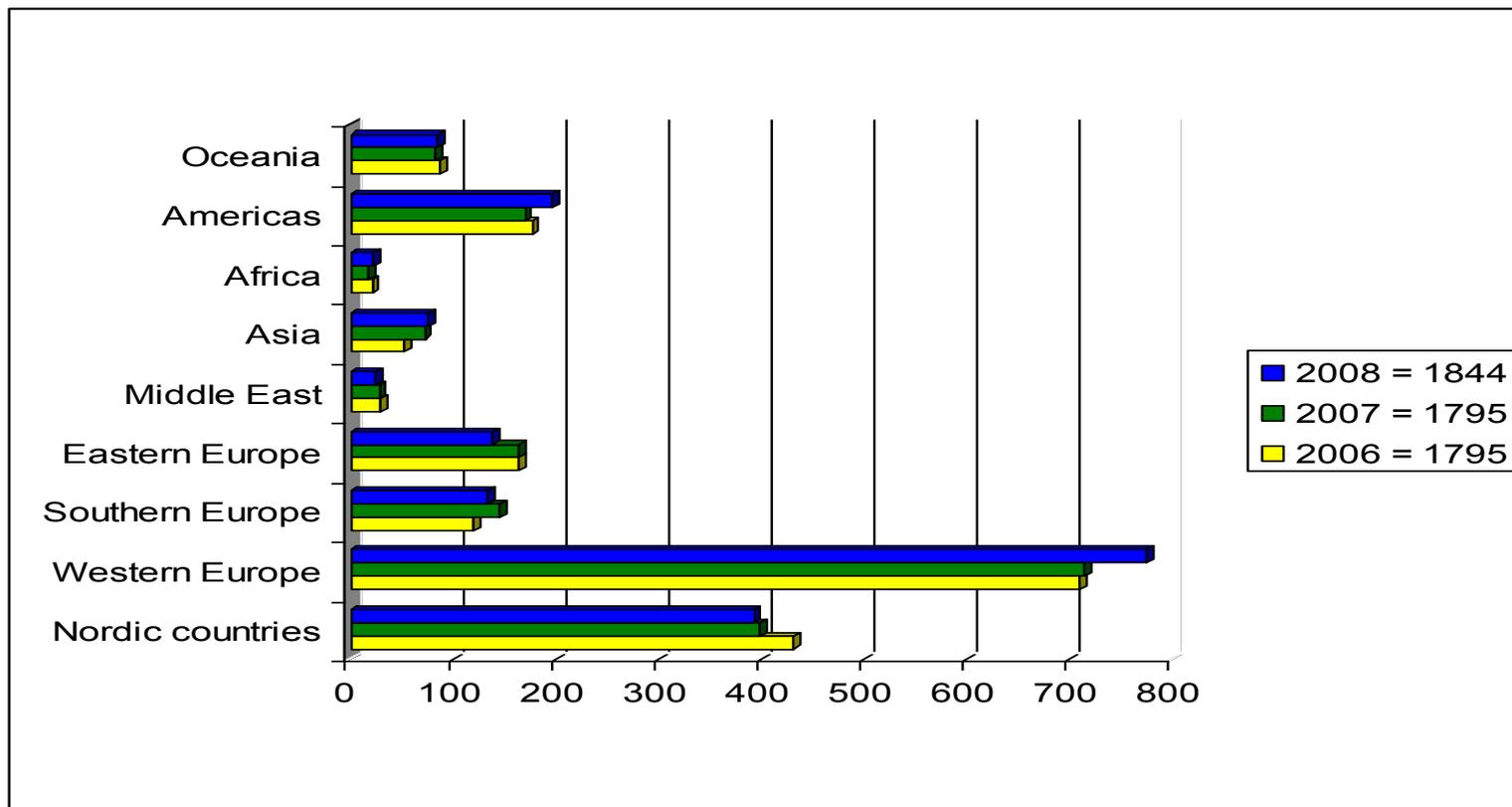
# **The strenght**

**Individual Memberships**

**Professional Sections, PS**

**Special Interest Groups, SIG**

# Distribution of Membership



# Office support

- **Organisation of events and training**
- **Marketing**
- **Publications**
- **Membership services**
- **Database**

# What's next

- **Contacts with groups of similar interests**
- **Documentation of the organisation**
- **Procedures for conference and professional development**
- **Office support**

# The European Lifelong Guidance Policy Network, ELGPN

“National solutions to national challenges in  
lifelong guidance practice and policy  
development through European cooperation”

Raimo Vuorinen, Ph.D. Co-ordinator of the ELGPN  
The Finnish Institute for Educational Research,  
University of Jyväskylä, Finland

&

Dr. Gerhart Rott, representative of FEDORA within the ELGPN  
5 October 2009

# Themes for discussions...

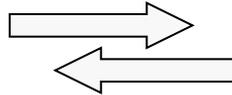
- Wider paradigm of lifelong guidance?
- Why does guidance matter for EU policies?
- Guidance in current employment strategies in EU
- Guidance in current educational strategies in EU
- Examples of good practise
- Promoting national guidance policy development – evolution of the European guidance policy network (ELGPN)
- Transversal theme:
  - Why does guidance matter for Higher Education?

# Notions underpinning guidance

Sultana (2008)

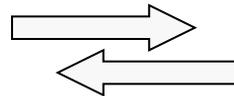
## Individualism

- Empowerment
- Personal growth
- Lifelong learning



Labour force development  
Matching skills  
Supply vs. demand  
Competitiveness

Humanistic discourse  
- Private good



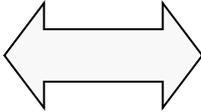
Human capital discourse  
- Common good

# Balance ?

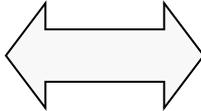
**Private good**

- Choises
- Support
- Dreams
- Private goals

Emphasised in  
Educational contexts



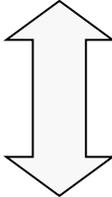
????



**Common good**

- Placement
- Orientation
- Vision
- Compromises

Emphasised  
in Labor Market  
contexts



- Welfare
- Inclusion
- Active citizenship

Emphasised in  
Social policies

# Concerns of the citizens?

- Access?
- Career management skills?
- Is their voice been heard?
- Content and quality of the services?
- Co-operation between service providers?

# Concerns of policy makers?



- What is the investment in guidance?
- What are the outcomes of guidance?
- What are the impacts of different service delivery modes?
- What is the data we are collecting to identify the evidence for certain outcomes?
- Use of existing funding available in a cost effective manner?

# Which EU policy goals does career guidance serve?

(Handbook on Guidance Policy Development, 2004)

- Efficient investment in education and training
- Labour market efficiency
- Lifelong learning
- Social inclusion
- Social equity
- Economic development

# Key policy drivers in EU

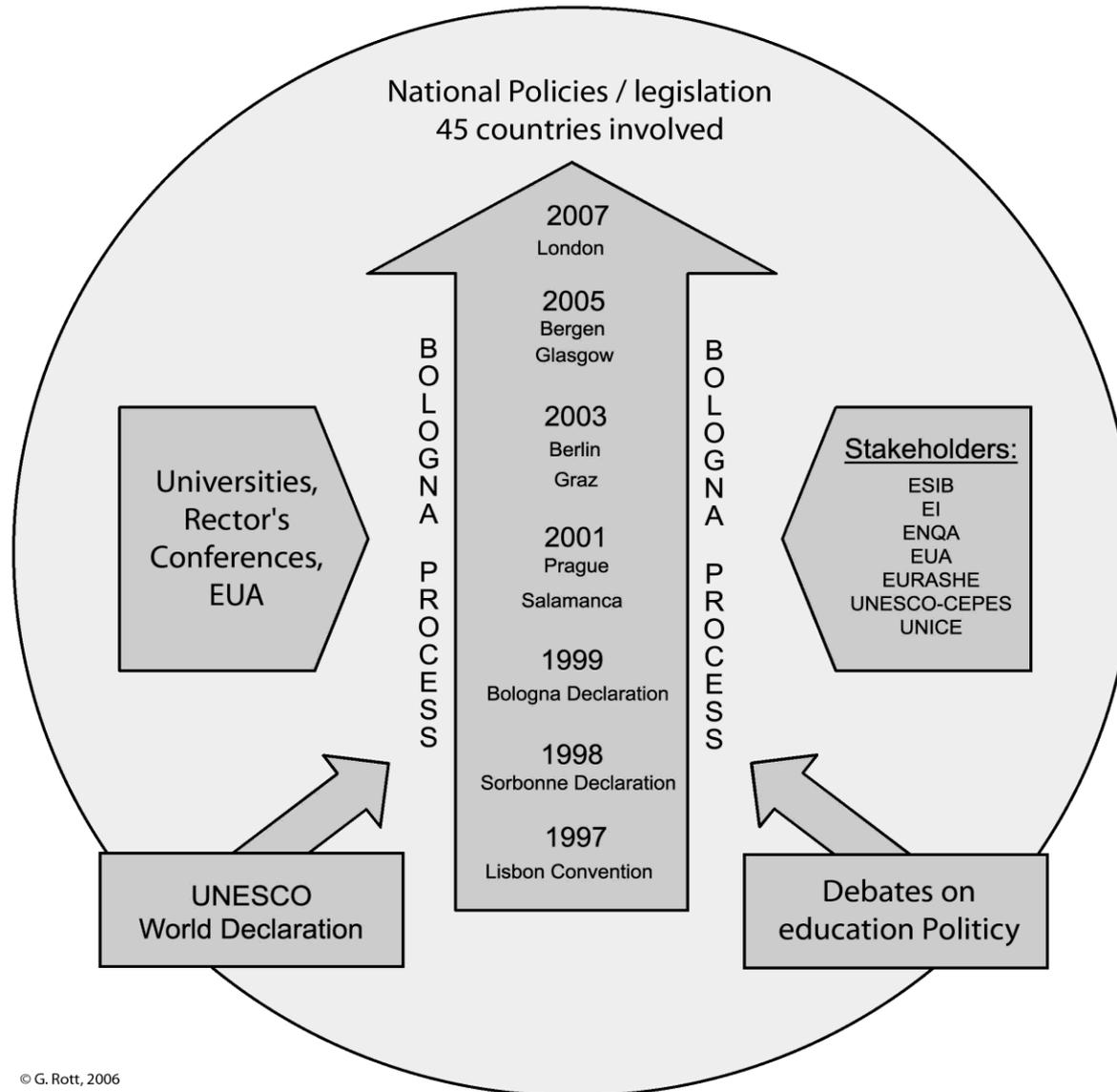
- Lisbon strategy – emphasis on growth and jobs
  - European employment strategy has the leading role in implementation of the employment and labour market objectives of the Lisbon strategy
    - Full employment
    - Improving quality and productivity at work
    - Strengthening social and territorial cohesion
  - Education and training 2010 & lifelong learning
    - Bologna process
  - Integrated guidelines for growth and jobs (2008-2010)
  - Need for cross-sectoral partnerships and greater efficiency in allocating administrative and financial resources – flexicurity
    - New Skills for New Jobs initiative (2009 onwards)

# Core elements of the EHEA

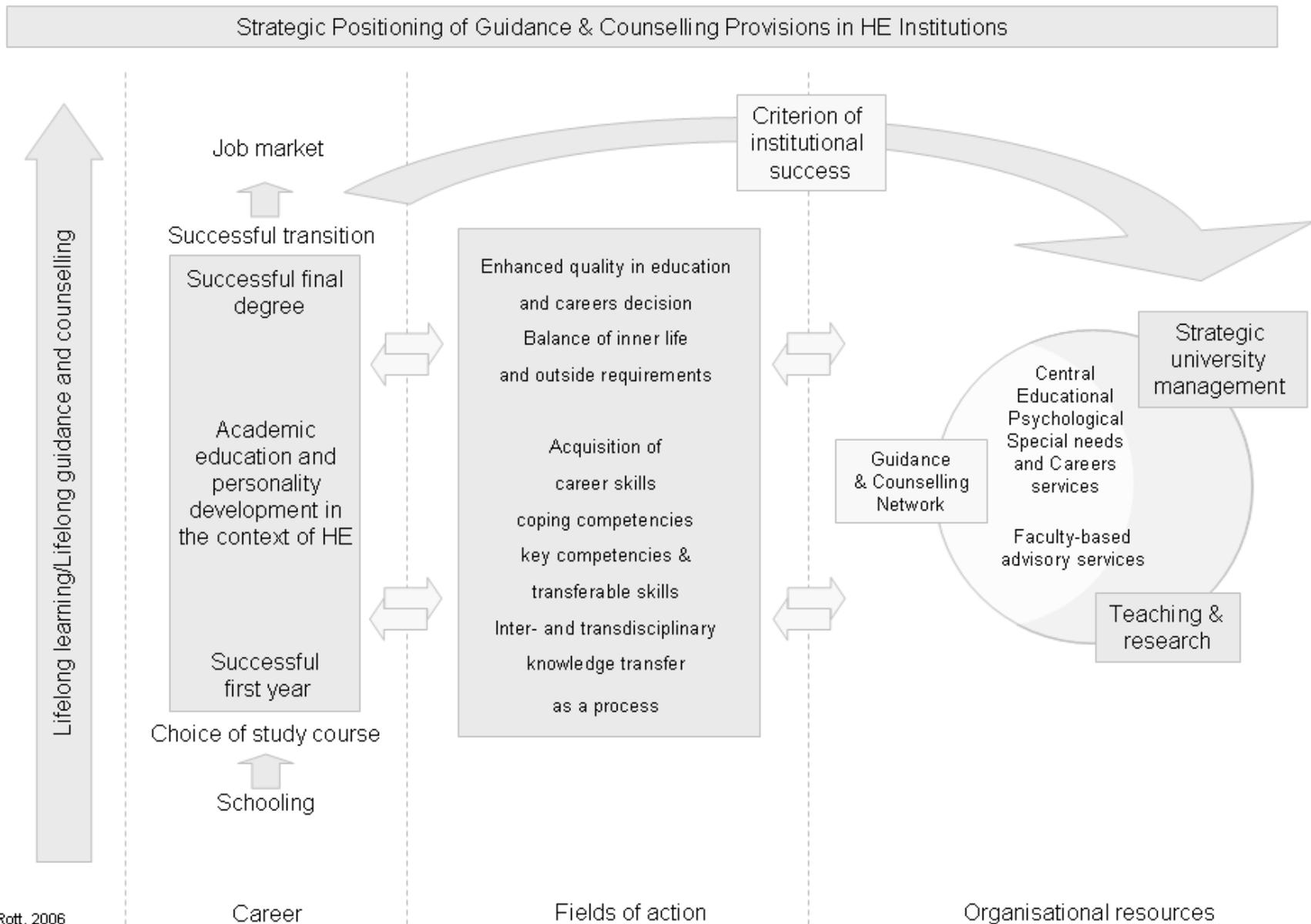


- Flexibility and mobility (E & T 2020)
- Focus on outcome and competence
- Adaptation of teaching and learning to modularized structure
- Empowering the individual student: active studying and career development
- Student centred learning and employability
- Comparability and compatibility
- Portability of qualifications

# Bologna Process



# Strategic positioning of guidance



# Key findings in the international reviews (OECD 2004)

## - guidance in HE settings?

- There is little or no career guidance available for many students in tertiary education.
- Often, services are thin on the ground, with students not having access to the range of services they require to make informed educational and career decisions.
- There is a lack of trained personnel
- The focus of existing career services is frequently narrow, often concentrating on personal or study guidance.
- The specific career guidance needs of particular groups of students - including students in transition from study to employment, students who are dropping out from or changing their courses, mature students returning to study, distance learning students, and international students, for instance - are often not catered for.

# Questions That Policies Need To Address

- Should tertiary institutions that are publicly funded be required to provide career services for students?
- Should the quality of career services, and the skills and qualifications of the staff providing these services, be a part of the general assessment of the quality of tertiary institutions?
- What central careers services are needed within a tertiary education institution?
- How should tertiary careers services link with external career guidance and employment services, as well as with employers??
- How should career guidance and development be integrated more closely into teaching and learning programmes across faculties and departments?

# Questions That Policies Need To Address (2)

- How should career self management and career development courses within the curriculum be promoted, and profiling and portfolio systems developed?
- What evidence about outcomes should be collected? How the information should be used?
- How should students, employers, and other stakeholders be involved in the development and delivery of more effective career services?
- What policy levers and resource incentives can be used to stimulate and influence the development of career services in tertiary education, given the high degree of autonomy that this sector has had traditionally?

# Scope of Career Development

- Interconnectedness of Study competence, career competence and life competence
- The interplay with the shift from teaching to learning (student centred learning)
- Flexible and creative learning environment for all students
- Portfolio approach connected with flexible and transparent autonomous learning paths

## Career Guidance as an embedded function

- The need to develop all academic guidance, career guidance and psychological counselling services within in an effective and coherent student support system
- The differentiated yet integrated function of all the student support provisions as reflected in the FEDORA Charta

# Actions taken at European level



- Resolution on Lifelong Guidance by the Council of Ministers of Education (2004)
- Development of common European approaches and reference tools for lifelong guidance provision
  - Common concepts and principles of lifelong guidance service
  - Career guidance and the validation of non-formal and informal learning
- A Handbook on Guidance Policy Development
- Strengthening policies, systems, and practices for guidance through European collaboration
  - EU education and training programmes
- A new Resolution on better integration of lifelong guidance into lifelong learning strategies during the French 2008 EU Presidency

# Definition of Lifelong Guidance?

- **What?** Activities: e.g. information giving, advice, counselling, assessment, teaching, advocacy
- **For whom?** All citizens
- **When?** Any age and point in their lives
- **Focus?** Making meaningful life choices on learning and work. Empowerment to manage learning and career
- **Career?** Individual lifepaths in learning, work and in others settings in which these capacities and competences are learned and/or used
- **Where?** Education, training, employment, community, private

– EU Council of Ministries Resolution on lifelong guidance 2004

# EU Council Resolution on integrating guidance to lifelong learning strategies

## 21.11.2008



- Citizens' lives are increasingly characterised by multiple **transitions**: notably from school to vocational education and training (VET), higher education or employment, or from employment to unemployment, further training or departure from the labour market.
- Guidance plays a decisive role **in the major decisions that individuals have to take throughout their lives**. In this respect, it can contribute to empowering individuals to manage their own career paths in a more secure way in the context of today's labour market, and to achieve a better balance between their personal and professional lives;

# EU Council Resolution on integrating guidance to lifelong learning strategies

## 21.11.2008



- The labour market is also characterised by the mismatch between persistent unemployment and difficulties in recruiting in certain sectors, and **guidance provides a means of responding more effectively to labour market needs;**
- **Social inclusion and equal opportunities** are still major challenges for education, training and employment policies,

# Related Statements on EHEA

- Charter on Lifelong Learning (EUA) 2008  
“Relevant academic and professional guidance, as well as other psychological counselling should be available ... This support should be relevant to learners of all ages, and from all social and cultural backgrounds”

# Communiqué of the Conference of European Ministers Responsible for Higher Education, Leuven and Louvain-la-Neuve (April 2009)



- Equitable access and completion
- Lifelong learning:
  - Flexible learning paths
  - Recognition of prior learning
  - Overarching qualifications framework for the EHEA (2012)

# Communiqué (continued)

- Student-centred learning
  - Curriculum focused on the learner in all three cycles
  - Effective support and guidance structures
- Employability
  - Accessibility and quality of careers and employment related guidance services to students and alumni

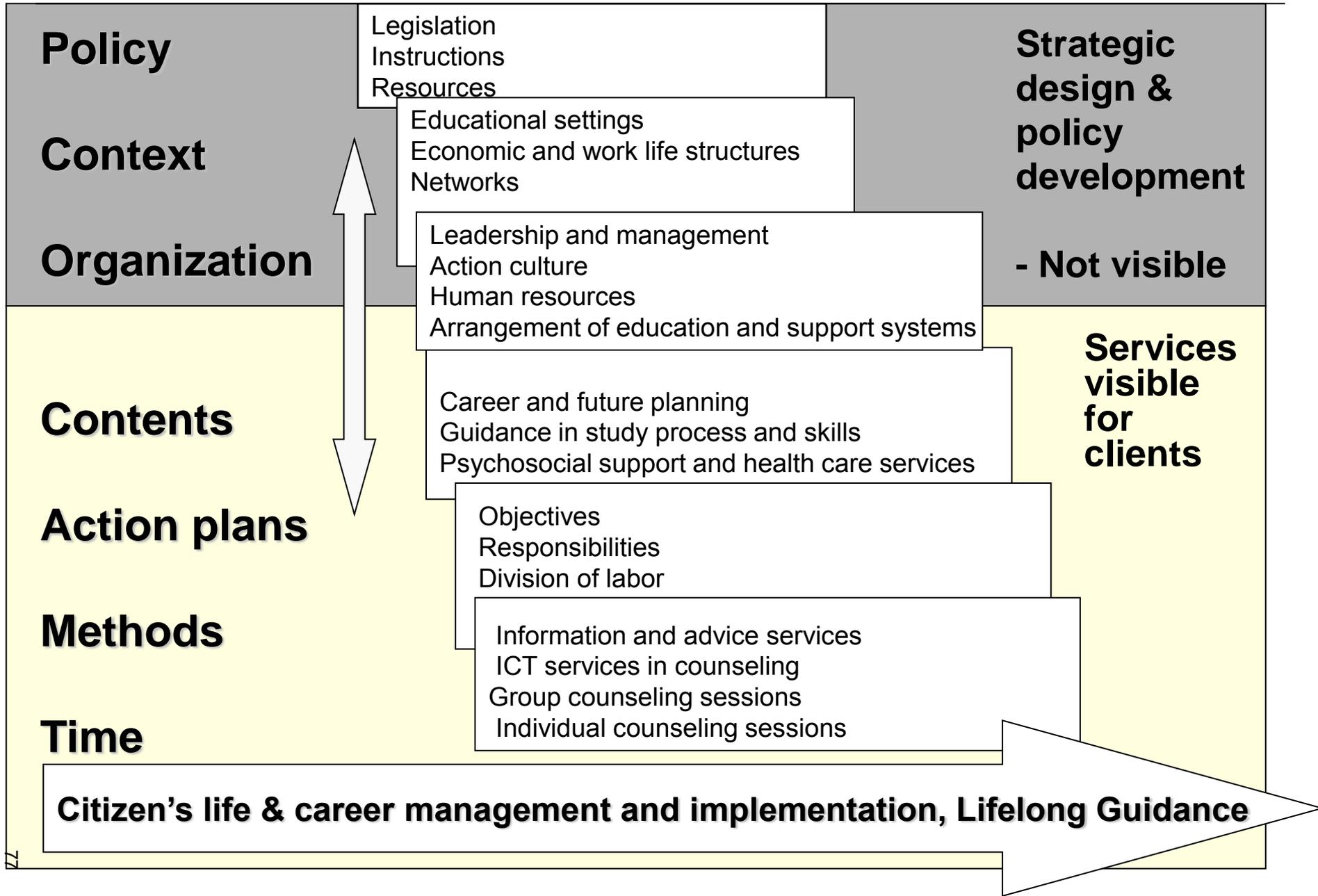
# EU Council: Invitations to Member States 21.11.2008



- Encourage the lifelong acquisition of career management skills;
  - Facilitate access by all citizens to guidance services;
  - Develop the quality assurance of guidance provision;
  - Encourage coordination and cooperation among the various national, regional and local stakeholders.
- 
- Use the opportunities provided under the Lifelong Learning Programme and the European Structural Funds, in accordance with Member States' priorities.

# Strategic design of guidance practise & policy

(Kasurinen 2006, Vuorinen, Kasurinen & Sampson 2006)



# Questions for consideration when implementing coherent guidance provision

- Potential advantages of top-down approaches
  - Funding base
  - Direct link with policy
- Potential advantages of bottom-up approaches
  - May be more sustainable
  - More independence in actions
  - May produce a greater sense of ownership and motivated participation

# Questions for consideration when implementing coherent guidance provision (2)

- Integrative potentials of the ICT
  - Bringing together the stake holders
  - A tool and a powerful agent of change
  - Data collection and dissemination
  - System integration
- Potentials of social media
  - See: "Social Media in Guidance or Guidance in Social Media?"

# Support for national guidance policy development – Establishment of the ELGPN



- Conclusions of the Finnish 2006 EU-presidency conference
- Preparatory meeting in Brussels, March 9, 2007
- Inaugural meeting in Helsinki, May 7-8, 2007
  - Underlying principles and draft work programme
- Contract between the ELGPN coordinator (FI) and the EU Commission, December 2007
- First ELGPN network meeting, December 2007
- ELGPN website <http://elgpn.eu>, January 2008

# ELGPN membership

- 26 member countries, three observers
- The national partners
  - represent a lifelong learning perspective, covering education, training and employment for both young people and adults
  - are clearly linked to relevant policy-making processes within their country (governmental designation).
  - have the capacity both to contribute to the activities of the network and to involve the relevant national stakeholders in the education, training and employment sectors, including the social partners and guidance practitioners

# Long Term Objectives of the ELGPN



- Support for policy development
- Policy sharing
- Information gathering
- Policy analysis and research
- Use of reference tools
- Exploiting project outcomes
- Strengthening representative structures

# ELGPN working methods

- Network meetings
- Thematic clusters with peer learning activities
- Case studies with field visits
- Thematic studies
- Biennial European lifelong guidance policy conferences
  - 2. European conference on lifelong guidance during the French 2008 EU Presidency, 17-18.9.2008, Lyon, France
  - 3. European conference on lifelong guidance during the Spanish 2010 EU Presidency May, Zaragoza Spain

# Co-operation with other structures

- The Network and the national fora will be linked, through appropriate membership or co-operation arrangements, to other relevant networks and initiatives at European level. These include:
  - The Euroguidance network.
  - The Public Employment Services (PES) network.
  - Professional networks, e.g. IAEVG, FEDORA, NCDA, ICCDPP
  - other international organisations, bodies (e.g. the OECD)
  - Other relevant stakeholder networks (e.g. social partners, parents).
  - International Symposia on Career Development and Public Policies (14-17 November 2009 New Zealand)

# Thematic clusters 2009-2010

- Support for policy development and implementation at national level
- Co-operation and co-ordination mechanisms in guidance practice and policy development
- Quality assurance/Evidence-based practice and policy development
- Widening access
- Promoting career management skills
- Synergies between EU funded projects
- Education & Training and Employment policy analysis from Lifelong Guidance perspective

# Example of relevance for HE guidance and counselling services: ELGPN/WP1 Promoting career management skills

- Danger of policy overload if already existing frameworks are not considered
- **Taught (or caught?) in a myriad of ways**  
Reflecting and Balancing the contexts in which career management skills might be developed (Field visit Vilnius May 2009, Reflecting note Ronald Sultana)

# Example of relevance for HE guidance and counselling services

ELGPN/WP4 Quality assurance/ quality development



- **Quality Standards for Guidance and Counselling Services within HE in Germany**
  - Focus on implementation of quality standards in HE should be transferred to all areas of student support (central and faculty) and should be linked to general strategy (profile) of HE institutions ( Gerhart Rott, Field Visit May 2009 Berlin)

# Added value of the ELGPN

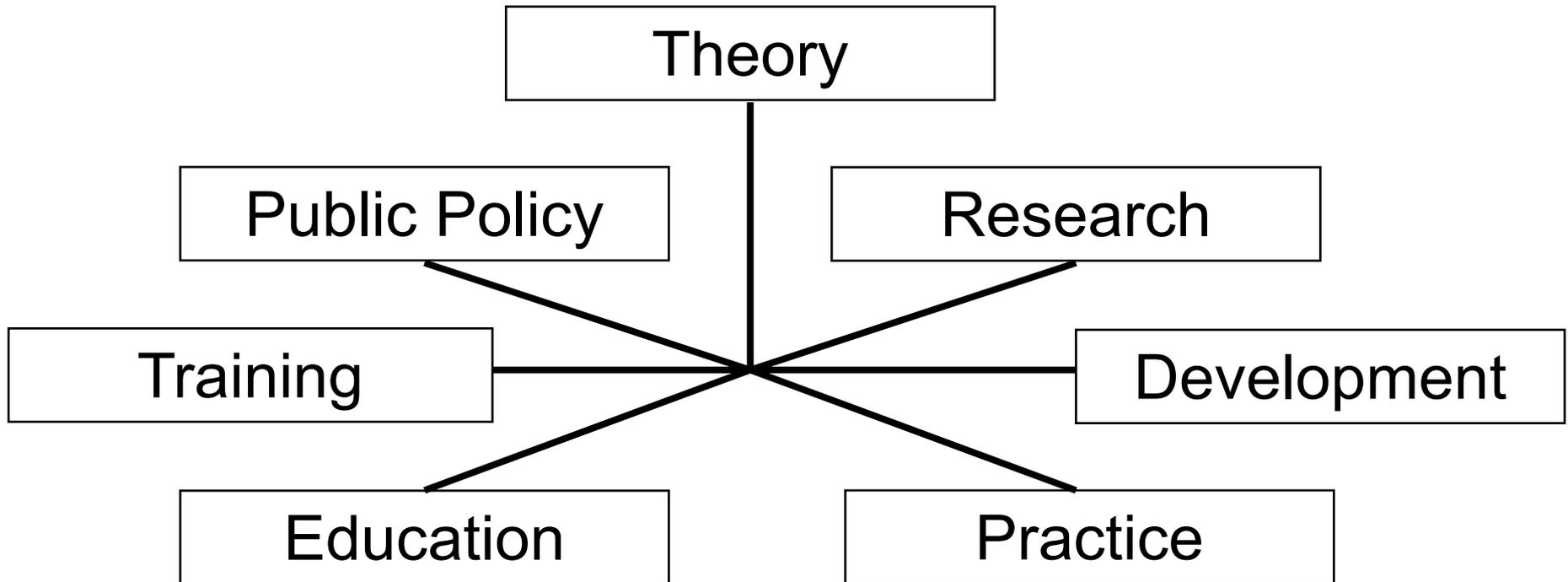


- A tool for European co-operation
- Enhancement of national solutions to meet national challenges.
- ELGPN is a conclusion to meet the challenges the policy makers meet in implementing the Lisbon strategies and the tools supporting the strategy (e.g. EQF ECTS and ECVET)

# Conclusions...

- There is a political consensus at international level that guidance and counselling are seen as key strategic components for implementing lifelong learning and employment strategies at regional and national levels.
- The progress can be enhanced if governments invest in the systems that support consistent and coherent lifelong guidance policy development.
- This approach requires close co-operation between different ministries in charge of guidance related policies as well as a solid evidence base.

Could you find opportunities for synergy in your organisation/networks in enhancing guidance practise and policy development?



Thank you!

For further information, please contact:

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**EUA**

European University Association

# European universities and lifelong learning

European Universities' Charter on Lifelong learning

**Fedora Congress**  
Berlin, 5 October 2009

Hanne Smidt, EUA



**EUA**

European University Association

## Presentation overview

- Towards a European Knowledge society
- The challenges of the European Knowledge society
- What is LLL?
- Why a European University Charter on LLL?
- EUA initiative to support the charter

## Towards a European knowledge society

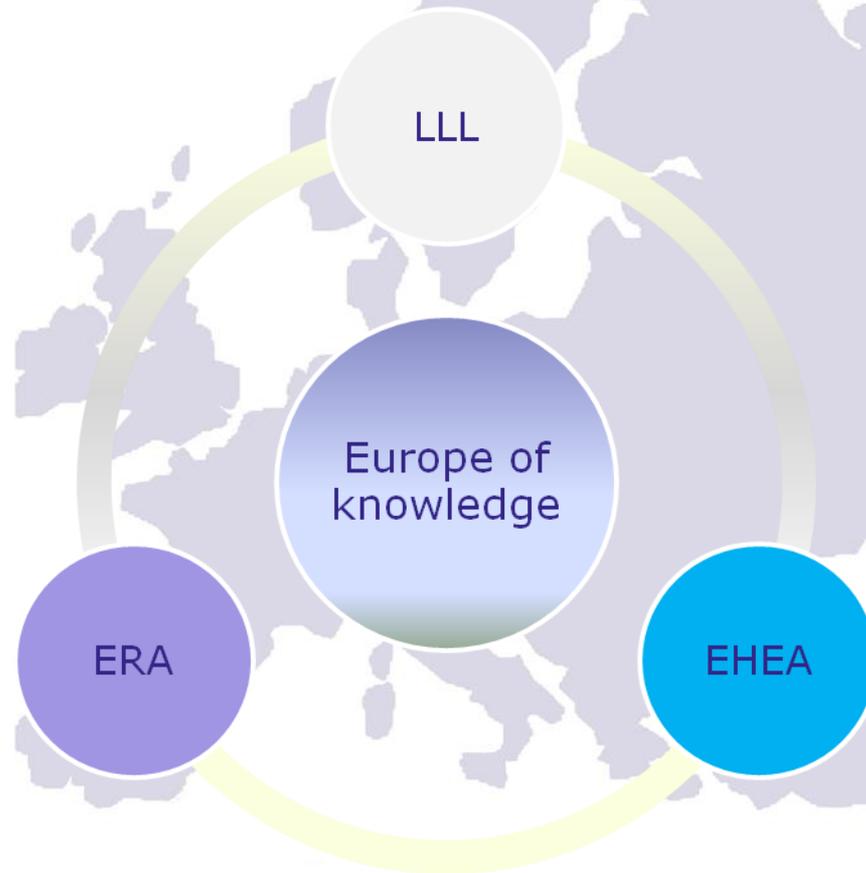
- European universities with their 3 core missions:
  - ✓ Teaching & Learning
  - ✓ Research & Innovation
  - ✓ Knowledge Transfer & Service to Society
- After a decade of major reforms on Bologna and governance /autonomy the time has come (back) to focus more specifically on lifelong learning, building on existing achievements.



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## Europe of knowledge



...5...



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European University Association

## The challenges of the European knowledge society for universities:

- demographic changes
- increase & widen access
- be more local, regional, European, global
- be more competitive / more socially inclusive / cater to a greater diversity of learners
- concentrate research / respond to regional needs
- improve academic quality / be more responsive to labour market
- increase mobility within & outside Europe
- provide compatible curricula / cultural diversity
- be more autonomous / conform to framework

**and do it all with decreasing public funding...**

## LLL and the European knowledge society

- Lifelong learning as a response to economic & social challenges generated by:
  - ✓ The demographic transformation of Europe
  - ✓ The increasing speed of globalisation & the pace of technological change
- Widening access and expanding participation – underpinned by strong economic arguments
- Taking account of developments in other regions – Europe needs to be competitive in this area as well
- Systems & HEIs need to cater for a greater diversity of learners

## The concept of Life Long Learning

- **LLL = 1. The provision of learning throughout life for all students including traditional students**
  - **LLL = 2. confusing amalgam of concepts, including:**
    - « catch-up » for those who have missed out on education (widening participation)
    - continuing education: master programmes, part-time; evening classes weekends, online programmes, etc.
    - retraining for those with prior (higher)education
    - cultural enrichment for ageing populations
    - economic productivity vs self fulfilment
- > Important to clarify concepts, & for universities to (re)consider their role**

## Trends V and widening participation

- All institutions (97%) stated that increasing and widening participation was (very) important
- 40% of institutions thought they need to do more to improve access
- 50% didn't think they need to do more
- 8% didn't think it is their responsibility

Site visits: confirmed that action to address societal challenges was marginal in institutions. Without external drivers/incentives, institutions were unlikely to respond...



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## Access to higher education

- Access (and number of students) is in the majority of European countries defined by governments
- Enrollment has expanded dramatically in the past ten years (from 35% in 1995 to 55% in 2006\*)
- New target groups?
  - ✓ Mature students
  - ✓ Socio-economically disadvantaged students
  - ✓ Students without formal qualifications
  - ✓ Ethnic minority groups
  - ✓ Immigrants
- Or increased participation?

\* OECD Education at a glance 2009, EU-19

## LLL in the context of ongoing reform processes

- *A national but also a European challenge:*
  - increase mobility of students, researchers & migration of workers seeking employment
- *The Bologna Process:*
  - new academic structures, flexible learning paths, new tools enabling the recognition of prior learning
  - LLL already a priority but requires further attention
- *The Lisbon Process & the 'modernisation' agenda:*
  - focus on LLL
  - university autonomy & adequate governance structures

## Why a European Universities Charter on Lifelong Learning now?

- Bologna structures in place that introduces student-centred learning, flexible and transparent learning paths
- National strategies are becoming more common as is new strategies for widening participation
- Institutional diversification
- New funding streams

-> universities must reconsider their role & their approach, taking account of their specific missions & profiles

## European Universities' Charter on Lifelong Learning

### European Universities commit to...

1. Embedding concepts of widening access & LLL in their strategies
2. Providing education & learning to a diversified student population
3. Adapting study programmes to enhance widening participation
4. Providing appropriate guidance & counselling service
5. Recognising prior learning
6. Embracing LLL in quality culture
7. Strengthening the research/teaching links in a perspective of LLL
8. Consolidating Bologna reforms designed to promote flexible learning environments
9. Developing partnerships at all levels to provide relevant programmes
10. Acting as role models of LLL institutions

## **European Universities' Charter on Lifelong Learning**

### **Universities call on governments to commit to:**

1. Recognising the university contribution to LLL as a major benefit to individuals & society
2. Promoting social equity & an inclusive learning society
3. Including LLL objectives in their national QA systems
4. Supporting the development of appropriate guidance/counselling
5. Recognising prior learning
6. Removing legal obstacles that prevent potential learners from responding to LLL opportunities
7. Ensuring the necessary autonomy & incentives
8. Encouraging partnerships, especially at regional level
9. Informing and encouraging citizens to take advantage of LLL opportunities offered by universities
10. Similarly acting as role models in relation to their own employees.

## There is (still) much to be done...

- LLL means changing mindsets – creating a culture
- **Communicating** to society & individuals the overall goals of ongoing European reform processes
- What does a 'Lifelong Learning University' look like?
  - Knowing its audience
  - Cooperating with stakeholders
  - Providing incentives for reaching new audiences
  - Creating communities of learners
  - Supporting diversity of practices
  - Enhancing quality and competitiveness
  - Supporting interaction between education, research and innovation



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**EMPLOYABILITY**

**INNOVATION**

**RETENTION**

**STUDENTS**

**RESEARCH**

**EDUCATION**

**ACCESS**

...16...



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## EUA initiative supporting the charter (1)

- ✓ **SIRUS: Shaping Inclusive and Responsive University Strategies**
  - Implementing and testing the principles adopted in the European Universities' Charter on lifelong learning, using the charter as a basis for an institutional SWOT analysis and as a framework for discussion
  - Supporting universities in developing coherent lifelong learning strategies
  - Ensuring the wide dissemination of existing best practices in the field
  - Contributing to the establishment of a European Area for lifelong learning

## EUA initiative supporting the LLL charter (2)

- **Main activities:**
- 4 thematic networks of 5 institutions, coordinated by one of the consortium partners, and addressing one of the following thematic priorities:
  - ✓ Embedding concepts of widening access in institutional lifelong learning strategies, enabling currently underrepresented groups to participate in higher education (EAN)
  - ✓ Strengthening the provision of university continuing education, catering to the needs of adult learners (EUCEN)
  - ✓ Consolidating reforms in creating a flexible and creative learning environment, making best use of new technological opportunities (EADTU)
  - ✓ Strengthening the regional role of universities, by fostering better university-business collaboration (EUA)

**Contact: [michael.horig@eua.be](mailto:michael.horig@eua.be)**

## Open questions

---

- Have European universities supported the introduction of the Bologna Process and the concept of lifelong learning through student-centred support services?
- Has Bologna changed the provision of student services in the past decade?

### **Or is the Trends V definition of key issue still valid:**

“The value of student support services needs to be better recognised, supported and developed in the interests of all students. In particular guidance and counselling services play a key role in widening access, improving completion rates and in preparing students for the labour market”



**EUA**

European University Association

## Comments?

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- Please send comments to:

**Hanne.Smidt@eua.be**



# Support for International Students

Ton Boekhorst  
Psychological Counselling Service

Erwin Uildriks  
Centre for Study Support and Academic Skills

University of Groningen, The Netherlands



## > University of Groningen

- In the north of the Netherlands
- 26.000 students
- 1.200 new international students last september
- Target: 5.000 international students in 2014





## The project

- > Reduction of barriers for students with special needs at the University of Groningen
- > Why?
  - Longitudinal research Trimbos Institute
  - Students are high risk population
  - Anxiety, Depression, Substance abuse



## **The project**

> 3 years, € 237.000

> 3 sub-projects

- Staff cooperation
- Students with psychological problems
- International students



## **Sub-project International Students**

- > Literature Study
- > Meer dan Heimwee (more than homesickness)
- > A literature study on the factors that influence the well being and study progress of international students



## Model by Gaillard <sup>1</sup>

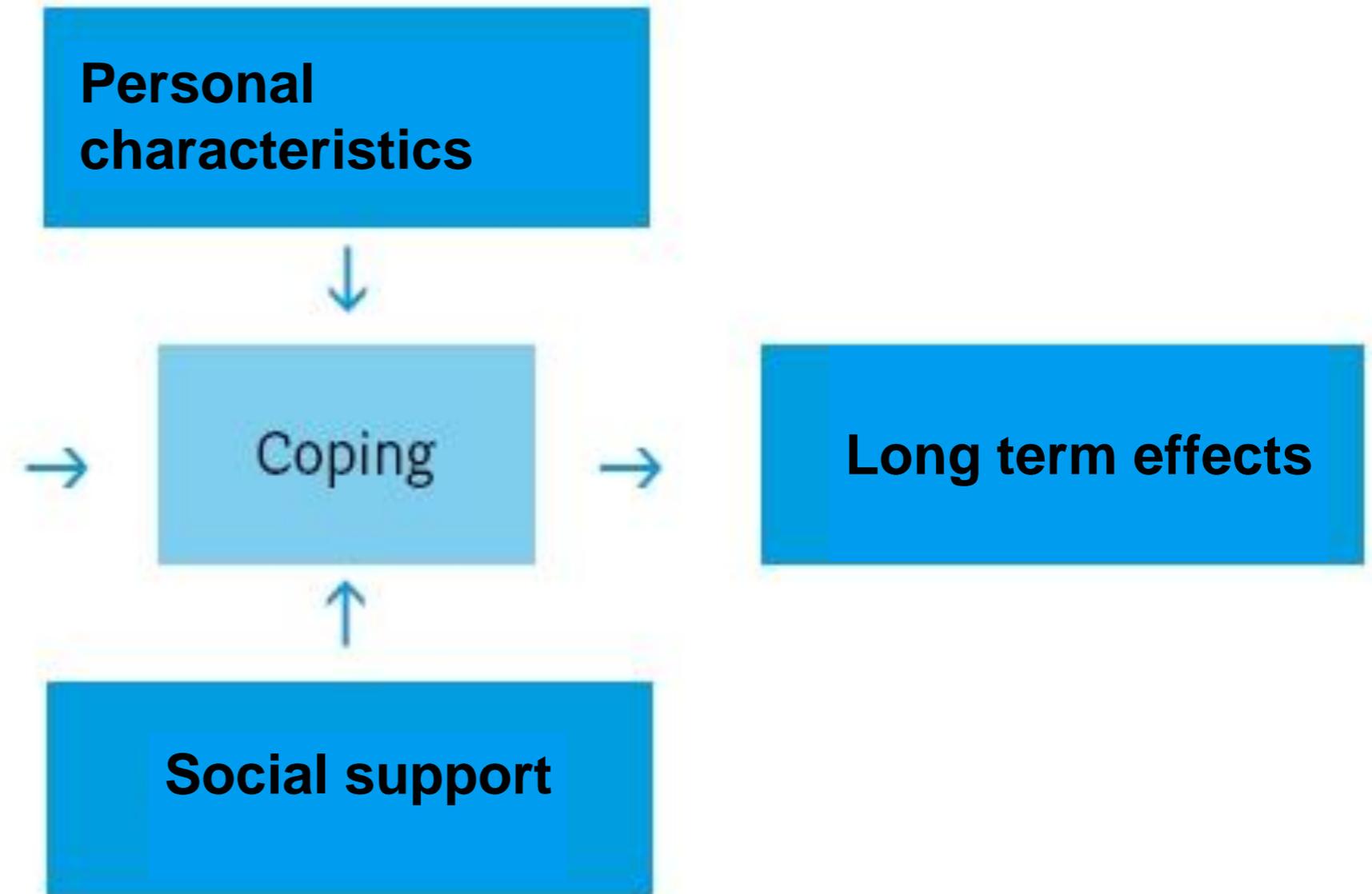
- > Professor at Tilburg University
- > The relation between stressors in the working environment on the one hand and the functioning of the students on the other, is determined by their coping.
- > Coping is influenced by personal Characteristics and Social Support

<sup>1</sup> Gaillard, A.W.K. (1996). *Stress, productiviteit en gezondheid*. Amsterdam, Uitgeverij Nieuwezijds  
(*Stress, productivity and health*. Amsterdam, Nieuwezijds Publishers)



## Working environment

- Expectations
- Working environment
- Task load
- Degrees of freedom





## So, what should we do?

### > Before arrival

- Manage expectations
  - Educational system
  - (Dutch) Culture
  - Practical issues
  - Well being



## So, what should we do?

### > After arrival

- Make them feel welcome
  - Practical issues
- Provide “psycho education”
- Encourage Social events / Sports events

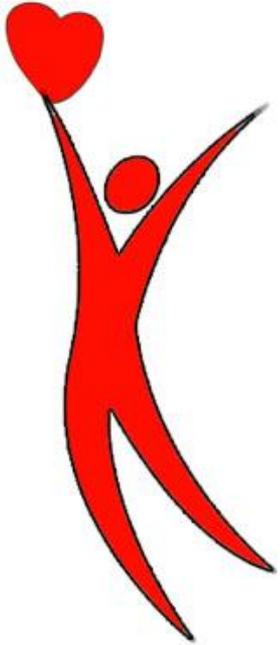


## Clips

- > Experience the Dutch Culture <sup>1</sup>
- > Educational system <sup>1</sup>
- > Dealing with practical issues <sup>1</sup>
- > Support for international students <sup>1</sup>
- > How to cope with: Study stress <sup>2</sup>
- > How to cope with: Homesickness <sup>2</sup>
- > How to cope with: Culture shock <sup>2</sup>

<sup>1</sup> To see these clips (and more), go to:  
<http://www.rug.nl/prospectiveStudents/information/intStudentVideos>

<sup>2</sup> We showed these clips during the workshop. They are not available on-line



# Follow your head or your heart?

Repositioning careers guidance to  
enable people to flourish as lifelong  
learners

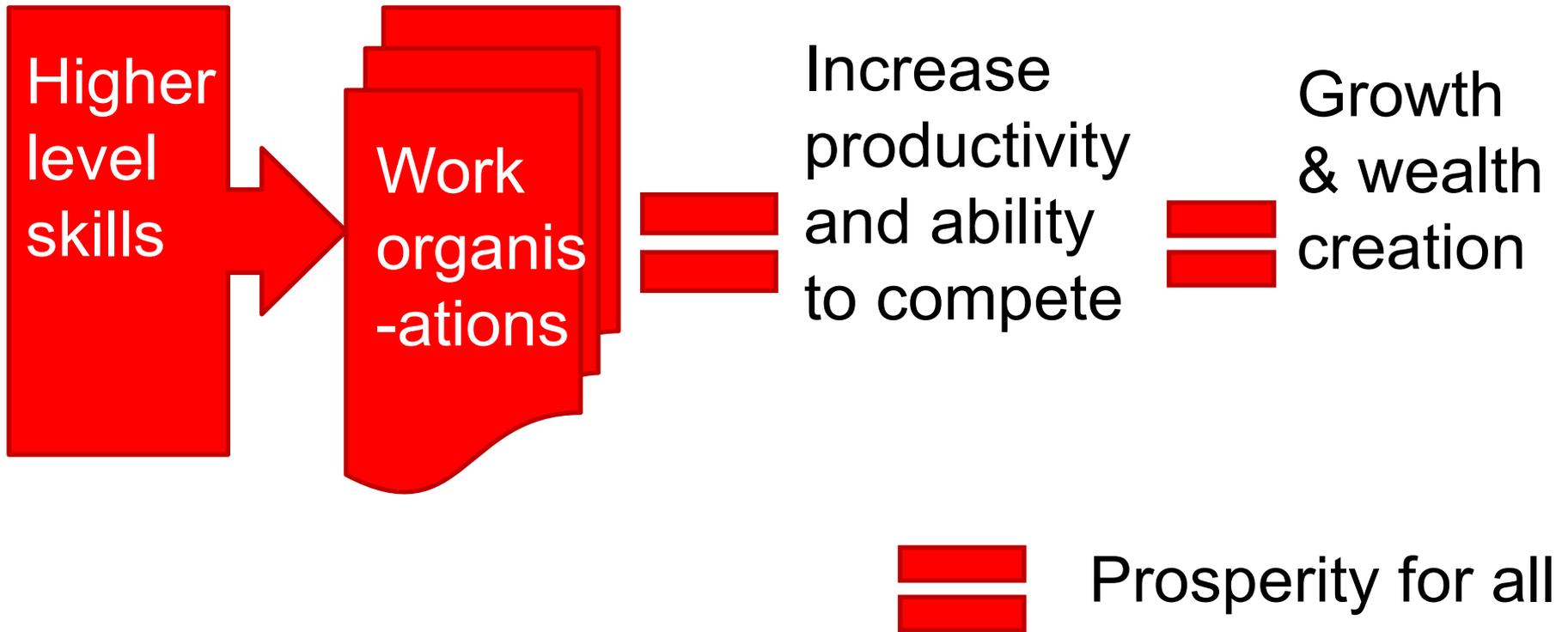
Jeanne Booth and Paul Hacking



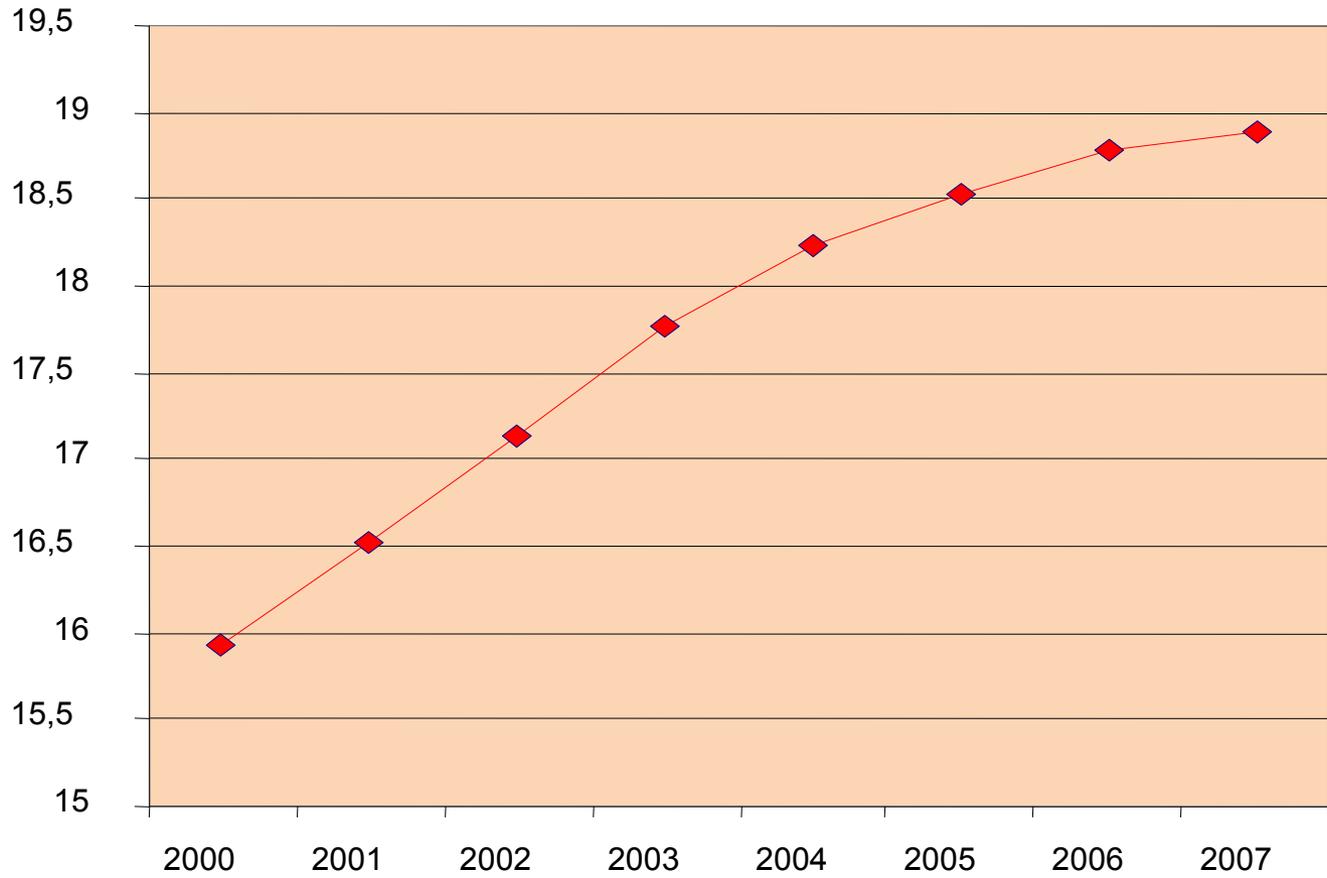
# Key to lifelong learning: head or heart?

- Lifelong learning is an economic imperative.
- More people with higher level skills are needed.
- People are learning that to progress, remain employable, or change direction they will need to re-skill.
- This may involve a return to education or engaging in higher education for the first time.
- Providing high quality careers education, information and guidance is vital to support decision-making at key transition points.

# Imperative in knowledge economy



Tertiary students in EU27 (Million)



## Unemployed graduate sues US college

Trina Thompson claims a college in New York should refund her tuition because she has been unable to find a job

# MailOnline

News Sport TV&Showbiz Femail Health Science&Tech Money Deba

7 | Live mag | Books | Food | Gardening | Promos | Mailshop | MailCompare | Bingo | Blogs | Co

### Unemployed graduates: We've made the grade so where are our jobs?

guardian.co.uk

News | Sport | Comment | Culture | Business | Money | Life & style

## Quarter of 'Class of 2005' graduates not in full-time work

## Graduate with no job unfurls CV on plinth .... and gets work

02.09.09



It took two hundred years to fill the shelves of the Library of Congress with more than 57 million manuscripts, 29 million books and periodicals, 12 million photographs and more.

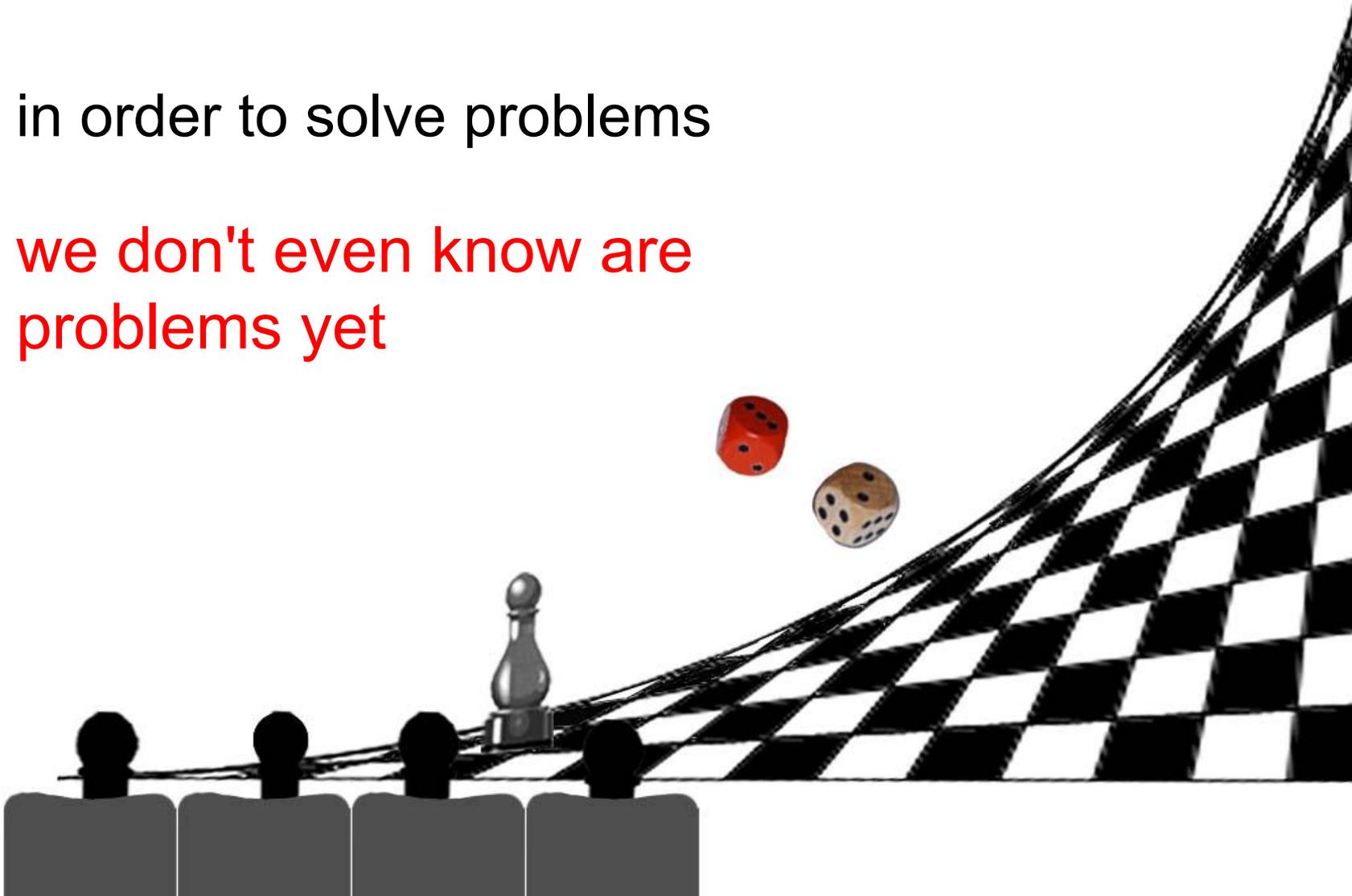
Now the world generates an equivalent amount of digital information nearly 100 times everyday.



We are currently preparing students for jobs  
that don't yet exist

in order to solve problems

we don't even know are  
problems yet



Today's learners will have 10-14 jobs by the time they are 38



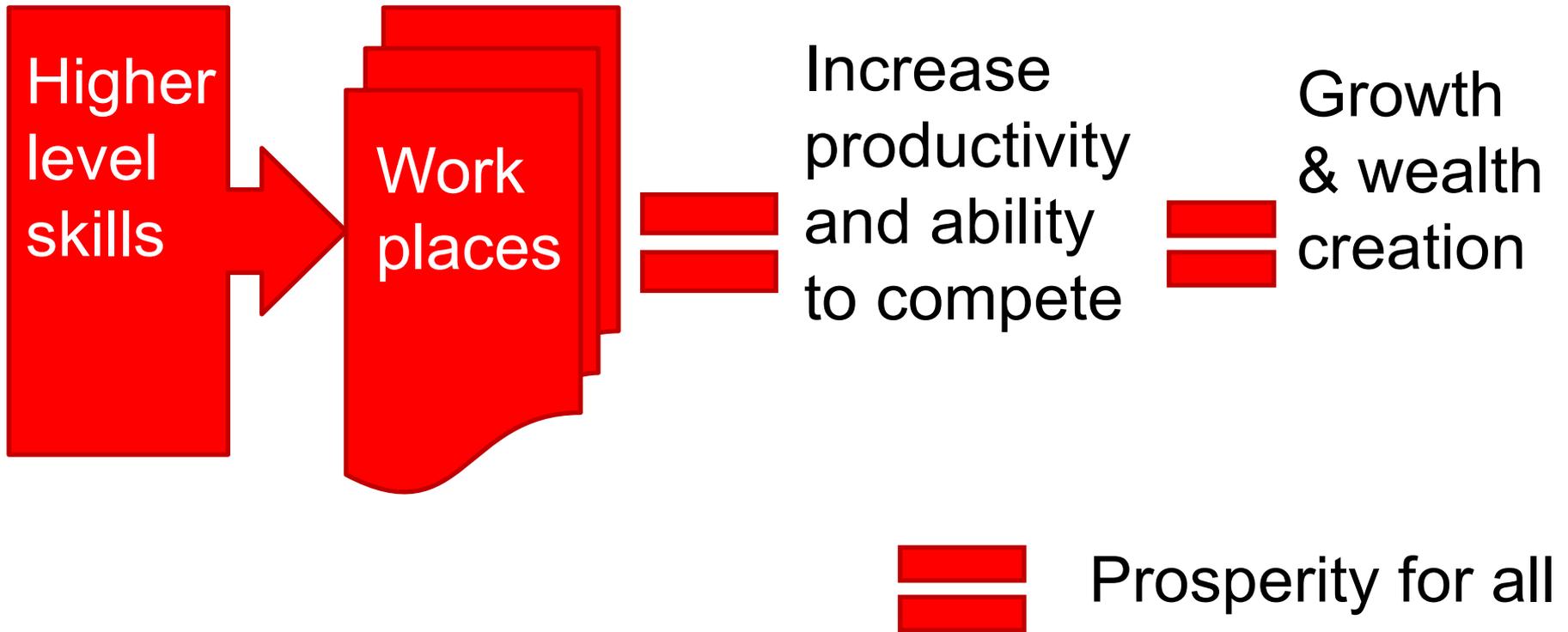
Half of what a technical student learns in his/her first year will be out of date by their third year.

out of date

On 2 September 2009 an American science student captured images of the curvature of the earth using equipment costing 102 euros (NASA's budget is \$17billion)



# Imperative in knowledge economy



"Bringing Creative Arts to Rural Areas"



Staff



Netty Reddish

After many years as the Arts and Crafts Director in a summer camp in America Netty decided to train to be a Design Technology Teacher. Graduating from Leeds Metropolitan University with first class honours in 1999. Since then she has taught in schools in Manchester and Luton, spending three years as Head of Department. She has recently completed a MA in Metalwork and Jewellery at Sheffield Hallam University.



Professor Safety

The Professor is always on hand to sort out any safety issue. Although a little unusual in appearance he is around to ensure every activity that children and young people engage in are safe. A creative and talented maker who enjoys dreaming up interesting and fun projects. Phd in creative-ology .....so come aboard and get making.

Fully CRB checked learning support and behaviour support staff are available upon request.

# Generation

Want **good** work

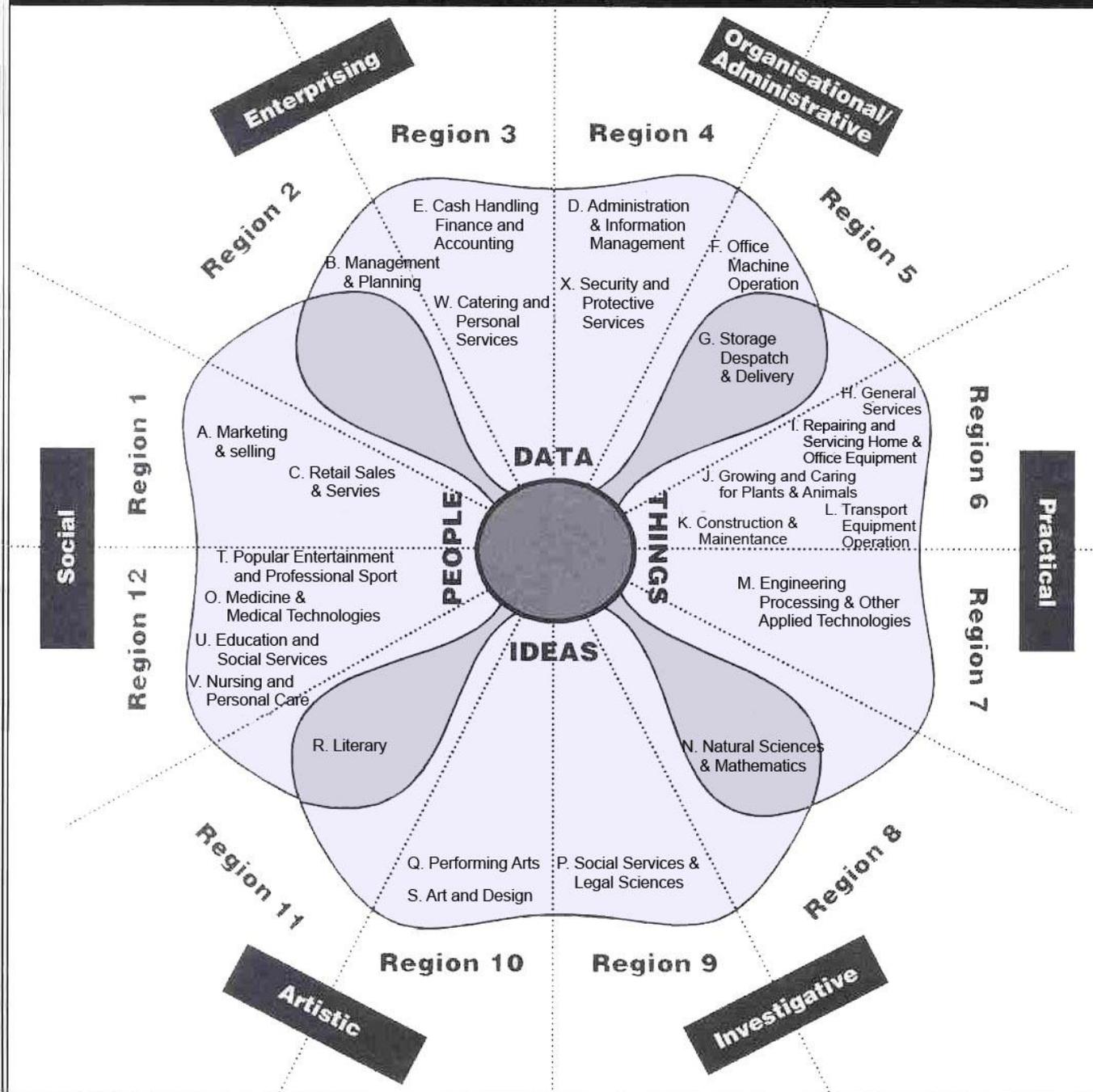
- Makes a difference
- Shared values
- Flat structures
- Self-development
- Ethical & sustainable operation
- Sharing learning & working in teams

# Changes in careers guidance?

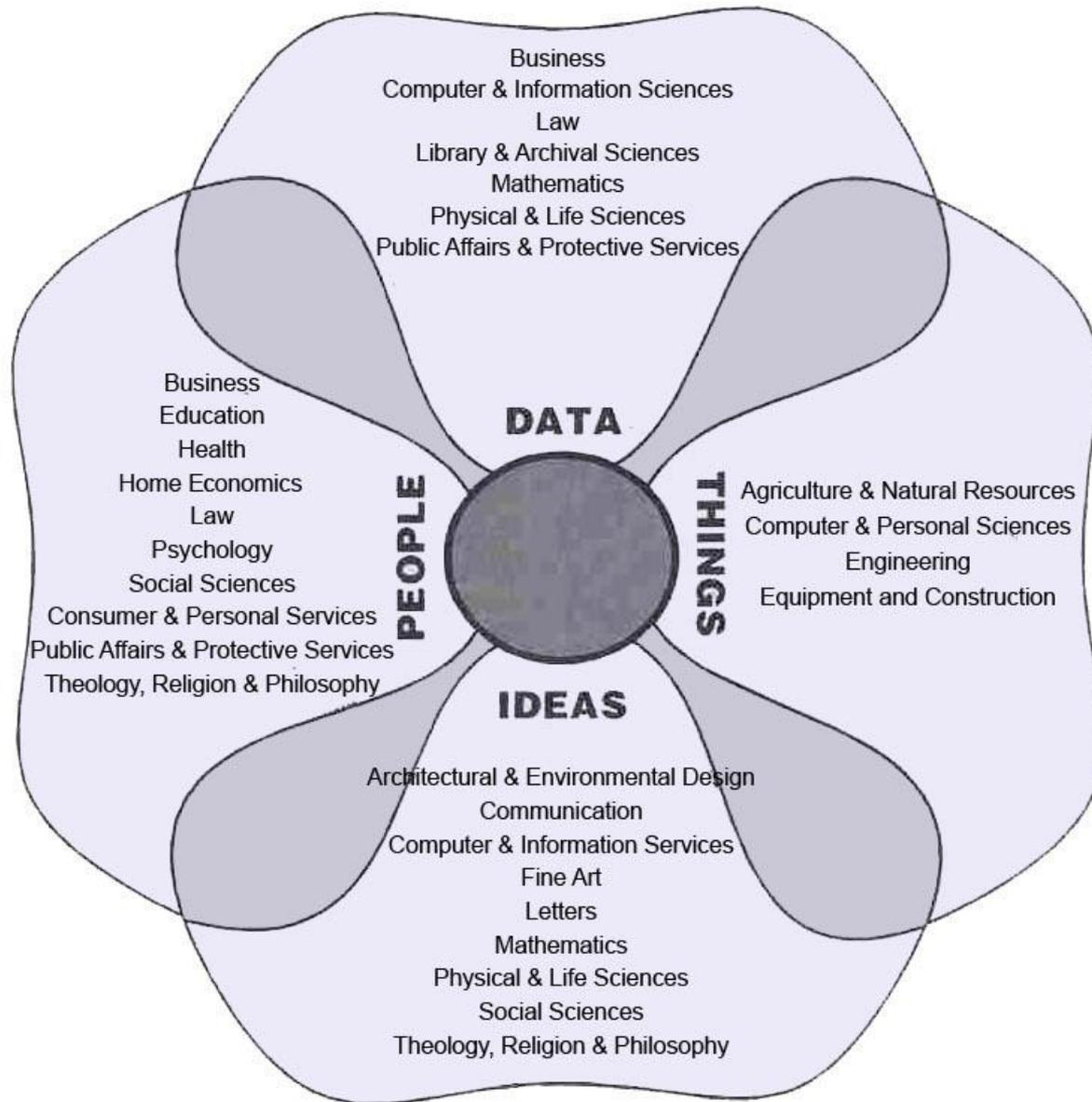
- Is the concept of 'career as a fit' out of date?
- Careers theories of Parsons & Holland.
- Human resource management is about moving individuals from an old to a new structure.
- Do education and employment maps still match?



# World of Employment Map



# World of Education Map



# Failure!

- Unplanned and unpredictable events and experiences are often crucial in determining an individual's career direction.
- At different stages of our life we also aspire to different goals and our value systems evolve.
- Do we need to find alternatives to *career fit*?

## CHANGING GOALS

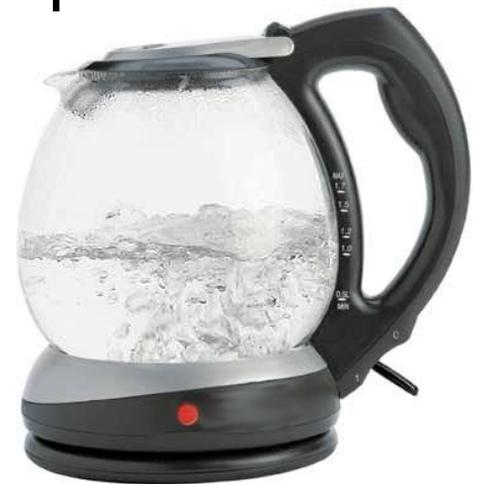
# Managing change



- Key guidance role today is enabling clients to manage change in their lives.
- Help the client to spot opportunities, recover from setbacks and capitalise on chance.
- Create dissonance by challenging or suggesting alternative courses of action.

# Key interventions

- How can we enable the graduate to manage the complexities, uncertainties and dynamic aspects of modern work?
- Influence personal aptitudes e.g. persistence, flexibility, risk taking & curiosity.
- Facilitate movement through different phases in career development.



# Mechanisms to manage change

- Projects that encourage multidisciplinary working such as 'creative' students working alongside 'science & technology' students.
- Mini work based learning projects where graduates are 'problem solving' for 'SME's which can also grow new jobs.
- Alumni mentoring students/graduates and providing models for managing uncertainty.
- Unexpected changes, Paul Theroux.

**WORKING TOGETHER**

# Discussion

- Have you examples of ways you have experienced or addressed any of the issues we've outlined?
- Do you think we need to do anything different to respond to these issues?

# Further Reading

& keep the discussion going at

**[www.headorheart.net](http://www.headorheart.net)**



**Yorkshire & Humber East**  

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**LIFELONG LEARNING NETWORK**

# **‘Creating a highway for vocational learners’**

- overcoming barriers to progression

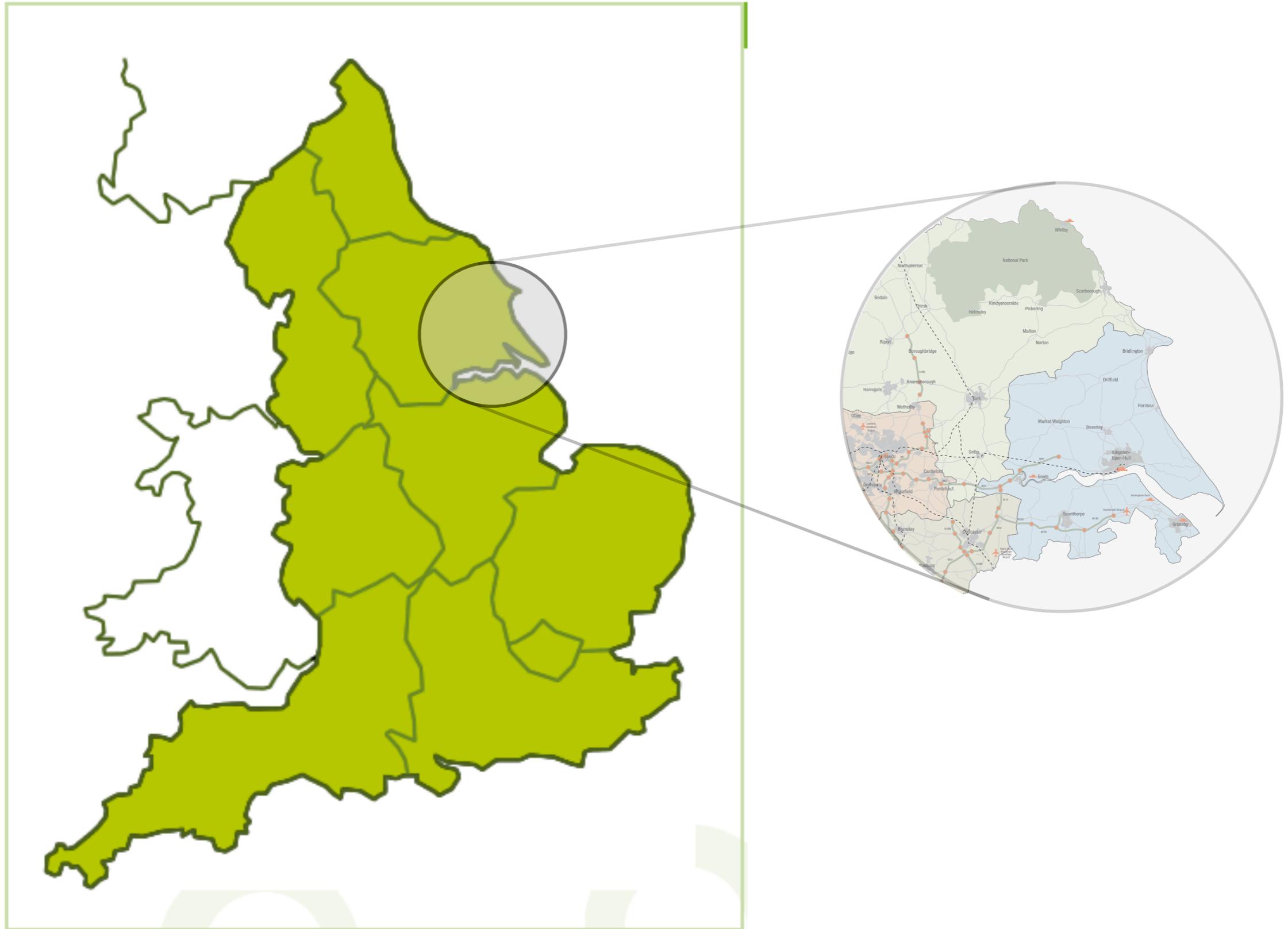
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**Andrew Chandler** - Communications Manager

**Charlie Sanders** - Progression Manager

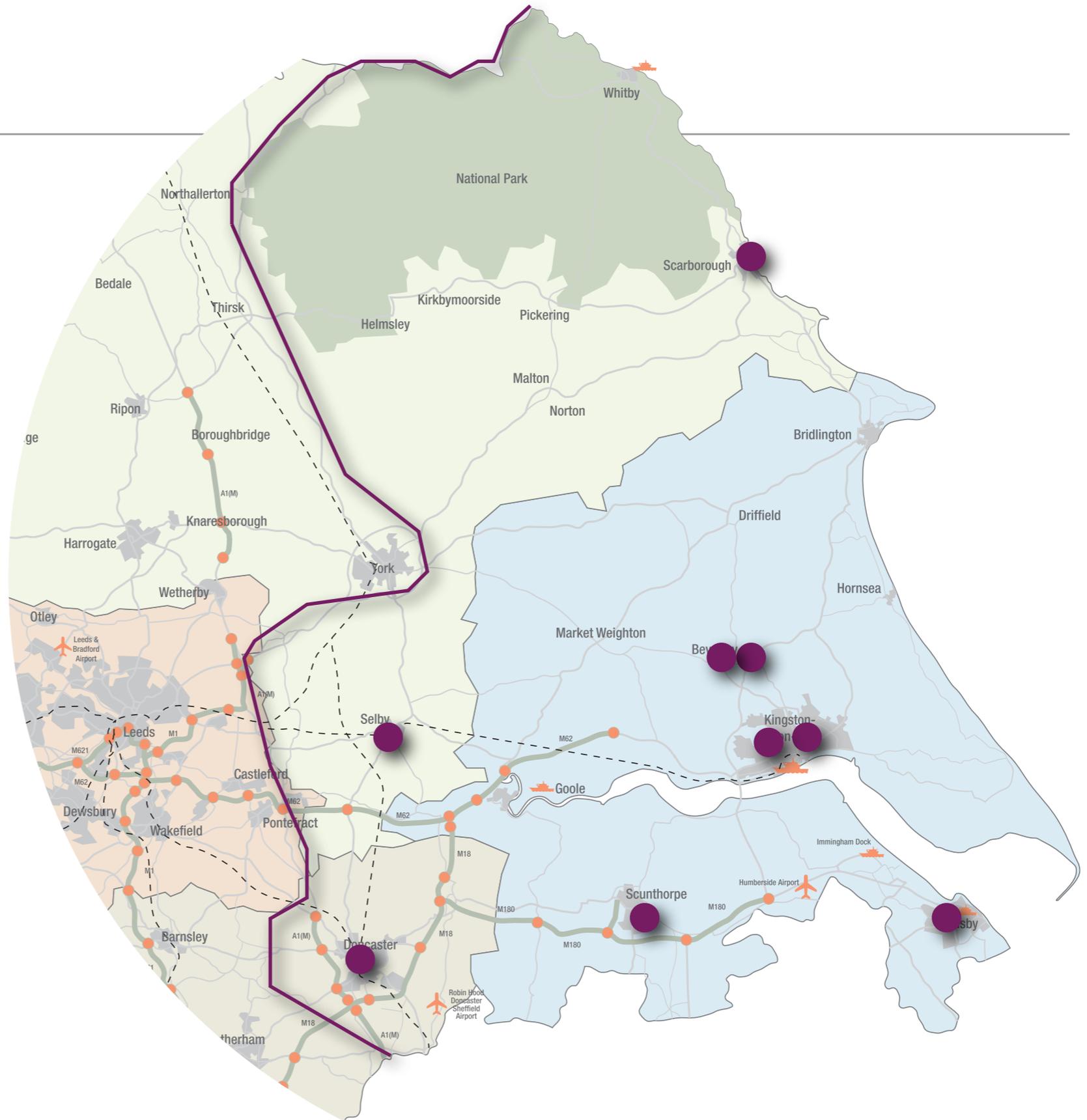


# Lifelong Learning Networks



# Our Network

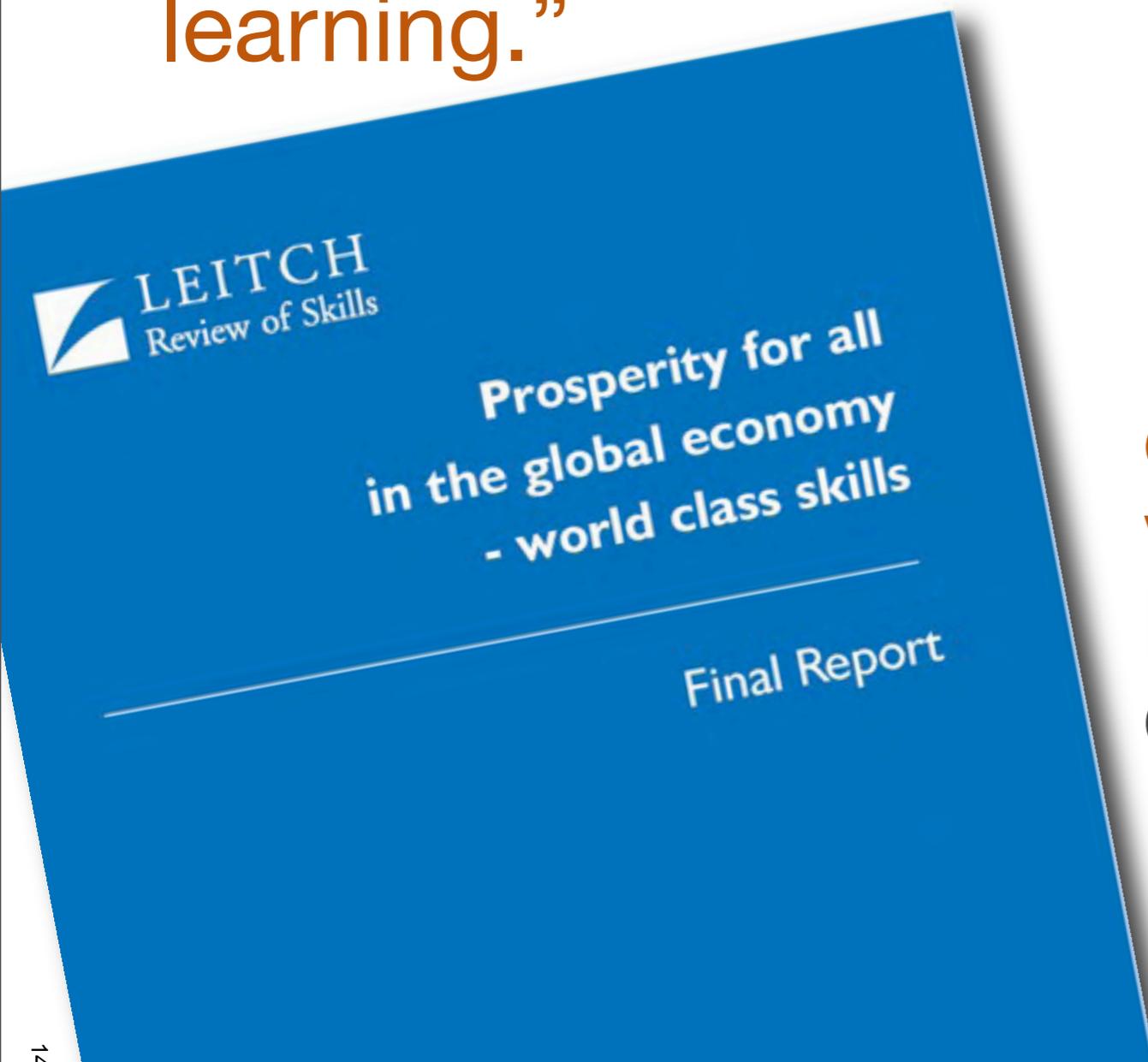
- Bishop Burton College
- Doncaster College
- East Riding College
- Hull College
- Grimsby Institute
- North Lindsey College
- Selby College
- University of Hull
- Yorkshire Coast College



# Leitch Review

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“Economically valuable skills is our mantra. We must begin a new journey to embed a culture of learning.”



**70%**  
of the **2020** UK's  
working age population  
have already left  
compulsory education

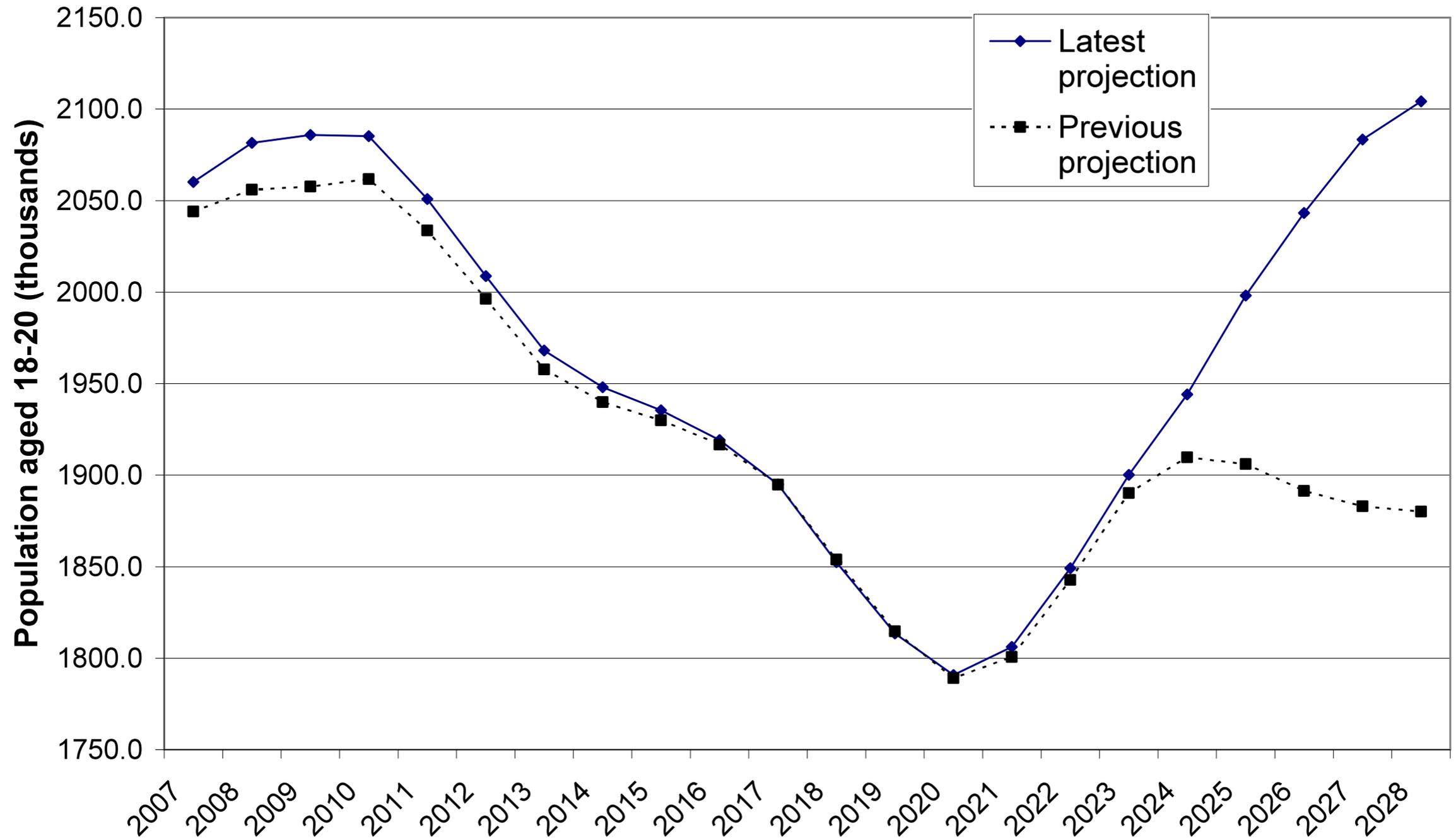
## **Additional level 4 qualifications**

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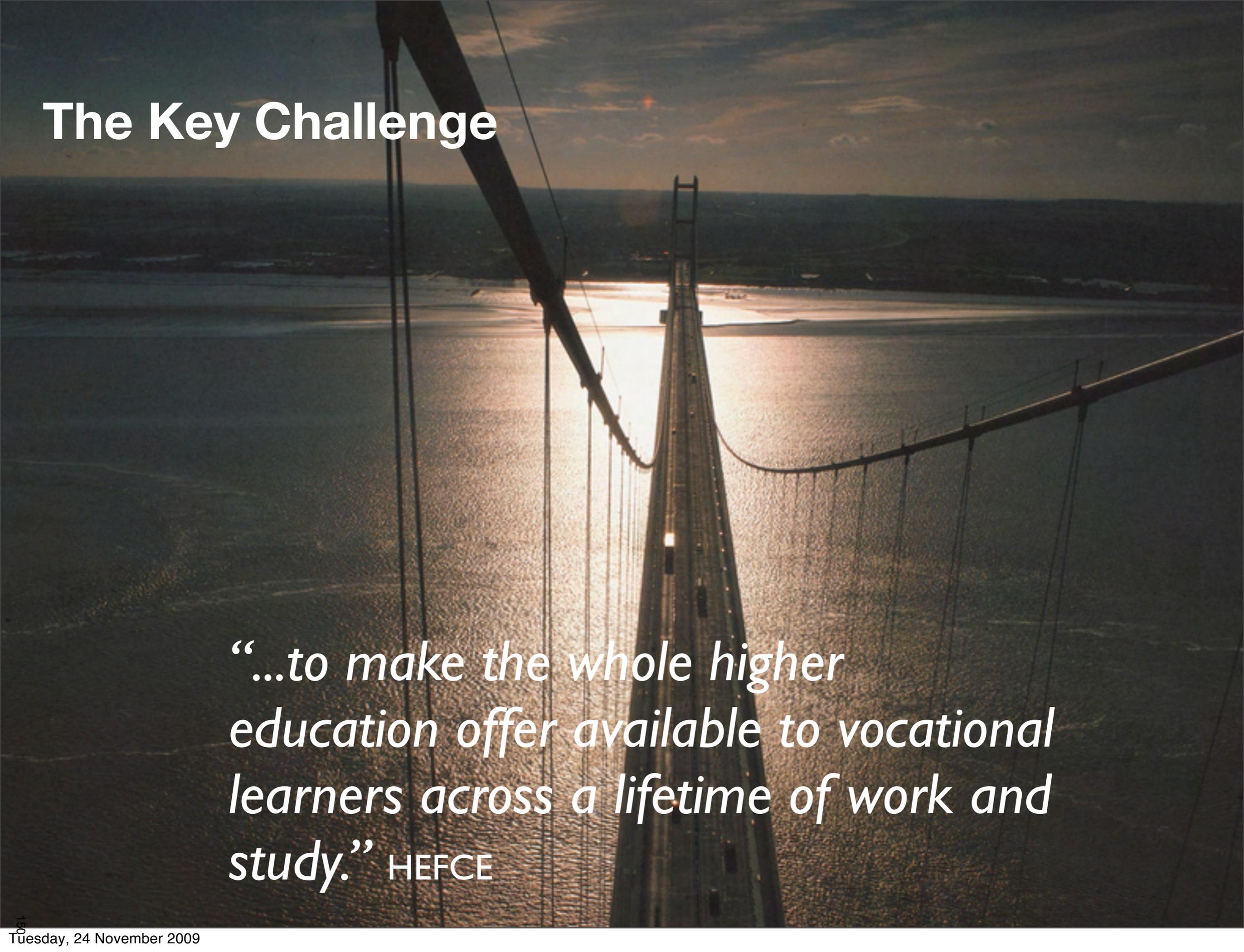
**75,000 more**  
**students**  
in our region

DES analysis of ONS Labour Force Survey

# The 'roller-coaster' student population



# The Key Challenge



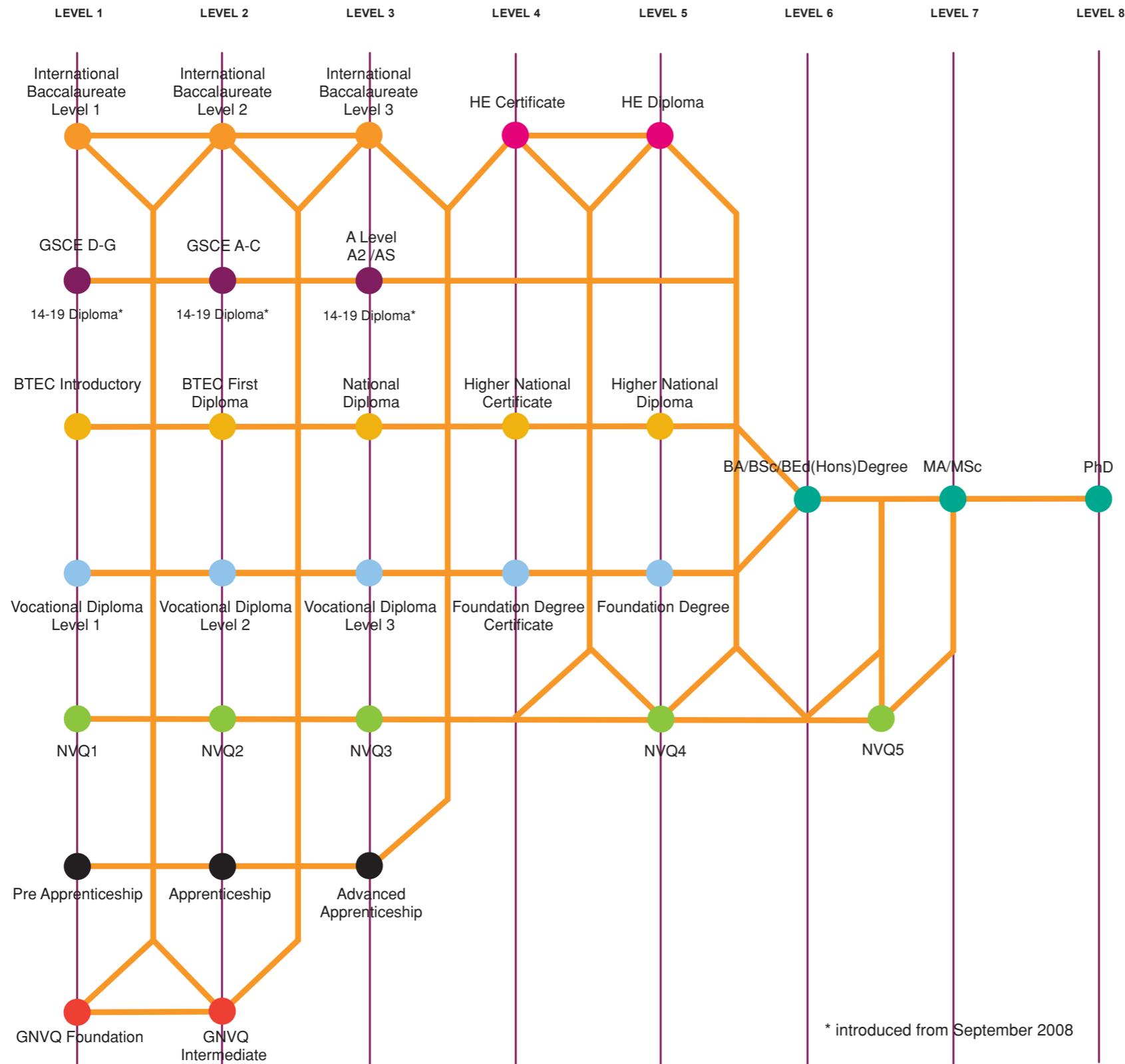
*“...to make the whole higher education offer available to vocational learners across a lifetime of work and study.”* HEFCE



# Inappropriate curriculum



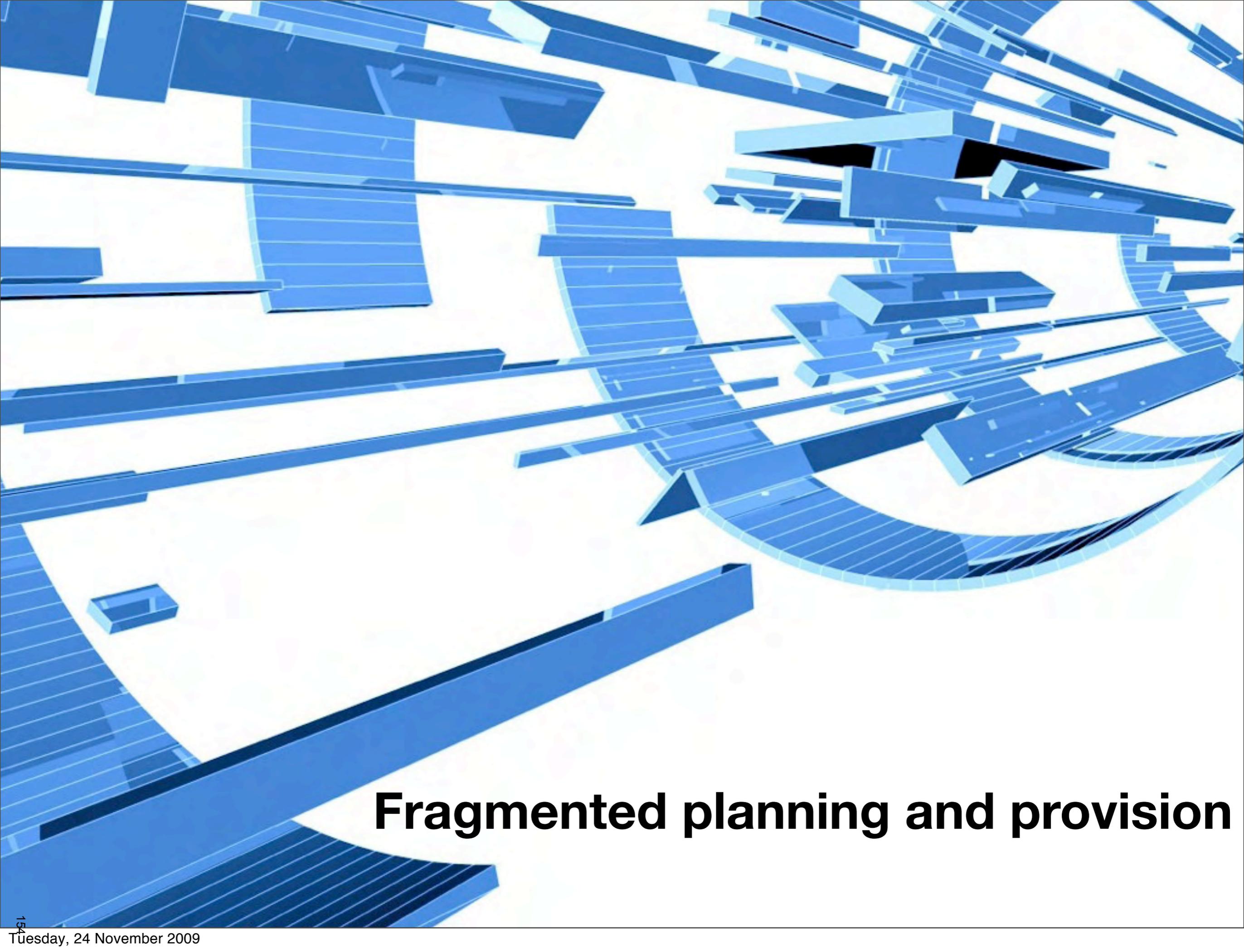
# Confusing and unclear pathways



**highway**  
your journey starts here

There are many different ways of getting into and progressing through higher education. These are the main routes to the most common qualifications in England.





# **Fragmented planning and provision**

# Inadequate information





**Quality and availability of support**



**Accessibility**

# Needs of Business





# Progression agreements

# Construction Centre of Excellence



Foundation degrees



**highway**

your journey starts here

# Staged Engagement

# Working with Business



# Labour market information

The image displays three overlapping screenshots of the LMI YNY website, which provides labour market information for York and North Yorkshire. The website's branding is consistent across all pages, featuring the LMI YNY logo and the tagline "Informing choices in York and North Yorkshire".

**Top Screenshot (Home Page):** The main heading is "Welcome to LMI for York and North Yorkshire" with the sub-heading "Helping you make the right decisions about your future". A "Did You Know?" section provides interesting facts about North Yorkshire, such as it being the largest county in the UK and having the least population density. A navigation menu on the left includes links for Home, About, What is LMI?, My Local Area, Travel Routes, Industry Sectors, Further Afield, Learning & Training, Glossary, Practitioners, and Contact Us.

**Middle Screenshot (My Local Area Page):** This page features a map of York & North Yorkshire divided into local areas: Richmondshire, Hambleton, North Yorkshire Coast, Ryedale, Craven, Harrogate District, York District, and Selby District. A navigation menu on the left lists: Home, About, What is LMI?, My Local Area, Travel Routes, Industry Sectors, Further Afield, Learning & Training, Glossary, Practitioners, and Contact Us.

**Bottom Screenshot (Industry Sectors Page):** The heading is "Industry in York & North Yorkshire". It explains that each industry sector contains interesting national, regional, and local information and trends. A list of industry sectors is provided, each with a brief description of the information included: Agricultural & Horticultural (Small Animal Care), Business & Finance (Administration, Financial Services and Real Estate), Construction (Architects, Civil Engineers, Electricians and Plumbers), Creative, Media & Digital (Art & Design, IT, Music), Engineering & Manufacturing, and Food & Drink.

# your entitlement

Learners have the right to appropriate support to facilitate their learning.

Our aim is to work in partnership with the learner to realise and achieve their goals and aspirations, ensuring the service offered is fair and reasonable.

Bishop Burton College is committed to providing accessible, confidential and impartial support and information, advice and guidance facilitated by experienced, qualified and approachable staff.

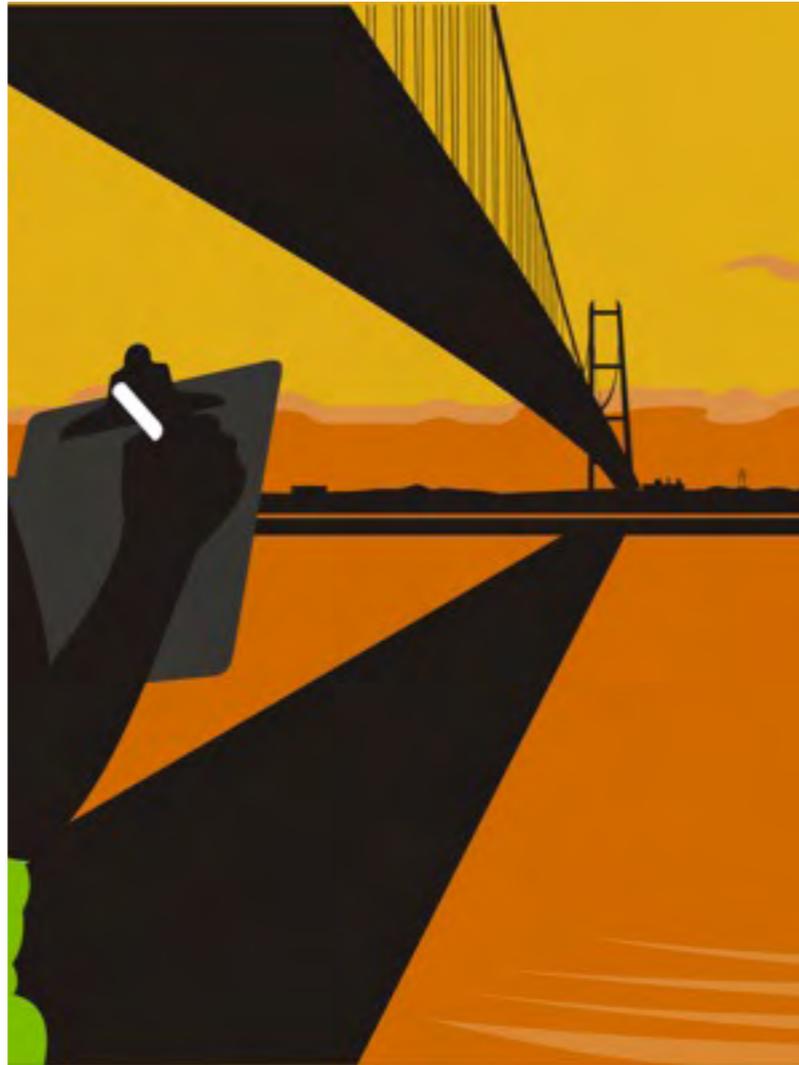
**Learner Support**

# Lessons Learned

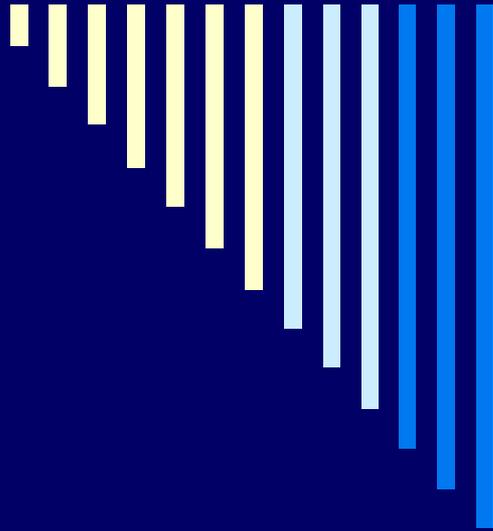
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- ★ Place the learner at the centre
- ★ Impartial curriculum advice
- ★ Collaborate rather than compete
- ★ Plan for local progression
- ★ Mutual recognition of needs
- ★ Equality of opportunity
- ★ Value of co-ordinated progression activities
- ★ Value of progression agreements

# Thank you - Questions?



**Yorkshire & Humber East**  
**LIFELONG LEARNING NETWORK**



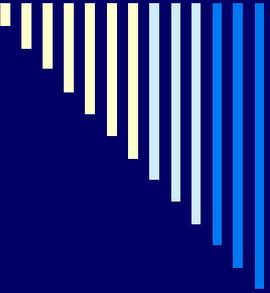
The importance of guidance,  
professional development and  
networks in careers work in an  
increasingly market driven  
higher education sector

**Margaret Dane**

**AGCAS Chief Executive**

**[Margaret.dane@agcas.org.uk](mailto:Margaret.dane@agcas.org.uk)**

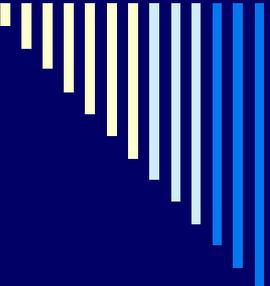
**[www.agcas.org.uk](http://www.agcas.org.uk)**



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# Workshop aims

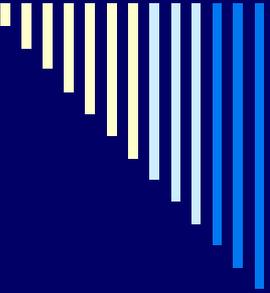
- To clarify the differences between careers information, advice & guidance
- To understand the contexts in which HE careers guidance is carried out
- To understand the changes and pressures in HE careers work
- To identify the different roles carried out by HE careers professionals



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# Workshop aims

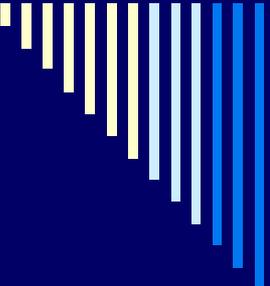
- To explore the training needs of different staff groups and the training opportunities available, including but not only through formal courses
- To discuss possible ways of sharing experiences and knowledge more effectively within and beyond geographical boundaries using technology more effectively to network



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# What is careers guidance?

- Career guidance assists individuals, of any age and stage to make and implement educational, training and occupational choices and to manage their careers.
- Career guidance may take place on an individual or group basis, and may be face-to-face or at a distance.
- Career guidance helps individuals develop their self awareness, opportunity awareness, and career management skills.

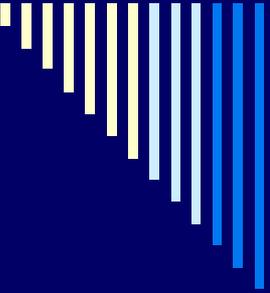


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# What is Careers Guidance 2

## Day 1

- Prof Christine Keitel Kreidt
  - Issues re language used
  - Different in each country
  - Empowerment
  - Personal Growth
  - How does it need to change?
  - Private v public good
-

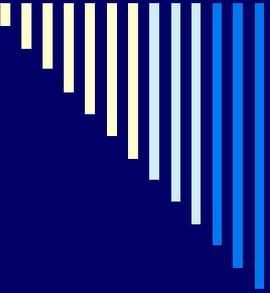


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# Why is guidance important?

- ❑ Information is not enough
  - ❑ Important signposting role
  - ❑ Trust, credibility & expertise
  - ❑ Student / learner focus
  - ❑ Supports recruitment & retention
  - ❑ Helps students progress
  - ❑ Supports student growth, inclusion
  - ❑ Focus on CMS, LM, job-hunting
-

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# Why is guidance important?

What part does guidance play in 21st century higher education?

How can we provide adequate & tailored support for all students, including international, postgraduate & part-time students?

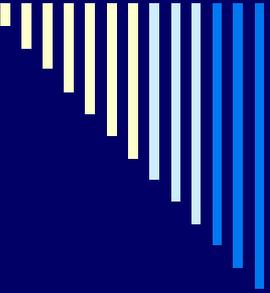
How can we support students and graduates in the recession?

How does guidance fit with enhancing student employability?

What role does work-experience play in making career choices?

What about career guidance beyond university?

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# Careers information, advice & guidance

**Information** – facts – data – different media

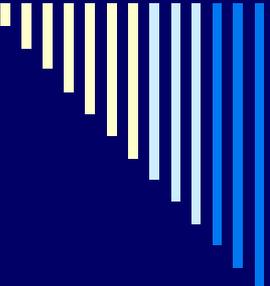
Where to look? How to choose? What to trust?  
How to decide? Issues re overload

**Advice** – knowledge – understanding – direction

Who to ask? What do they know? Bias?

**Guidance** – professional - impartial- accurate

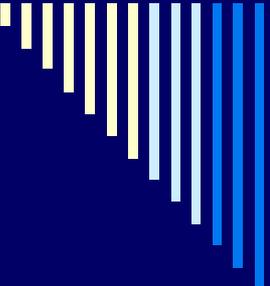
Client focused; exploratory; empowering; action-oriented; develops career management skills



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# HE Context & priorities

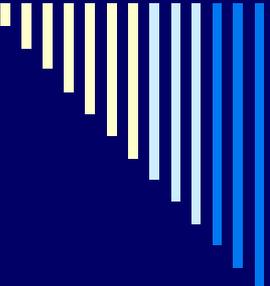
- ❑ Increasing focus on higher education as a route into employment and on graduate skills & employability
- ❑ Careers services in the spotlight of interest from governments, universities and employers
- ❑ Demands and expectations of all the above are rising
- ❑ Need to do more with less and find new and creative ways of working, including partnership & collaboration
- ❑ Positioning varies & boundaries are more blurred
- ❑ Need to identify the impact of work to justify resources
- ❑ Impact of globalisation & economic situation



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# Changes & pressures on services

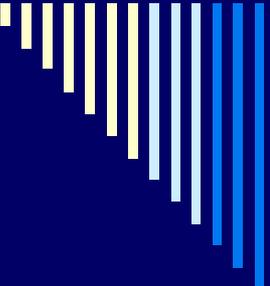
- ❑ Increasingly utilitarian approach to education
- ❑ Accountability to funders, users & stakeholders
- ❑ Doing more with less for very diverse users
- ❑ Connectivity with other parts of the institution
- ❑ Financial pressures & return on investment
- ❑ Demonstrating value added
- ❑ Alignment with diverse institutional goals
- ❑ Transparency of provision for different users



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# Roles of HE careers professionals

- Work with groups
  - in academic departments; as part of curriculum
  - optional events open to all or specific students
- Work with individuals
  - diagnostic work
  - short query sessions; signposting next steps
  - e-guidance & development of web-based resources
  - longer one-to-one sessions – guidance & coaching
  - personalised support with job-hunting



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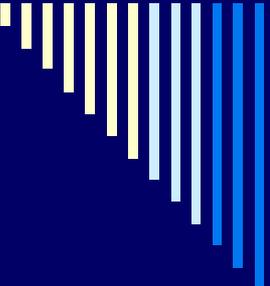
# Training needs & opportunities

## Needs

- Knowledge & information
- Skills & competences
- Updating & up-skilling

## Opportunities

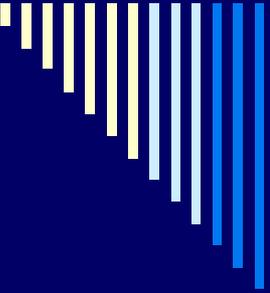
- Qualifications & training courses
- Formal & informal meetings with peers
- Networking – regional → international



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# Sharing experiences and knowledge more effectively

- Web-based discussion lists & fora
- Regional & national networks , events etc.
- Formal and informal training
- Professional training & qualifications
- Continuing professional development
- Strategy & management issues
- The role of FEDORA
- Potential future developments



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# Challenges

- ❑ Finding new ways of working
- ❑ Engaging students earlier
- ❑ Optimising use of resources
- ❑ Developing staff through training
- ❑ Working more closely with academic staff
- ❑ Working more closely with employers
- ❑ Increasing work-experience opportunities
- ❑ Helping graduates through the recession



# Development of VaSEV-LLL

Life long learning:  
Second chance students are different and  
need an appropriate approach

Eric Depreeuw – K.U. Leuven  
Sven Vanneste – Universiteit Antwerpen

Berlin October 2009



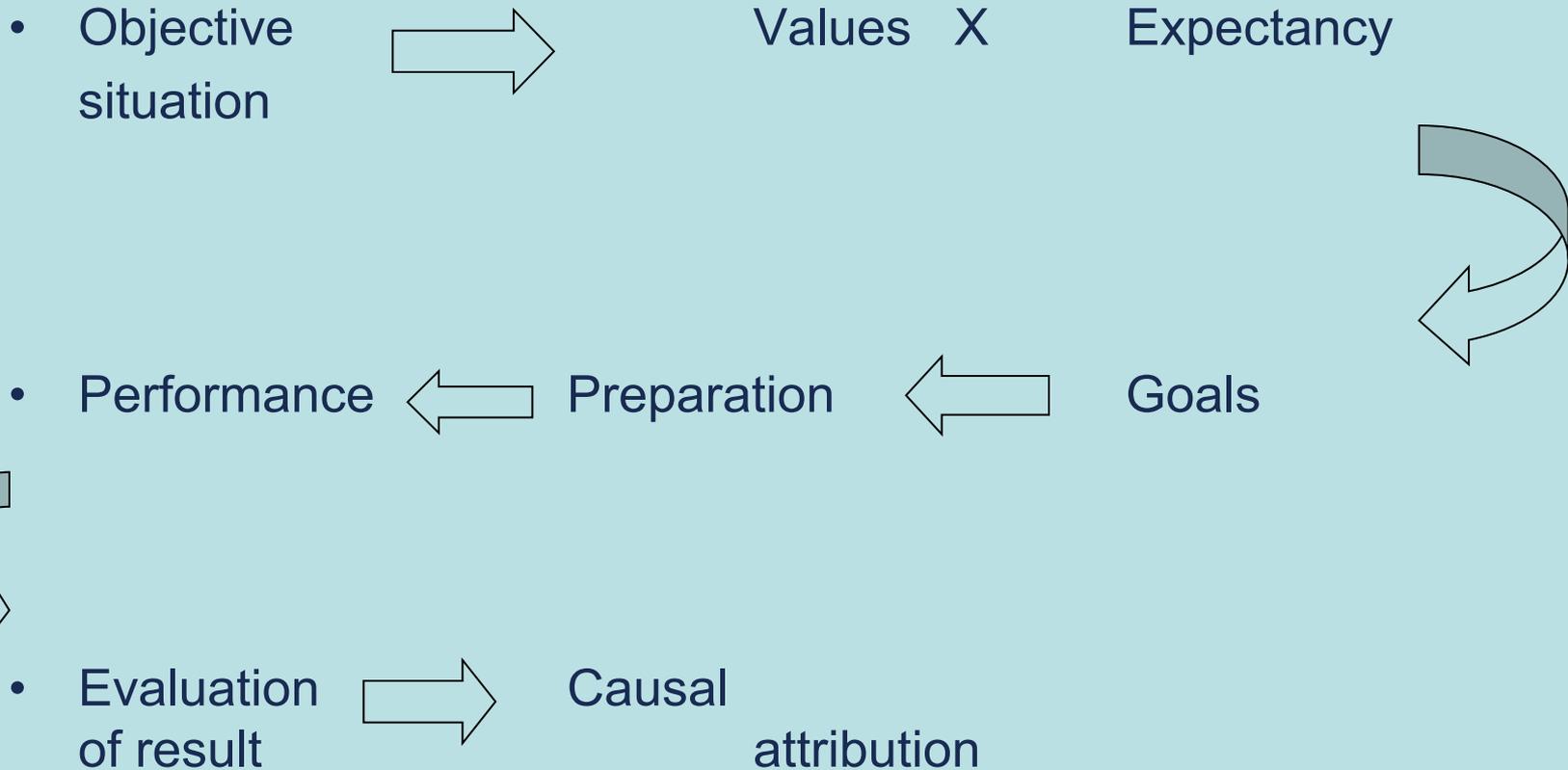


# VaSEV regular education

- 1996 – Vragenlijst Studie- en Examenvaardigheden
- TASTE : Test **A**ilities for **S**Tudy and **E**xamination
- Process model “Value - Expectancy Theory”



# The model – Depreeuw 1989



Permanent learning effect!!!



# VaSEV Regular education

- 1996 – VaSEV - TASTE
- Process model Value Expectancy Theory
- Initial Items : 121 items
- 865 university students (1988):
  - 70% 1<sup>e</sup> kand. (actual 1st Bach)
  - 19% 2<sup>e</sup> kand. (actual 2nd Bach)
  - 10% higher



# VaSEV Regular Education

## Factor analysis

### 1. Anxiety

More than other students I am suffering from study and examinations (.62)

In order to become happy I am studying too much (.59)

Compared to others I am much more tensed (.55)

### 2. Positive appraisal (self confidence)

Before an exam I know perfectly that I master the course (.64)

When I do not know the answer at first glance, I think quietly how to maximise my score (.40)



# VaSEV Regular Education

## 3. Study valuing

A failure in my study career is terrible (.55)

A grade is one of the most crucial parts of my life (.54)

I've got the impression that in the eyes of my environment achievement is important (.35)

## 4. Avoidance of study effort / Procrastination

I continue with unimportant activities instead of studying (.69)

After some time I realise that I didn't study enough because of my dreaming (.59)

I study less hours than I planned to do (.57)



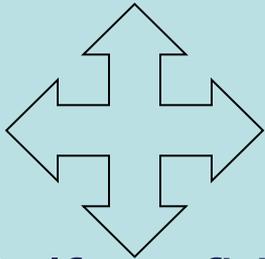
# Test technical

	N items	Alpha
•		
• Scale Study valuing:	14	.75
• Scale Self Confidence	19	.84
• Scale Fear of Failure	30	.91
• Scale Avoidance Effort	15	.82
• Total	78	

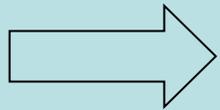


# Process model

- Study valuing



- Self confidence



- Active efficient working
- Overactive avoidance of failure
- Passive avoidance of failure
- Apathy



# Second Chance Education in Flanders

- Started in 1980: second chance for ‘mothers’
- Educational repair: policy of equal opportunities
- Adults education
- Flexible – modular system
- Evolution:
  - Growing % op men (28% in 1988 – 50% in 2008)
  - Junger (35% in 1988 – 60% in 2008)
  - More problematic population (financial, psychic health, social integration, drugs, drop out etc.)
- Motivation ....???



# VaSEV in Second Chance Education in Flanders

- VaSEV (1996)

+

Was applied in Antwerpt Second Chance Schools (instream)

Good and clear results, useful for counselling and teacher approach

-

Language too difficult

Too long (for some)

Not adapted to specific and changing life conditions



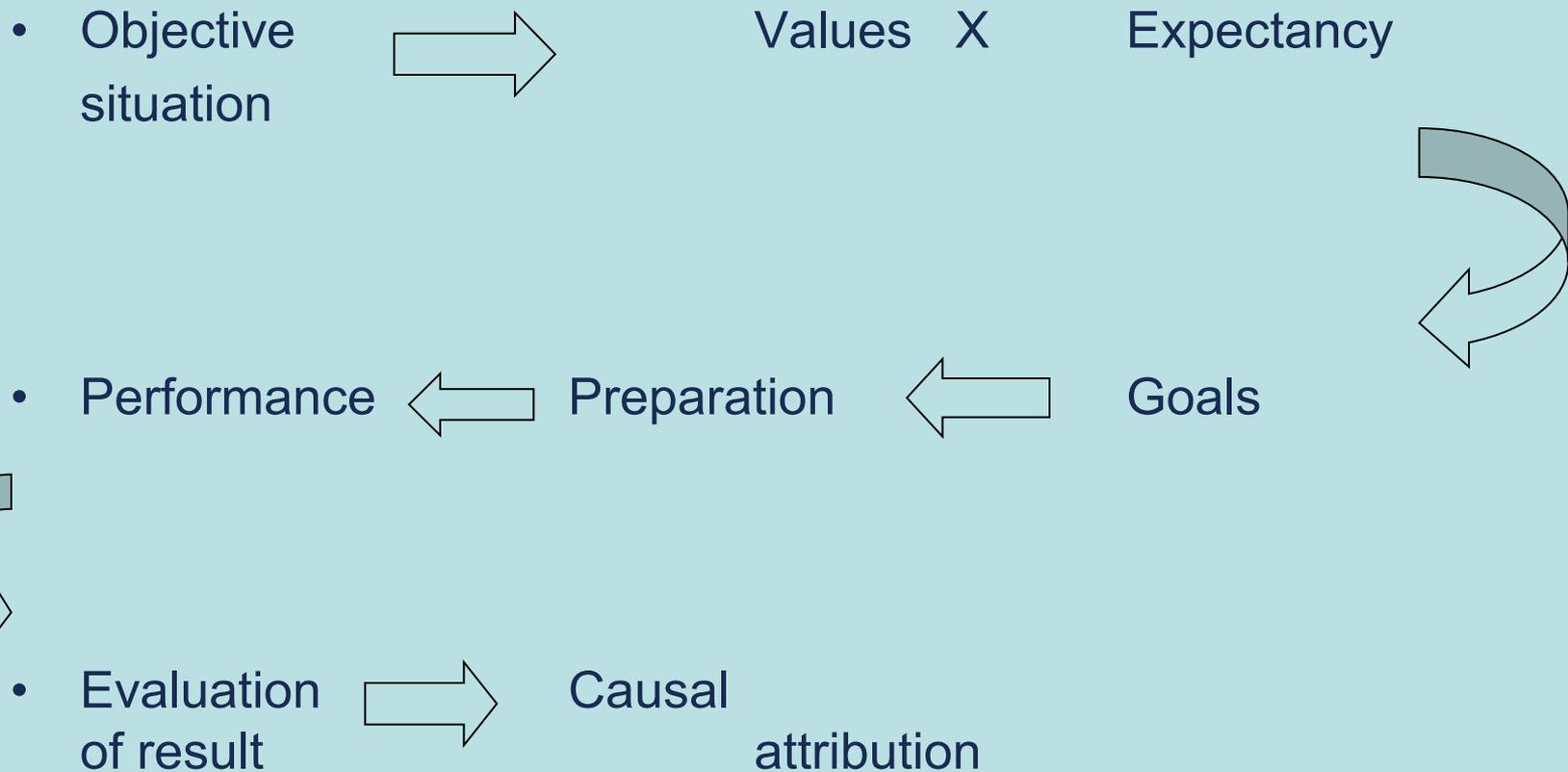
# Development of new version: VaSEV LLL

- 2007 – 2008 : VaSEV – LLL

Total new data base of items but still based on the process model (Depreeuw)



# The model – Depreeuw 1989



Permanent learning effect!!!



# VaSEV – LLL: Process model

- 11 scales

	Number items	Alpha
• 1. Motivation	23	.86
• 2. Self confidence	29	.88
• 3. Goal setting	9	.68
• 4. Preparation	22	.91
• 5. Procrastination	8	.85
• 6. Performance	9	.77
• 7. Evaluation result	4	.40
• 8. Causal Attribution	7	.58
•		



# VaSEV – TKO: process model (2)

• 11 schales	Numer items	Alpha
• 9. Permanent influence (Thinking emotional, acting	3	.65
• 10. Fear failure	24	.93
• 11. Obstacles Context / person	11	.82

Number items 178 (later reduced to 149)



# Ontwikkeling: VaSEV - LLL

- 178 items
- Application of the new version in the Flemish schools of second chance (SC) – may 2008
- 1742 copies sended to the schools  
917 respondency (53%), 15 of 17 schools

Collaboration of different partners: univ., SC schools, Umbrella organisation (NOT the Flemish government!)



# Steekproef

- 54% prov. Antwerpen
- 8% prov. Limburg
- 15% prov. Oost Vlaanderen
- 6% prov. Vlaams Brabant en Brussel
- 17% prov. West Vlaanderen





# Sample

- Characteristics

Social income 32%

Youth in special educational setting 9%

Diploma mother Sec. Educ. or > 56%

Language at home different from dutch 30%



# Sample

- **Income:**

Public support	4%
Social security unemployment	37%
Political refugee	1%
Other financial support	6%
Not of application	51%



# Development: VaSEV - LLL

- **Statistical analysis:**

Factor analysis en item analysis: reduction of the number of variables and elimination of weak items

Cluster analysis: typology of SC-cursists



# VaSEV – LLL: factor analysis

- 5 Factors

	number items	Alpha
• 1. Procrastination	36	.95
• 2. Fear of failure	26	.94
• 3. Motivation new chance Confidence	20	.88
• 4. In balance	20	.87
• 5. Context and personal obstacles	24	.91
•	126 items	



# VaSEV – LLL: intercorrelation scales

	Procr	Fear Failure	New Ch Balance	
• FA	.27	*		
• New chance / Confidence	.03	.22	*	
• Balance	-.12	-.35	.41	*
• Context / Persl obstacle	.39	.73	.09	-.39

Significance : All \*\*\* except .03



# VaSEV-LLL: short version

- 5 Factors

Number items      Alpha

- 1. Procrastination

9                      .90

- 2. Fear of failure

10                     .92

- 3. New chance /  
    Self confidence

7                      .81

- 4. In balance

8                      .83

- 5. Context /  
    persl obstacles

8                      .85

•                      42 items



# VaSEV – LLL short version: intercorrelation scales

	Procrast	Fear F	New chance	Balance
• FA	.14	*		
• Motivatie / Zelfv	.09	.07	*	
• Balans	-.14	-.43	.27	*
• Context / Persl	.23	.77	.07	-.44

Significance: All (\*\*) excpet .07\* en -.44\*\*\*

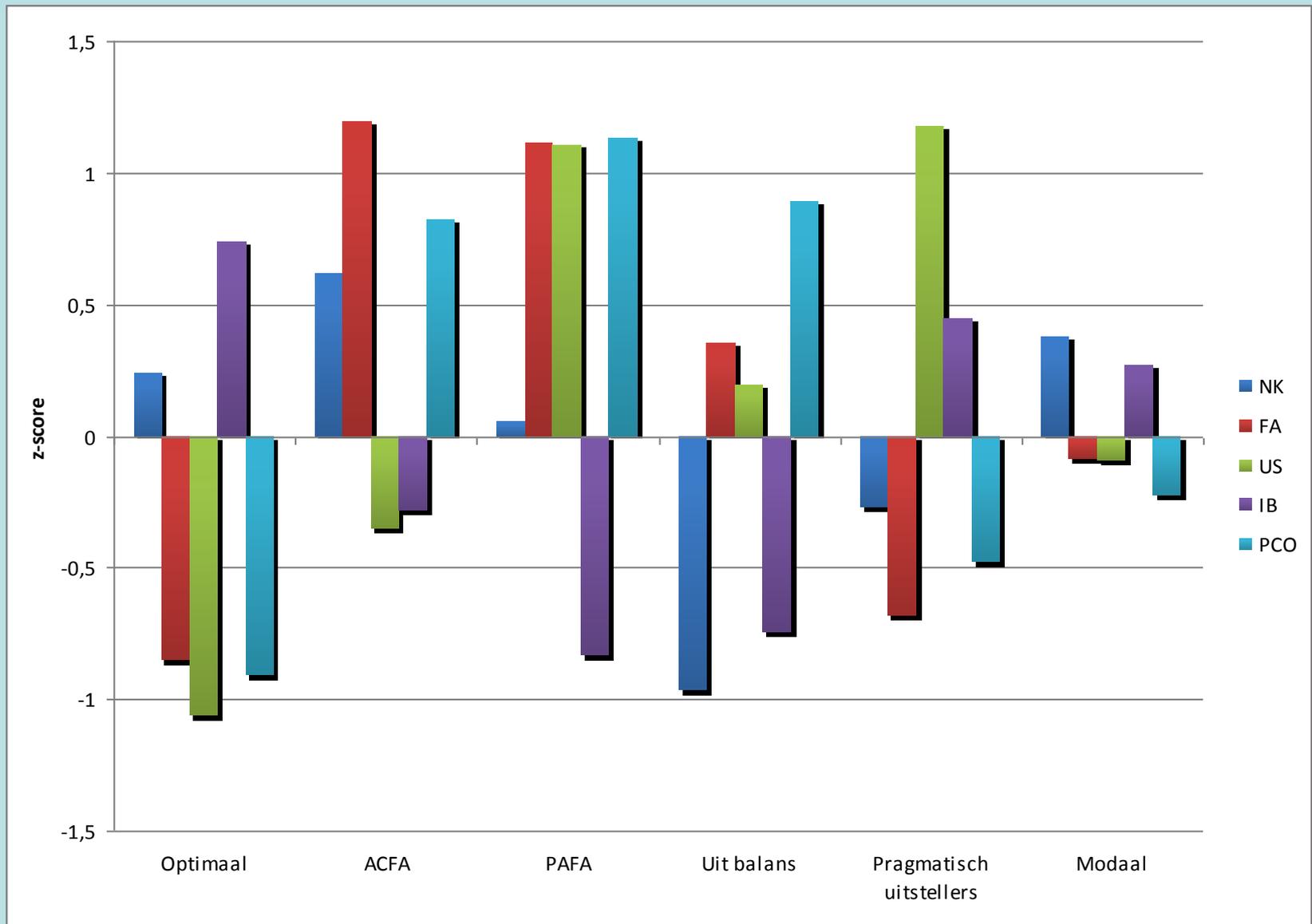


# Cluster analysis / Typology

• 6 Types	N	%
• 1. Optimal	202	22
• 2. Active fear failure	119	13
• 3. Procrastinator	139	15
• 4. Out of balans	103	11
• 5. Passive fear failure	122	14
• 6. Modal - mean	214	24
– Total	899	100



# 6 student types





# Cluster analysis / Typology: Optimal: 22%

New chance	MH
FF	L
Procrastination	LL
In Balance	H
PC Obstacles	L

- M mean
- MH of ML in between M and plus or minus  $\frac{1}{2}$  SD
- H of L in between  $+\frac{1}{2}$  SD and  $+1$  SD or in between  $-\frac{1}{2}$  SD en  $-1$  SD
- HH or LL  $> + 1$  SD or  $< - 1$  SD



# Cluster analysis / Typology: Active fear of failure 13%

New chance	H
FF	HH
Procrastination	ML
In Balance	ML
PC Obstacles	H

- M mean
- MH of ML in between M and plus or minus  $\frac{1}{2}$  SD
- H of L in between  $+\frac{1}{2}$  SD and  $+1$  SD or in between  $-\frac{1}{2}$  SD en  $-1$  SD
- HH or LL  $> + 1$  SD or  $< - 1$  SD



# Cluster analysis /

## Typology: Passive fear of failure 14%

New chance M(H)

Fear failure HH

Procrastination HH

In Balance L

PC Obstacles HH

- M mean
- MH of ML in between M and plus or minus  $\frac{1}{2}$  SD
- H of L in between  $+\frac{1}{2}$  SD and +1 SD or in between  $-\frac{1}{2}$  SD  
en -1 SD
- HH or LL  $> + 1$  SD or  $< - 1$  SD



# Cluster analysis / Typology: Out of Balance 11%

New chance	(L)L
Fear failure	MH
Procrastination	MH
In Balance	L
PC Obstacles	H

- M mean
- MH of ML in between M and plus or minus  $\frac{1}{2}$  SD
- H of L in between  $+\frac{1}{2}$  SD and  $+1$  SD or in between  $-\frac{1}{2}$  SD en  $-1$  SD
- HH or LL  $> + 1$  SD or  $< - 1$  SD



# Cluster analysis /

## Typology: Pragmatic Procrastinator

15%

New chance	ML
Fear failure	L
Procrastination	HH
In Balance	MH
PC Obstacles	L

- M mean
- MH of ML in between M and plus or minus  $\frac{1}{2}$  SD
- H of L in between  $+\frac{1}{2}$  SD and  $+1$  SD or in between  $-\frac{1}{2}$  SD en  $-1$  SD
- HH or LL  $> + 1$  SD or  $< - 1$  SD



# Clusteranalyse / Typologie: Modal

24%

New chance	MH
Fearfailure	ML
Procrastination	ML
In Balance	MH
PC Obstacles	ML

- M mean
- MH of ML in between M and plus or minus  $\frac{1}{2}$  SD
- H of L in between  $+\frac{1}{2}$  SD and  $+1$  SD or in between  $-\frac{1}{2}$  SD en  $-1$  SD
- HH or LL  $> + 1$  SD or  $< - 1$  SD



# Comparison earlier research

• Type	1988	2001	2008
•	Univ	Univ	SC
• Optimal	29	32	22
• Active ff	12	22	13
• Passive ff	7	3	14
• Pragmatic procr	8	15	15
• Problematic	2	2	11
• Modal	32	27	24
• Wrong choice	10		
• TOTAAL	100	100	100



# Conclusion

- LLL attracts students with different profiles compared to the traditional student population: 53% of potential problematic students in our second chance population!!!
- Teaching and guidance have to be adapted
- Appropriate assessment is useful in order to know the special psychological needs of the instreaming students
- VaSEV-LLL seems an adequate tool



Eric.depreeuw@psy.kuleuven.be

Thanks for your invitation





# FEDORA – Berlin 2009

Addicted to procrastination?  
Striking similarities between  
procrastination and addiction

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# Overview

1. Definition of procrastination
2. The 'mechanism' or process behind
3. Prevalence
4. Consequences for the student and the environment
5. Treatment and its effectivity
6. Similarities between procrastination and addiction
7. New perspectives in the treatment of addiction (and procrastination?)



# Several clients

- The student Eva
- The student Abdul
- The PhD student Jeroen
- The architect
- The business woman



# 1. Definition of procrastination



# Definition of procrastination

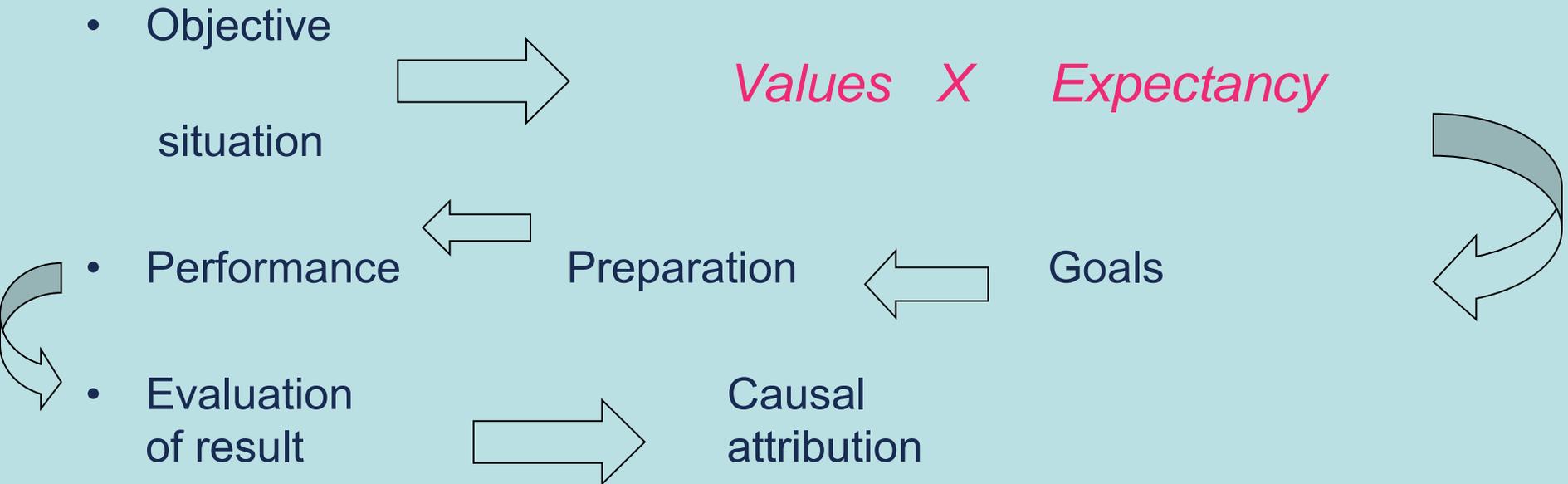
1. Involved deliberately in the task or project and is reasonably well informed
2. Intention to perform in order to reach a goal
3. Preparation or the performance itself postponed chronically or over a relatively long time
4. Short term reinforcement
5. (Long term) Severe complications, negative consequences (selfdestructive)
6. Psychological and / or psychopathological causes (comorbidity) (e.g. passive aggression)



## 2. The 'mechanism' or process behind



# The process model – Depreeuw 1989



Permanent learning effect!!!!



# Process: value - expectancy

- Value:

Life must be easy and funny

Avoidance of stress and anxiety

No life project (lack of value)

- Expectancy:

Too optimistic or too negative predictions



# Process behind

- Moderate motivation in conflict with other motifs  
comfort, safety, nihilism...



Procrastination

- Wrong appraisal of chances



# Learning effects

- Short term reinforcement of ‘competitive behaviour’  
dreaming, internet, reading novels, bar visit....
- Short term ‘punishment’ of study behaviour
- Long term consequences are known but do not influence the actual behaviour pattern
- Procrastination becomes automatic!!!!



# 3. Prevalence



# OnderzoekType1988 –

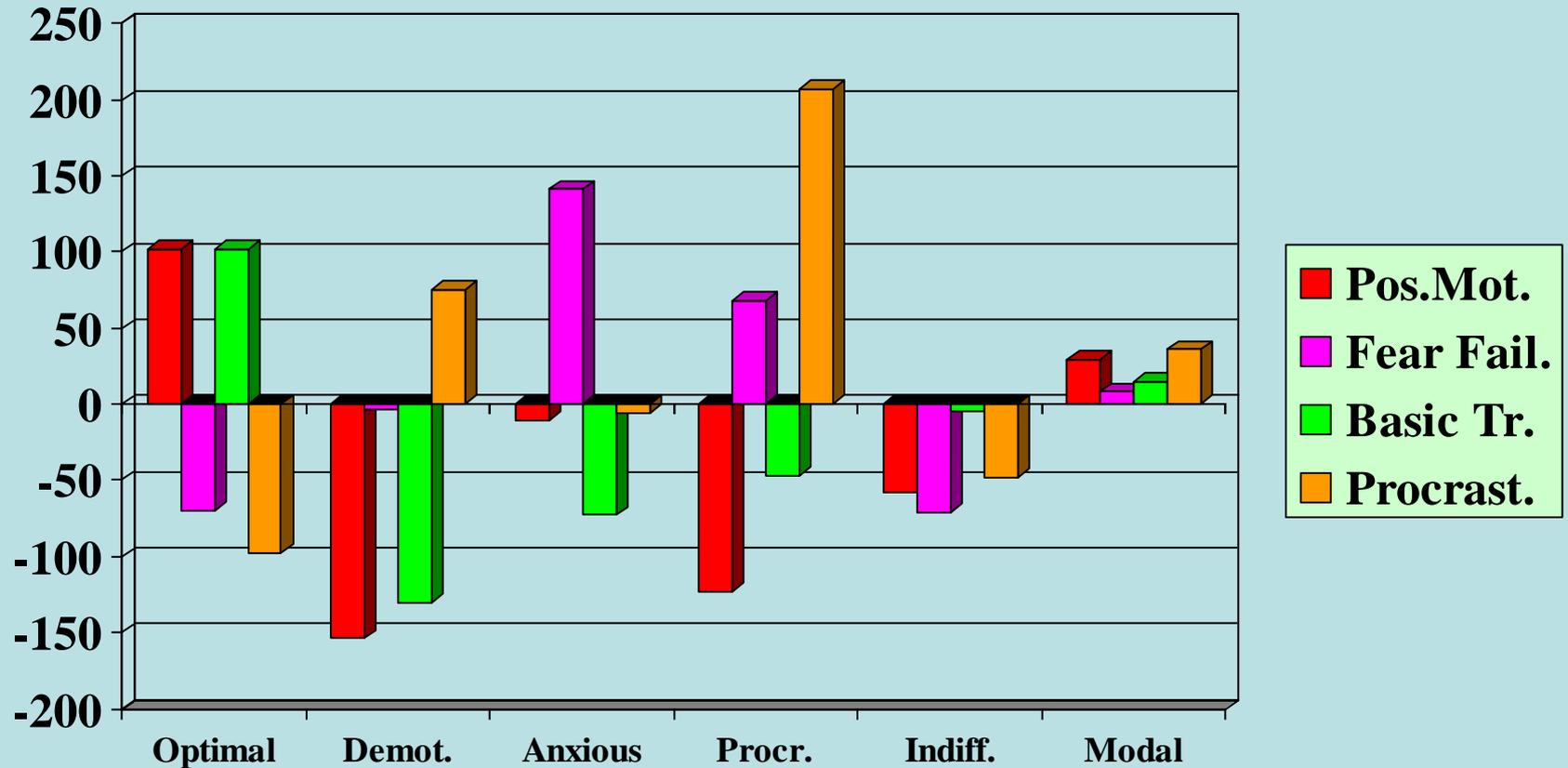
UNIV %2001 – UNIV %2008 – TKO: %

• <b>Optimal</b>	29	32	22
• <b>Active fear failure</b>	12	22	13
• <b>Passive fear failure</b>	7	3	14
• <b>'Pragmatic' procrastination</b>	8	15	15
• <b>Problematic student</b>	2	2	11
• <b>Modal</b>	32	27	24
• <b>Wrong choice</b>	10		
• <b>Totaal</b>	100	100	100



# Employee types - Total

N = 1012





# Employees: Typology percentages

	Optimal	Demot	Anx	Procr	Indif	Modal	
• Total group	21	7	15	6	17	33	100%
• Men	15	7	16	9		54	100%
• Women	32	15	19	12		22	100%



## 4. Consequences for the student and the environment



# Consequences

- Study career: loss of years and opportunities
- Social isolation after some years
- Professional career: lower level of performance; loss of job
- Loss of quality: capacities not developed
- Self image down: capacities but also honesty
- Conflicts and disappointment of social network
- Depression, abuse, divorce, ...



# 5. Treatment and its effectivity



# Treatment – ACTIE model

- **A** studying should be done *actively*
- **C** studying occurs within a material and social *context*
- **T** (not) studying is related to *typical* characteristics of the student
- **I** studying or not studying has much *influence* on the student (reinforcing or punishing)
- **E** replacing the procrastination by a sustaining effort often evolves gradually (*Evolution*)



# Treatment: cognitive behaviour therapy

- S

Where?

With whom?

External control?

Competing stimuli (books, magazines, internet....)



# Treatment: cognitive behaviour therapy

- ○

Motivation: (high or moderate) general or higher level versus (low) concrete or actual motivation

Life philosophy: comfort, nihilism, perfectionism, other values higher ranked in family

Personal problems: passive aggression, depression, conflictuous career projects

Avoidant personality

Gifted students: never learned to work and how to work

Effort as a two edged sword (Covington)

Low frustration tolerance



# Treatment: cognitive behaviour therapy

- Self Determination theory - Ryan and Deci

External pressure

- - Conformism
  - Identification
  - Integration in personal life project



# Treatment: cognitive behaviour therapy

- R

Too less effort

Too late effort

Superficial study approach, avoidance of feedback

Attractive activities

Unorganised loss of time

At the end unrealistic effort

Excuses, self misleading in order to avoid tension:  
cognitive dissonance (Festinger)



# Treatment: cognitive behaviour therapy

- C

Short term reinforcement of non study behaviour

Short term punishment of study behaviour

Long term consequences have no or little effect on actual behaviour



# Effectivity

- Much resistance (circle of behaviour change – Prochaska & Di Clemente)
- Weak engagement in therapy
- No guarantee for honest self reporting
- High therapy drop out (until 50%)
- Rest effectivity: 50% (in total = 25%)
- High relapse rate



# Therapy results (1999)

	<b>Group 1</b>	<b>Group 2</b>
• <b>Number of sessions</b>	<b>10 + 5</b>	<b>10</b>
• <b>Early drop out:</b>	<b>2/4</b>	<b>3/7</b>



# Therapy results (1999)

- **Mean Pre-Post scores Procrastination (total N = 6):**  
**Pc 93                      Pc 64**
- **Mean Pre-Post scores Test Anxiety (total N = 6):**  
**Pc 90                      Pc 62**
- **Known study results:**  
**3 successes in first exam period (all non drop outs)**  
**1 failure (drop out)**



- 6. Similarities between procrastination and addiction



# Similarities (1)

- Much tolerance and joking (initially)
- Mutual unproductive or noxious tolerance to each other
- Short term positive experience determines behaviour
- Long term destructive consequences influence much less
- Conflicts and disappointment of social network: loss of confidence and support
- ....



## Similarities (2)

- Low motivation for therapy: denial, doubt, external pressure for change
- High drop out and low therapy effectivity
- Frequent relapse
- Comorbidity



## 7. New perspectives in the treatment of addiction (and procrastination?)



## New perspectives for procrastination and addiction

- Explicit attitude versus *implicit* attitude (partially unconscious!!!)
- Hypersensitive impuls system
- Suboptimal regulating reflective system

*Important impact of adolescence in development of the balance*



## New perspectives for addiction (and procrastination?)

- Training of the regulating reflective system by:
  - \* Training of concentration – reflection on explicit dilemma to postpone or to do effort
  - \* Aversive conditioning : conditioning of CS (study) by new positive UCS (career opportunities, happiness)
  - \* Retraining of implicit attitudes: Reaction time in relation to the crucial stimulus (effort related) is slower and can be trained to become quicker
- – !!!!! Relation with explicit behaviour is studied



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Thanks a lot for the invitation



**Reasonable adjustments to overcome barriers, for 'learners' with Specific Learning Difficulties (SpLDs):  
A case study of good practice from  
Agricultural University of Athens.**

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# Objectives, Learning Outcomes

1. Specific Learning Difficulties (SpLDs),
2. Reasonable Adjustments,
3. Agricultural University of Athens.

**Target audience: Inclusion and Equal Opportunity**

Language: English

# The learners with specific learning difficulties (SpLDs)

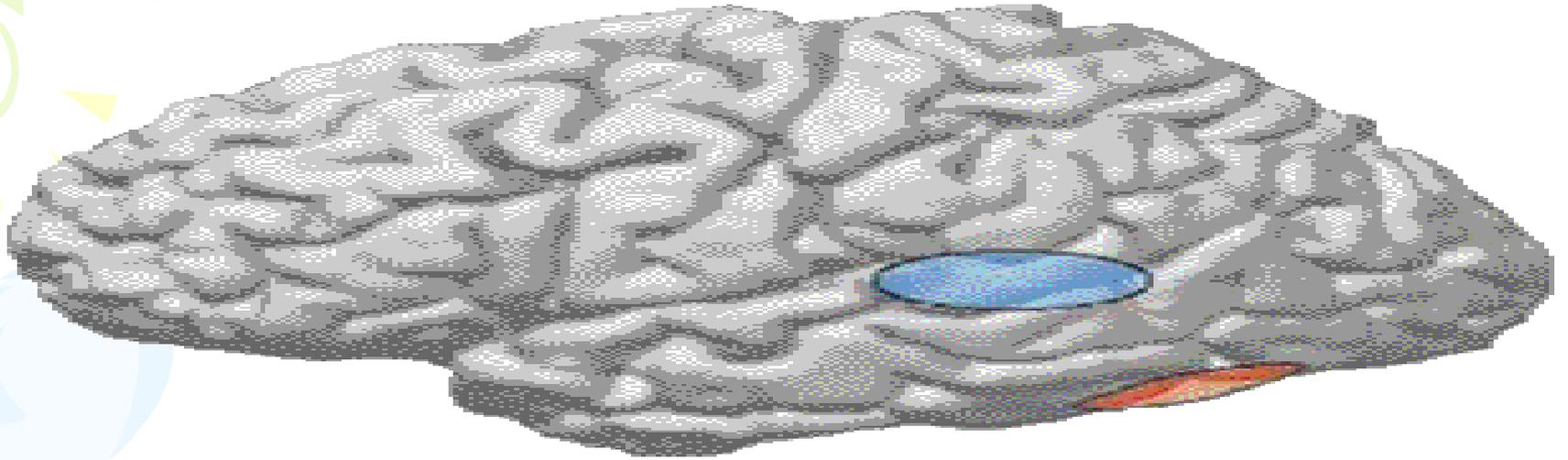
- Philosophy of modern strategies and reasonable adjustments of prevention recognizes the learners with specific learning difficulties (SpLDs)
- as a part of human existence but also
- as a complex social, pedagogical and political phenomenon.

# Students with diagnosis

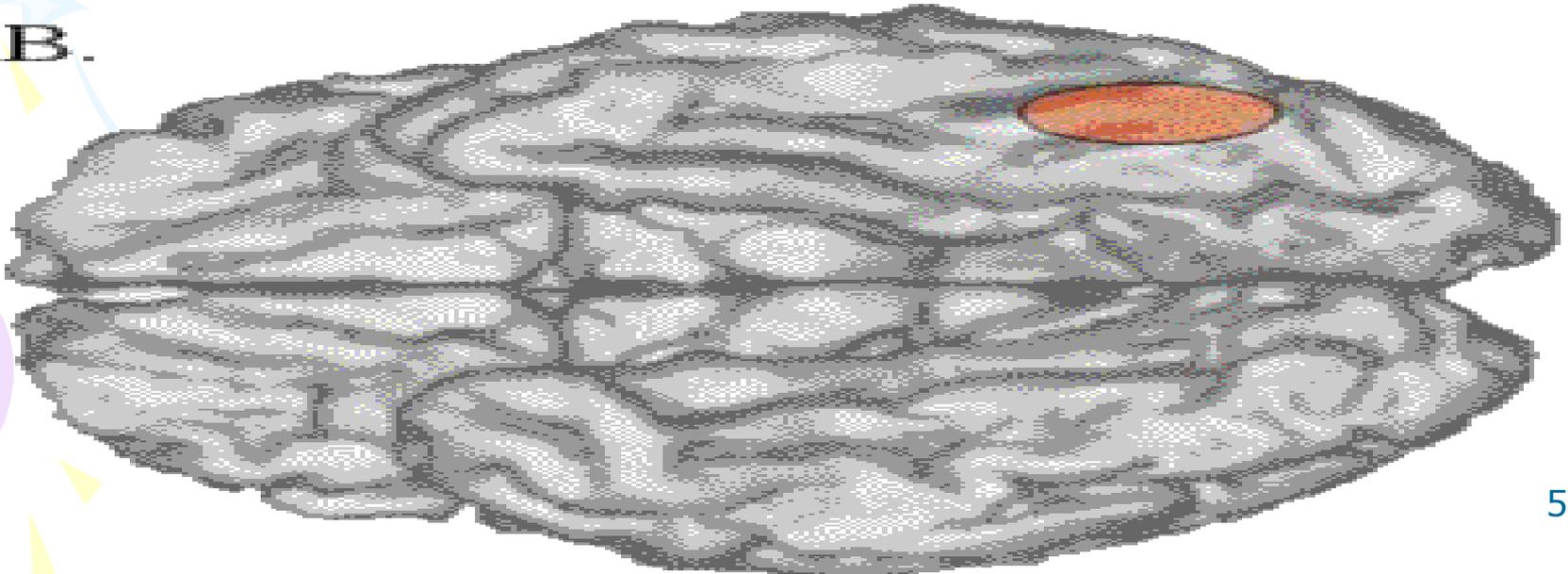
- The differential diagnosis constitutes part of interdisciplinary evaluation
- aiming at the collection of necessary data on the planning and
- the application of suitable educational programs and
- the benefit of suitable supporting structures and services.

**Question: Special learning difficulties or disability?**  
**Answer: The neurological assessment of problem.**

A.



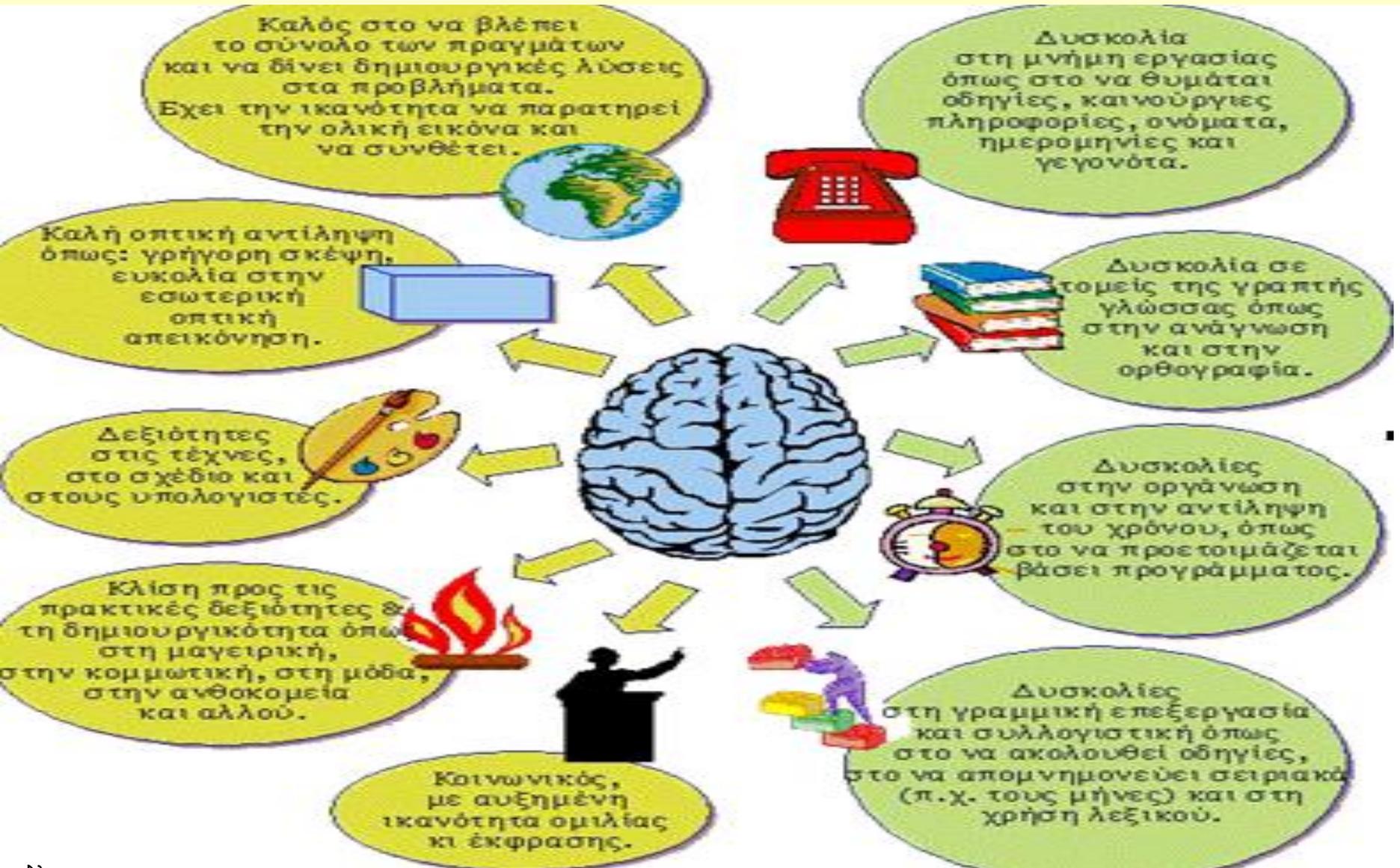
B.



# The characteristics of students with SpLDs

- They had been experiencing difficulties with study
- They had a sense they were not achieving the grades they thought they should
- They felt they were working harder than their peers
- They had always thought they might be dyslexic but this was their first opportunity to explore this (Local Authority policy/parental pressure)
- They have talked to someone who is dyslexic and it sounds just like them
- They have heard that dyslexic students are given laptops

# What are the problems of persons with Special training difficulties as the students with SpLDs?



# The term 'learning disabilities'

The term 'learning disabilities' is used as

- dyslexic learners or
- "learners with dyslexia"

which are a group of learners with

## **Specific Learning Difficulties**

(SpLDs) and with others such as

- dyspraxia or dyscalculia.

# What's the aim of the study?

- This workshop focuses on a long-lasting study for seven years (2002-2009) from the Agricultural University of Athens.
- 
- The aim of the study was to identify the ways in which students with SpLDs had been studying at university,
- according to the rights of individuals in the social life, the Lifelong Learning, the Inclusion and the Equal Opportunity.

# The research questions were addressed:

- What, with hindsight, could be done differently in order to study students with SpLDs in higher education?
- In what ways did they perceive issues to be different for students with SpLDs?
- How were students with SpLDS studying at university?
- How was the accessibility of teaching?

# The question of good practice?

- The answer from the Student Voice
- - I encourage the creative visual students to think in a more linear way,
- and encourage the more academic linear type thinking students to apply creative thinking processes to their work.

# The Social Model of Disability

- Promotes the right of the disabled person to be valued, to determine choice and to experience full inclusion as equal citizens.

It recognises:

- **Diversity**
- **Accessibility**
- **Collective Responsibility**

# What's the purpose of this presentation?

- The purpose of this presentation is to share with Higher Education Institutions (HEI) staff the case study of good practice
- to overcome barriers,
- reduce inequalities of "learners" with SpLDs and
- to foster and raise awareness from the experience of Agricultural University of Athens.

# TABLE (1) Sample of Students with Specific learning's Difficulties (SpLD's) in sessions (2002-2008).

A/A	SCHOOLS YEARS	Departments' Agricultural University of Athens						SUM
		<i>Department of Agricultural Economics and Rural Development</i>	<i>Department of Natural Resources Development and Agricultural Engineering</i>	<i>Department of Animal Science and Aquaculture</i>	<i>Food science and Technology</i>	<i>Department of Crop Science</i>	<i>Biotechnology</i>	
1	2002-2003	2	2	2	1	1		8
2	2003-2004	1	6	1	1	5	1	15
3	2004-2005	2	4		1	2		9
4	2005-2006	1	2		1	1		5
5	2006-2007	2	1	1	1	2		7
6	2007-2008	5	2		3	1	1	12
7	2008-2009	5	3	1	2	2	2	15
SUM		18	20	5	10	14	4	71

# What' does the term 'learner' "counsellor of students with learning disabilities" mean?

- Throughout this work the term 'learner' has been used to cover learners studying on programmes with a placement element.
- The term "counsellor of students with learning disabilities" are used for professional supporting learners on placement as the Agricultural University.

## Table (2). Categories' Students with Special Educational Needs and Specific learning's Difficulties (SpLD's)

A/A	CATEGORY OF STUDENTS	BOYS	GIRLS	SUM
1	Oral evaluation as "Physically incapable"	27	13	40
2	Decision of Senate for acceptance as disability with percentage over the 67%	4	1	5
3	Diagnosis by private individuals	3	2	5
4	Without diagnosis	15	6	21
ΣΥΝΟΛΟ		49	22	71

# The tools of research are:

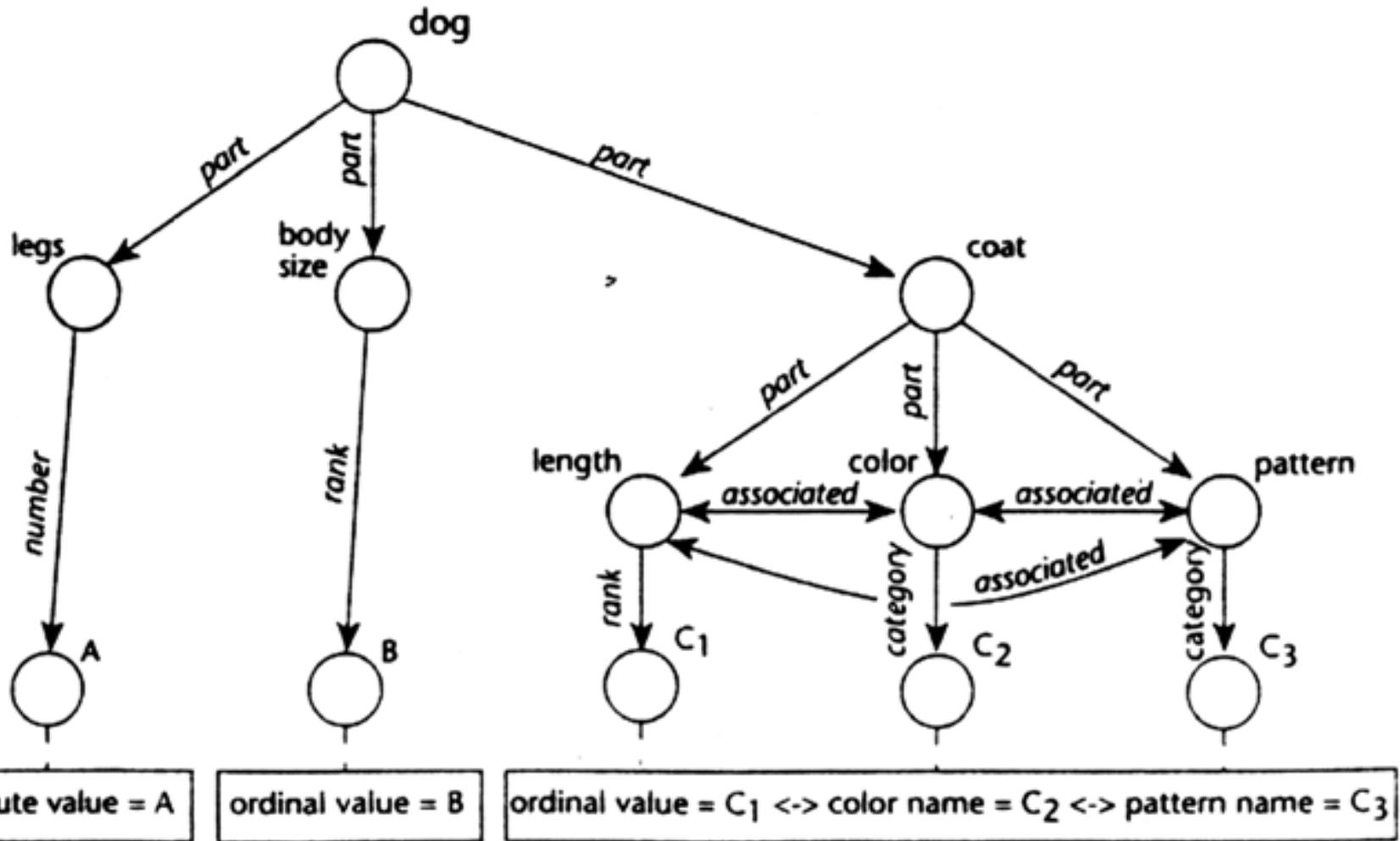
1. The recordings with the computer of subjects that are discussed with them in the individualized meetings and in the minor groups meetings.
2. Notes that the students arrive in sessions after their own demand that declares attendance objects of proposals (table, (3) in the web page of Agricultural University  
- [www.career.aua.gr/anakoinoiseis.htm](http://www.career.aua.gr/anakoinoiseis.htm).
3. The experiential laboratorial discussions round the subjects of mnemonic techniques and operations ,

The experiential laboratorial discussions round the subjects of mnemonic techniques and operations tried to answer to the question :

- How were students with SpLDS studying at university?



# In what ways did they perceive issues to be different for students with SpLDs? - "MIND MAP"



## The discussions round the subjects of mnemonic techniques- operations are reported (1)

- Mnemonic operations and techniques of management of difficulties that students face during the courses of semester.
- The importance and the recording of years of follow-up and years of study.
- Mnemonic techniques of study and relationships with the lessons. The layout of task - manuscripts minds maps in each lecture on to coloured paper [memo].

## The discussions round the subjects of mnemonic techniques- operations are reported (2)

- Mnemonic operations. The psychodynamic regard and recording of the degree of difficulty that the student faces during the study of subject.
- Handwritten notes and mnemonic retraction of taught matter of courses. The mnemonic techniques of management in the calendar reading, in the connection of content with the lectures and in the search of data in the printed and electronic notes of deliveries.

# The student records in table the hours of study

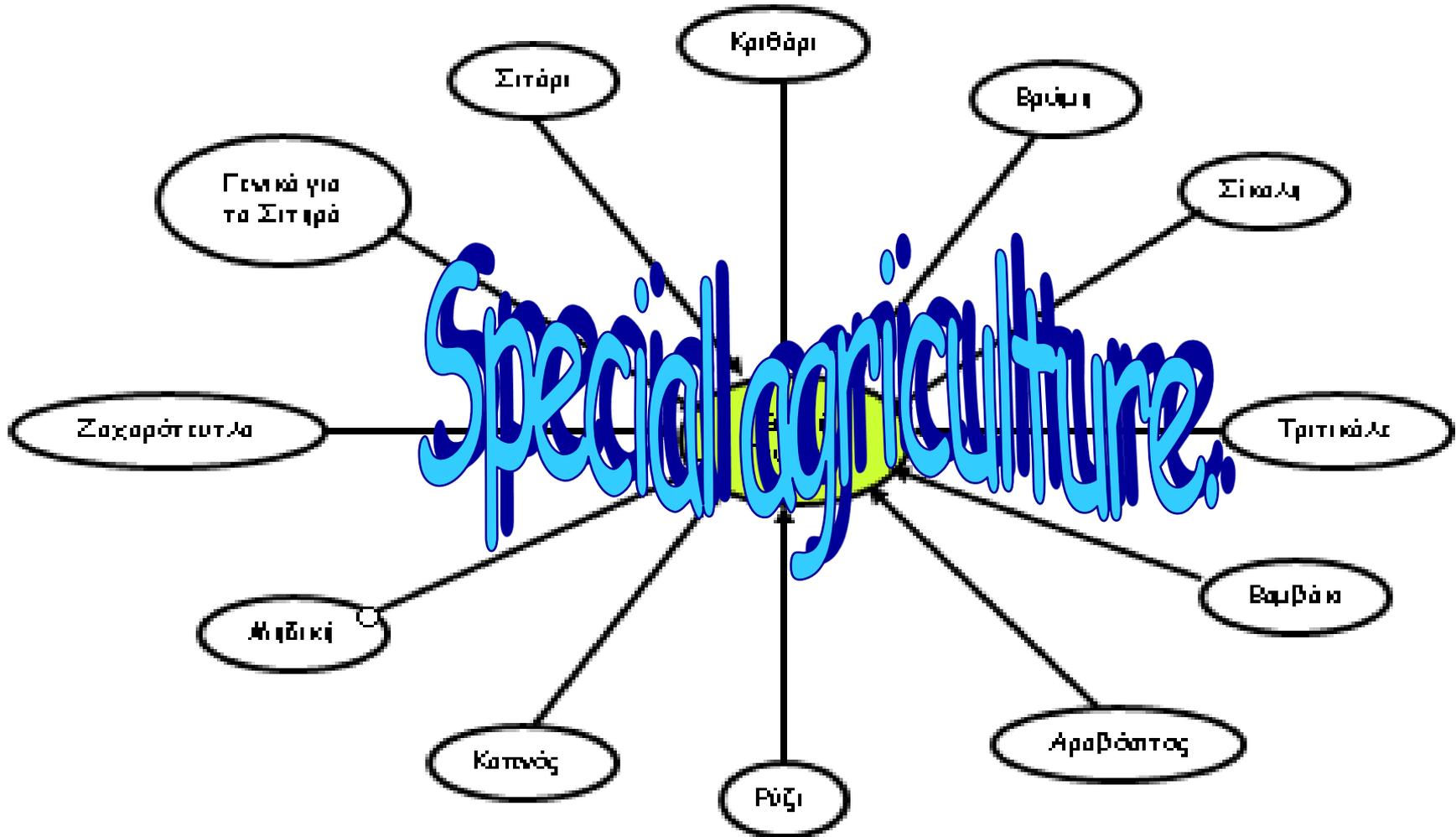
**Πίνακας καταγραφής χρόνων μελέτης του μαθήματος.**

A/α	Ημερ/νια	Χρ. Έναρξης Λήξης	Διαλείμματα	Ακριβής χρόνος μελέτης
1	Σαββάτο 17-1- 2009	3.00 μεσημέρι μέχρι 9.00 βράδυ 6 ώρες= 360 λεπτά	10 φορές από 10 μέχρι και μισή ώρα για να φάω, δω τηλεόραση, πάρω τηλέφωνο, μια φίλη μου ήρθε για μισή ώρα να με δει -9 διακοπές $\times 10 = 90$ λεπτά + 30 = 120 λεπτά	$360 - 120 = 240 = 4$ ώρες  Δεν είμαι ικανοποιημένη με το τρόπο της μελέτης
<p><b>Note that the students arrive in sessions after their own demand.</b></p> <p>Ακριβέστερη μελέτη επιδιώκω να κάνω με τις ώρες που μου δίνει η καθημερινότητα μου. 1° βήμα: βρήκα την έντυπη και ηλεκτρονική βιβλιογραφία για τα αυτοφυή φυτά στην αρχιτεκτονική τοπίου 2° βήμα: κράτησα σημειώσεις επί διαφάζα με κερσορα για να μην ξεχάσω τίποτα, οι οποίες είναι όπως ό,τι δεν με βοηθούσαν να τις έχω 3° βήμα: διαφάζα φωνητά όταν κουραζόμουν για να ακούω τη φωνή και τα μαύριζα με το κέρσορα Η μελέτη μου είναι πιο οργανωμένη από πριν, αλλά ακόμα έχω να κάνω μια οργανωμένη αξιολόγηση για να δω αν ήταν πιο σημαντικά για μένα και β) από που έπρεπε να αρχίσω.</p>				
2	Κυριακή 18-1- 2009	3.00 μεσημέρι μέχρι 12.00 βράδυ 9 ώρες= 540 λεπτά Σχόλιο: Ξυπνάω στις 10.00 η ώρα και χαζεύω	10 φορές από 10 μέχρι και μία ώρα λεπτά για να φάω, δω τηλεόραση, πάρω τηλέφωνο, μια φίλη μου ήρθε για μισή ώρα να με δει -7 διακοπές $\times 10 = 70$ λεπτά + $2 \times 60 = 120$ λεπτά + 60 = 250 = 4 ώρες ήμουν απύσχα  -2 διακοπές από μια ώρα η κάθε μια α) για φαγητό και τηλεόραση μαζί με τη μαιά στο δωμάτιο της	$540 - 250 = 290 = 4$ ώρες και μισή  Θυμώνω με τις επιλογές μου για τους χρόνους μελέτης και "τσαντζομαι για τη χασούρα αυτή".  Αρνούμαι να δω τις

## The discussions round the subjects of mnemonic techniques- operations are reported (3)

- Mind maps: the search of personal method of study and the individualisation of mnemonic techniques of study eg questions - answers.
- Mnemonic operations and cognitive and behavioural techniques that the student develops in the preparation and study of courses under review.
- Cognitive content and sufficiency of knowledge in the courses. The assessment of problem of difficulties in the learning and in the study.
- Mnemonic operations and exploitation of time and space techniques of memory. Personal target setting and changes in the management of examinations.

The student studies with the technique of mind map. According to this, analyzes the thematic units of subject called *Special agriculture*.



## The discussions round the subjects of mnemonic techniques- operations are reported (4)

- The assessment of motivations of learning in the personal drawing of study and examination of courses
- Mnemonic operations and program of courses of semester. The defense mechanisms . The psychodynamic regard.
- Mnemonic techniques of study and relationships with the objects.
- Memorisation of matter of courses and mnemonic operations. The case of ignorance.

The student evaluates the degree of concentration in the study of the subject entitled Ecology and writes in the table with his personal comments.

**STEPS**

1. Books
2. Actions

3. Duration

4. Conclusions

5. Attention

6. Level concentration

7. Emotion

**Αξιολόγηση του απαιτούμενου βαθμού συγκέντρωσης κατά τη μελέτη στο μάθημα της Οικολογίας**

ΕΠΙΧΕΙΡΗΣΙΑ	ΛΕΠΤΟΜΕΡΕΤΕΣ
Βιβλία	<ol style="list-style-type: none"> <li>1. Στοιχεία Οικολογίας</li> <li>2. Εισαγωγή στην Πληθυσμολογία Οικολογία</li> </ol>
Επιχειρήσεις	<ol style="list-style-type: none"> <li>1. Σφάλματα των βιβλίων</li> <li>2. Απόγνωση των εισαγωγών</li> </ol>
Διάρκεια	<p>13:20-14:50 → 20'</p> <p>14:50-15:50 → 20'</p>
Συμπέρασμα	<ol style="list-style-type: none"> <li>1. Τα δύο βιβλία δε συζητούνται μεταξύ τους, όσον αφορά το περιεχόμενό τους.</li> <li>2. Οι έννοιες που αναφέρονται στο πρώτο βιβλίο μου είναι γνωστές.</li> <li>3. Το δεύτερο βιβλίο είναι γραμμένο σε μεγάλο βαθμό στη μαθησιακή γλώσσα.</li> </ol>
Προσοχή	<ol style="list-style-type: none"> <li>1. Δεν κολλώ στην παλιά γνώση σχετικά με το να είναι αλληλεξάρτηση λανθασμένη.</li> <li>2. Δεν αποσταθμίζω την γαϊνερική μου στην κατανόηση των μαθησιακών κόπων.</li> </ol>
Από κοινό μυστικό, βαθμός συγκέντρωσης	<p>ΤΥΡΗΛΙΔΕ</p> <p style="text-align: right;">↑</p>
Συναίσθημα	

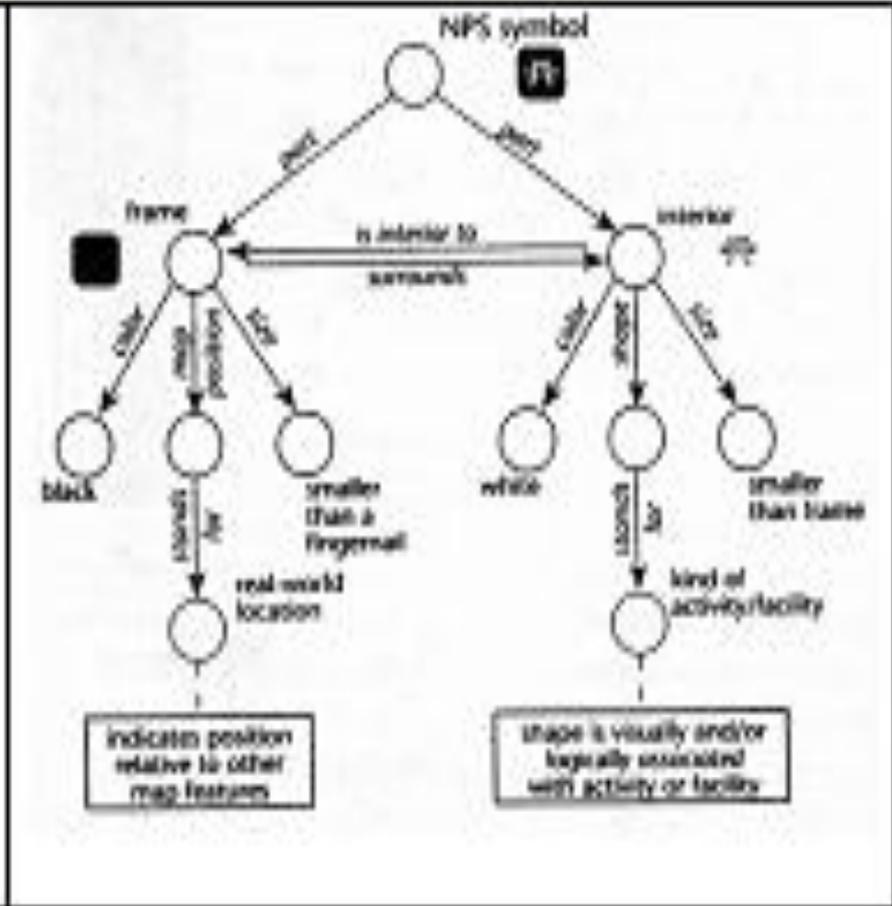
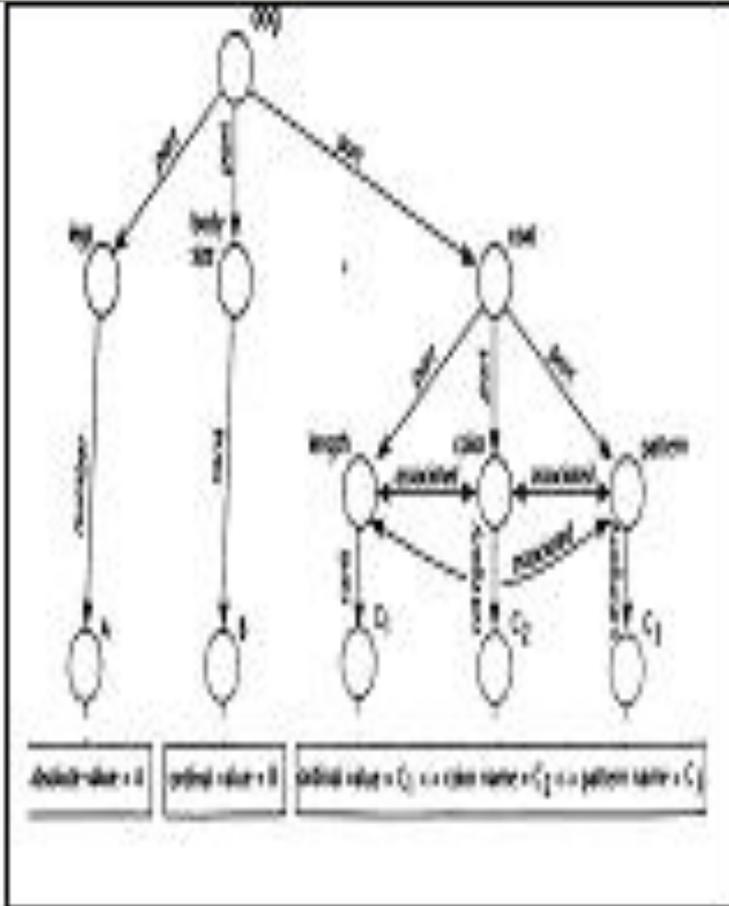
Mnemonic operations and cognitive and behavioural records in the study.

## The discussions round the subjects of mnemonic techniques- operations are reported (5)

- Mind maps. The individualisation of Mnemonic techniques of study.
- Mnemonic operations and cognitive and behavioural records in the study.
- Cognitive content of courses and Mnemonic techniques. The assessment of problem in the study.
- Mnemonic operations and target setting of changes of approach of examinations.
- Mnemonic techniques and analysis of information.
- The dysfunction of mnemonic operations and the lack of motives.

# Mind maps.

The individualisation of Mnemonic techniques of study.



# Information Technology (IT) for the dyslexic learners

- According to standards for a good education with the Information Technology (IT) for the dyslexic learners might experience similar challenges on placement as
- they do in the academic setting but the strategies and skills used in Agricultural University do not necessarily translate easily to the workplace.

The Students used the Information Technology (IT) in the academic setting strategies and skills into Agricultural University e.g. The dysfunction of mnemonic operations and the lack of motives- files.

**ΔΡΟΣΙΝΟΥ**

File Edit View Favorites Tools Help

Back Forward Refresh Search Folders

Address F:\ΔΡΟΣΙΝΟΥ

**File and Folder Tasks**

- Make a new folder
- Publish this folder to the Web
- Share this folder

**Other Places**

- Removable Disk (F:)
- My Documents
- Shared Documents
- My Computer
- My Network Places

**Details**

Icon	Name	Type	Size
Folder	Φάκελος (6)	Folder	
Image	ΕΓΓΡΑΦΟ -1	JPEG Image	1275 x 1755
Image	ΕΓΓΡΑΦΟ -1	TIF File	1275 x 1755
Image	ΕΓΓΡΑΦΟ -2	TIF File	1275 x 1755
Word Document	7η ΧΡΗΣΤΟΣ 6-2-2009	Microsoft Word Document	953 KB
Word Document	ΦΕΒΡΟΥΑΡΙΟΣ 2009 ΕΙΣΑΓΩΓΗ ΣΤΟΥΣ Η-Υ ΚΑΙ ΣΤΟ ΠΡΟΓΡΑ...	Microsoft Word Document	
Word Document	ΤΙ ΠΡΟΓΡΑΜΜΑ ΕΚΑΝΑ ΣΤΟ ΓΥΜΝΑΣΤΗΡΙΟ ΤΗΝ ΤΕΤΑΡ...	Microsoft Word Document	
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PowerPoint Presentation	Αντίγραφο από ΜΕ ΠΟΙΟΥΣ ΜΙΛΗΣΑ ΤΗΝ ΔΕΥΤΕΡΑ 15	Microsoft PowerPoint Present...	
TIF File	ΕΝΤΑΛΜΑ ΠΛΗΡΩΜΗΣ	TIF File	
TIF File	ΕΝΤΑΛΜΑ ΠΛΗΡΩΜΗΣ -1	TIF File	
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Word Document	ΥΛΙΚΟ ΠΟΥ ΕΧΩ ΜΑΖΕΨΕΙ ΓΙΑ ΤΟΝ ΟΔΗΓΟ ΤΩΝ ΕΚΠΑΙΔΕΥ...	Microsoft Word Document	
Excel Worksheet	ΧΡΟΝΟΣ ΜΕΛΕΤΗΣ ΣΤΟ ΜΑΘΗΜΑ ΓΑΛΛΙΚΩΝ (Κ...	Microsoft Excel Worksheet	
Excel Worksheet	ΧΡΟΝΟΣ ΜΕΛΕΤΗΣ ΣΤΟ ΜΑΘΗΜΑ ΤΩΝ ΓΑΛΛΙΚΩΝ Κ...	Microsoft Excel Worksheet	

The Students used the **Information Technology (IT)** in the academic setting strategies and skills into Agricultural University e.g. The program of courses that selects the student he is examined in the winter exams period-- folders

**File and Folder Tasks**

- Make a new folder
- Publish this folder to the Web
- Share this folder

**Other Places**

- My Computer
- My Documents
- Shared Documents
- My Network Places

**Details**

- (1) ΦΕΒΡΟΥΑΡΙΟΣ 2009 -ΑΓΡΟΤΙΚΗ ΕΚΤΙΜΗΤΙΚΗ-ΓΕΩΡΓΙΚΗ ΛΟΓΙΣΤΙΚΗ
- (2) ΦΕΒΡΟΥΑΡΙΟΣ 2008 ΟΙΚΟΝΟΜΙΚΗ ΑΝΑΛΥΣΗ ΤΗΣ ΑΓΡΟΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ
- (3) ΦΕΒΡΟΥΑΡΙΟΣ 2009 ΟΙΚΟΝΟΜΙΚΑ ΤΗΣ ΕΥΡΩΠΑΙΚΗΣ ΟΛΟΚΛΗΡΩΣΗΣ
- (4) ΦΕΒΡΟΥΑΡΙΟΣ 2009 ΟΙΚΟΝΟΜΙΚΑ ΤΗΣ ΓΕΩΡΓΙΚΗΣ ΠΑΡΑΓΩΓΗΣ
- (5) ΦΕΒΡΟΥΑΡΙΟΣ 2009 ΓΕΝΙΚΗ ΚΑΙ ΑΝΟΡΓΑΝΗ ΧΗΜΕΙΑ ΕΡΓΑΣΤΗΡΙΟ
- (6) ΦΕΒΡΟΥΑΡΙΟΣ 2009 ΑΓΡΟΤΙΚΗ ΠΟΛΙΤΙΚΗ Ι
- (8) ΣΕΠΤΕΜΒΡΙΟΣ 2008- ΜΕΘΟΔΟΙ ΓΕΩΡΓΟΟΙΚΟΝΟΜΙΚΗΣ
- (9) ΦΕΒΡΟΥΑΡΙΟΣ 2009 ΕΙΔΙΚΗ ΓΕΩΡΓΙΑ ΘΕΩΡΙΑ
- (10) ΦΕΒΡΟΥΑΡΙΟΣ 2009 ΑΝΑΛΥΣΗ ΤΙΜΩΝ ΓΕΩΡΓΙΚΩΝ ΠΡΟΪΟΝΤΩΝ
- (11) ΦΕΒΡΟΥΑΡΙΟΣ 2009 ΓΕΝΙΚΗ ΚΑΙ ΑΝΟΡΓΑΝΗ ΧΗΜΕΙΑ ΘΕΩΡΙΑ
- (12) ΦΕΒΡΟΥΑΡΙΟΣ 2009 ΕΙΣΑΓΩΓΗ ΣΤΟΥΣ Η-Υ ΚΑΙ ΣΤΟ ΠΡΟΓΡΑΜΜΑΤΙΣΜΟ ΤΟΥΣ (ΠΛΗΡΟΦΟΡΙΚΗ ΘΕΩΡΙΑ)
- ΓΑΛΛΙΚΑ La grammaire =γραμματική των γαλλικών
- ΓΑΛΛΙΚΑ Le Vocabulaire = το λεξιλόγιο των γαλλικών
- ΓΑΛΛΙΚΑ Les exercices =Ασκήσεις των γαλλικών
- ΓΑΛΛΙΚΑ Text για τα κείμενα και τις φράσεις για στα γαλλικά
- ΔΡΟΣΙΝΟΥ**
- ΜΕ ΕΠΙΦΥΛΑΞΗ - ΓΕΝΙΚΗ ΓΕΩΡΓΙΑ ΘΕΩΡΙΑ ΦΕΒΡ. 2008

Size: 9,42 MB  
Files: ...

## 'Reasonable adjustments' and the new Law (3699 /2008) for special needs,

- Nevertheless, 'learners' with **Specific Learning Difficulties - (SpLDs)** are entitled to 'reasonable adjustments' in the workplace
- under the term of the New Law (3699/2008) for the interdisciplinary orientation for Special Education.

# Cognitive functions and mnemonic techniques for students with SpLDs? WHEN? WHO? WHAT? HOW?

**WHEN?**

**WHO?**

**Cognitive functions and Mnemonic techniques**

**WHAT?**

**HOW?**

# By the law, SpLDs

- The Greek state commits to guarantee and to upgrade permanently the obligatory character of special education as integral part the obligatory and public education.
- By the law, SpLDs, as dyslexia is recognised as a learning disorder and has place a duty on employers to promote equal opportunities for disabled people understanding their dyslexia and the role of Information Technology (IT).

# The 'reasonable adjustments'

- The 'reasonable adjustments' have been based on "diagnosis" and the differential diagnosis for "learners' with SpLDs.
- According to the provisions of present work is comprehended the educational evaluation aiming at the collection of elements and data that they will help in the planning and the application of individual educational- interventions.
- Also, with the differential diagnosis is comprehended the diagnostics process via we have been excluded diseases with similar symptoms so that we lead to the prevailing diagnosis.



Danke für Ihre Aufmerksamkeit!

Thank you for your attention!

Σας ευχαριστώ για την προσοχή σας!



# Social Skills Training in an Academic Setting

Hilde Eneman

Clinical Psychologist, Client-Centered Therapist

Medical and Psychotherapeutic Centre (MPTC)

Katholieke Universiteit Leuven

Belgium





# Student Facilities of K.U.Leuven

## Studentservices

**Medical and  
Psychotherapeutic Centre**

Social/Legal/Job services  
Study Advisory Centre

Student Housing Services





# Psychotherapeutic Student Centre

- 6 FTE psychologists (psychoanalytical, CCT, behavioural therapist)
- 0.80 FTE psychiatrists + 1.5 FTE trainees
- 1 FTE secretary
- +/- 10 voluntary workers





# Psychotherapeutic Student Centre

- Individual therapy
- Group programs





# Group programs

- Group therapy
- Eating disorders
- Stress training
- Mindfulness
- Fear of failure
- Procrastination
- Social skills training





# Target group

Students with difficulties in following areas:

- Lack of **knowledge** concerning social skills (*I do not know what to do!*)
- Lack of **social skills** (*I do not know how to do it!*)
- **Anxiety** in social situation (*I do not dare!*)





# Preliminary Screening

aim:

- Overview of program
- Overcoming fear
- Define personal difficulties
- Work out personal goals





# Aim of group program

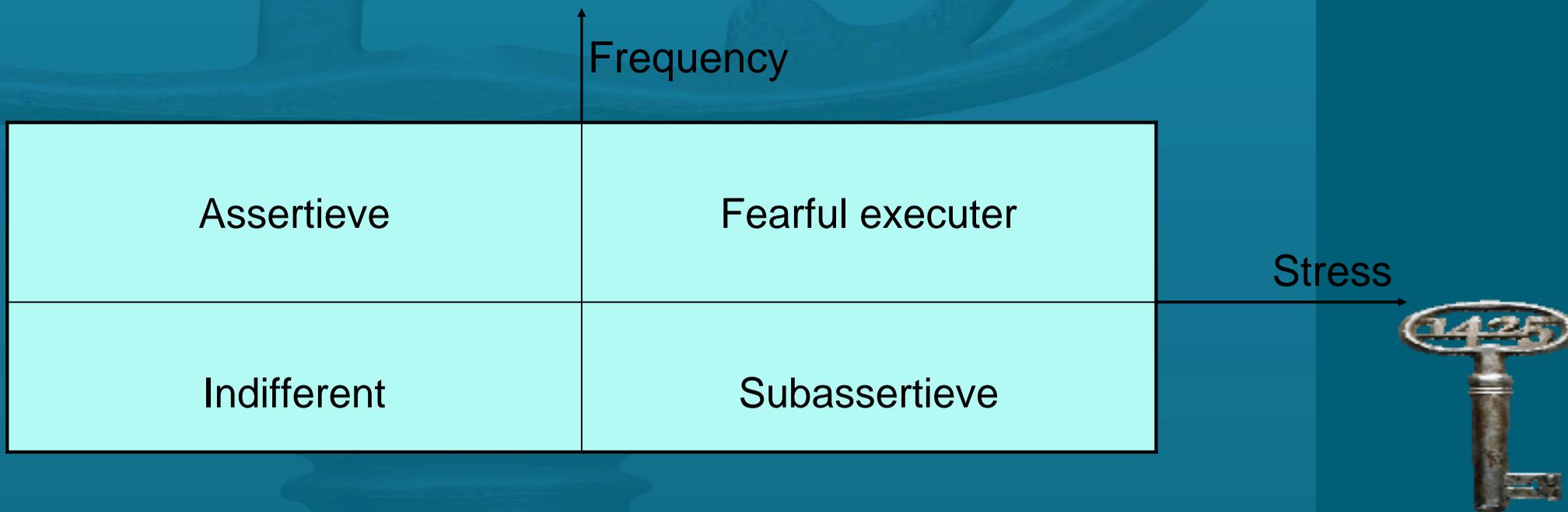
- Increase adequate social behaviour (frequency, quality and efficiency of social response)
- Reduce social fear and avoidance
- Reduce inadequate cognitive functioning
- Increase responsibility for own well-being
- Creating realistic expectations about themselves





# Social Skills Program

- 9 two hour sessions
- Minimum 6, maximum 12 students
- Questionnaire: SIG – Scale for Interpersonal Behaviour





# Social Skills Program

How?

- Sharing knowledge
- Exercises – exposure – homework
- Attitude of trainer





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[www.CartoonStock.com](http://www.CartoonStock.com)

*Barkin*

I JUST FEEL  
SOOOO MUCH  
BETTER KNOWING  
I'M NOT ALONE..

search ID: mba0620



Sarcasm support group





# Content of program

## Basic social skills

- Eye contact
- Body attitude
- Difference between observation – interpretation
- Relaxation







# Content of program

## Specific social skills

- Communication
  - How to start a conversation
  - How to continue a conversation
- Assertiveness
  - Refusing
  - Feed-back





# CONCLUSION





**FEDORA Congress**  
**“Lifelong Guidance – The key to Lifelong Learning”**

**Freie Universiaet Berlin, 2009**

**The role of psychological factors within retention: the tutoring experience at IST**

**Gonçalves, I.**

**Pedagogical Council, IST, Portugal**



## Mission

**The Tutoring Programme is committed to encouraging and supporting students' integration in academic life, creating the necessary conditions to facilitate an early contact between students and professors and by globally promoting the quality of the teaching-learning process, in the respect for quality principles, ethics, and interpersonal responsibility.**

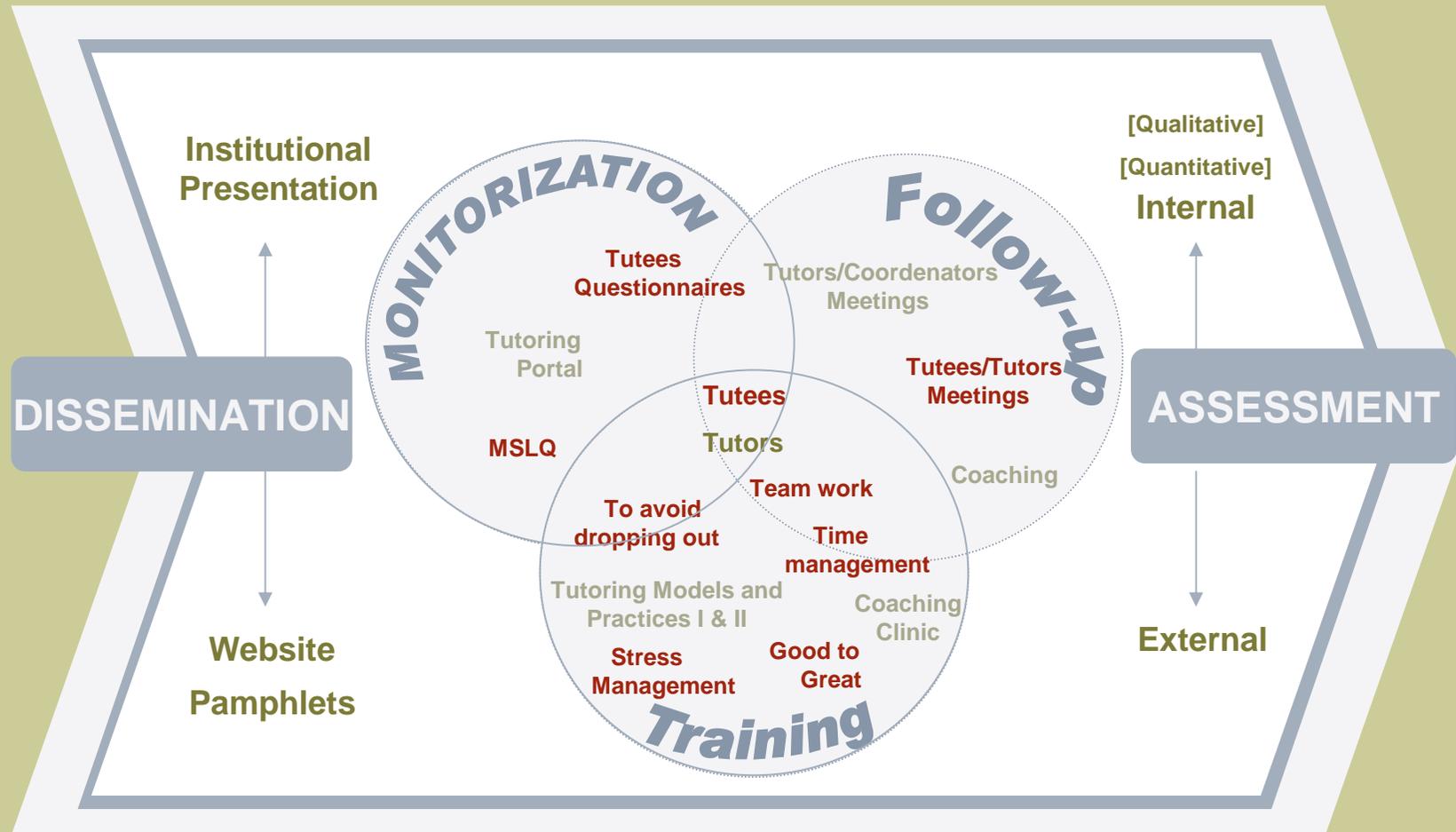
# Goals

**A Tutor is a Professor who provides counselling/coaching in a personalized way to a group of students from the 1st and 2nd year of undergraduate programmes, allowing students to develop their intellectual, emotional and interpersonal qualities.**

## **Goals:**

- **Support students' transition (secondary to higher education)**
- **Provide students with support alongside their education**
- **Promote students' academic qualities**
- **Early identification of academic underachievement**
- **Contribute to the improvement of teaching quality**
- **Support the activities related to the different courses**

# Activities



## Activities & Theoretical Background

- Generally, the TP tries to **promote subjective well-being** among students and teachers, by increasing their pleasant emotions, decreasing their negative moods and encouraging high life satisfaction (Diener & Lucas, 2000);
- **Workshops for students:** run by psychotherapists, they try to increase student's use of self-regulatory mechanisms to control their mood states (Erber, 1996; Morris & Reilly, 1987);
- **Tutors screen their students** and identify poor and excellent students that are then invited to participate on the “To avoid dropping out” and “Good to Great” workshops;

## Activities & Theoretical Background

- **Workshops for teachers/tutors:** generally, teacher's lack empathic and communication skills, therefore the TP promotes introductory courses on communication skills and the promotion of self-regulated learning in students (Silva, Duarte, Sá & Simão, 2004; Simão, Silva & Sá, 2007) -Tutoring Models & Practice and Coaching Clinic ®
- Intentionally promoting among student's and teacher's intrinsic (vs extrinsic) goals and autonomy supportive (vs controlling) learning is **self-determination theory** put into practice (Vansteenkiste, Simons, Lens, Sheldon & Deci, 2004) during workshops and meetings
- **Tutoring Homepage** – self-help texts published as a way of supporting/increasing work with students and teachers

## Workshops for teacher's/tutor's

Workshops	N° of Editions*	N° of Participants
<i>Course of Basic Tutoring Practices</i>	4	32
<i>Course of Advanced Tutoring Practices</i>	1	8
<i>Course of Coaching &amp; Tutoring</i>	3	28
<i>The Coaching Clinic®</i>	3	35
<i>Total</i>	11	103

## Workshops for students & tutees

Workshop	N° of Editions	N° of Participants
<i>To avoid dropping out</i>	5	37
<i>Good to Great</i>	5	58
<i>Time Management</i>	12	92
<i>Stress Management</i>	7	59
<i>Teamwork</i>	7	47
<i>Total</i>	<b>36</b>	<b>293</b>

# Time Management, Stress Management & Teamwork



**“True happiness involves the full use of one’s power and talents” J. W. Gardner**

# To Avoid Dropping Out: Contents



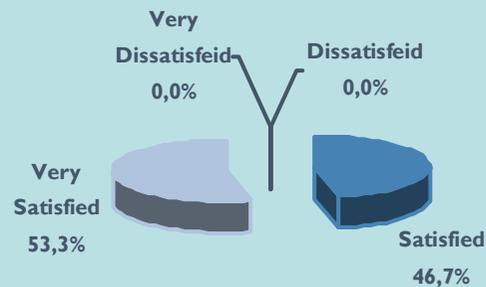
1. “Do not leave for tomorrow what you can do today”: time management skills
  2. “Unity makes strength”: teamwork and social support
  3. “Do not have eyes bigger than your belly”: SMART goals
  4. “Soft water in hard stone finally drills a hole”: promoting resiliency
- 4 sessions, 1 ½ hour duration, weekly**

**“If a man does not know to what port he is steering, no wind is favourable to him”**

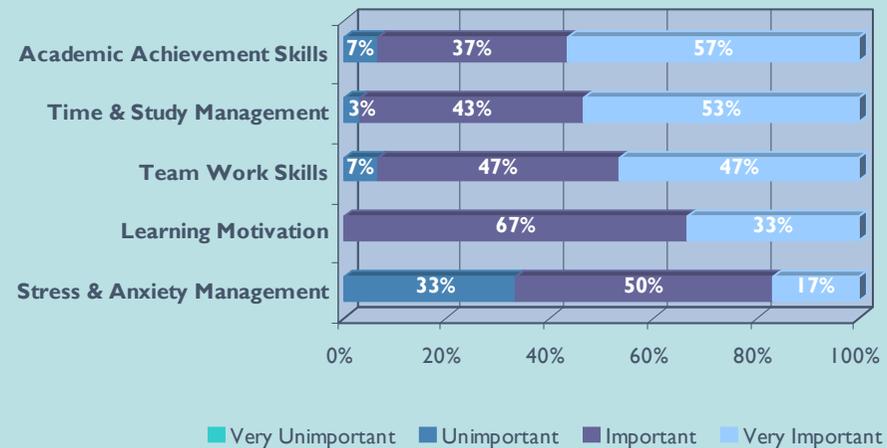
**Seneca**

# To Avoid Dropping Out - Evaluation

5 Editions, 37 participants, 80% male, 81% response rate



Workshop Global Satisfaction



Workshop Contribution on Soft Skills

**100% participants recommend this Workshop to other risk students.**

## Good to Great: Contents



Translation: Commitment

1. Emotional Literacy & Emotional Intelligence“
2. Non Violent Communication and the power of Feedback
3. Leadership
4. Teambuilding and social support

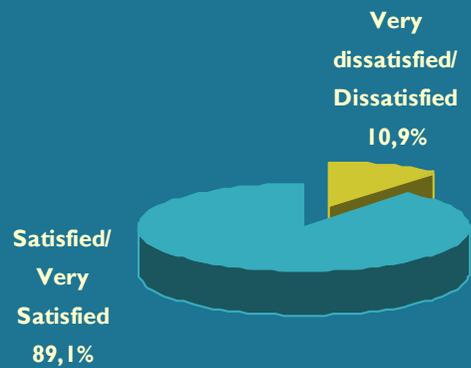
**4 sessions, 1 ½ hour duration,  
weekly**

**“We are continually faced with a series of great opportunities  
brilliantly disguised as insoluble problems” J. W. Gardner**

Psychotherapy

# Good to Great - Evaluation

5 Editions, 58 participants, 70% male, 97% response rate

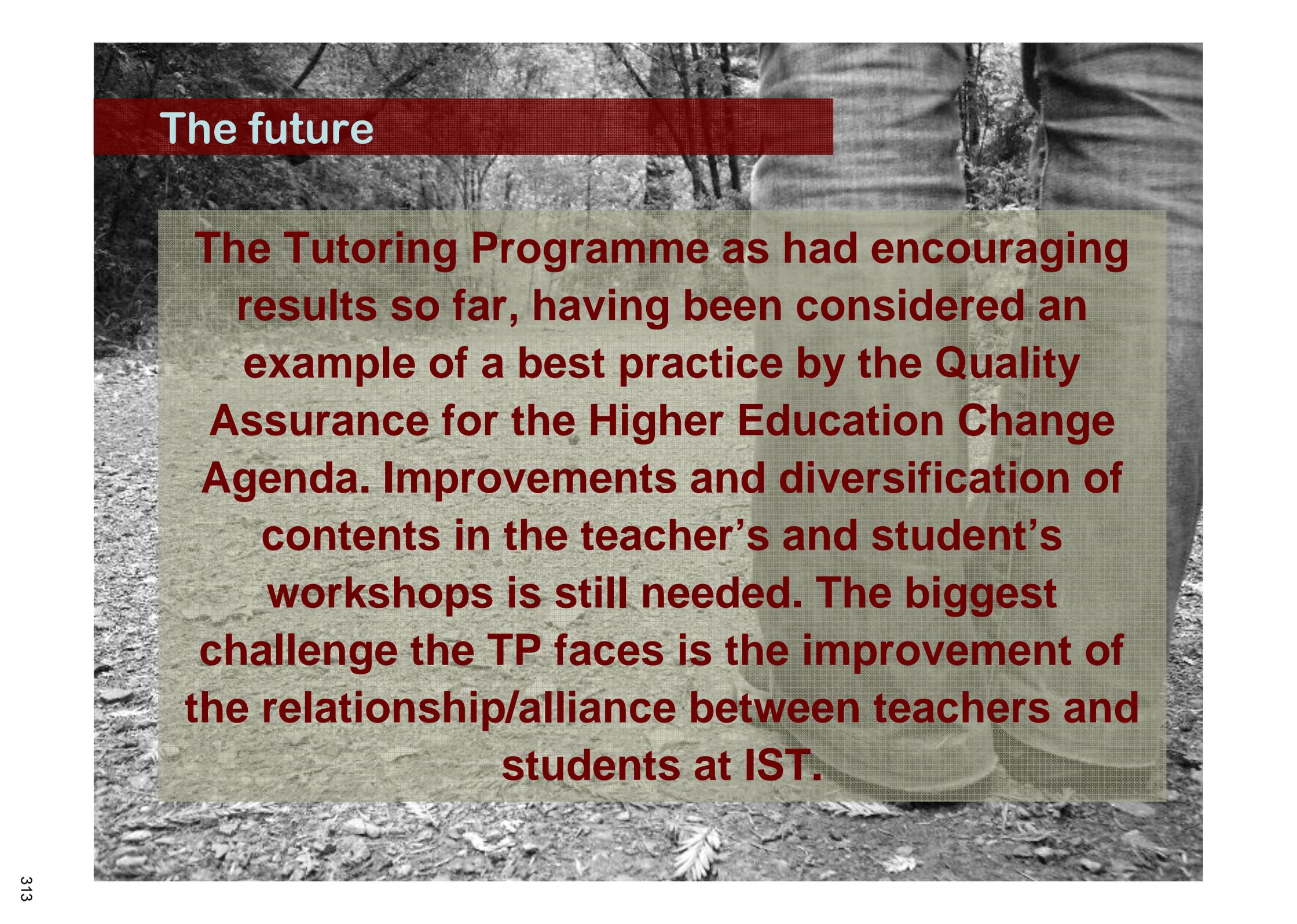


Workshop Global Satisfaction



Workshop Impact on Soft Skills

**100% participants recommend this Workshop to other high level students.**

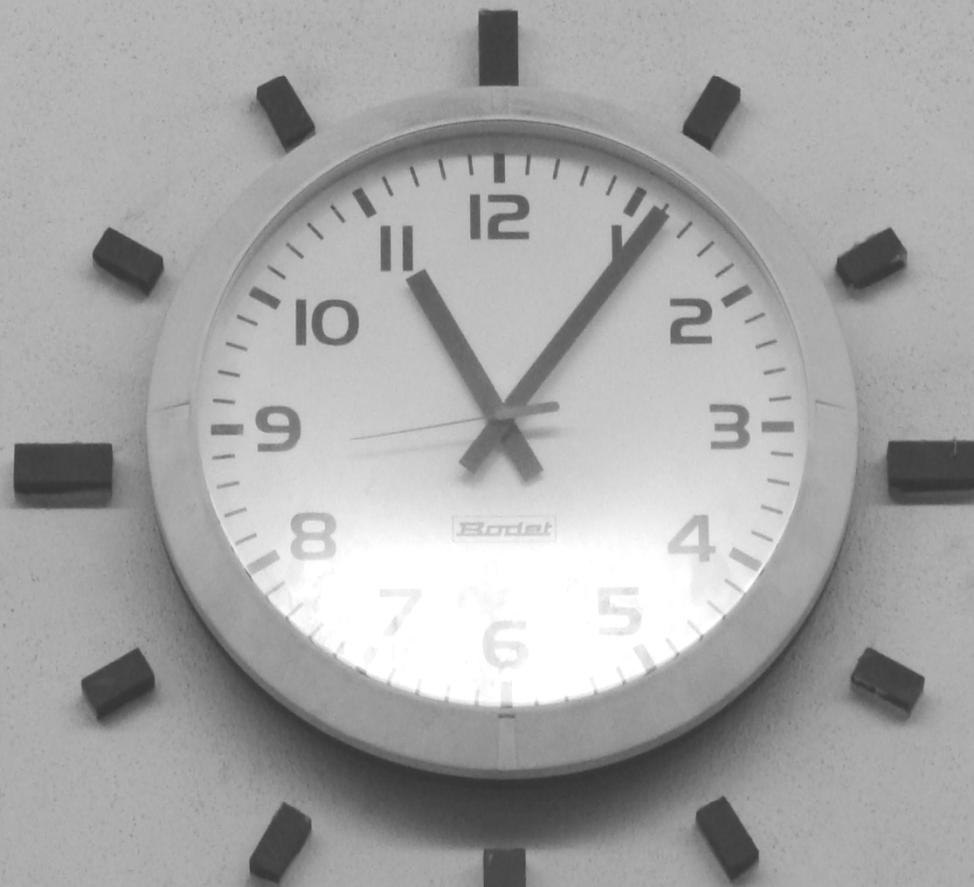


## The future

**The Tutoring Programme as had encouraging results so far, having been considered an example of a best practice by the Quality Assurance for the Higher Education Change Agenda. Improvements and diversification of contents in the teacher's and student's workshops is still needed. The biggest challenge the TP faces is the improvement of the relationship/alliance between teachers and students at IST.**

Web Site: [tutorado.ist.utl.pt](http://tutorado.ist.utl.pt)

Thank You!



**MCTES** MINISTÉRIO DA CIÊNCIA, TECNOLOGIA E ENSINO SUPERIOR

E-mail: [tutorado@ist.utl.pt](mailto:tutorado@ist.utl.pt)



# “Dive into Diversity”

## Developing and Implementing an Intercultural Peer Training Program



JACOBS  
UNIVERSITY

Frank Haber - FEDORA 2009



JACOBS  
UNIVERSITY

## Outline

- 1. Quick facts about Jacobs University**
- 2. International students' unique challenges**
- 3. Recruiting and preparing intercultural peer trainer**
- 4. Overview about, training aims, methods and curriculum structure**
- 5. Introducing a number of exercises and materials**



JACOBS  
UNIVERSITY

## Quick Facts

- **Private, independent university, registered as a not-for-profit organization**
- **Founded 1999; Started 2001 with first batch**
- **Located at Free Hanseatic City of Bremen, Germany Campus: 30 hectares**
- **Three academic departments: The School of Engineering and Science, the School of Humanities and Social Sciences, and the Jacobs Center on Lifelong Learning and Institutional Development**
- **Academic programs: 19 undergraduate programs 19 graduate programs as well as multiple doctoral programs**
- **Faculty and Staff: 114 professors plus 194 research and instructional personnel**
- **Residential Colleges: All undergraduates live on campus: Alfried Krupp College, Mercator College, College III, and College Nordmetall**



## Quick Facts con't

- **The primary language of instruction and campus communication is English**
- **Student body consists of 678 Undergraduates and 523 Graduates representing 99 nations with 71 % Non-German enrolments**
- **2006: 200-million-Euro Jacobs Foundation Investment**
- **2008: Reaccreditation by the German Science and Humanities Council**
- **Degrees: B.A., B.Sc., M.A., M. Sc, Executive Master / MBA, PhD**
- **Tuition Fees: UG: 18,000 Euros / year; GR: 20,000 Euros / year**
- **Highly selective student recruitment; need-blind admission; extensive stipend and loan programs**



# The Challenges of Studying Abroad

International students often...

- arrive with insufficient funds, have difficulty finding jobs and with handling bureaucratic demands
- struggle with acculturation stress, language barriers, insufficient background knowledge, lack of inclusion and intercultural communication problems
- feel „forced“ or „tempted“ to stick together with fellow nationals thus missing chances of integration and intercultural learning
- hold exaggerated achievement expectations and feel pressurized from home
- feel increasingly alienated from their home cultures and suffer from uncertainty about „what comes after graduation?“



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# „Dive into Diversity“

*Jacobs Intercultural  
Peer Training Program  
2004-2009*





## Main Program Characteristics

- Senior students volunteer as “intercultural peer trainers” for incomings during orientation week
- Peer trainers receive
  - a two days preparatory train-the-trainer training,
  - a handbook with detailed instructions,
  - a power-point presentation together with other materials such as videos, hand-outs, etc.
  - full logistical and technical support
- Always *two peer trainers* get assigned to *one group* of incomings (max 16) and conduct a one day training incl. evaluation
- Upon completion peer trainers receive an intercultural peer trainer’s certificate and other non-monetary rewards



## Training Objectives

- Raising *awareness* that own values, basic assumptions, preferences, etc. do not necessarily match with those of other community members
- Providing *knowledge* about cultural differences and their impact on communication styles and learning beliefs
- Increasing *tolerance* and *acceptance* towards ambiguity and uncertainty as inevitable aspects of any intercultural exposure



## Training Objectives con't

- Promoting *openness* towards intercultural learning and to actively seek contact with students from other cultures and nationalities
- Fostering *flexibility* in using different and appropriate channels of communication to achieve academic and personal goals
- Building skills in *coping* with acculturation stress and other demands that are specific to the international student experience



## Didactical Approach and Training Tools

- ✓ **Methods are mainly experiential with short theoretical inputs balanced with plenty of ice-breakers and energizers (important!)**
- ✓ **Mix includes mini lectures, brainstorming, simulation games, role plays, vignettes, experiments, quizzes, group discussions, wisdom tales, guided imagination, etc.**
- ✓ **All critical incidents and materials used in the training pertain to academic and student life context**
- ✓ **Exercise “Letter to Myself” applied at the end of the workshop to enhance commitment and enable follow-ups**



## Structure of Workshop Curriculum

- 1. Developing a conceptual understanding of culture, identity and communication**
- 2. Addressing phenomena such as biased perception, stereotypes and prejudice**
- 3. Looking at specific intercultural challenges in academia and private life**
- 4. Developing strategies for coping with acculturation stress and other identified demands**
- 5. Building positive commitment towards intercultural learning and community involvement**



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# The Mascot: Duck as „Intercultural Animal“

...naturally adapts it's behavior to the environment



Land



Air



Water



## Brainstorming: Iceberg Concept of Culture

**cooking style**

**clothing style fine arts drama**

**literature architecture music**

**notions of modesty**

**patterns of superior/subordinate relations**

**courtship practices conception of justice incentives to work**

**notions of leadership tempo of work patterns of group  
decision-making conception of cleanliness**

**roles in relation to status by age, sex, class,**

**conception of „self“ notions patterns of handling emotions  
conception of past and future**



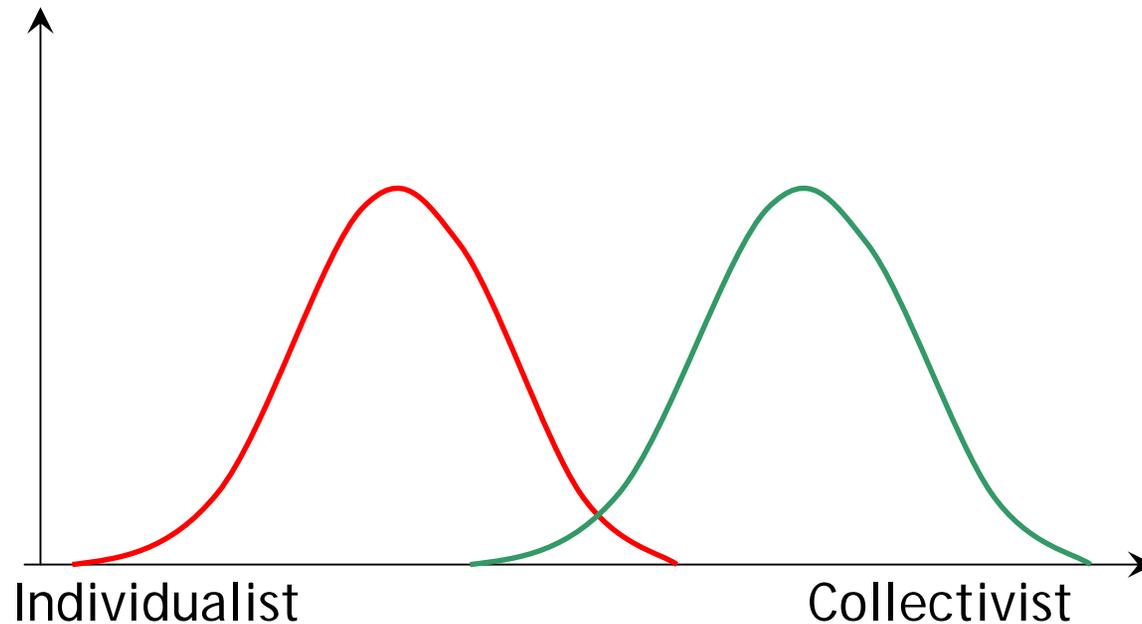
# Round of Anti-Stereotypes: Circles of My Multicultural Self



"I am (a/an) \_\_\_\_\_ but I am NOT (a/an) \_\_\_\_\_."



Two individuals from two different cultures, who are on the margins of their respective culture might have more similarities than two people with the same cultural background...





# Intercultural and Interpersonal Challenges at Jacobs

- Language discrimination
  - Classroom
  - Servery
- Critical Incidents: Life at Jacobs and beyond...





## Classroom Culture Exercise

Move positions depending on how much you agree or disagree with the statements...



**1. "Professors are role models and should be respected!"**



## Culture Standards and Classroom Culture

### Large Power Distance

- Teacher-centered education with focus on order
- Effectiveness of learning related to teacher's qualities
- Teacher is never contradicted and criticized
- Students speak up when called on personally
- Older teachers are often more respected than younger
- A good teacher uses academic language

### Small Power Distance

- Student-centered education with rewards for student initiatives
- Effectiveness associated with 2-way communication
- Students are allowed and encouraged to be critical
- Students speak up at general invitation
- Younger teachers are often more respected and liked
- A good teacher uses plain language



# The OtherSide Chat



- Argue as one of the characters: Bert, Jean, Ricardo
- If you want to enter the discussion shout: **“FREEZE!”**



## The OtherSide Chat: Jean Integration

- **Chose Jacobs University due to its intercultural diversity**
- **Cannot tolerate people who don't show interest in community activities**
- **Thinks that people from diverse backgrounds are an enrichment for the study environment**
- **Appreciates the challenge of studying and working in international teams; is fascinated about finding out different perceptions of the same issue**
- **Sees only the positive sides of other cultures**
- **Is engaged in all kinds of social activities, clubs, the Student Parliament and the College Office**
- **Would speak English, even if all the people around him speak his/her mother tongue**
- **Has lived in many different countries before and participated in every exchange opportunity s/he had**
- **A social gathering with friends is more important for him than studying**
- **Thinks that the world is a village and that all people should live in love, peace and understanding**



## The OtherSide Chat: Ricardo Unido

- Chose Jacobs University, because many of his friends also came here
- Doesn't mind the intercultural diversity, but doesn't really see a reason to mingle with international students either
- Feels most comfortable when he's around friends from his own nationality group – after all they can understand him the best and speak the language
- Prefers studying in a group with people from his home country
- Is sure he will choose somebody from his nationality group as roommate after the first year
- Often complains that things are not like at home and is very patriotic
- Is engaged in the campus club that promotes his country
- Enjoys social gatherings – as long as the alcohol and music and people are the same as back home
- Often feels homesick
- Never really left his home country before coming to Jacobs University
- Only talks in his mother tongue in the servery



# Models of Integration:

## The Fruit Sorbet

In a fruit sorbet, different kinds of fruit are blended into each other, until they become one unified mass. Similarly, this model of integration assumes that cultural groups should blend into each other and differences between people should disappear as much as possible.





## The Fruit Plate:

On a fruit plate, different kinds of fruit just exist next to each other. Similarly, in this model of integration, the different cultural groups live parallel to each other, interacting only on a superficial level, but in fact developing each their own infrastructure and social rules.





## The Fruit Salad:



In a fruit salad you can clearly distinguish the different kinds of fruit; however, the flavors and juice blend in with each other and create a taste that is different than each fruit taste for itself. In this integration model, frequent and meaningful interaction between cultural groups takes place.

**Followed by a discussion about “the best of all worlds”**



# The Freshperson's Soup

“The Prophet and the Long Spoon” (Nossrat Peseschkian)



Write a concern that you have  
on the colored paper

When the cook draws a piece of  
paper, say a few words about  
your contribution or offer  
suggestions for a solution...



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UNIVERSITY

**Thank you! 😊**



# Multiculturalism

## *Guiding Principle In International Student Counseling and Guidance*



JACOBS  
UNIVERSITY

**FEDORA 2009**



JACOBS  
UNIVERSITY

## Outline

- 1. Quick facts about Jacobs University**
- 2. The opportunities and challenges of internationalization**
- 3. Some initiatives of the counseling center to promote “multiculturalism”**
- 4. Group work, discussion and networking time**



JACOBS  
UNIVERSITY

## Quick Facts

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- **Founded 1999; Started 2001 with first batch**
- **Located at Free Hanseatic City of Bremen, Germany Campus: 30 hectares**
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- **Tuition Fees: UG: 18,000 Euros / year; GR: 20,000 Euros / year**
- **Highly selective student recruitment; need-blind admission; extensive stipend and loan programs**



# The Opportunities of Internationalization

The internationalization of higher education brings a lot of opportunities:

- Students can gain experience with moving and adjusting to a new living, learning and working environment
- Through exposure to unfamiliar values, mentalities, styles, routines, etc. they can develop new ideas, perspectives and repertoires
- Acquired academic, interpersonal and cross-cultural skills can contribute positively to their personal and career development
- The university can benefit from an influx of talented, often highly motivated students who bring potential for innovation, exchange and international collaboration
- The whole campus community can benefit from ample intercultural learning opportunities and develop themselves into „versatile global citizens“



# **The Challenges of Internationalization**

## **Major challenges for the student community :**

- **Internationals often arrive with insufficient funds, have difficulty finding jobs and with handling bureaucratic demands**
- **Many struggle with acculturation stress, language barriers, insufficient background knowledge, lack of inclusion and intercultural communication problems**
- **Some feel „forced“ or „tempted“ to stick together with fellow nationals thus missing chances of integration and intercultural learning**
- **They often hold exaggerated achievement expectations and experience multiple pressures from home**
- **Over time students feel increasingly alienated from their home cultures and suffer from uncertainty about „what comes after graduation?“**



# **The Challenges of Internationalization**

## **Major challenges for university administrators and educators:**

- **How to develop curricula, didactics, assessment methods and academic support solutions that account for great differences in levels of academic preparation, learning styles and culturally shaped behaviors?**
- **How to assist foreign students effectively with adjusting and adapting to the new living and learning environment?**
- **How to overcome communication barriers and misunderstandings between students and service providers stemming from cultural differences?**
- **How to reach-out to international students and reduce the threshold of utilizing services offered?**
- **How to promote a community spirit that embraces diversity and encourages everyone to engage in intercultural competence development?**



## What can a Counseling Center do to meet the demands of internationalization?

- **Establish and seek commitment from leadership to embrace multiculturalism as leading paradigm in campus community development!**
  - Which priority has the topic on our agenda?
  - How does multiculturalism reflect in our mission statements?
  - How much time and money do we invest in activities that promote intercultural competence and inclusion on campus?
  - What do we do to bring diversity and intercultural competence into our teams?



## What Can A Counseling Center Do To Meet the Demands of Internationalization? (con't)

- **Conduct an intercultural need assessment with all major campus groups including students, staff, faculty, alumni, host families!**
  - **Collect critical incidents from involved community members**
  - **Develop instruments in collaboration with faculty**
  - **Sensitize the whole community through officially announced survey campaigns**
  - **Analyze data, pinpoint needs and communicate outcomes to the leadership and the community**
  - **Derive, communicate and implement measures tailored meet uncovered needs**



## What Can A Counseling Center Do To Meet the Demands of Internationalization? (con't)

- **Refine counseling and reach-out methods and reduce threshold to access services**
  - **Fostering mindfulness and acceptance of cultural differences and their impact on how we perceive and relate to our clients (and vice versa)**
  - **Enhancing flexibility with regard to how we define our professional roles, choose our settings, arrange appointments, etc.**
  - **Embrace approaches to service marketing (reach-out) that cater to the needs and preferences of different cultural groups on campus**



## What A Counseling Center Can Do To Meet the Demands of Internationalization? (con't)

- Engage in internal/external networking and develop intercultural offerings for different target groups on campus
  - Transition management and intercultural competence trainings for incomings
  - Follow-up workshops for 2<sup>nd</sup> and 3<sup>rd</sup> years with different foci such as
    - Intercultural Conflict Resolution and Leadership
    - German Business Manners
    - Cross-Cultural Team Building, etc.
  - Cross-cultural training, information and consultations for staff, faculty and interested colleagues from other institutions
  - Joining relevant professional associations and intercultural networks such as NIKADU, PROFIN, SIETAR, etc.



## Points For Discussion

- **How do I perceive the challenges of internationalization at my university and at my department?**
- **What have we done so far already to identify needs, adjust services, promote solutions for different target groups, etc.?**
- **What do we want to do beyond the already existing initiatives, to meet the challenges that are still to be dealt with?**
- **What do we need to accomplish our goals and how can we support each through networking and knowledge transfer?**



JACOBS  
UNIVERSITY

**Thank you! 😊**



# LEARNING HOW TO LEARN



- › COUNSELLING AND SUPPORT
- › FOR STUDENTS WITH MENTAL ILLNESS
- › IN A LEARNING PERSPECTIVE

› BY

› MARIA HOLLER HUNE

› FEDORA CONGRESS IN BERLIN 2009



# The aim of this workshop:



- › to examine and discuss the importance of counselling and support in a learning perspective when working towards including and integrating students with mentally illness in the educational system on the basis of equal opportunity.
- ›
- › The workshop is organised in three sections:
  - › 1. The notion of learning,
    - › How can we define and understand the notion of learning?
  - › 2. Counselling- and Support in a learning perspective
    - › How do we work with students with mentally illness at the counselling and support Centre?
    - › Presentation of different cases
  - › 3. a general discussion: why is a learning perspective – in my opinion – of the essence when offering counselling and support to students with mentally illness.



# THE NOTION OF LEARNING



- › The word learning is used very brought and with different meanings
- › 4 different categories of meaning (Illeris 2006, Jarvis 2008):
  - › 1. learning refers to the results of the learning processes that take place in the individual. Learning thus denotes what is taught, or the change that has occurred.
  - › 2. learning refers to the mental processes that take place in the individual and can lead to such changes ore results as meaning 1 refers to. These processes can be described as learning processes,
  - › 3. learning and learning processes refers to the interaction processes between the individual and its surroundings (social and material)
  - › 4. often used both in everyday language and in official and professional contexts more or less coincide with the word education,



# HOW CAN WE DEFINE THE NOTION OF LEARNING ?



- › In my view it is important to work with a broad and open understanding of the concept of learning:
  - › In principle because a number of processes - socialization, qualification, competence and therapy etc - falls within:
  - › They are specific angle from which the concept of learning is perceived.

it is impossible to maintain boundaries between what is learning and what is socialization or therapy etc.,

- › practical because only by having all the circumstances of the picture we can detect significant relationships and interaction patterns.
- › the key is that learning involves a change in one or another degree which are lasting – the human learning process – lifelong learning - at the center



# TO UNDERSTAND LEARNING IN ALL ITS COMPLEXITY, WE MUST DRAW FROM DIFFERENT SOURCES



## > A multidisciplinary approach:

- > We cannot reach a holistic understanding of the broad and complex field of learning without relating to the results and knowledge obtained in many different scientific approaches such as sociology, existential psychotherapy, different psychological approaches, health sciences etc.

the notion of learning can not be seen as an isolated island, but must be considered as part of a larger whole, as a cultural process taking place in interaction with other.

- > The individuals learning process, hence identity formation process, is not seen as a private inner core.
- > It is not an isolated psychological 'essence', as individuals themselves and nobody else has dominion over.
- > Rather it is influenced by and dependent upon the interaction with other



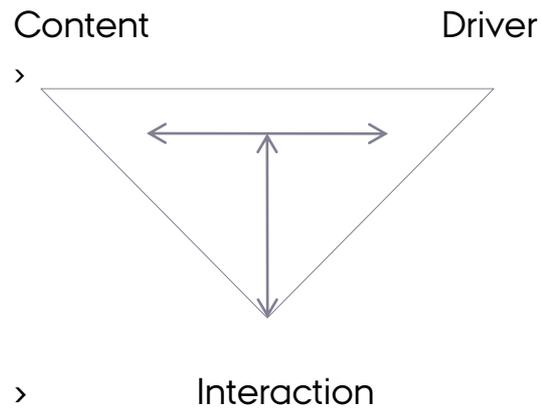
## LEARNING INVOLVES TO VERY DIFFERENT PROCESSES



- › one process is the interaction between the individual and its environment
- › The second process is the individual psychological processing and acquisition, which is the impetus and effects that the interaction involves.
- › it is crucial that both processes and their interaction is involved in an understanding of the notion of learning
- › This duality of two individually diverse set of opportunities and conditions that are setting up a fundamental framework for the almost limitless and infinite complexity of human learning.



# KNUD ILLERIS: THE FUNDAMENTAL PROCESSES OF LEARNING





# KNUD ILLERIS: THE FUNDAMENTAL PROCESSES OF LEARNING



- › Content - What is learned
  - › one can not meaningfully talk about learning without a learning content - it may, for example be the nature of knowledge, skills, understanding, insight, opinion, attitudes.
  - › the key: learning always has both a subject and an object, hence there is someone who learns something, and it is the acquisition of this something that is the learning content  
Through the content dimension that the learner's knowledge, understanding and abilities - what the learner knows and understands – is developed.
- › What we aim to achieve here is:
  - › to create meaning, hence a coherent understanding of life's different content,
  - › to cultivate coping strategies in terms of skills and ways of relating to others, which makes us able to cope with life's challenges
- › through this dimension that we create our world images
  - › our way we live



# KNUD ILLERIS: THE FUNDAMENTAL PROCESSES OF LEARNING



Driver – A motivating factor

- › in order to implement a learning process mental energy is needed:
- › there must be something that makes the learning process in progress
  
- › the driver-dimension - in focus here is – what motivates the individuals process:
  - › It consists of motivation, emotion and will.
  
- › It is about mobilizing the mental energy, which the learning process requires
- › We engage in this basic mobilization to constantly maintain our mental and physical balance.
  - › It can be uncertainty, fear or unmet needs that cause us to seek understanding or otherwise cause us to develop skills and strategies, blockages - a defense against anxiety.
  - › In order to reestablish balance in our world images – our way of life



# KNUD ILLERIS: THE FUNDAMENTAL PROCESSES OF LEARNING



Interaction – the individual learning process and the interpersonal dimension

- > In focus the individual's interpersonal relation and interaction with the social and societal context, which arise at two levels:
  - > on the one hand the close, social level, where interaction situation unfolds, hence fellow students in the teaching class
  - > on the other hand, the overall societal level that enables the premises for interaction
  - > action, communication and cooperation are essential elements in individuals exchange and relationship in relation to our surroundings and the related integration and inclusion of individuals in relevant social contexts and communities
- >
  - > In this way the interaction contributes to the development of the learner sociality, hence the ability to function appropriately in different forms of social interaction between people



# KNUD ILLERIS: THE FUNDAMENTAL PROCESSES OF LEARNING



- › basic thesis:
- › all learning involves these three dimensions, and that all three dimensions must always be taken into account if an understanding or analysis of a learning situation or a learning process should be adequate
- › Learning always takes place within a social context, at a general level is crucial for learning opportunities and the learning process



# LEARNING HOW TO LEARN



- › As we have seen all learning has a content - otherwise it is meaningless to talk about learning - and as mentioned before,
  - › it may be in the nature of knowledge, skills, understanding, insight, opinion, attitudes or skills.
- › But it can also be seen in a broader perspective and have the character of a more general socialization or (identity)formation.
- › Or it can focus on the learning method - the nature of the acquisition method
- › In addition important personal qualities such as independence, confidence, responsibility, cooperation capacity and flexibility can also be developed and strengthened through learning



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# COUNSELLING AND SUPPORT FOR STUDENTS WITH MENTALLY ILLNESS IN A LEARNING PERSPECTIVE



# WHAT IS THE COUNSELLING AND SUPPORTCENTER?



- > An offer to students at the university of Aarhus, The university of Southern Denmark, The Danish school of education etc. with special needs for advice, guidance and support - Including students with mental illnesses
- > Vision:  
equal opportunities for study because even students with specific difficulties should be able to realize their abilities to implement a higher education - but must meet the general and specific quality requirements in the study.

## Purpose:

Through special educational counseling, guidance and support to ensure students with a mental illness the opportunity, on equal footing with other students to maintain and implement an higher education through which the individual have the possibility of

- 367 > Becoming an included and integral part of Danish society.



## TARGET GROUP - STUDENTS WITH SPECIFIK STUDYRELATED DIFFICULTIES



- › There may be various reasons why the student has a specific learning difficulties in relation to the academic learning and the academic learning skills
  - › They vary from student to student

### Learning difficulties:

- concentration difficulties
- › - tendency to postpone, change of program, etc.
  - Lack of overview of the study, difficulties in organizing and planning the course,
- › or study appropriate
  - difficulties with interaction with other students - in teaching situations, reading
- › group contexts, the study environment in general
- › - lack of motivation and energy
- › - low vulnerability and stress level – in a examination situation



# ABOUT OFFER AND METHODS



- › Counseling and support in a learning perspective on the basis of equal opportunity
- › What does that mean in praxis?
- › a special educational support
- › an apprenticeship - supporting students in learning how to learn. Not advanced homework but counseling and support



# A SPECIAL EDUCATIONAL PRACTICE



- › The purpose is to compensate for the negative impact that disability has on the students' learning skills and learning - learning difficulties allowing them to pursue their education on the basis of equal opportunity

Student counseling and support is not a therapeutic practice that aims to address the students for their difficulties in order to make them 'healthy'.

It is rather a special pedagogical practices that aim to provide a special educational assistance to meet these students' special needs in order to make their learning more effective and ensure the quality of their education.

The optimal result of the counseling and support is that the students gradually learn to regulate their own learning processes



# THREE CASES:



- > Lise – 'apprenticeship' - support from a student – focus on learning how to learn
- > Michael – Counseling and support
- > Lene - support – bridging the gap between the psychiatric system, the social welfare and here life as a student.



- > PRACTICE SHOW THAT
- > COUNSELING AND SUPPORT
- > IN A LEARNING PERSPECTIVE WORKS
- > WHY?



## IT INTEGRATES AND INCLUDES STUDENTS WITH MENTALL ILLNESS IN THE EDUCATIONAL SYSTEM ON THE BASIC OF EQUAL OPPORTUNITY



- › special educational counseling, support and guidance are:
  - Holistic and coordinated with teaching subjects
  - Based on their specific study-related problems (not their illness)
  - Facilitates the individual learning process

They are maintained in their identity as a student – (re)integrated and included in their everyday life as a student –

- › The ability to realize their abilities to implement a higher education

There is an integration and inclusion of students with a mental illness in education and generally in the Danish society – they become an active player

they conduct exams - after 2-3 years better than average student generally



IT INTEGRATES AND INCLUDES STUDENTS WITH MENTALL ILLNESS IN THE EDUCATIONAL SYSTEM ON THE BASIC OF EQUAL OPPORTUNITY



>

Prevention of social exclusion mechanisms, which these people often experience.

The ability to develop to their full potential - the dream of the good life

Supports the individuals rehabilitation process – life long learning process



# WHY IS A LEARNING PERSPECTIVE OF THE ESSENCE?



- › The concept of learning is complex and differentiated  
Often used widely and in many different meanings

Training / Learning

Not simply the acquisition of a specific professional competence

Not only to participate in a specific educational context

Important to go up a level and look at learning in a broader perspective



## EDUCATION IS PART OF A LIFELONG LEARNING PROCES



- › Look at learning as a lifelong learning process :  
people take learning throughout life - lifelong learning professionally, personally and socially.

An acquisition process

Where the individual transform and evolve themselves.

They create an identity.

Where concepts such as:

Learning, personal development, identity process, qualification and socialization

are included as part of a process – a identity formation process,



IT IS THROUGH THE INDIVIDUEAL DEVELOPMENT – IDENTITYFORMATION AND LEARNING PROCESS THAT INDIVIDUAL IS DIRECTED TOWARDS BEING A INTEGRATED AND INCLUDED PART OF TODAYS SOCIETY.



- › The learning / acquisition of knowledge:  
eg. through education and thus, through active participation in society

plays an important role:

- › Today is:  
a part of each individual's socialization and professional, personal and social development and mobility.

This also applies to young people with a mental disorder.



>Thank you for your attention

[www.rsc.dpu.dk](http://www.rsc.dpu.dk)

[mhh@dpu.dk](mailto:mhh@dpu.dk)



# I Help You... Can You Help Me?

Lifelong Guidance

—

the Key to Lifelong Learning

# Today !

More students,

- more students with disabilities

More mobility, more diversity

- foreign language

➔ Crisis: Do more with less staff

## Equal opportunities

- ▶ For all students
- ▶ Hierarchy of needs
- ▶ Nature student support services

## Student support services

- ▶ More effective
- ▶ Creative
- ▶ Find extra resources
- ▶ No budget appeal
- ▶ Arguments
- ▶ Benefit for larger groups

## Options ?

- ▶ Technology?
- ▶ Students helping students?

## Organisation :

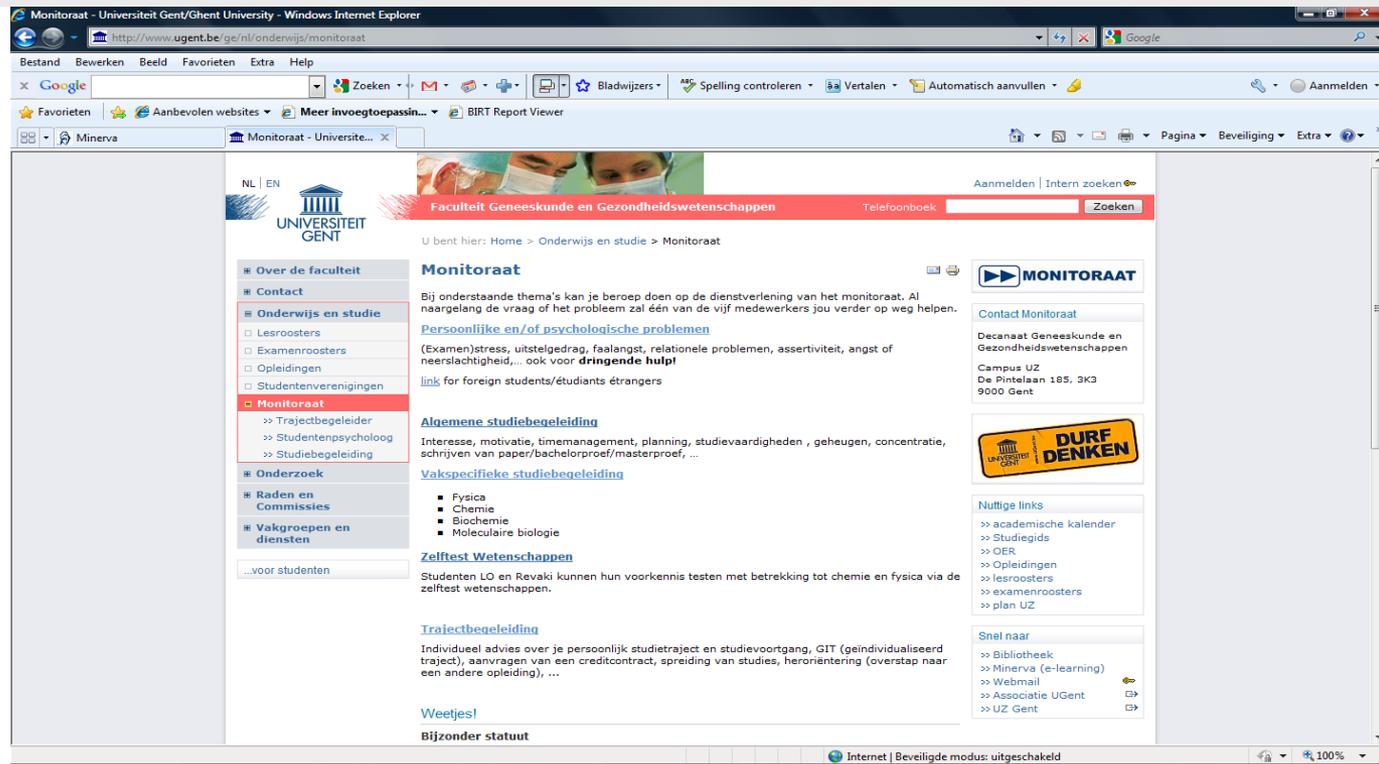
### Central level:

- Student guidance
- BSH
- Social services
- Accomodation
- Medical help, ...

### Faculty level:

- Student advice
- Facilities
- Specific course, ...

<http://www.ugent.be/ge/nl/monitoraat>



NL | EN

Faculteit Geneeskunde en Gezondheidswetenschappen

U bent hier: Home > Onderwijs en studie > Monitoraat

### Monitoraat

Bij onderstaande thema's kan je beroep doen op de dienstverlening van het monitoraat. Al naargelang de vraag of het probleem zal één van de vijf medewerkers jou verder op weg helpen.

[Persoonlijke en/of psychologische problemen](#)  
(Examen)stress, uitstelgedrag, faalangst, relationele problemen, assertiviteit, angst of neerslachtigheid,... ook voor **dringende hulp**  
[link for foreign students/étudiants étrangers](#)

[Algemene studiebegeleiding](#)  
Interesse, motivatie, timemanagement, planning, studievaardigheden , geheugen, concentratie, schrijven van paper/bachelorproef/masterproef, ...

[Vakspecifieke studiebegeleiding](#)

- Fysica
- Chemie
- Biochemie
- Moleculaire biologie

[Zelftest Wetenschappen](#)  
Studenten LO en Revaki kunnen hun voorkennis testen met betrekking tot chemie en fysica via de zelftest wetenschappen.

[Trajectbegeleiding](#)  
Individueel advies over je persoonlijk studietraject en studievoortgang, GIT (geïndividualiseerd traject), aanvragen van een creditcontract, spreiding van studies, heroriëntering (overstap naar een andere opleiding), ...

**Weetjes!**  
**Bijzonder statuut**

**MONITORAAT**

Contact Monitoraat  
Decanaat Geneeskunde en Gezondheidswetenschappen  
Campus UZ  
De Pintelaan 185, 3K3  
9000 Gent

**DURF DENKEN**

Nuttige links  
 >> academische kalender  
 >> Studiegids  
 >> OER  
 >> Opleidingen  
 >> lesroosters  
 >> examenroosters  
 >> plan UZ

Snel naar  
 >> Bibliotheek  
 >> Minerva (e-learning)  
 >> Webmail  
 >> Associatie UGent  
 >> UZ Gent

# Special status

- Learning disability
- Chronical illness
- Auditory problem
- Visual problem
- Locomotory problem
- Mental health problem
- multiple

## Special status ...

### facilities:

- Different way of assessment
- Exam spreading /other date
- Other date for feedback
- Specific adaptation to problem
- Free not to participate in a practical exam with or without another task

# Evolution in facilities

## Past

- Extra time
- Oral instead of written
- Adaptations that are obvious (wheelchair, hearing impairment etc)

## Now

- Technology
- Problems with organisatory issues

# Protests!

Equal is not equal!

- *“how can we make another exam that is as difficult as the other one?”*
- *“how can we evaluate the same competencies and criteria by another form of assessment?”*
- *“everyone would do better with a bit more time...”*
- *“how can students get the same degree or graduation certificate if they did different things?”*
- *“will they be prepared enough to find a job? Those aids or adaptations will not exist in the working field...”*

- *“if it’s an written exam which integrates questions from different evaluators, they cannot be present all at the same time to evaluate the student by oral questions.”*
- *“There’s too little time to make arrangements”*
- *“the course won’t be finished so a student can’t ask for another date.”*

# Technology: SPRINT+

## Reading software (dyslexia):

- Adds speech
- Visual reading
- Speeding rate
  - to speed up reading
  - Slowing down to make less mistakes
- Reads during writing: less writing mistakes

## Demo

## During studying

- Introduction
- Digitalization of course material
  - Scan
  - Provided by prof
- Software license (trial and rent)
- Learning to use

# During exams

## Pilot

- 6 cases
- Convincing profs:
  - Workload
  - Sort of question

## Experiences overall use

- Convincing:
  - it is what it is (looking glass)
- Digital version ↔ scan
- Marking and note taking in the text
- Medical terminology

## Pilot exam Sprint+

### Experiences by prof

- ▶ Depending sort of question
- ▶ Pc minded educator / pc competencies
- ▶ Staff
- ▶ Generally no real extra workload

## Every one...

- After using, every body sees the benefits and want to use it
- With and without reading disabilities
- other groups who could benefit:  
foreign students

## Solution to the problem

- Specific medical terminology inventory
  - Help of students and teaching staff
- Language training

## Purpose: equal opportunities (1)

- Inventory (long term) + use techno
- AWARENESS
- Understanding
- Benefit for all!

## Equal opportunities (2)

- Passing on to employers:
- Focus on strengths not on solvable problems

## Careful!

- No unrealistic promises!
- Independency and life quality!
- Not wanting the impossible
- Accepting: life long guidance and learning!

Thank you for your attention!  
[lieve.carette@ugent.be](mailto:lieve.carette@ugent.be)

## Online Counselling and Blended Guidance

In recent years, a wide range of ways to use the internet and other new media has been developed, allowing students to be in contact with counsellors and thus request and obtain advice or support. Communicating with students online is quite standard practice nowadays, and many of us maintain contact with students while they study abroad. You probably also have e-mail communication with students who are hesitant to contact the counselling centre in person; some of them have probably come closer to counselling after the exchange of some cautious e-mails.

New media can be integrated into group work and individual counselling, and can be combined with face-to-face meetings and sessions.

I will use a highly illustrative example to present the ways in which online counselling and blended learning are used at the Counselling Centre of the Freie Universitaet Berlin.

<http://www.fu-berlin.de/studienberatung/>

Afterwards (following David Stanbury's presentation) I would like to discuss the question of

whether it makes sense to offer blended guidance as an additional alternative to chats, blogs and email-counselling.

<http://www.fu-berlin.de/studienberatung/e-learning>

By blending online activities with face-to-face instruction, education gains value and flexibility. This is precisely our intention in using multimedia learning at the Counselling Centre. In addition to our advice service and workshops, we offer an online portal called "study with success". Our homepage offers students many moderated videos, including instructions, interactive exercises and checklists of degree course requirements and different study skills.

<http://www.fu-berlin.de/studienberatung/e-learning/lernmodule/studienverlauf>

Using vivid and highly graphic multimedia systems has many didactic advantages: various visual codes are used to optimize the way learning issues and teaching aids are presented. Students' attention can be drawn to key statements in order to motivate the learning process. Mental models of the subject matter are communicated and help students make a link to their individual existing

knowledge and develop personal strategies for learning.

[mms://www.studienberatung.fu-berlin.de/public\\_media2/e-learning/wmv/Lernen\\_in\\_Arbeitsgruppen.wmv](mms://www.studienberatung.fu-berlin.de/public_media2/e-learning/wmv/Lernen_in_Arbeitsgruppen.wmv)

Video sequences, photographs and filmed interviews have an immediate relevance to the experiences of the students watching them. These increase students' willingness to change and can thus stimulate learning by imitation.

The learning modules pick up on themes relevant to student counselling and psychological support.

<http://www.fu-berlin.de/studienberatung/e-learning/lernmodule>

We focused on topics designed to help students get started at university; we have learning modules dealing with strategies for academic work such as time management during exam preparation, active reading and a course aimed at increasing reading speed, various aspects of group work, and themes such as overcoming fear of examinations.

We have four subsections:

**Before university:**

*Successful interview, Presentation at interview*

**Start of course:**

*Two modules provide information about the Bachelor degree and the structure of Bachelor courses at our university*

**During degree:**

*Main topics and sub-topics, working techniques, Reading, Various aspects of group work*

**Last but not least:**

*dealing about exam preparation, to build up motivation, Overcoming fear of examination*

The learning modules we have developed are particularly important and complete our range of support services. Besides intervening in psychological and psychosocial crises, we believe that one of the key challenges in psychology counselling is to prevent problems and develop targeted strategies to overcome them when they do occur.

Counselling is guided by the needs and circumstances of the individual, problems and their solutions are identified in a context-driven manner based on the specific subjective and objective

situation in each case, and possible solution approaches are worked out. The goal of intervention is to encourage personal development, improve learning skills and expand the individual's ability to act. To this end, courses to teach fundamental study skills and strategies for how to cope with requirements need to be provided in addition to individual problem analysis. We have found e-learning to be a useful way of communicating key skills, of making available tools that help students plan and control their own work processes, and of helping to identify problematic behaviour.

<http://www.fu-berlin.de/studienberatung/e-learning/lernmodule/studienverlauf/index.html#aktiveslesen>

Audiovisual material comprises central and recurring contents such as work organization, time management, reading strategies for tackling academic texts, and approaches to avoiding stress and fear in exam situations. Students can use the learning modules to obtain the knowledge and skills they need, and can then apply them in their particular situations. We can also make students - who attend our group events, workshops and individual counselling - aware of this and, through

this personal contact, concentrate on experiences and possible problems with or resistance to applying these skills.

University reforms in recent years have sought to create an environment in which students are given greater scope to shape their own education. This demands problem-oriented learning and a knowledge of learning strategies and academic methods, and requires a quite different culture of learning than that acquired in school. In this philosophy, counselling must be guided by -and must strengthen the personal prerequisites of students: students should be supported and helped to develop and make use of their own resources.

The advantage and purpose of blended guidance is that our clients and all students can obtain information and advice according to their level and at the time they need it. What is more, highly complex issues can be addressed, such as problematic attitudes towards time management and self-organization, instructions on academic writing, or for example inquiries about learning habits. Blended counselling is very effective, and includes exercises and training designed to develop study skills.

[http://www.studienberatung.fu-berlin.de/e-learning/uebung/schneller\\_lesen2/frameset.html](http://www.studienberatung.fu-berlin.de/e-learning/uebung/schneller_lesen2/frameset.html)

In our “Active Reading” and “Faster Reading” modules, for instance, we have included practice modules which describe the individual steps and contain texts which the student can use to practise the method. In addition, students receive detailed instructions on how to transfer what they have learnt, and can practise on individually relevant texts. (In the case of active reading, the individual steps of the SQ3R methods are applied to practice texts. The faster reading module teaches students how to determine and then increase their own reading speed – by scanning for key words, focusing on the big issues and practising different reading directions.)

Whenever they discover problems in their work process, students can access teaching material that is appropriate to their individual needs. At the same time, we offer students the chance to reflect with us on their experiences with implementing these methods. Electronically-based measures become highly effective when they are designed according to the principles of blended learning or blended guidance – a mixture of direct, personal counselling and independent use of the learning

and communication possibilities accessible via the internet. We believe that e-learning should only be used in counselling if it is combined with offers of contact, workshops or personal guidance. We also take advantage of chat forums for replies and queries. During the term we offer theme-specific chats, e.g. on how to handle stress or on exam preparation strategies.

An ability to maintain motivation over long periods of time is essential in any autonomous learning process, and is particularly important during exam periods when there is little in the way of reinforcing or corrective feedback on work results. Exam preparations require the ability to structure both the necessary tasks and the available time, and the ability to realistically assess one's own performance level and the amount of work and time involved. This is easier if students are able to control and reflect on their work processes. Electronic methods of teaching and counselling are well-suited to improving exam skills while at the same time supporting large groups of students. For students who are preparing for exams, we have developed a special service that combines personal support with virtual training services and a whole host of multimedia exam-specific information.

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<http://www.fu-berlin.de/studienberatung/e-learning/netzwerk>

Via the Blackboard – a central learning management system - we offer a wide range of material for planning and controlling work processes, information about work techniques, handling fear and stress, exam requirements, possibilities for networking with fellow students, and face-to-face counselling.

The basis for the virtual *Degree Network* is the Blackboard learning platform. All students of our university have access to this learning platform; it is used in the majority of the university's classes. From individual counselling we are familiar with the issues related to exam preparation; consequently, our online course addresses not only methodological and practical aspects of the final degree examinations, but also the emotional facets. We focus on enhancing work strategies, removing fears of examinations, teaching students to fully exploit their own resources and developing practical problem-solving strategies.

<http://www.fu-berlin.de/studienberatung/e-learning/netzwerk/aktuelles.html>

The learning platform is divided into different sections in which a variety of contents is communicated in interactive exercises, text-based instructions and information, presentations and expert videos. The interdisciplinary topics which aim to enhance exam skills have been expanded to include subject-specific contents relating to exam requirements and assessment criteria.

Here are a few examples to illustrate how relevant themes are addressed:

<https://lms.fu-berlin.de/webapps/portal>

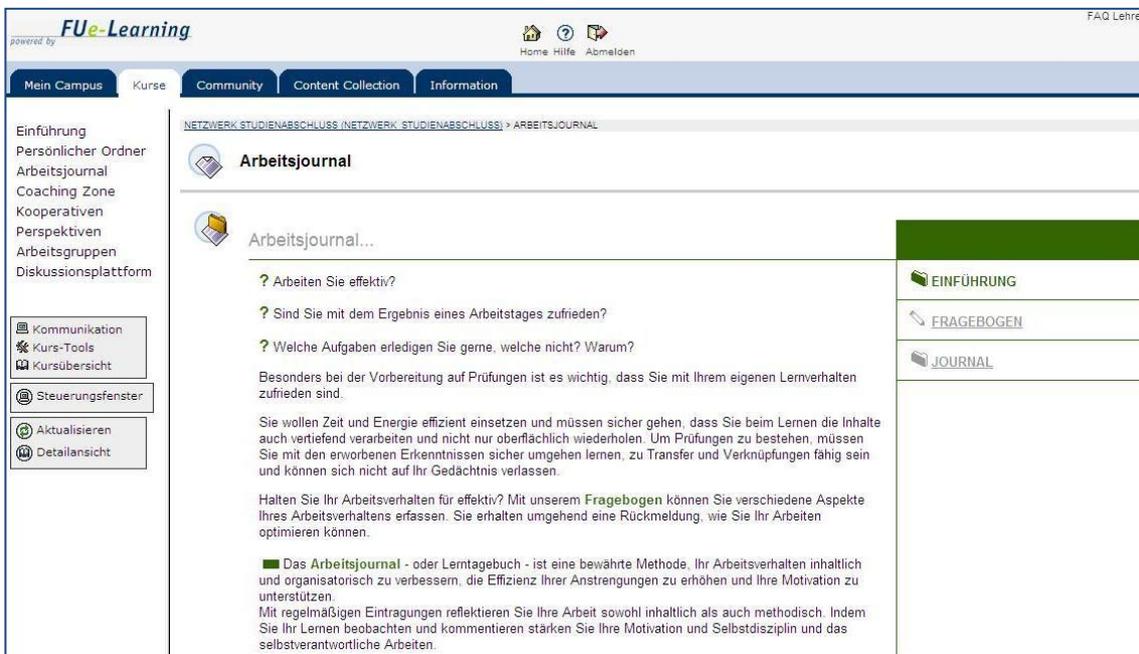
In the "*Subject-Specific*" subsection of the "*Coaching Zone*", videos can be accessed that present interviews with lecturers on particular exam requirements in specific subjects,

*history, political science, philosophy, comparative philology, law, biochemistry*

Faculties can provide links to information about their specific exam requirements and support services in different ways.

"*Expert Tips*" focuses on aspects of motivation and the psychology of learning when preparing for exams.

<mms://studienberatung.fu-berlin.de/public/media2/e-learning/2005/interview.wmv>



The screenshot shows the FUE-Learning platform interface. The top navigation bar includes 'Mein Campus', 'Kurse', 'Community', 'Content Collection', and 'Information'. The main content area is titled 'Arbeitsjournal' and contains a questionnaire with the following questions:

- ? Arbeiten Sie effektiv?
- ? Sind Sie mit dem Ergebnis eines Arbeitstages zufrieden?
- ? Welche Aufgaben erledigen Sie gerne, welche nicht? Warum?

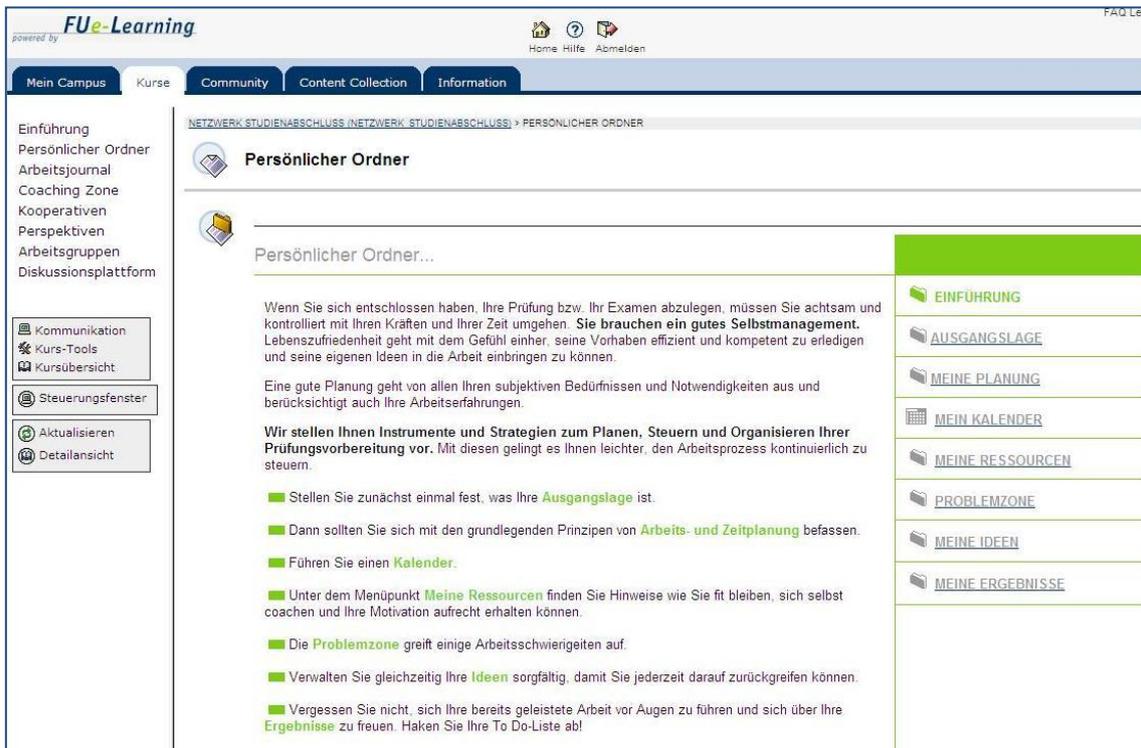
Below the questions, there is a paragraph of text: "Besonders bei der Vorbereitung auf Prüfungen ist es wichtig, dass Sie mit Ihrem eigenen Lernverhalten zufrieden sind. Sie wollen Zeit und Energie effizient einsetzen und müssen sicher gehen, dass Sie beim Lernen die Inhalte auch vertiefend verarbeiten und nicht nur oberflächlich wiederholen. Um Prüfungen zu bestehen, müssen Sie mit den erworbenen Erkenntnissen sicher umgehen lernen, zu Transfer und Verknüpfungen fähig sein und können sich nicht auf Ihr Gedächtnis verlassen. Halten Sie Ihr Arbeitsverhalten für effektiv? Mit unserem Fragebogen können Sie verschiedene Aspekte Ihres Arbeitsverhaltens erfassen. Sie erhalten umgehend eine Rückmeldung, wie Sie Ihr Arbeiten optimieren können."

At the bottom, there is a green box with the text: "Das Arbeitsjournal - oder Lerntagebuch - ist eine bewährte Methode, Ihr Arbeitsverhalten inhaltlich und organisatorisch zu verbessern, die Effizienz Ihrer Anstrengungen zu erhöhen und Ihre Motivation zu unterstützen. Mit regelmäßigen Eintragungen reflektieren Sie Ihre Arbeit sowohl inhaltlich als auch methodisch. Indem Sie Ihr Lernen beobachten und kommentieren stärken Sie Ihre Motivation und Selbstdisziplin und das selbstverantwortliche Arbeiten."

On the right side of the interface, there is a vertical menu with the following items: EINFÜHRUNG, FRAGEBOGEN, and JOURNAL.

"*Work Diary*" features, among other things, a questionnaire which helps students identify deficits in the way they work and uses their answers to point them in the direction of appropriate course contents.

The "*My Resources*" subsection of the "*Personal File*" contains questionnaires which help students reflect on their personal attitudes and self-beliefs.



The screenshot shows the 'FUe-Learning' platform interface. The main content area is titled 'Persönlicher Ordner' and contains the following text:

Wenn Sie sich entschlossen haben, Ihre Prüfung bzw. Ihr Examen abzulegen, müssen Sie achtsam und kontrolliert mit Ihren Kräften und Ihrer Zeit umgehen. **Sie brauchen ein gutes Selbstmanagement.** Lebenszufriedenheit geht mit dem Gefühl einher, seine Vorhaben effizient und kompetent zu erledigen und seine eigenen Ideen in die Arbeit einbringen zu können.

Eine gute Planung geht von allen Ihren subjektiven Bedürfnissen und Notwendigkeiten aus und berücksichtigt auch Ihre Arbeitserfahrungen.

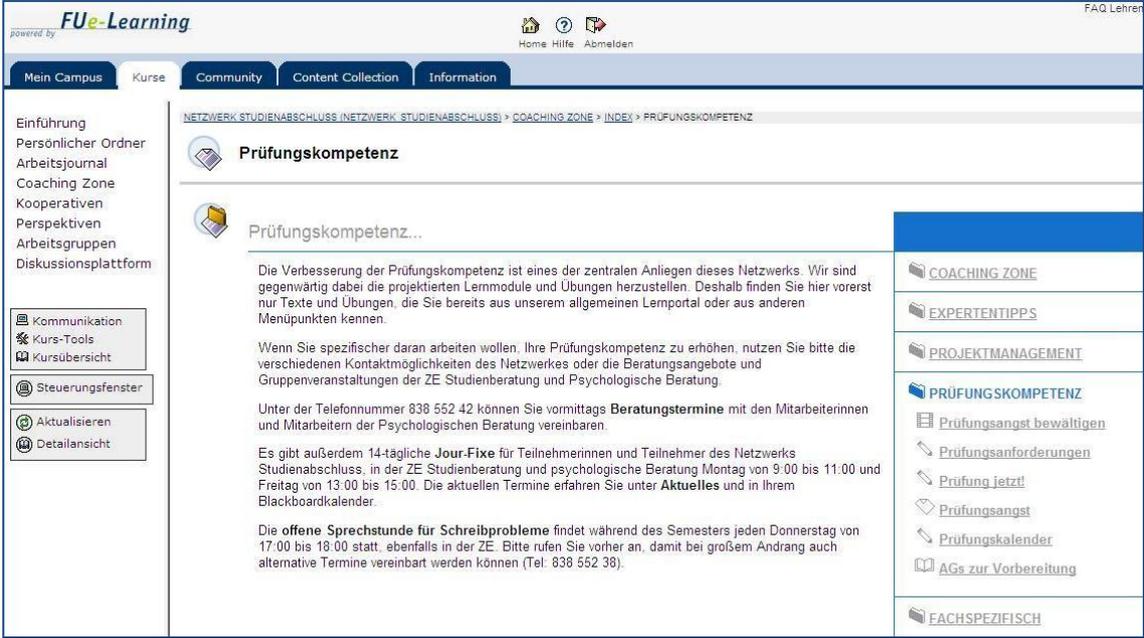
**Wir stellen Ihnen Instrumente und Strategien zum Planen, Steuern und Organisieren Ihrer Prüfungsvorbereitung vor.** Mit diesen gelingt es Ihnen leichter, den Arbeitsprozess kontinuierlich zu steuern.

- Stellen Sie zunächst einmal fest, was Ihre **Ausgangslage** ist.
- Dann sollten Sie sich mit den grundlegenden Prinzipien von **Arbeits- und Zeitplanung** befassen.
- Führen Sie einen **Kalender**.
- Unter dem Menüpunkt **Meine Ressourcen** finden Sie Hinweise wie Sie fit bleiben, sich selbst coachen und Ihre Motivation aufrecht erhalten können.
- Die **Problemzone** greift einige Arbeitsschwierigkeiten auf.
- Verwalten Sie gleichzeitig Ihre **Ideen** sorgfältig, damit Sie jederzeit darauf zurückgreifen können.
- Vergessen Sie nicht, sich Ihre bereits geleistete Arbeit vor Augen zu führen und sich über Ihre **Ergebnisse** zu freuen. Haken Sie Ihre To-Do-Liste ab!

The right sidebar contains the following navigation links: EINFÜHRUNG, AUSGANGSLAGE, MEINE PLANUNG, MEIN KALENDER, MEINE RESSOURCEN, PROBLEMZONE, MEINE IDEEN, MEINE ERGEBNISSE.

The questionnaires are evaluated scientifically and help build up a lasting positive work motivation. Besides being instructed in how to develop efficient work strategies and optimize proven learning behaviour, generating positive exam motivation is essential for successful exam preparation. To relieve stress and build up good work motivation, the course participants can access a relaxation training in the course, which can also be downloaded in the form of a podcast.

Under “*Exam Skills*” in the “*Coaching Zone*”, a flash animation presents various approaches to avoiding negative stress and exam fear, and teaches strategies for overcoming them.

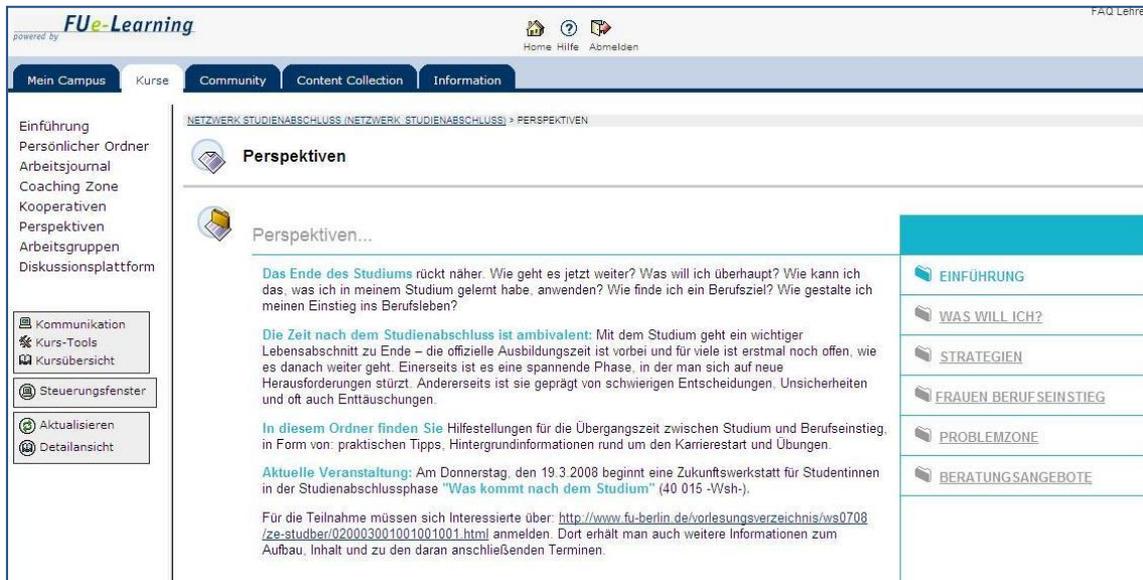


The screenshot shows the FUE-Learning website interface. The top navigation bar includes 'Mein Campus', 'Kurse', 'Community', 'Content Collection', and 'Information'. The main content area is titled 'Prüfungskompetenz' and contains several paragraphs of text. The text discusses the importance of exam skills, provides contact information for counseling services, and mentions 'Jour-Fixe' and 'offene Sprechstunde für Schreibprobleme'. A right-hand sidebar contains a list of links: 'COACHING ZONE', 'EXPERTENTIPPS', 'PROJEKTMANAGEMENT', 'PRÜFUNGSKOMPETENZ', 'Prüfungsangst bewältigen', 'Prüfungsanforderungen', 'Prüfung jetzt!', 'Prüfungsangst', 'Prüfungskalender', 'AGs zur Vorbereitung', and 'FACHSPEZIFISCH'. The left-hand sidebar contains a list of navigation options: 'Einführung', 'Persönlicher Ordner', 'Arbeitsjournal', 'Coaching Zone', 'Kooperativen', 'Perspektiven', 'Arbeitsgruppen', 'Diskussionsplattform', 'Kommunikation', 'Kurs-Tools', 'Kursübersicht', 'Steuerungsfenster', 'Aktualisieren', and 'Detailansicht'.

This tutorial contains instructions on how to identify and change fear-generating cognitions and self-attributions and how to create positive exam motivation. The learning effect is enhanced through exercise modules.

To help students face up to the unsettling question of what will happen after university, material and information is available regarding the transition into a professional career and what specific support is on offer.

We also have a number of short video interviews presenting women who explain how they ended up in their careers.



The screenshot shows the 'FUe-Learning' platform interface. The top navigation bar includes 'Mein Campus', 'Kurse', 'Community', 'Content Collection', and 'Information'. The main content area is titled 'Perspektiven' and contains several text blocks and a list of links. The left sidebar lists various course tools and navigation options.

**Mein Campus** | Kurse | Community | Content Collection | Information

powered by **FUe-Learning** | Home Hilfe Abmelden

NETZWERK STUDIENABSCHLUSS (NETZWERK STUDIENABSCHLUSS) > PERSPEKTIVEN

**Perspektiven**

Perspektiven...

**Das Ende des Studiums** rückt näher. Wie geht es jetzt weiter? Was will ich überhaupt? Wie kann ich das, was ich in meinem Studium gelernt habe, anwenden? Wie finde ich ein Berufsziel? Wie gestalte ich meinen Einstieg ins Berufsleben?

**Die Zeit nach dem Studienabschluss ist ambivalent:** Mit dem Studium geht ein wichtiger Lebensabschnitt zu Ende – die offizielle Ausbildungszeit ist vorbei und für viele ist erstmal noch offen, wie es danach weiter geht. Einerseits ist es eine spannende Phase, in der man sich auf neue Herausforderungen stürzt. Andererseits ist sie geprägt von schwierigen Entscheidungen, Unsicherheiten und oft auch Enttäuschungen.

**In diesem Ordner finden Sie** Hilfestellungen für die Übergangszeit zwischen Studium und Berufseinstieg, in Form von: praktischen Tipps, Hintergrundinformationen rund um den Karrierestart und Übungen.

**Aktuelle Veranstaltung:** Am Donnerstag, den 19.3.2008 beginnt eine Zukunftswerkstatt für Studentinnen in der Studienabschlussphase **"Was kommt nach dem Studium"** (40 015 -Wsh-).

Für die Teilnahme müssen sich Interessierte über: <http://www.fu-berlin.de/vorlesungsverzeichnis/ws0708/ze-studber/020003001001001001.html> anmelden. Dort erhält man auch weitere Informationen zum Aufbau, Inhalt und zu den daran anschließenden Terminen.

- EINFÜHRUNG
- WAS WILL ICH?
- STRATEGIEN
- FRAUEN BERUFSEINSTIEG
- PROBLEMZONE
- BERATUNGSANGEBOTE

Kommunikation | Kurs-Tools | Kursübersicht | Steuerungsfenster | Aktualisieren | Detailsansicht

Students who take part in the *"Degree Network"* receive support in a wide variety of ways. Regular events (jours fixes) and contact times are systematically complemented by chats and discussion forums on various topics. The fortnightly meetings are key events which always generate motivation and offer support.

Exchanging experiences and ideas with fellow students makes it considerably easier for students to identify with the teaching contents and work products, and boosts their commitment to their own work plans. The Blackboard learning platform offers a variety of ways to work together online, though these have been used only very rarely by the course participants to date. Because we are convinced that work groups in particular can profit

from the available tools (internet forums, chats, application sharing), we have produced a tutorial which gives an introduction to the possibilities offered by virtual cooperation and explains how it works.

According to students themselves clear preference is given to direct contact.

E-learning is a useful way to support the preventive work of the Counselling Service. Our modules are freely accessible online and are used by many students. The medium is also used by those who have inhibitions about using the Counselling Service, making it easier to pursue more intensive counselling interviews. We allow students to gain an insight into our counselling concepts and overcome prejudices.

There is a great willingness in our team to get involved in e-learning modules or chats. However, creating the modules and keeping the website up-to-date means a lot of work. Our experience shows that e-learning modules are no substitute for counselling and do not save money, but are nonetheless a worthwhile additional service in our view.

## **Writers' block or: Can group training prevent inhibitions in academic writing?**

Competence in scholarly writing is a central demand in academic life. Difficulties with academic writing are an everyday problem for many students. Typical for such short-term but sometimes long lasting writers' block are feelings of helplessness and confusion. Displeasure and fear of failure increasingly obstruct the working process and cause psychological stress, avoidance and even procrastination.

„To have to write“ means distress and pressure to many students. Some develop a dislike of their writing tasks and begin to avoid writing altogether, put off their tasks, their lessons and so on.

Writers' block can be the reason for more extensive performance disruptions, which eventually develop their own dynamics and quite often lead to a typical vicious circle of delay and avoidance.

Enhancement of academic writing skills are on the agenda of most student support services. This can take place in different educational and therapeutical settings. The interventions addressing writing difficulties should aim to tackle the emotional background of the disorder and demonstrate its effectiveness through concrete action. At the Counselling Centre of the Freie Universitaet Berlin we offer not only individual counselling but also group training to disrupt the interaction of dysfunctional behaviour strategies and psychological problems as key factors responsible for writing inhibitions or blockades.

To start with - I will give a short overview of two types of group work to address difficulties and anxieties closely linked with academic writing. I will not enter into the psychodynamics of

problems with performance disruptions and fear of failure. But I will try to show how a combination of instructions, reflection of the work process and communication of experiences can contribute to prevent or to cope with writers' block. After all the objective of this workshop is to share experiences with other Counselling Services or Writing Centres.

Unfortunately the Freie Universitaet Berlin has not established a writing centre for students to develop their writing competence if required. As shortcomings in academic skills can cause stress or loss of motivation and often grow to psychological disorders we offer advice and training in writing skills at our counselling services. Students who ask for assistance often have a poor background of writing competence. Those students at first have to learn the specifics of writing a scientific text, an essay or a thesis. They can benefit from the opportunity to learn about academic writing and to share their experiences in applying new strategies of text production.

Other students suffer from procrastination on the basis of inner conflicts. Counselling and therapy have to interrupt the vicious circle of fear of failure, shame, self-criticism and discouragement. The intention is to provide support, to understand the writing difficulties in all its complexity. It has proven beneficial to pay attention to the interaction of disturbed behaviour and blocking psychological processes. Looking at the specific performance process reveals the individual disorder, which facilitates an improved understanding of psychodynamic relations.

Students gain from support to identify their own difficulties while writing. Which part of the work process is frightening or causes stress? What do they avoid when they get stuck at a certain point while composing the text? To know more about

the writing process allows the writer to focus on self-perception at critical moments and therefore sparks cognition and emotions. This can reveal the recognition of conflicting motives, a precondition to manage multiple motivations. An analysis of specific problem areas may allow the writer to take a step back and take a new look at these difficulties. This should make it possible to rebuild autonomy and control.

Students need help to understand their writing problems and to differentiate between deficits concerning craftsmanship and challenges which have to do with attitudes, anxiety or ambition. In our two group projects students can get both: advice and training in academic writing skills in order to prevent difficulties, and psychological assistance with more individual and motivational reasons. We use two different ways of organization: Firstly, a workshop which is directed especially towards preventing frustration and failure, and secondly an ongoing group which supports students during the process of writing with the intention to bring relief and to control affects.

Supportive interventions, which activate resources, are necessary and can be used especially in group settings. Self-awareness, analysis of the writing process and the written products are as effective as formulating strategies to address problems. The dynamics within the group have effects on the possibility to overcome difficulties. The projects presented here make different use of learning techniques of writing skills, creative methods and the display of new modes of expression. Both projects cater for students or postgraduates working on their thesis or doctorate having difficulties with academic writing: for example writers' block, lack of knowledge of appropriate techniques or suffering from emotional irritations.

In both groups the process focuses on specific problems and intends to relieve disorders. The interaction of emotions and difficulties with the writing process or the written word are demonstrated and confronted with the individual abilities or limited competences.

The objective is first of all to understand the relationship between emotions, difficulties to write and the difficult product itself and, in a second step, to relate this interaction to capacities and limitation of the writer.

### **Group project I: Writing Workshop**

The writing workshop teaches know-how about the management of text production in terms of content and time, basic tools and methods of scholarly working, techniques of creative writing, structuring and revision of texts. After practising those writing tasks some lessons concentrate on interruptions of the working flow and motivational barriers. The workshop is carried out during the term 3 hours a week. 15 students can attend the workshop.

Writing during the session and not only at home is the main characteristic of the workshop. A change of current writing habits can be achieved by training of structured exercises. The students directly discover the advantages of applying new methods. They learn basic skills such as clustering, mind mapping, free writing, or to formulate scientific topics in simple language understandable for children. They conduct exercises to focus on the research topic with the intention to articulate key questions. As a final step a debate takes place about new experiences made to overcome earlier frustration. The workshop offers an opportunity to explore different attitudes in particular to better cope with delay and procrastination. During the session the students read out their written texts. The group setting

encourages immediate feedback for example about structure and clarity. The discussion does not emphasize on the literary quality of the text but on the writing process itself and on experiences made by solving the task. The immediate and constructive feedback should motivate and stimulate the students to continue writing. Collecting new associations without interrupting the flow of writing will be reinforced and the students experience to develop ideas while writing. Especially the untrained writer will follow the approach to record his thoughts and they miss the opportunity to exploit writing as a tool to advance their thinking. Exposure to the group strengthens the confidence to try out new writing strategies. It also decreases hesitance and helps to reduce anxiety when faced with the empty sheet. In the setting of the workshop all participants are encouraged to write short texts spontaneously. The experience to revise and further elaborate on the original text should build confidence in a steadily growing competence to write and to improve texts.

The workshop enhances the communicative skills of the participants. many it will be the first time that they take their own drafts so seriously, that they talk about them and learn how others understand their texts and find out what strikes others about them. They experience that others discover ideas and potential in their initial formulations and have confidence in their ability to build upon their first drafts. This gives them reassurance and the feeling of self-efficacy. It is crucial to learn that writing is a process and that even unsatisfactory first drafts do not have to be destroyed but can be given careful thought and expanded.

During the workshop, the participants play and experiment with language over and over again. As well as trying out certain techniques and strategies for organizing the writing process,

language and writing games make writing fun and easy again. The creative methods and structured work techniques teach the participants methods of dealing with “writer’s block”. In writing too, creative problem solutions are most likely to emerge from a playful attitude. Information about work planning and systematic approaches give creativity a framework to ensure that it does not dissipate into aimless activism. Techniques, which improve work organization and planning, are the key to self-determined, satisfying and motivated work.

In order to maintain or generate intrinsic motivation, people not only need to feel they are part of a peer group of like-minded individuals, but also need to be supported in their autonomy and have their skills fostered. These are precisely the conditions, which the workshop offers, and are essential to ensuring lasting and positive learning effects. At the end of the workshop, and one year later, the participants are requested to submit an appraisal. The answers they give to the question of what has changed for them as regards writing show that they are less scared of writing, take more care when doing their assignments, follow a more goal-oriented approach, distinguish between different work steps in their writing and have learnt how to revise texts. The most important experience was the exchange with the other participants and the realization that they too have problems with writing. The feedback provided after a period of one year showed above all that they have now gained in self-confidence in their writing.

### **Group project II: Jour fixe for exam candidates**

The second project is a two-hour meeting in a slow-open group of 5 to 8 students, which takes place every two weeks. How long students take part varies: some only attend for a few months, while others come for two or three years. The primary

goal of these working groups is to overcome specific requirements during the degree course, while focusing to varying extents on manifest work disorders. Although the associated fears, depressions and self-esteem issues are by no means ignored, they are not in focus; if necessary, they can be discussed in more depth in individual sessions. Some participants are in therapy. The objectives of the group work are to achieve mental clarity in order to be able to plan writing projects, and to reflect on the work process. The texts are not produced in the sessions themselves but are written at home and brought along by the students. The key focus is therefore on reporting, presenting, discussing and correcting drafts and passages of subjectively relevant texts, and a great deal of importance is attached to feedback within the group.

The starting situation is often similar: the participants explain that they have fallen behind their peer group, find that working on their own is demotivating, or feel that lecturers have not prepared them sufficiently for exams or given them the support they need. What is more, some believe their problems are unique and therefore despise themselves. In view of this problem, having the experience that one is not alone but is in the same boat as others has proven to be an important influential factor. This becomes noticeable when an individual dares to *admit* to his problems in the public setting of the group. The pull of the public helps counteract the defence mechanisms of suppression, concealment and denial of reality, thereby strengthening the student's resolve to make progress with their written work.

When one works alone, there is no inner sense of writing for a particular audience – something which generally makes writing easier. Talking about one's own thoughts and communicating, emphasizing and outlining bold hypotheses shapes one's ability to express oneself. What is more, discussing something with

others who have no prior knowledge of the subject is a good way of checking what one has really understood.

The importance of communication is particularly evident when presenting texts to the public. One has to present oneself and, above all, make one's audience understand. In the protected setting of the working group, on the other hand, one can see that other participants who have similar problems and "are no better themselves" become more willing to take risks and work on their writing projects despite the fact that they still feel unconfident. This can motivate one to experiment with one's own texts and to create one's own style (aspiration level).

A variety of identification processes takes place in the groups, and each person serves as a kind of work and writing role model for the others. The group setting allows participants to experience how others – who at first seemed insecure and incompetent – gradually improve their skills and confidence as a result of being part of the group. While the insufficient role model initially seemed safe, even a relief, the good role model can become more attractive as skills are built up, though it can also pose a challenge to one's own sense of self-worth. Role model-based learning involves observing other models and their skill-building processes – this has an impact on the development of one's own model, and supports the process of finding an identity.

In group therapy research, feedback – particularly discrepant and critical feedback – has been recognized as a key influential factor. This positive effect is attributable to the fact that the feedback makes individuals aware of facets of their own that they previously unconsciously and systematically denied or failed to integrate.

In conclusion, I would like to stress those aspects which in our experience are useful in treating work and writing disorders: the communication of techniques, the dismantling of negative self-

experience, and the strengthening of self-efficacy. Each group has a different focus: in the *jour fixe*, the goals of the participants in their writing projects are much more clearly defined than in the workshop. Problems are always discussed in the context of producing a specific piece of writing. Each participant produces a work for himself or herself. The product is intended for presentation to the group, and will also be evaluated. The evaluation has high subjective importance. In contrast, the central focus of the workshop, besides applying what has been learnt to a specific assignment to be evaluated, is on the immediate experience of writing in the group situation.

Writing behaviour is not only observed but also actively *supervised* in both groups. Supervision is based on group-dynamic and group-therapy principles, and always focuses, among other things, on personality development. The perception and work focus in both groups goes beyond writing: in all cases, correlations are examined between feelings, problems and the writing process or that which is written. To take part, the group members must be willing to reflect on and be open about themselves.

Participants must be able to admit to their weaknesses and their need for help, and must be able to accept help. They reveal their thoughts and their writing, and much about their own idealizations, self-image, attitudes and goals in the academic sphere. At the same time, participants are confronted with their own possibilities and deficits by others, and have to question the way they perceive and understand themselves. This is not only possible in a factual and text-based manner, but also by aspects, which relate to the author. If one is able to consciously reflect upon this and internalize it, this is of *therapeutic* value. Both of the groups we present aim to bring about such processes.

While *coaching* plays an important role in the *jour fixe*, the workshop has more of a *preventive* character with its systematic teaching of work techniques. This can be seen as a fundamental distinguishing feature between the contents of both group projects.

Three factors play a key role in both group projects:

### **1. Communication**

Writing is a communicative process that takes place between the writer, the writing itself and the (potential) readers. The core focus of the workshop and the *jour fixe* is on strengthening communicative capabilities. In attempting to explain that which is one's own, organizing principles and hierarchizations become visible.

### **2. Experimentation**

Experimenting with one's own texts to sound out the resonance of a continuously working group is indispensable in the practice of writing. In a group, it is easier to try out new ways to behave and to self-critically check attitudes and norms.

### **3. Role-model based learning**

One key advantage that group work has over individual work is the chance to confront other models, not only in a reflective way, but also by directly observing and experiencing them. Using others instead of oneself, one can recognize the effectiveness of motives which one had not (yet) thought would have such an impact on one's work behaviour. Experiencing that apparently cognitive and/or mechanical problems in others are related to emotional problems increases one's willingness to take emotional aspects into account when analysing problems experienced during the writing process. The individual learns that others tend to have very similar experiences when it comes

to writing and that they are no different – neither better or more intelligent nor given preference. Participants can observe and adopt the ways others work, while at the same time serving as role models for others.

The objective in the work of both groups is to improve writing skills and tap into associated conflicting issues, but also to reveal the libidinous side of writing; in the best case scenario, the participants will be able to experience for themselves how satisfying it is to write their own texts, how much self-confidence they can derive from this and how much pride they will feel in their own achievement.

Developing a stable sense of identity involves creating self-images that are based on performance and skill experiences. For this reason it is important to support students in developing the ability to write without fear, as this is a central element of academic work.

# FEDORA CONGRESS – BERLIN 2009

## FREIE UNIVERSITAET BERLIN

Theme ‘Lifelong Guidance – The Key To Lifelong Learning’

1) Name of Presenter: Brigitte Reysen-Kostudis, Luiza Olos
2) Name of University: Freie Universität Berlin
3) Title of Presentation: <b>Counselling for the job?</b>
4) Short summary  Psychological counselling has traditionally focussed upon the personal development of the student, providing guidance to the typical problems of this particular life stage. On the other hand – especially due to the current global economical situation - successful academic learning is getting more and more a matter of acquiring high level professional skills in order to improve the career prospects of the students. How does this influence the work of psychological counsellors?
As an example for the combination of programs that not only intend to improve professional skills but also want to support the personal growth of the students we will present KOMPASS – a course developed by psychologists at the Freie Universität Berlin. On the basis of this presentation we would like to discuss questions such as: <ul style="list-style-type: none"><li>• Facing the current economical crisis, what kind of skills should students achieve in order to improve their job prospects?</li><li>• Did social and workforce demands change and does this influence the counselling of students?</li><li>• Did the role of the psychologist/psychotherapist in higher education change and if it did - for better or worse?</li></ul> Objectives/Learning Outcomes: The participants are invited to reflect their role as counsellors and their way of

working by sharing experiences and practice.
Target audience
Psychological counsellors, careers counsellors
Workshop
Language: English

# What causes procrastination?

FEDORA Congress Berlin 06.10.2009

Hans-Werner Rückert, Psychologist, Psychoanalyst  
Academic Advisory and Counseling Center Freie Universität Berlin





## Procrastination means:

You postpone doing things that you yourself insist have top priority, are urgent or necessary

Instead, you do other things that you yourself regard as having lower priority, being less urgent or less necessary

Afterwards, you lie to yourself about why you did what you did



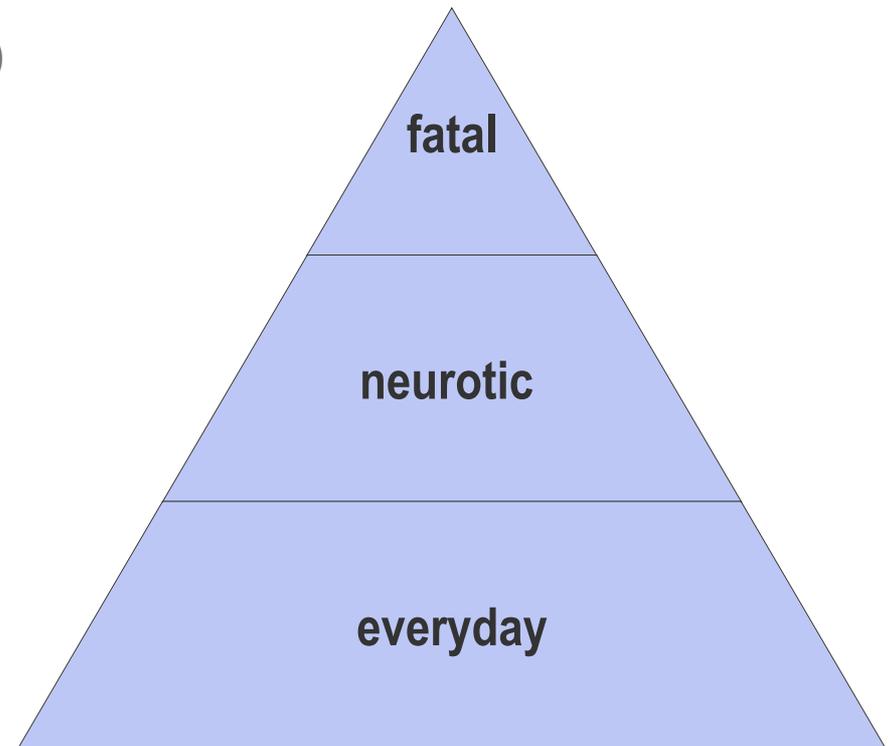
## Isn't anybody doing it?

YES, but there is a difference between procrastination and procrastination.

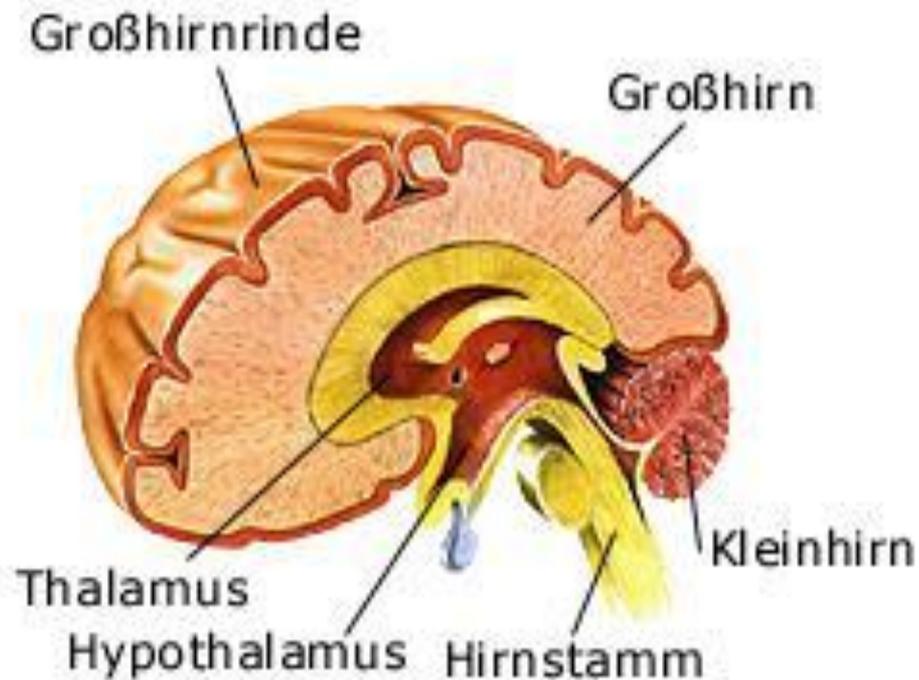
neurobiological problems (AD-H-S)  
personality disorders (borderline)  
depression/anxiety disorders

state/trait procrastination

avoidance/arousal  
procrastination



# The brain (a German brain, sorry...)



## Commonly acknowledged facts about procrastination:

**State and trait procrastination differ**

**Trait procrastination is common**

**Trait-procrastination = low values on BIG-5 factor „conscientiousness“**

**State procrastination is the outcome of a motivational conflict**

Schouwenburg, H., 2005, Procrastination, motivation and personality. towards a motivational theory of procrastination. Paper presented at the 4th Biannual Conference on „Researching and counselling the procrastinator – moving towards theoretical understanding.“ London, Roehampton University, 25.-26.07.2005

**Prevalence rates for adults worldwide:**

**14% arousal procrastinators**

**15% avoidant procrastinators**

**both are significantly correlated**

**no sex differences**

Ferrari, J., 2005, Chronic procrastination: Is everyone NOT doing it? How to evaluate arousal and avoidant styles. Paper presented at the 4th Biannual Conference on „Researching and counselling the procrastinator – moving towards theoretical understanding.“ London, Roehampton University, 25.-26.07.2005

*“The idea of preliminary suffering is associated with that of work, we dread every fresh undertaking because we are thereby reminded of the pain in store for us before we can conceive it.*

***Time regained, Chapter 3***





## Also widely acknowledged: Procrastination is

a habit, reinforced by doing things more pleasurable than tasks



## Procrastination goes along with:

- (socially prescribed) perfectionism
- exaggerated self-criticism
- paralyzing self-directed attention
- irrational fear of failure/success
  
- discomfort anxiety
- lack of self-efficacy and self-esteem
- external-variable attribution of success
- avoidance of feedback
- escape from self-awareness



## Psychodynamic point of view:

procrastination as a symptom of underlying conflict(s)

procrastination as a defense mechanism

- designed to protect self-esteem
- slowly, but definitely undermining self-esteem



This web site provides access to information and research related to procrastination. Although our site originates at Carleton University in Ottawa, Ontario, Canada, it represents a compilation of information and research on procrastination from all over the world.

## Recent Research & Publications

Hagbin, M., & Pychyl, T.A. (2008). *Self-control in relation to parental independence and procrastination*. Paper presented at the Eastern Psychological Association conference, Boston.

### Abstract

In the present study, we proposed and examined two different structural equation models that show how some early developmental processes (e.g., individuation) in males and females are related to academic procrastination. Both hypothesized models demonstrated acceptable goodness of fit for a sample of 196 first- and second-year undergraduate students drawn from a large, research-intensive university. Overall, the results demonstrated that although self-control as a mediating variable has similar effect sizes for male's and female's academic procrastination, there is a gender difference in the relationship of the distal constructs in the models and procrastination. For males, psychological individuation is related to self-control in the prediction of academic procrastination, whereas for females, freedom from emotional conflict with parents, not individuation, was identified as the distal predictor of self-control and academic procrastination.

Bennett, S., Pychyl, T.A., Wohl, M.J.A., & Kovaltchouk, Z. (2008). *Self-forgiveness for task-specific procrastination*. Paper presented at the Eastern Psychological Association conference, Boston.

### Abstract

Procrastination is a common problem among university students. The goal of the present study was to examine the beneficial effect of forgiving oneself for a specific instance of procrastination on procrastination on a similar subsequent task. A sample of 138 first-year university students (58 male, 80 female) completed measures of procrastination and self-forgiveness at three time points, immediately before each of two midterm examinations in their introductory psychology course, and after learning their grade on the first exam. Results of hierarchical multiple regression analyses predicting procrastination on the second examination revealed significant interactions between gender, procrastination on the first exam, and self-forgiveness for procrastination on that exam. For females, procrastination and self-forgiveness on the first exam interacted to predict procrastination on the second exam, such that at medium and high levels of procrastination on the first exam, self-forgiveness negatively predicted procrastination. For males, only procrastination on the first exam significantly predicted procrastination on the second exam. These gender differences in the effect of self-forgiveness on procrastination are discussed in relation to the impact of procrastination on self-directed negative affect.

The cartoon below captures these results (see more at [Carpe Diem](#))

## What's new and in the news ...

NEW

blogs

Psychology Today

[Psychology Today](#)  
Blog - "Don't Delay"  
Updated Weekly!

NEW



Updated  
April 2008

[Six Steps to help you beat procrastination](#)  
and  
[Getting things done](#)  
**Ottawa Citizen**  
by Donna Jacobs

[Stop Procrastinating - Right now!](#)  
**GoodHousekeeping**  
Melissa Kirsch

[Just get started!](#)  
**Ottawa Sun**  
Ann Marie McQueen



## KUHL's theory: Interaction of psychic systems

Procrastination encompasses:

problems of intentions, actions, action-control and self-accessability

at the interface between

- motivation
- personality
- tasks

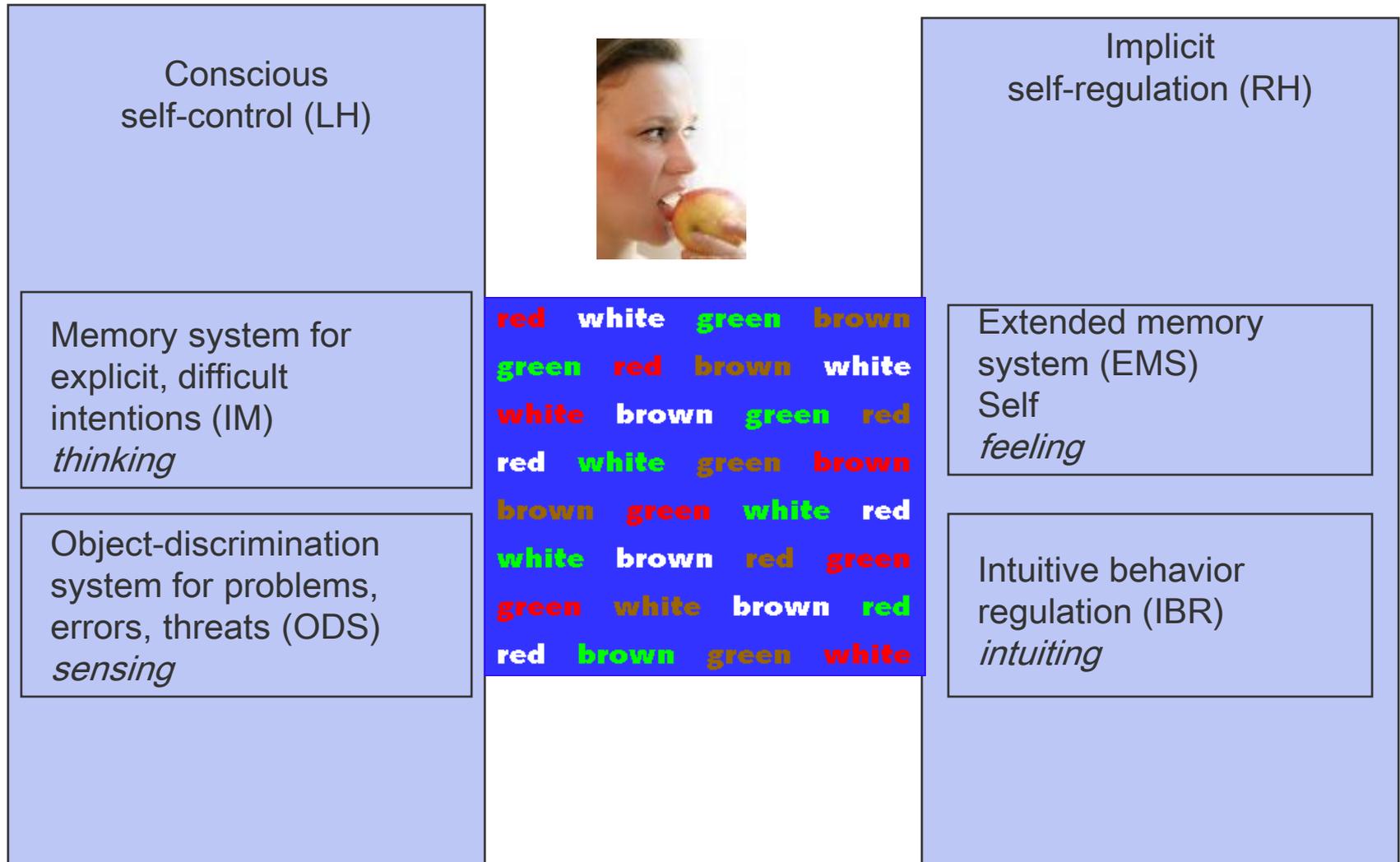


relevant factors:

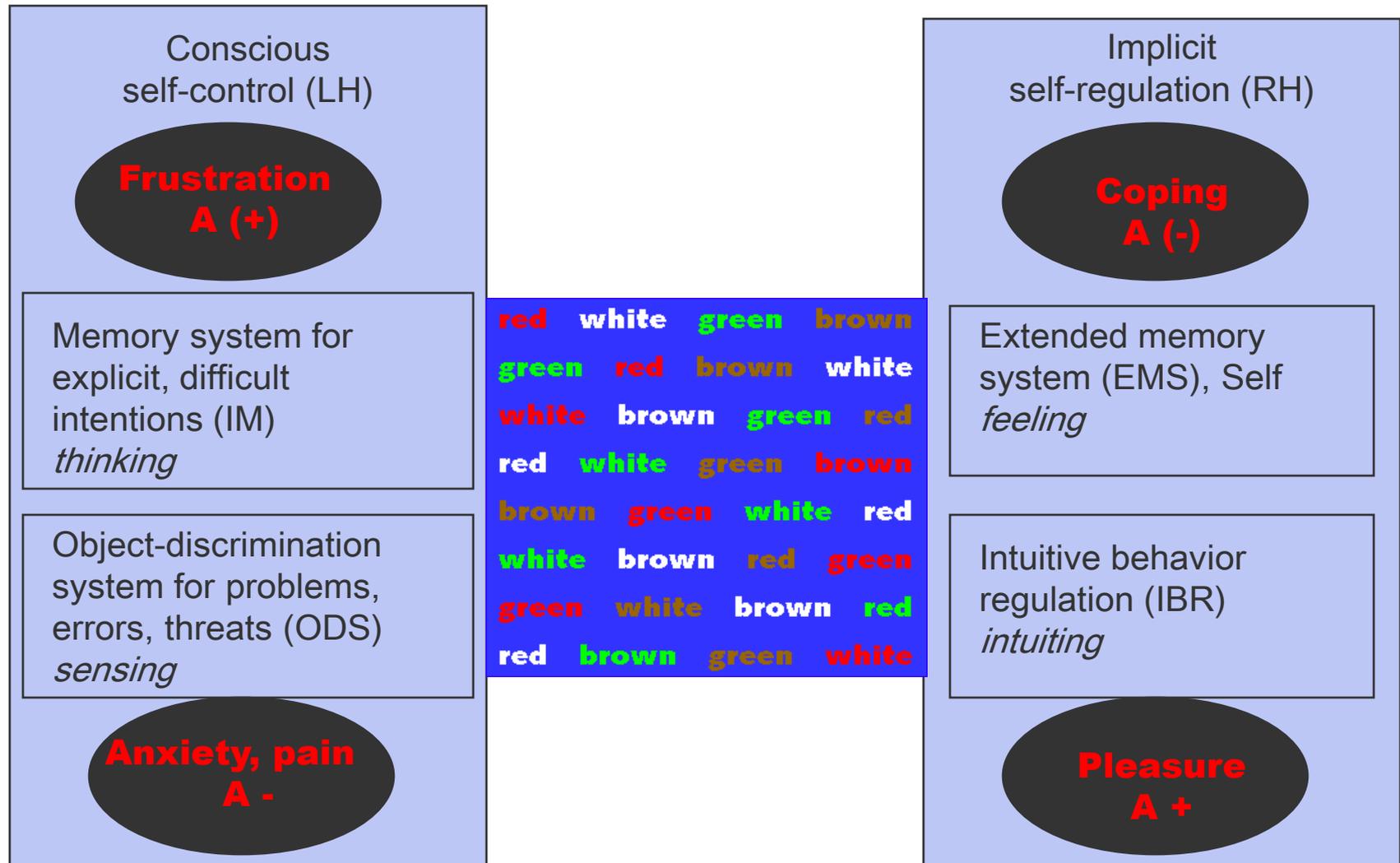
motivation: expecting success vs. failure + crucial role of time /  
discounting effect

personality: action vs. state orientation: overcoming negative affect

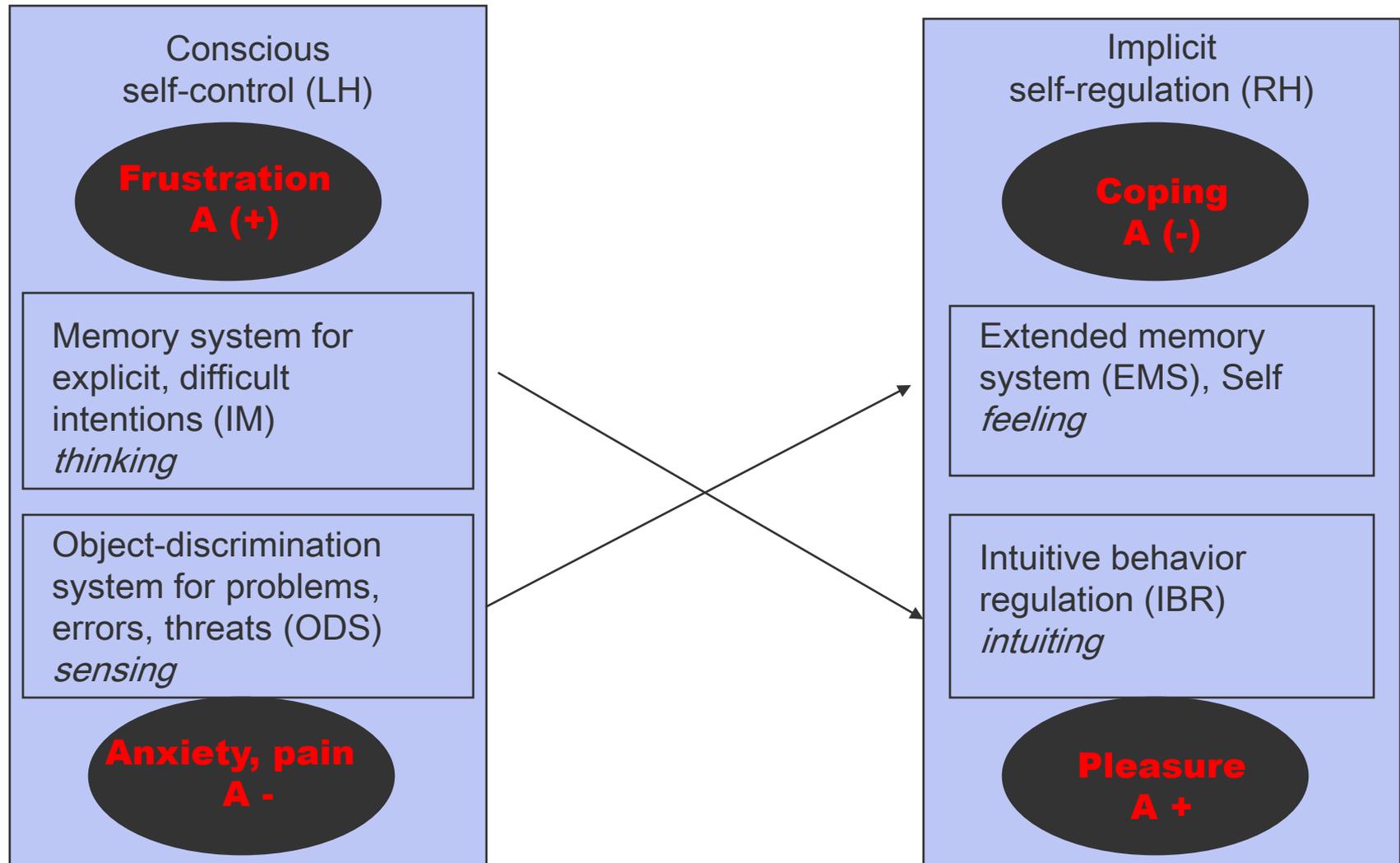
tasks: playing golf vs. writing a thesis



Adapted from: Kuhl, J & Kaschel, R 2004, Psychologische Rundschau 55, (2), 61-67



Adapted from: Kuhl, J & Kaschel, R 2004, Psychologische Rundschau 55, (2), 61-67



Adapted from: Kuhl, J & Kaschel, R 2004, Psychologische Rundschau 55, (2), 61-67

Inhibition of positive affect **activates IM**

Supplying positive affect **connects IM with IBR**

Positive affect can be provided externally (support) or internally (self-motivation)

= facilitation by will

Negative affect **activates ODS**

Alleviating negative affect **activates the self and allows for integration of negative feelings (ODS) into the wider scope of the self (EMS)**

Negative affect can be alleviated externally (consolation) or internally (positive self-instructions)



Treatments generally use two main strategies:

- enhance self-control by improving self-regulation
  - setting goals
  - monitoring progress
  - managing time
  
- enhance self-efficacy
  - promote success-experiences
  - dispute irrational beliefs
  - protect goals from distraction

## Treatment

„...effects shown are not very large and there seems to be little evidence of a long-lasting or stable effect on behavior. Overall this improvement seems to be only partial ...(207)

„Given the personality structure involved, and given the more or less addictive nature of procrastination, tangible change would require much longer periods of treatment“. (205)

Schouwenburg, H.C. (2004), Perspectives on Counseling the Procrastinator. In: H.C. Schouwenburg, C.H. Lay, T.A. Pynchyl & J.R. Ferrari (Eds), Counseling the Procrastinator in Academic Settings, American Psychological Association, Washington



What causes procrastination:

Intentions are not sufficiently integrated into the self

Intentions are not sufficiently combined with intuitive behavior regulation

Overemphasis of staring on intentions

Lack of techniques in reducing negative affect and generating positive affect

## Implications for treatments

If goal attendance is key, teach them working habits and self-control

If personal growth is key, help them forget about self-control and help them with understanding themselves and work on self-acceptance

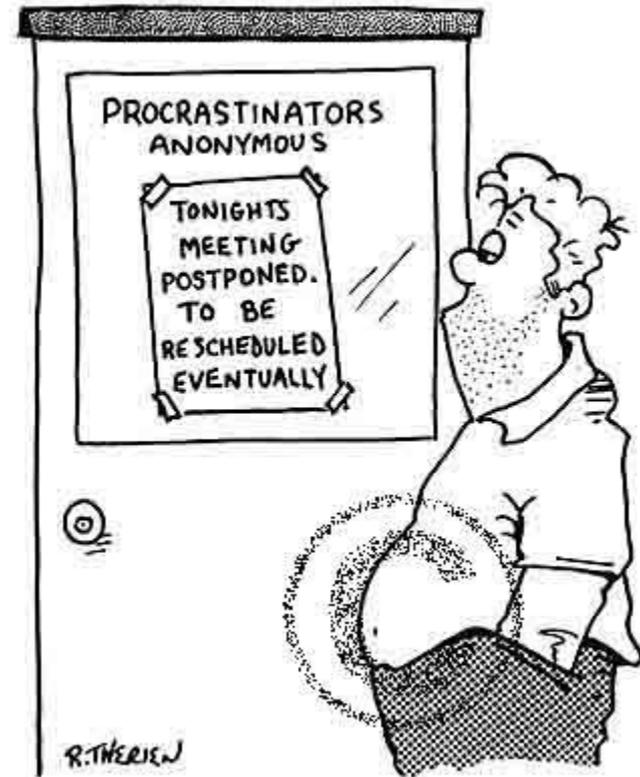
Teach them how to diminish negative affect and how to generate positive affect

Teach them how to connect positive affect with intentions and action

Thank you for your time and attention!

Questions? Comments?  
**SEND EMAIL**

Hans-Werner.Rueckert@fu-berlin.de



## Handouts, workshop on statistics in counselling practice

### Bullet 1:

#### What statistics are available to you (as careers counsellors)?

*At some institutes of higher education data are tracked and kept in a central office, at others career counsellors compile their own statistics, and sometimes only outside information is available.*

Please, indicate below what is valid for you (one or more yes/no answers possible):

- |  |        |
|--|--------|
| My institute has a central statistics office which compiles data I can use               | yes/no |
| My institute has a central statistics office which compiles data specifically for my use | yes/no |
| At our institute various quality indicators relevant to my work are measured             | yes/no |
| My own office measures quality of services on a regular basis                            | yes/no |
| My institute tracks graduates after graduation   | yes/no |
| Some faculties track graduates after graduation  | yes/no |
| Our careers office tracks graduates after graduation                                     | yes/no |
| We have an outside body tracking our graduates for us.                                   | yes/no |
| I rely on generally available labour market data for my work                             | yes/no |
| Generally available data for me I find in (think of examples)..                          |        |
| • newspapers   | yes/no |
| • specific labour market oriented magazines  | yes/no |
| • eu reports   | yes/no |
| • other....  |        |

**Bullet 2:**

**I use these data for:**

*Information for future students:*

because: good employment prospects may draw more students

because: realistic expectations draw students which are and will remain more intrinsically motivated

because:.....other reason

*Information for those looking at their future after studies*

because: it makes them aware of reality (and make realistic demands on employers/realistic assessment of time expected for job search)

because: it may widen their horizon of possibilities after a particular course.

other: .....

**Bullet 3:**

**What statistics are available to our students/graduates?**

*At some institutes of higher education data (success rates/graduate career paths/generally available data selected and published etc.) are made available to students/graduates even before they start on a course and frequently made available through various media. At others students/graduates have to rely on what they hear and see around them.*

Please, indicate below what is valid for your students/graduates (one or more yes/no answers possible):

- My institute regularly publishes labour market entry statistics yes/no
- My institute makes yes/no
- Some faculties make graduate tracking data available to students yes/no
- Our careers office makes labour market data available to students yes/no
- Our students have to rely on generally available labour market data when considering course options or career choices yes/no
- Generally available data for our students/graduates (think of examples)..
  - newspapers yes/no
  - specific labour market oriented magazines yes/no
  - specially collected databases yes/no
  - eu reports yes/no
  - other.....

**Discussion: In what way do these data influence course choices and labour market choices (of our students and graduates)?**

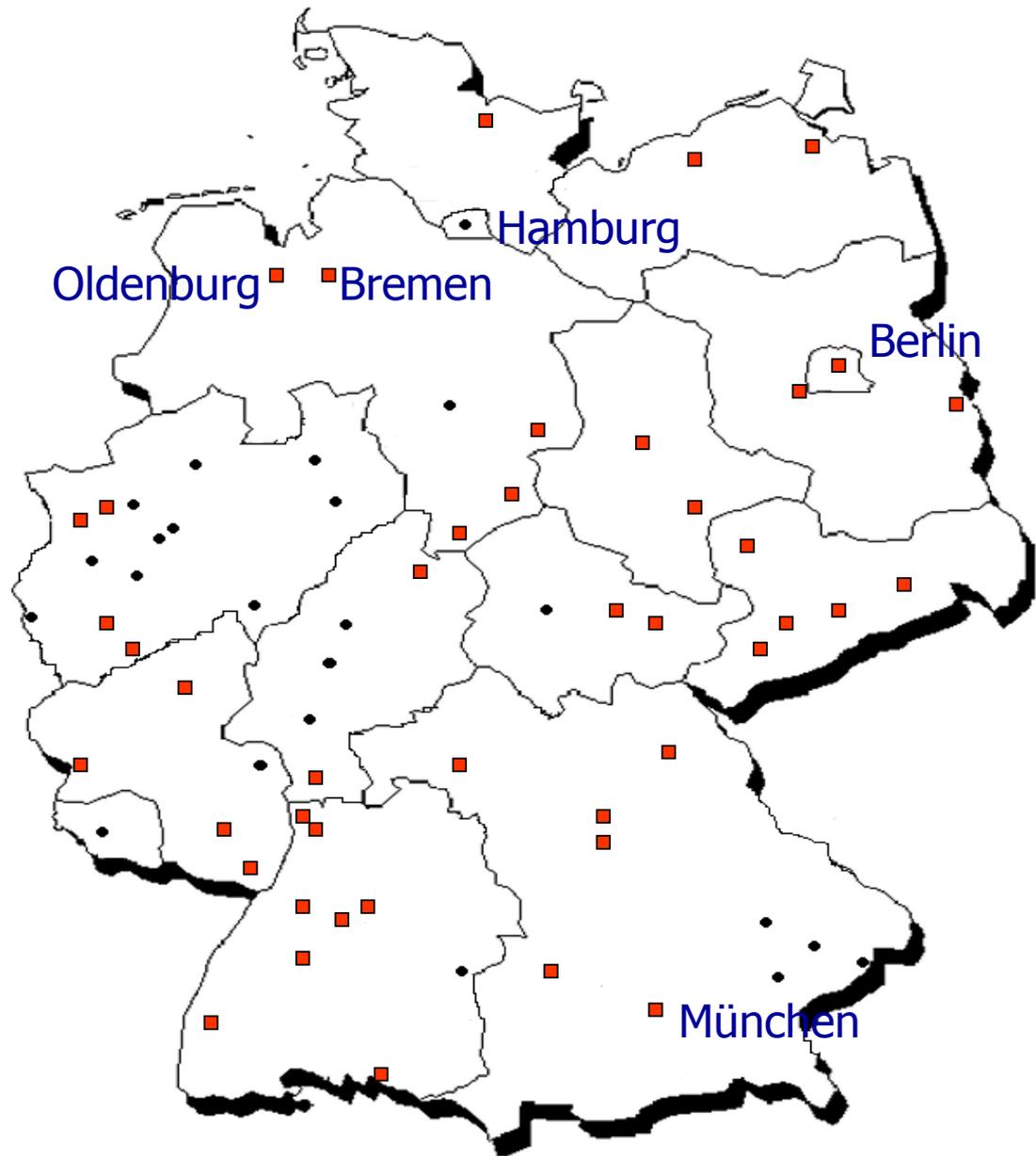
**Wilfried Schumann**

# **Coping with academic stress – a lifelong demand**

**Stressreduction and selfmanagement for students**

Psychosoziale  
Beratungsstelle















# Beratung in der PSB Oldenburg

Die MitarbeiterInnen der Psychosozialen Beratungsstelle (PSB) sind für die Studierenden von Universität und Fachhochschule AnsprechpartnerInnen bei allen persönlichen und studienbedingten Schwierigkeiten. Es gibt die verschiedensten [Gründe, zu uns zu kommen](#). Das kurzfristige Ziel der Beratung ist die Bewältigung einer aktuellen Problemsituation. Wir unterstützen Sie darin, ein tieferes Verständnis für Ihre persönlichen Probleme zu entwickeln, Lösungswege zu erkunden und Mut für anstehende Veränderungsschritte zu fassen. Bei studienbezogenen Problemen geben wir Ihnen vielfältige Anregungen, wie Sie Ihren Arbeitsalltag sinnvoll strukturieren und effektiv lernen können und welche Strategien es für die systematische Prüfungsvorbereitung gibt, damit Sie Ihre Fähigkeiten möglichst uneingeschränkt entfalten können.

Für die unterschiedlichen Problemstellungen, mit denen Studierende zu uns kommen, haben wir [verschiedene Arbeits- und Beratungsformen](#). Unsere [Workshops, Gruppen und Seminare](#) sind für alle interessierten Studierenden offen.

Selbstverständlich unterliegen unsere Gespräche der Schweigepflicht. Die Beratung ist kostenfrei.

## Das Team der PSB:

Unser Team ist bei allen persönlichen und studienbedingten Problemen für Sie da.



(v.l.) Wilfried Schumann (Leiter), Marianne Prinz-Stüb, Gisela Runte, Elfriede Wartenberg, Rolf Wartenberg, Honorarkräfte: Heinrich Franke, Conni Richter, Christina Hocke

## Aktuell:

- ▶ [Starker Start ins Studium](#)  
Angebote für Studierende aller Semester
- ▶ [Wiedereinstieg ins Studium](#)  
Unterstützung für Studierende mit psychischen Erkrankungen und großen Belastungen

## Übersicht:

- ▶ [Gründe, zu uns zu kommen](#)
- ▶ [Arbeits- und Beratungsformen](#)
- ▶ [Workshops, Gruppen, Seminare](#)
- ▶ [Psychological counselling](#)  
*English summary*
- ▶ [Lageplan](#)

## Themen:

- ▶ [Zeit- und Selbstmanagement für Langzeitstudierende](#)
- ▶ [Online-Leitfaden "Mündliche Prüfungen erfolgreich bewältigen"](#)
- ▶ [Das Thema AIDS ist nicht vom Tisch.](#)  
Die PSB berät Sie gerne. Fragen Sie im Sekretariat (A4-1-133, Tel. 798-4400) nach einem Termin bei Gisela Runte.
- ▶ [Alkohol, Drogen und andere Abhängigkeiten - alles im grünen](#)

# **General reorganization of the educational system at German universities**

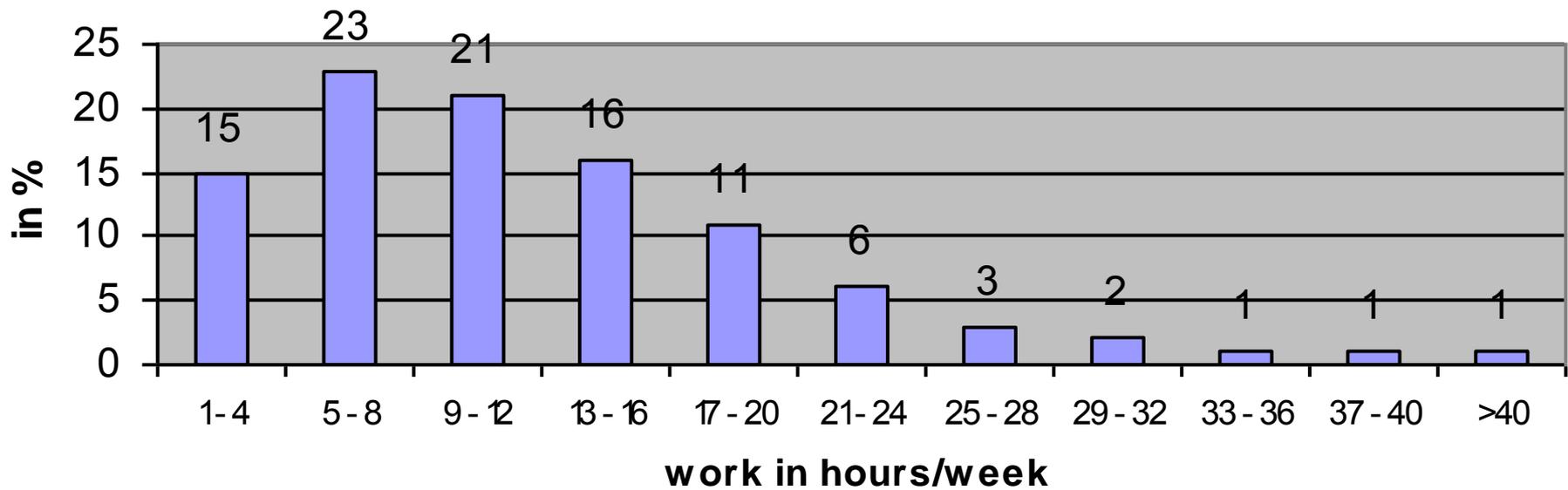
- **start of BA/Ma structure**
- **introduction of tuition fees**
- **Penalty-fees for long-term-students, who exceed the average time for studying**

# **Who will have difficulties with the bachelor degree system?**

**students who can not completely devote themselves to their studies, because of their family situation or because of their need to earn money**

## Students sorted by hours of work in employment

First degree university-students with a payed employment



# **Who will have difficulties with the bachelor degree system?**

**Students who can not completely devote themselves to their studies, because of their family situation or because of their need to earn money**

**Students with uncertainty about their own capabilities, fear of failure and tendencies of perfectionism**

**Students who are not sure about the adequate choice of their major and who would need more time for experience and orientation**

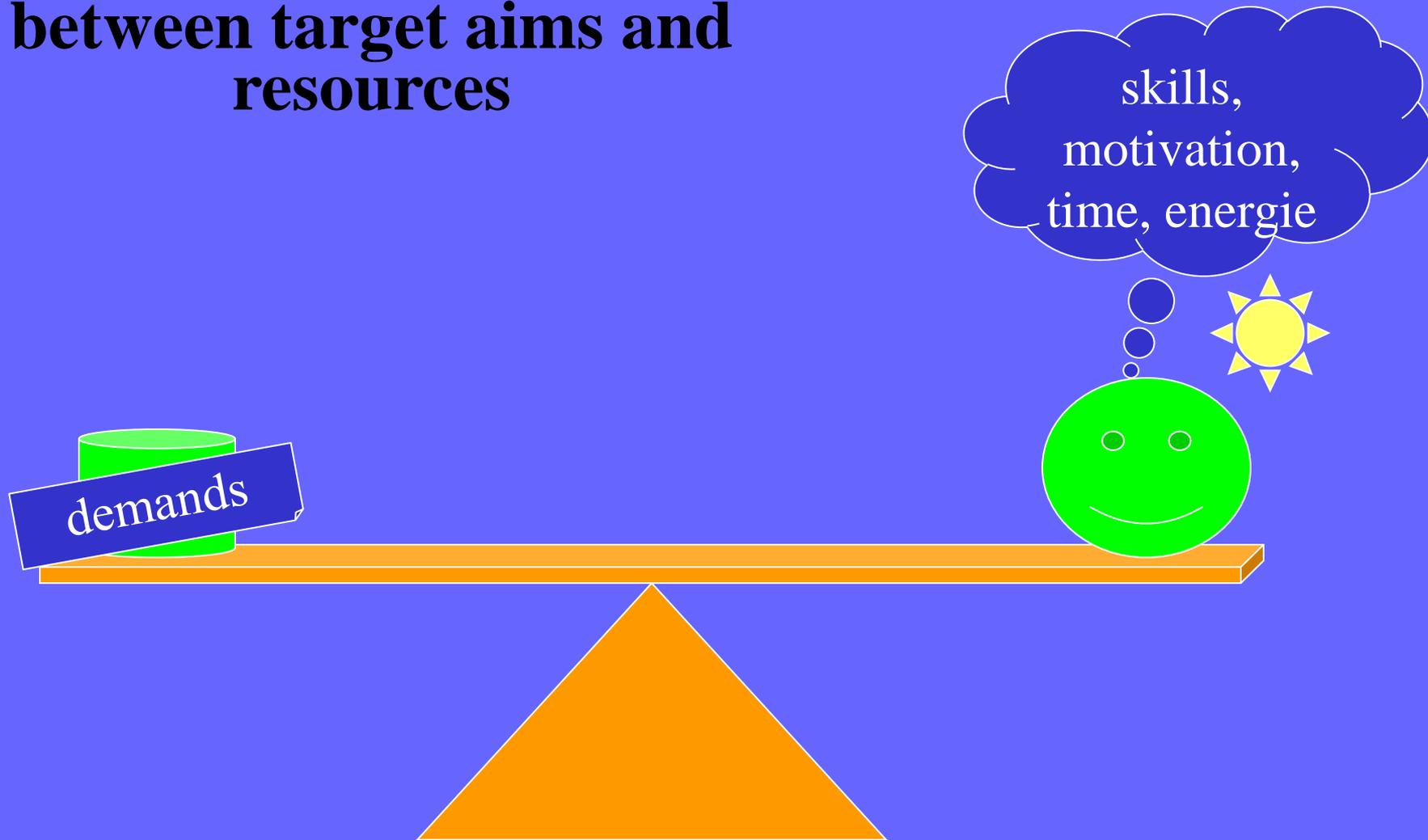
**Students who choose the way of the "lone warrior"**

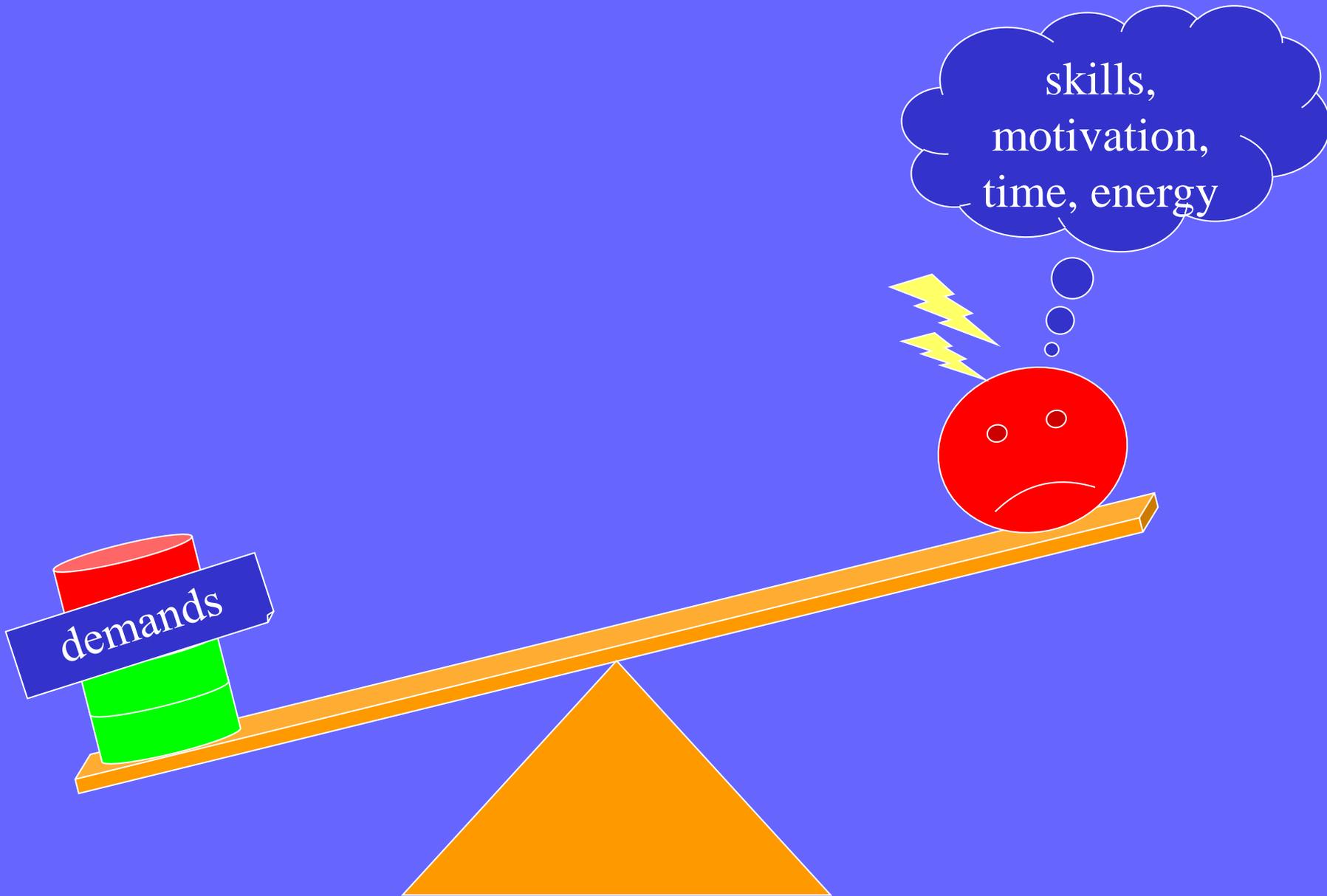
# Perspectives for the future

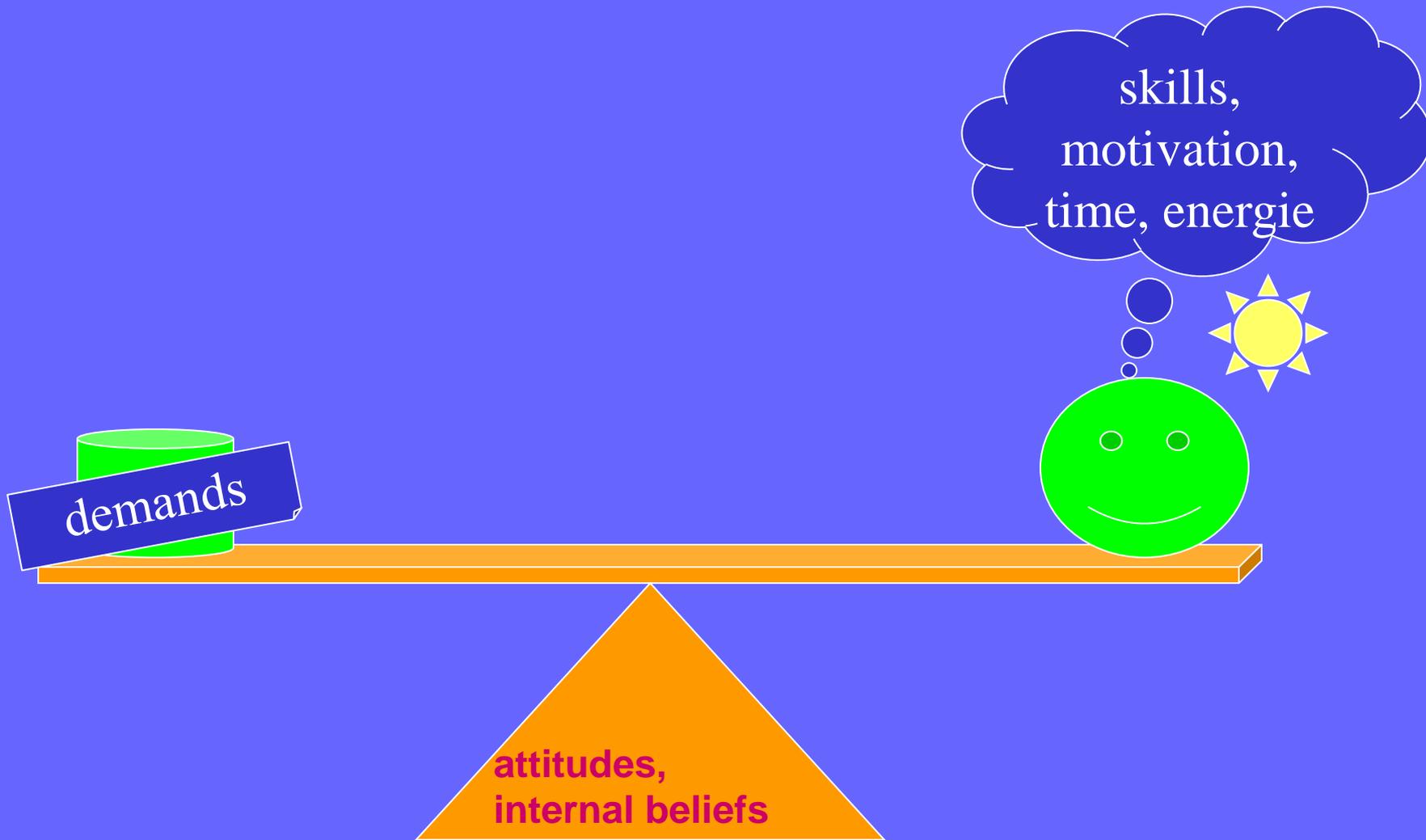
**The demand for psychological counseling will increase because students perceive an extreme pressure to perform successfully**

**Counseling services have to develop new methods to support students to achieve their grades**

# Effective studying depends on a balance between target aims and resources







Datum	Montag	Dienstag	Mittwoch	Donnerstag	Freitag	Samstag	Sonntag
08:00	Vorleseung Z	Seminar W	Vorleseung XY	Vorlesung W	Vorlesung V	lange schlafen	
08:30							
09:00	Seminar XY		Vorbereitung mdl. Seminar Z	Prüfungsamt wg. Infos	Gliederungspunkte 1-3 für Referat in Stichworten		
09:30							
10:00		Nachbearbeitung Seminar W	Seminar Z	Treffen Klausur Z-AG: unklare Fragen besprechen!		Frühstück mit der WG	Ausflug mit der Clique
10:30							
11:00	Nachbearbeitung Seminar XY	Vorbereitung auf schriftl. Prüfung					
11:30							
12:00	Vorbereitung AG		Vorbereitung mdl. Seminar Z	Gemeinsam in die Mensa	Vorbereitung mdl. Prüfung	Bude Aufräumen und Einkäufe	
12:30							
13:00	Mensa	nach Hause fahren und Essen zubereiten	Mensa		Mensa		
13:30							
14:00	Treffen AG zur Ausarbeitung	Literatur für Referat lesen und exzerpieren	Seminar V	Vorlesung 14-tägl.	Vorbereitung mdl. Prüfung	Unerledigtes aus der Vorwoche bearbeiten	
14:30							
15:00	Referat für Seminar XY		Gliederung für Ref. Erstellen		zum Joggen treffen mit Tina	kommende Woche planen	
15:30							
16:00							
16:30							
17:00	Tutorium Z	Tutorium XY		Nachbereitung			
17:30							
18:00							
18:30							
19:00			Kino		Job Kneipe bis ca. 24:00h	Fete bei Manni	
19:30							
Σ Std.	8	8	8	7	4 / ca.5	48 Stunden Studium	5 Stunden Job
<b>Rot</b> = studienbezogene Arbeit / <b>Rosa</b> = selbstständige Arbeit / <b>Gelb</b> = Job / <b>Grün</b> = Freizeit							

**No**

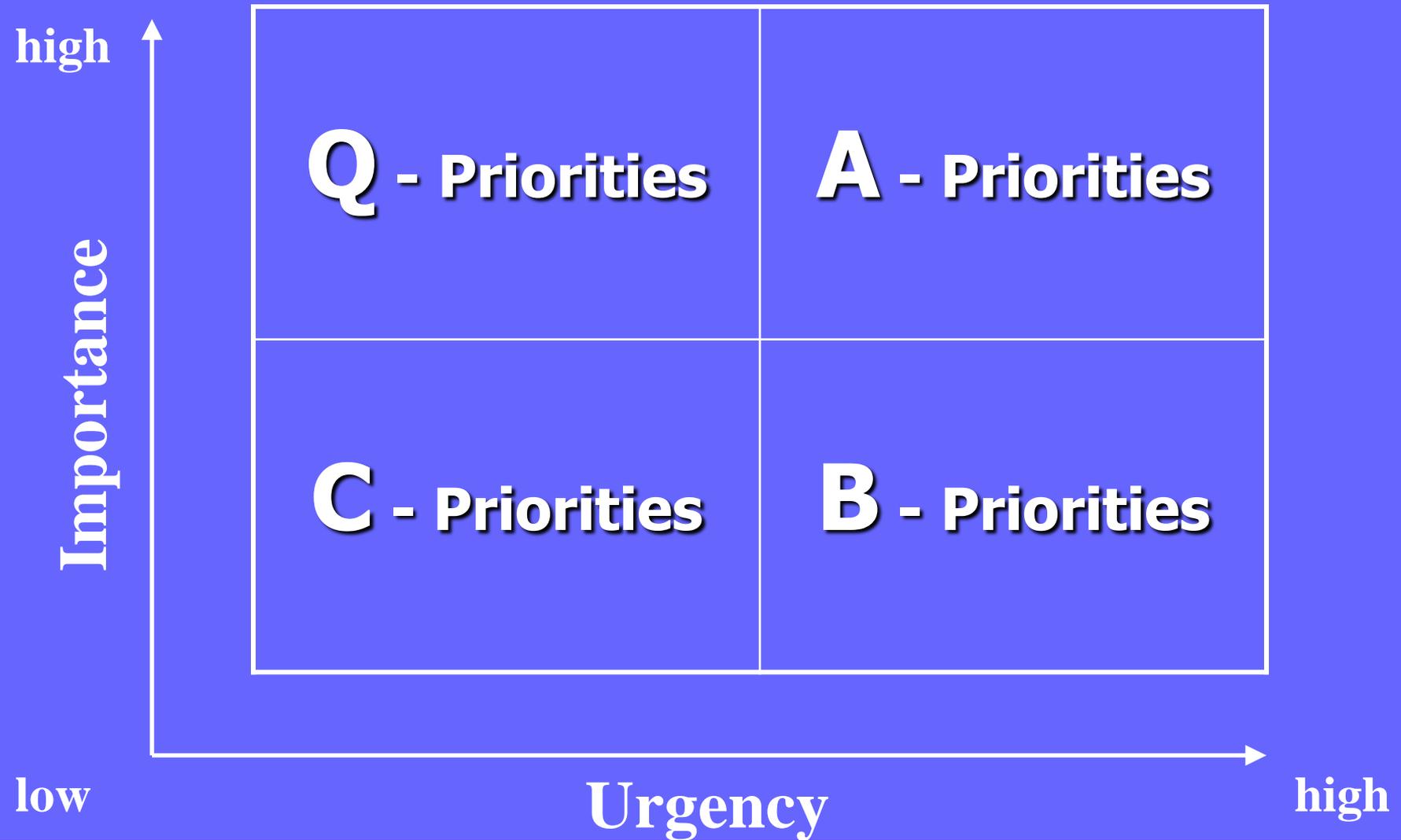
**...is the most time-saving word!**

# Finishing a workers day

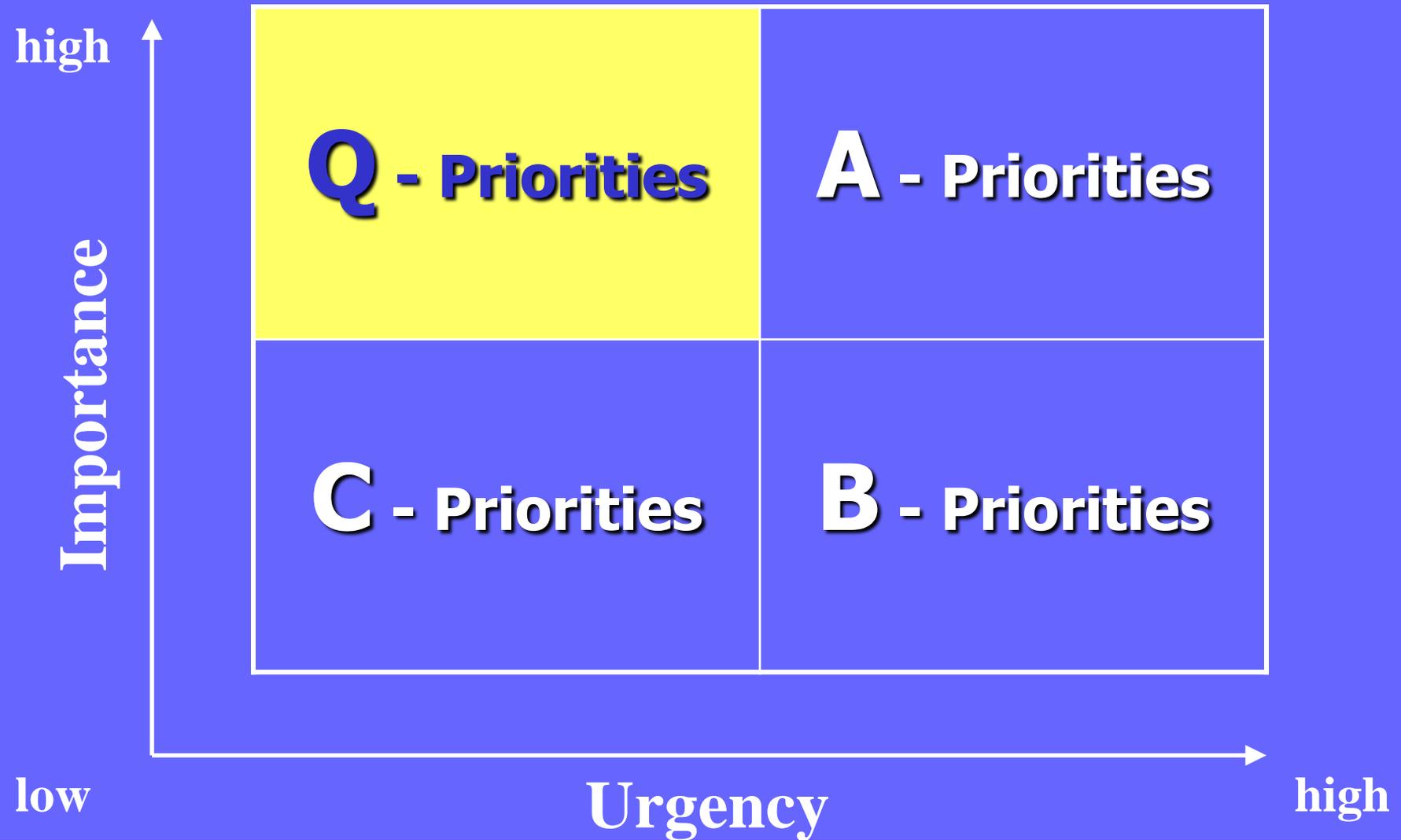




# Eisenhower Square



# Eisenhower Square



# Mental Training

# **Our behaviour is directed by:**

**internal beliefs**

**visualised expectations**

**Thank You for listening!**

# Graduates statistics and the every day practice of career counselling

Matteo Sgarzi  
International Relations and Projects Officer  
AlmaLaurea Interuniversity Consortium

Berlin, October 5th, 2009

# Agenda - workshop questions

- *Do we know what we track and why we track? Do we have an idea of all statistical publications and their impact on choices?*
- *How much can surveys on academic training and employment pathways be useful sources of information for career counsellors ?*
- *Do Graduates Surveys influence choice of courses or choice of careers? Should they influence those choices?*

- WHAT (target population)
  - Graduates of one (or more) institution(s) of higher education
  - Interviewed some months/years after graduation (ranging from 6 months to 10 years)
  - AlmaLaurea case
    - The survey has been carried out thanks to graduates personal information kept in the in the data base
    - Graduates are interviewed on their employment 1,3 and 5 years after their graduation (CATI/CAWI survey method)
    - 53 Italian University involved (out of 77): the survey is produced for every University, Faculty and Degree Course

- WHY : Growing interest worldwide for Graduates career outcomes and developments
  - paradigm shift: from the elite- to mass-higher education
  - global/national/regional competition among Universities
    - market oriented
    - customer satisfaction
  - growing relevance of “knowledge-based society”,
    - Universities must be innovative
  - justify the costs of education
    - higher education is a private/household investment
  - quality assurance – accreditation – evaluation - excellence

# *Do we have an idea of all statistical publications and their impact on choices?*

- IMPACT (at institution level) ON
  - Curriculum development and education reform processes
    - Job orientation
    - Development of key competences/horizontal competences
  - Accreditation, evaluation, quality assessment
    - Internal quality assessment (courses, degrees)
    - External accreditation (Standards and guidelines ENQA)
    - Evaluation of the produced human capital
  - **GUIDANCE** (Inform students, parents, lecturers, etc.)
    - Students marketing (enrollment)
    - Helps vocational orientation of graduates (university-to-work transition)
    - Create Alumni communities (keep track of former students for survey purposes, build new relationships with business, place students in traineeship, etc.)

# *How much can surveys be useful sources of information for career counsellors ?*

- Stats as much useful as the counselor:
  1. Learn to give correct interpretations of a complex reality
  2. Use data for analyze factors of success in the job insertion (use of competences, job requirements, earnings, mismatches)
  3. Links guidance services with data availability

# *How much can surveys be useful sources of information for career counsellors ?*

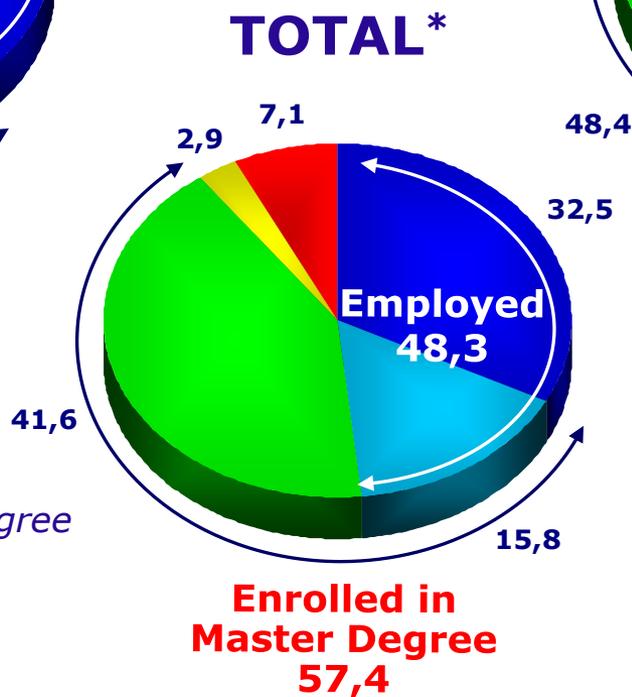
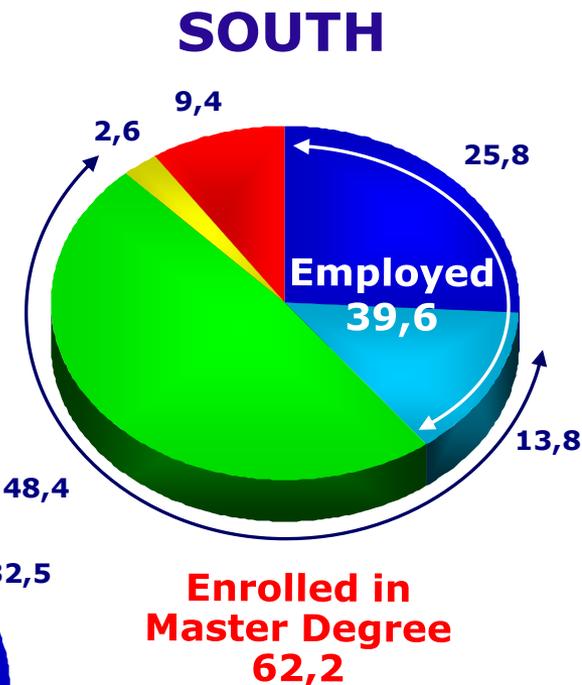
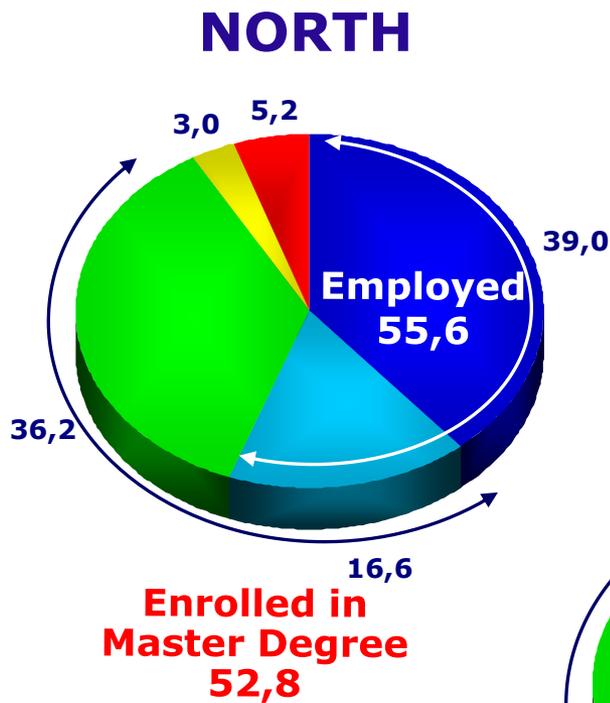
1. Learn to give correct interpretations of a complex reality
  - Reality must be correctly understood
  - Numbers cannot tell anything without the reference context

Some excerpts from the “world of data”: 

# Assumption 2: graduates in northern Italy are more employed than those living in south Italy

## BACHELOR'S DEGREES

Percentage rates  
Source: AlmaLaurea



\* central Italy and abroad resident graduates included

- working
- working while enrolled in a master's degree
- enrolled in master's degree
- not seeking employment
- seeking employment

**Assumption 1: Southern graduates are more academically oriented than northern graduates**

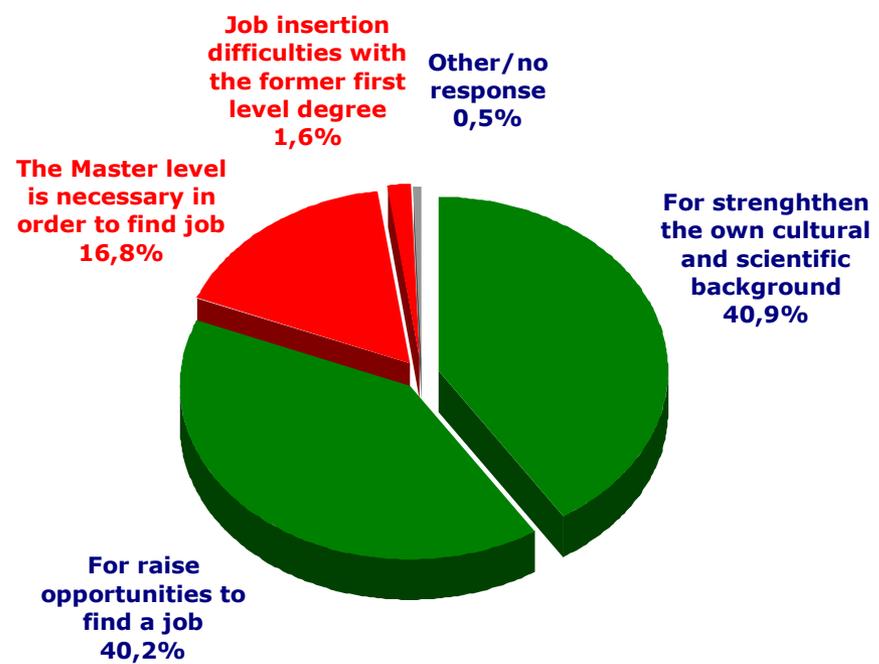
**Assumption 2: graduates in northern Italy are more employed than those living in south Italy**

- Both assumptions are simplistic and partial
  - Any consideration on graduates behaviors must consider the local labor market (direct and indirect) effects on graduate employment and study prospects

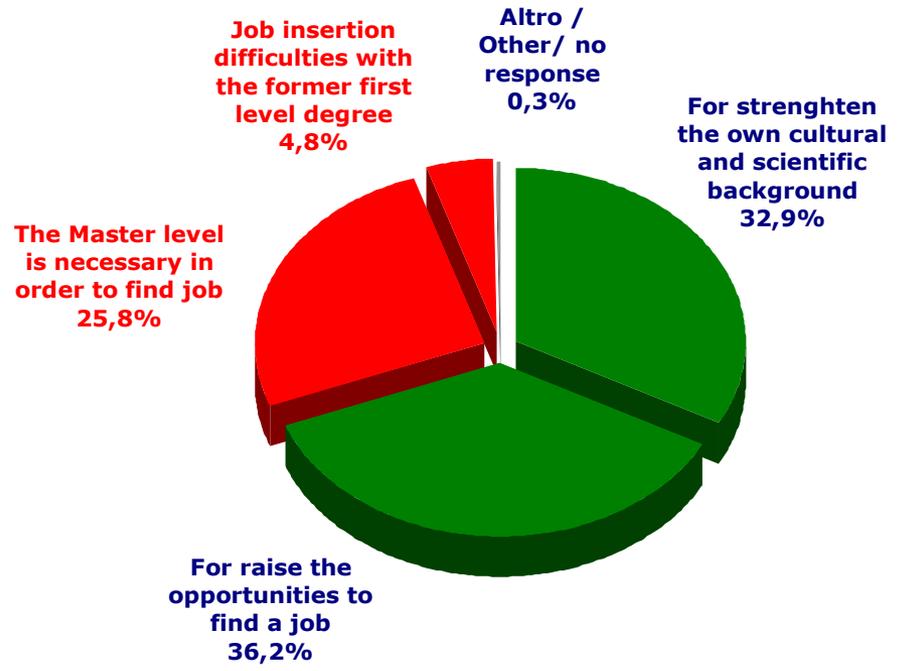
# Reasons of the enrolment to a master level course

## BACHELOR'S DEGREES

### NORTH



### SOUTH



Percentage rates  
Source: AlmaLaurea

**Assumption 1: Southern graduates are more academically oriented than northern graduates**

**Assumption 2: graduates in northern Italy are more employed than those living in south Italy**

- Both assumptions are simplistic and partial
  - Any consideration on graduates behaviors must consider the local labor market (direct and indirect) effects on graduate employment and study prospects

**A correct assumption: the economic and job market situation influences young people strategies to increase chances of employment**

# A direct interrelation: Study/work conditions and social background. (master's degree graduates one year after graduation)

## BACHELOR'S DEGREES

Both parents with HE degree

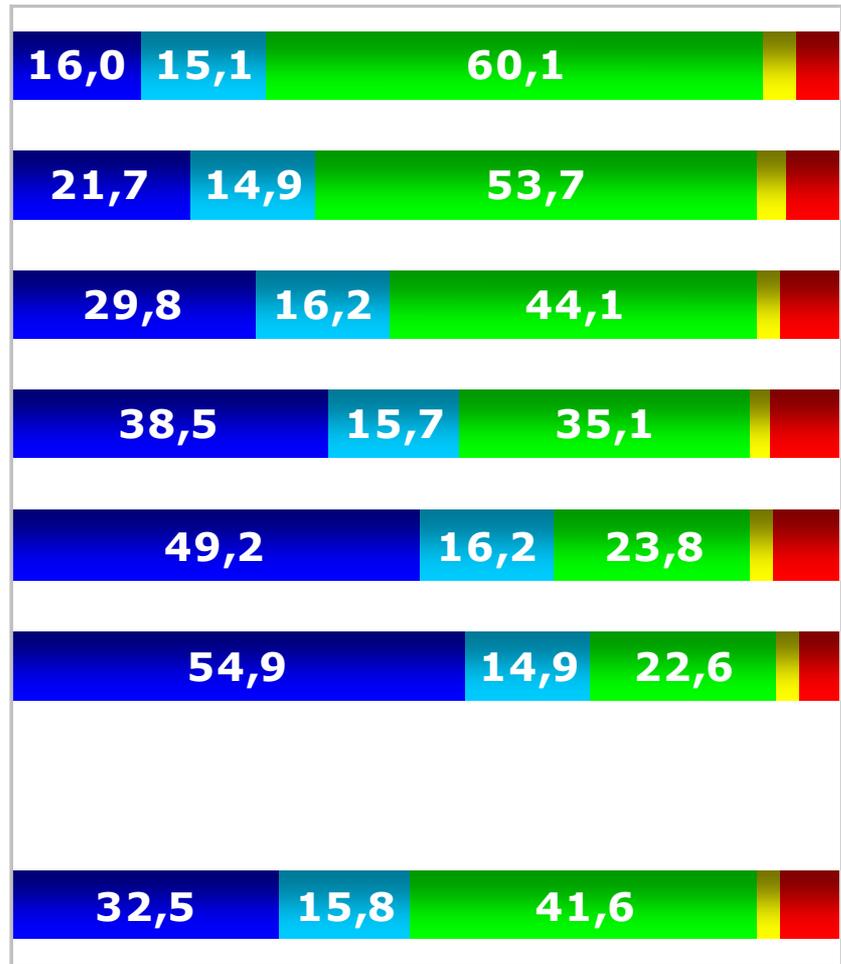
One parent with HE degree

Upper secondary

Lower secondary

Elementary school

No degree



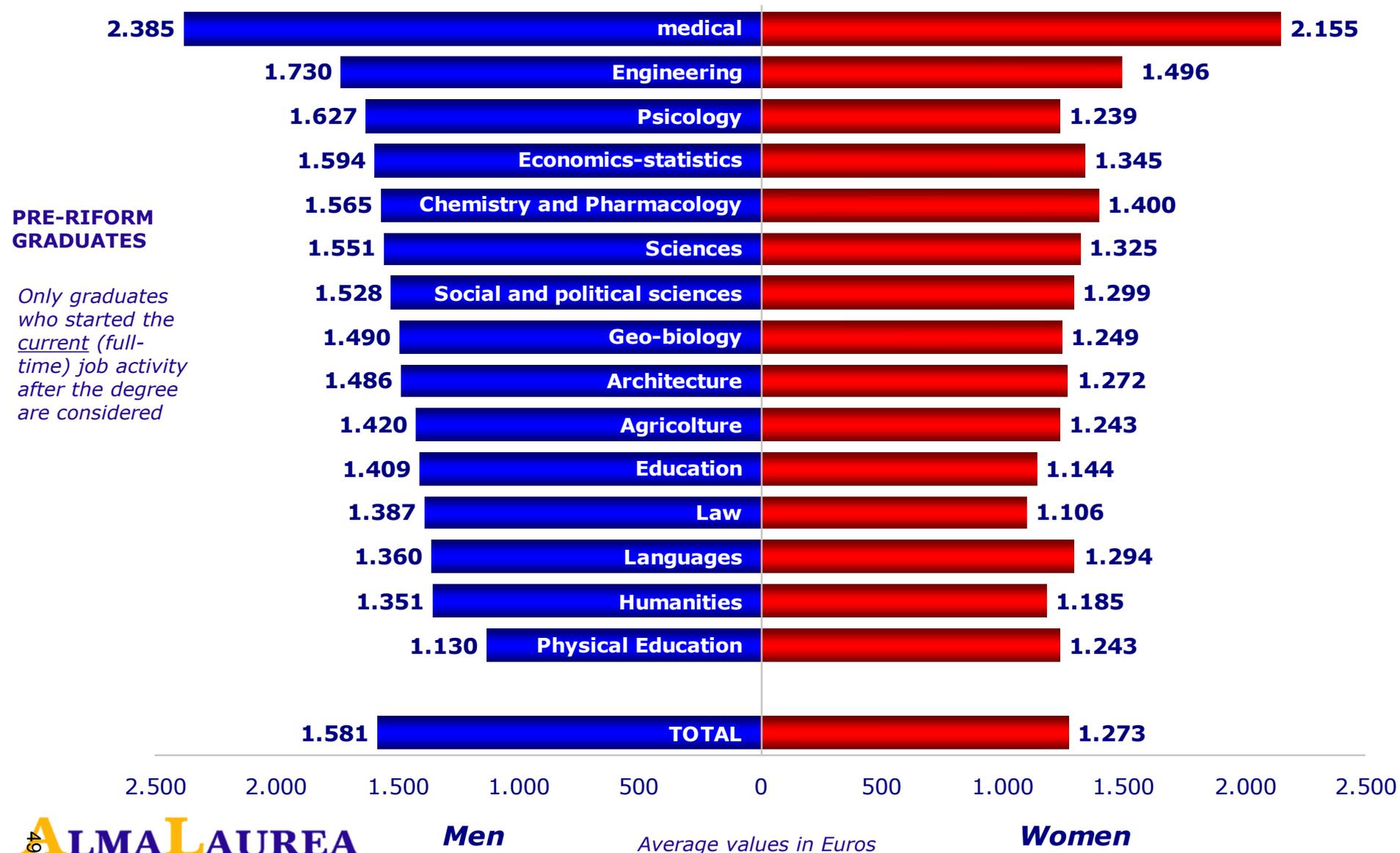
- working
- working while enrolled in a master's degree
- enrolled in master's degree
- not seeking employment
- seeking employment

0% 20% 40% 60% 80% 100%

# *How much can surveys be useful sources of information for career counsellors ?*

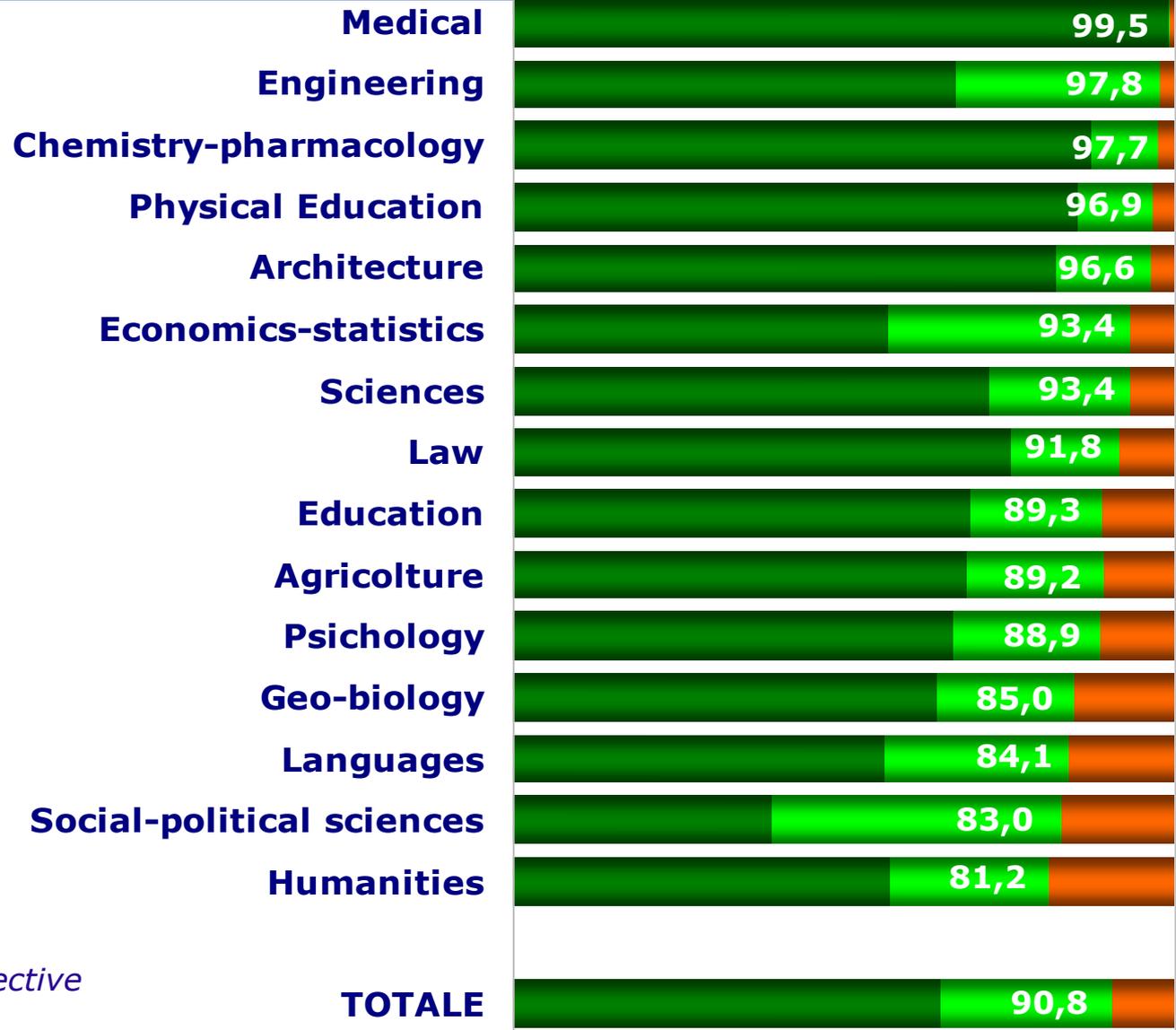
- Stats as much useful as the counselor:
  1. Learn to give correct interpretations of a complex reality
  2. Use data for analyze factors of success in the job insertion (use of competences, job requirements, earnings, mismatches,...)
  3. Links guidance services with data availability

# Net monthly earnings at five years on from graduation by gender and disciplinary group



# Effectiveness\* of degree five years on from graduation by disciplinary group

BACHELOR'S GRADUATES



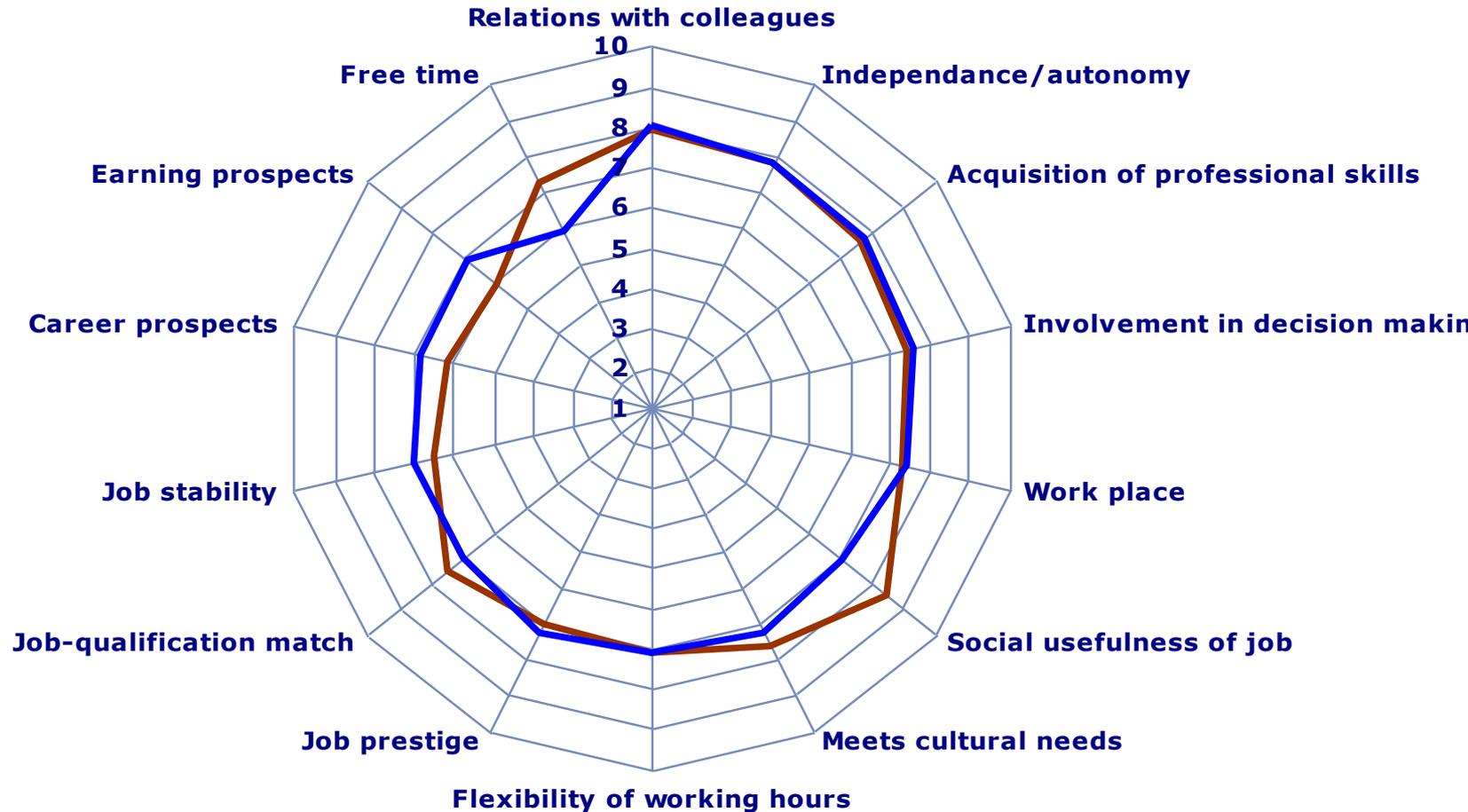
*\*It combines the requirement of the degree for the work activity and the use of the skills acquired during study*

Rates are referring to those graduates considering the degree at least "fairly effective"

- Very effective/effective
- Fairly effective
- minimally/not at all effective

# Satisfaction with the different features of work activity five years on from graduation

BACHELOR'S DEGREES



Average values  
(scale 1-10)

# *How much can surveys be useful sources of information for career counsellors ?*

- Stats as much useful as the counselor:
  1. learn to give correct interpretations of a complex reality
  2. use data for analyze factors of success in the job insertion (use of competences, job requirements, earnings, mismatches)
  3. links guidance services with data availability ([Live demo](#))

What is the profile of the graduate from your university, your faculty, your subject area, etc.?

A powerful tool for guidance and comparison



Type of degree course: **second cycle degree (post-Bologna process reform)**  
 University: **Firenze**  
 Subject area grouping: **HUMANITIES**

Number of graduates  
 Completed the questionnaire



Type of degree course: **second cycle degree (post-Bologna process reform)**  
 University: **Bologna**  
 Subject area grouping: **HUMANITIES**  
 Number of graduates 2007 : **260**  
 Completed the questionnaire: **201**

**29,3/30** Examination marks<sup>(1)</sup>  
**111,9/110** Graduation marks<sup>(2)</sup> (in all universities: **111,6**)  
**50,5%** graduates completing their studies within prescribed completion time  
**2,6 years** Duration of period of studies<sup>(3)</sup> (in all universities: **2,6 years**)  
**77,1%** attended over 75 percent of classes prescribed by the degree course on a regular basis  
**12,9%** did study abroad periods with Socrates/Erasmus or other European Union programmes  
**45,7%** carried out training periods or training practise experiences  
**31,4%** are definitely satisfied with the course of studies

**29,2/30** Examination marks<sup>(1)</sup>  
**111,5/110** Graduation marks<sup>(2)</sup> (in all universities: **111,6**)  
**60,0%** graduates completing their studies within prescribed completion time  
**2,5 years** Duration of period of studies<sup>(3)</sup> (in all universities: **2,6 years**)  
**64,7%** attended over 75 percent of classes prescribed by the degree course on a regular basis  
**11,9%** did study abroad periods with Socrates/Erasmus or other European Union programmes  
**49,8%** carried out training periods or training practise experiences  
**25,9%** are definitely satisfied with the course of studies



Type of degree course: **second cycle degree (post-Bologna process reform)**  
 University: **Roma La Sapienza**  
 Subject area grouping: **HUMANITIES**  
 Number of graduates 2007 : **361**  
 Completed the questionnaire: **175**

**28,8/30** Examination marks<sup>(1)</sup>  
**111,8/110** Graduation marks<sup>(2)</sup> (in all universities: **111,6**)  
**49,0%** graduates completing their studies within prescribed completion time  
**2,7 years** Duration of period of studies<sup>(3)</sup> (in all universities: **2,6 years**)  
**58,3%**<sup>(5)</sup> attended over 75 percent of classes prescribed by the degree course on a regular basis  
**8,0%**<sup>(5)</sup> did study abroad periods with Socrates/Erasmus or other European Union programmes  
**52,6%**<sup>(5)</sup> carried out training periods or training practise experiences  
**33,1%**<sup>(5)</sup> are definitely satisfied with the course of studies

# *Do Graduates Surveys influence choice of courses or choice of careers? Should they influence those choices?*

- [AlmaOriëntati](#) guidance resource for students' first enrolment to university.
  - It provide information on the perspective education and careers based on the concrete experiences of that people that already completed some academic career.
    1. Attitudes assessment aimed to detect personal strengths
    2. handy information on the University system and the job market
    3. Find your best fitting degree course
    4. Attitudinal profiles for the job market: "Ambitious Ant" or "Alps Eagle"??
- This services have been developed and promoted through the "School & youngsters" channel of the widely known Italian portal [La Repubblica.it](#), the first italian on line newspaper.

# Guidance test

ALMALAUREA - Soluzioni con lode per il mondo del lavoro - Mozilla Firefox

File Modifica Visualizza Vai Segnalibri Strumenti ?

← → ↻ × 🏠 <http://orientamento.almalaura.it/cgi-bin/info/servizi/orientamento/orientamento.pl?PAGE=intro.shtml&> Vai

Come iniziare Ultime notizie Mozilla Italia Forum di aiuto Almadiploma

ALMALAUREA



## AlmaOrientati

### Conoscere e valutare: orientamento alla scelta universitaria

Rispondi e partecipa al rimborso delle tasse universitarie: in palio 40 buoni da 500 euro.

[Leggi come fare](#)

Stai pensando alla scelta universitaria? Ti stai chiedendo se per decidere è meglio seguire *il cuore* o usare *la ragione*? Stai cercando un aiuto per muoverti meglio nella giungla dei percorsi universitari e per costruirti un futuro nel mondo del lavoro?

Segui *AlmaOrientati*, il percorso di orientamento alla scelta universitaria messo a punto dal Consorzio Interuniversitario AlmaLaurea grazie alla collaborazione di un team di esperti. Uno strumento al tuo servizio per orientarti; uno strumento sperimentato l'anno passato da oltre 200.000 visitatori e che è stato migliorato tenendo conto dei suggerimenti ricevuti. Non dimenticare che, anche a causa di un orientamento approssimativo, un quinto dei giovani che si iscrive all'Università si ritira dopo il primo anno.

*AlmaOrientati* è un percorso articolato in quattro tappe:

1. Individua i tuoi punti di forza
2. Conosci il sistema universitario e il mercato del lavoro? Prendi confidenza con alcune delle loro caratteristiche.
3. Cerca il tuo corso di studio. Individua i corsi di laurea in base alle materie di studio che gradisci di più.
4. Che cosa vuoi fare da grande? Sei una formica ambiziosa o un aquilotto alpino? Valuta le tue aspirazioni lavorative per scegliere meglio il percorso universitario

*AlmaOrientati* rappresenta un'importante occasione per documentarti. Le informazioni fanno riferimento a studi accreditati in Italia e in Europa e alle indagini AlmaLaurea, con particolare riguardo all'esperienza concreta, di

# Guidance test - section 2

ALMALAUREA - Soluzioni con lode per il mondo del lavoro - Mozilla Firefox

File Modifica Visualizza Vai Segnalibri Strumenti ?

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AL MALAUREA

**AlmaOrientati**

**Conoscere e valutare: orientamento alla scelta universitaria**

**Conosci il sistema universitario e il mercato del lavoro? Prendi confidenza con alcune delle loro caratteristiche.**

**Domande**

Le domande che seguono sono state pensate per consentirti di conoscere meglio i vari aspetti del sistema

**Handy statistical information based on graduates surveys findings are here embedded into guidance test**

successiva.

**Quante università ci sono in Italia?**

- Una trentina
- Una cinquantina
- Una settantina
- Poco meno di cento

498

Completato

# Guidance test - section 4

ALMALAUREA - Soluzioni con lode per il mondo del lavoro - Mozilla Firefox

File Modifica Visualizza Vai Segnalibri Strumenti ?

http://orientamento.almalaurea.it/cgi-bin/info/servizi/orientamento/pag\_z\_ask.pl

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ALMALAUREA



**AlmaOrientati**

Conoscere e valutare: orientamento all'alta università

**Sezione 4 - Che cosa vuoi fare da grande?**

Immagina il tuo futuro dopo la laurea: che tipo di lavoro vorresti fare? Quali aspetti del lavoro ideale che per te sono più importanti? Valutane l'importanza con un voto da 1 a 10 (1=per niente e 10=moltissimo).

- svolgere un lavoro "sicuro" dal punto di vista contrattuale
- svolgere un lavoro coerente con gli studi universitari
- poter crescere professionalmente**
- svolgere un lavoro di prestigio
- svolgere un lavoro che rispecchia i propri interessi culturali
- svolgere un lavoro utile per la società
- essere indipendenti e autonomi nel proprio lavoro**
- essere coinvolti dal proprio capo nelle decisioni lavorative importanti**
- svolgere un lavoro flessibile nella gestione del proprio orario
- avere del tempo libero a disposizione

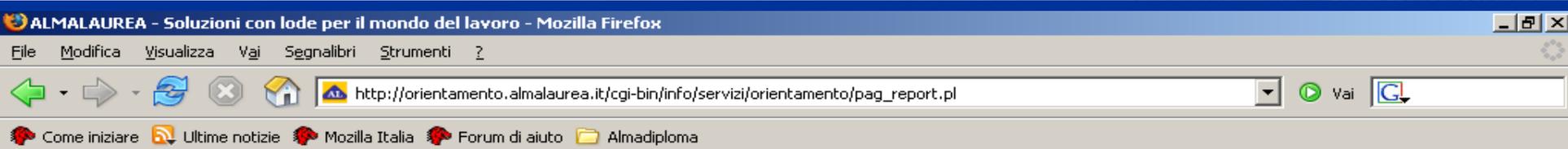
9  
10  
8  
7  
7

What you wish to do when you "grow up"?

To expand the own professional competences

Be involved in strategic choices

# Guidance test - Output 4 (What you wish to do when you “grow up”?)



Che cosa vuoi fare da grande?  
Sei una formica ambiziosa o un aquilotto alpino? Valuta le tue aspirazioni lavorative per scegliere meglio il percorso universitario

Nel disegno è riportato il risultato delle analisi delle tue aspirazioni rappresentano i profili professionali, diversi per tipo di lavoro svolto più vicini a te individuano i profili professionali più affini alle tue aspirazioni. Inoltre, più sotto trovi le schede complete dei due animali rispettivamente le caratteristiche di ciascun profilo professionale, il modo di lavorare, il modo di studiare, il modo di vivere, il modo di pensare, il modo di essere, il modo di agire, il modo di relazionarsi, il modo di affrontare i problemi, il modo di affrontare le sfide, il modo di affrontare le difficoltà, il modo di affrontare le responsabilità, il modo di affrontare le pressioni, il modo di affrontare le critiche, il modo di affrontare le lodi, il modo di affrontare le onorificazioni, il modo di affrontare le ricchezze, il modo di affrontare le povertà, il modo di affrontare le malattie, il modo di affrontare la morte.

Clicca su ogni animaletto per vedere le caratteristiche di ciascun profilo professionale, il modo di lavorare, il modo di studiare, il modo di vivere, il modo di pensare, il modo di essere, il modo di agire, il modo di relazionarsi, il modo di affrontare i problemi, il modo di affrontare le sfide, il modo di affrontare le difficoltà, il modo di affrontare le responsabilità, il modo di affrontare le pressioni, il modo di affrontare le critiche, il modo di affrontare le lodi, il modo di affrontare le onorificazioni, il modo di affrontare le ricchezze, il modo di affrontare le povertà, il modo di affrontare le malattie, il modo di affrontare la morte.



10 different professional profiles (graduates clusters) have been outlined on the basis of the AL's job condition surveys information: judgment expressed by employed graduates about 14 different aspect of the job held. Graduates clusters are different in terms of job held, and study disciplines.

Ti identifichi meglio con:



**Ambitious ant**

In base alle risposte date dai laureati che oggi lavorano, quali sono gli **aspetti** del lavoro di cui è **soddisfatta** la formica ambiziosa? Di certo la stabilità del proprio lavoro, la coerenza tra il lavoro e gli studi universitari compiuti, la possibilità di acquisire professionalità, la possibilità di fare carriera e il guadagno, il prestigio che il lavoro può offrire, il rapporto con i colleghi, la

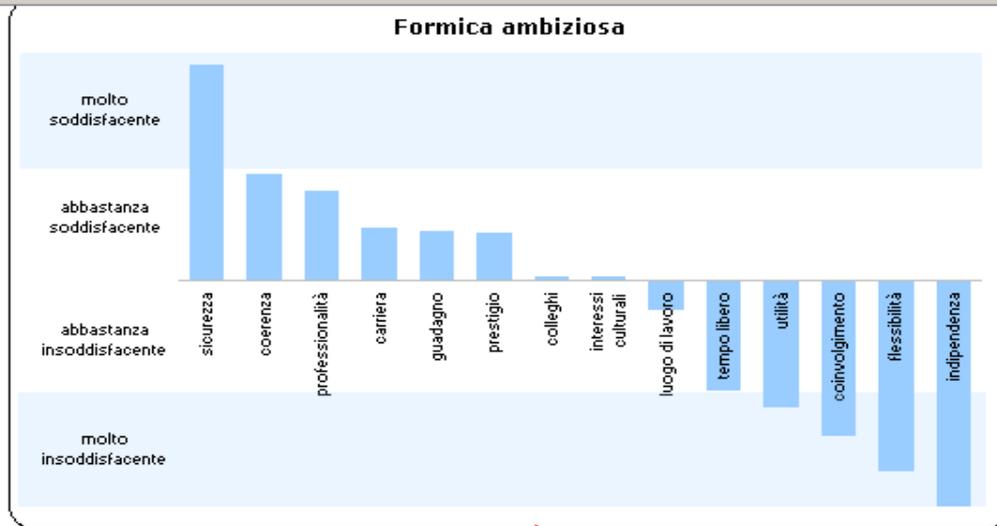
# Guidance test - Output 4 (What you wish to do when you “grow up”?)

ALMALAUREA - Soluzioni con lode per il mondo del lavoro - Mozilla Firefox

File Modifica Visualizza Vai Segnalibri Strumenti ?

http://orientamento.almalaurea.it/cgi-bin/info/servizi/orientamento/pag\_report.pl

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La formica ambiziosa è con maggiore probabilità nel settore economico-statistico e ingegneria. L'ambiziosa è nelle assicurazioni, nella metalmeccanica, nella chimica (oggetti) o nell'informatica; è inoltre più probabile che trovi il **mensile netto** dopo 5 anni dalla laurea è, con maggiore probabilità, trova in tempi minori.

A partire dai **percorsi di studio** più frequentati dalla formica ambiziosa, guarda qui sotto la composizione di ciascuna classe di laurea. Guarda qui sotto la composizione di ciascuna classe di laurea.

**Economico-statistico:** Scienze dell'economia e della gestione aziendale; Scienze economiche; Scienze statistiche.

**Ingegneria:** Ingegneria civile e ambientale; Ingegneria dell'informazione; Ingegneria industriale.

Each newcomer fit with one of these 10 profiles one the basis of his answers and he can receive a pertinent guidance towards the most suitable university degree course

**Thank you !!**  
**further contacts:**  
**[matteo.sgarzi@almalaurea.it](mailto:matteo.sgarzi@almalaurea.it)**  
**+39 0516088927**  
**[www.almalaurea.net](http://www.almalaurea.net)**

# Existential psychotherapy of students as learning strategy

Anders Dræby Sørensen, Head of Counselling, Danish School of Education



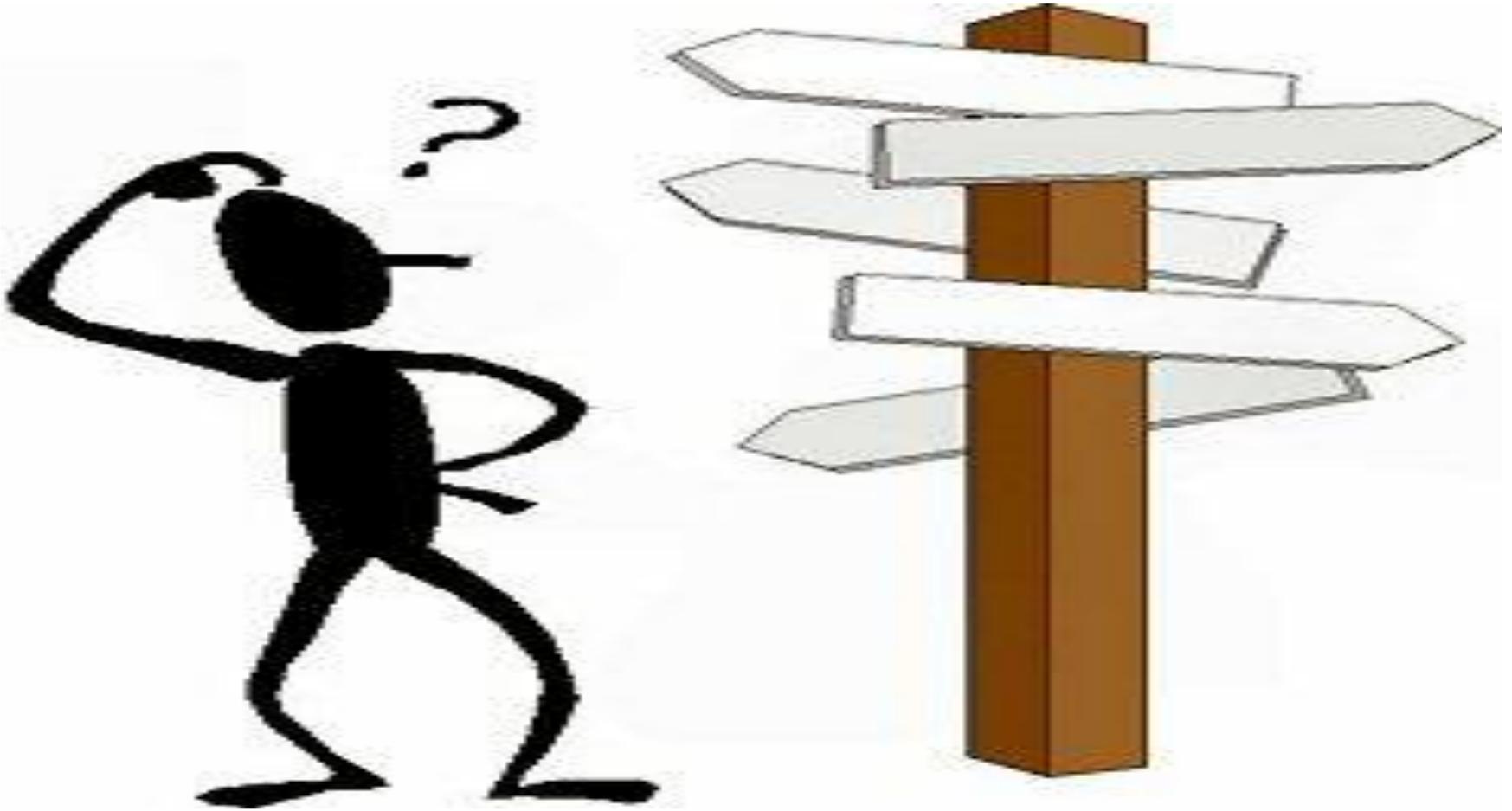


# Plan



- Target group
- What is learning?
- Psychotherapy between health technology and art of learning
- Existential psychotherapy as learning strategy
- Case

# WHO IS IT GOOD FOR?





# Target group (educational perspective)

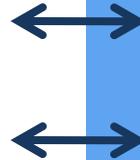


## Students with specific study difficulties of:

- Learning and reflecting on own learning.
- Taking part in learning environment (lectures, study groups etc.).
- Enduring performance and work pressure.
- Etc.

## Related to severe existential difficulties of:

- Relating to other people
- Relating to themselves (feelings, self-esteem, identity etc.)
- Relating to their body
- Relating to values and ideals





# Target group (psychiatric perspective)



*"The doctor isn't in right now. When you hear the beep, please leave your name, number and a short diagnosis."*

## Students with:

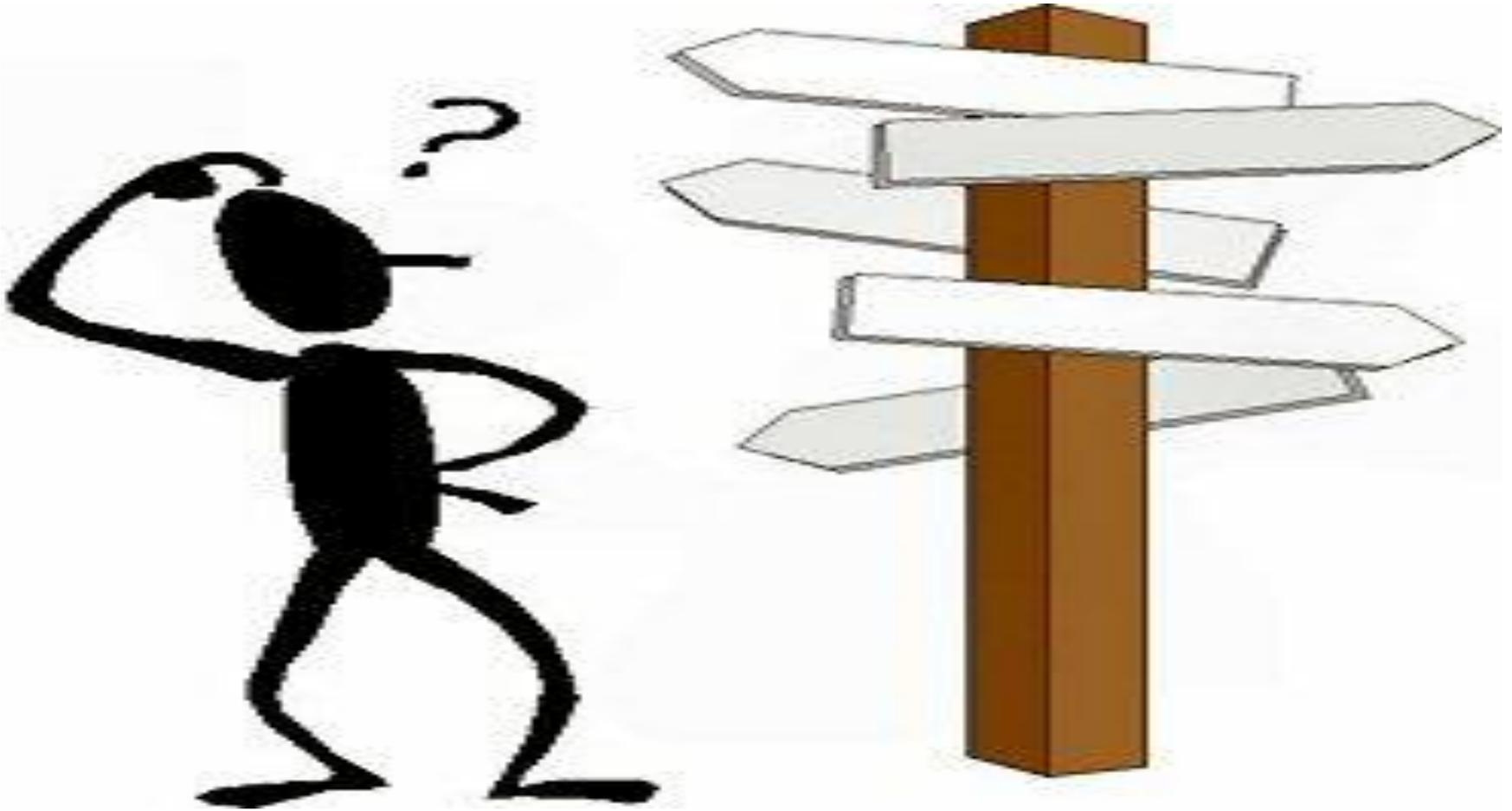
- Mood (affective) disorders
- Neurotic and stress disorders
- Personality disorders

# Purpose of intervention?

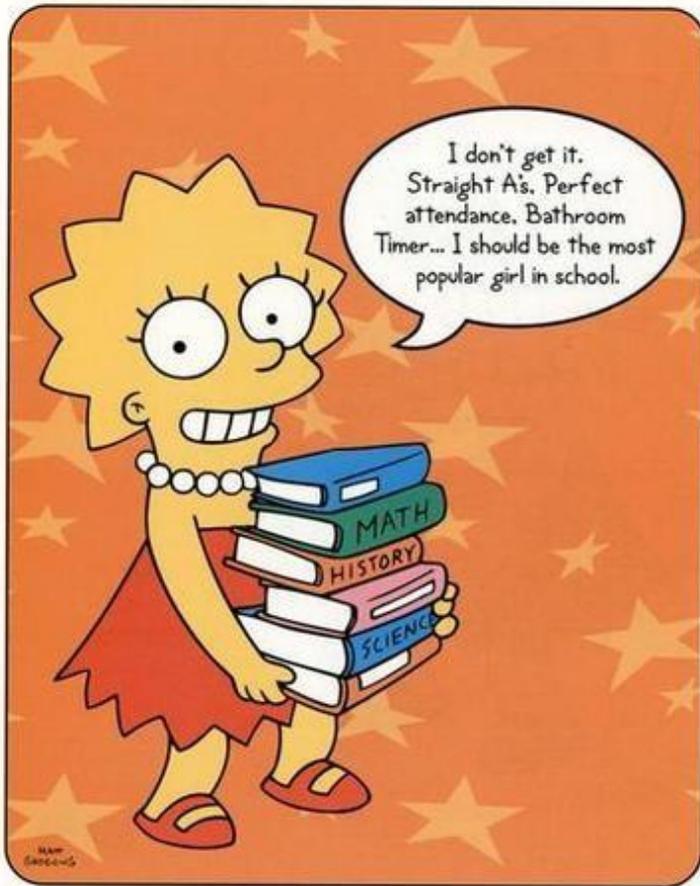


- Existential psychotherapy as a learning based tool for the *inclusion* of students with severe existential/mental difficulties in the learning environment and learning processes of their education

# WHAT IS MEANT BY LEARNING?



# What is learning?



Learning includes not (only) the instrumental accumulation of information and performance

(Paul Colaizzi, Peter Jarvis and Carl Rogers)

# What is learning?



## Existential learning:

- Involves a restructuring of our world view (Paul Colaizzi)
- Is tied to becoming human through transforming experiences of interactions with the world into the self (Peter Jarvis)

## Educational learning:

- Is tied to becoming an educated person through transforming a set of skills and assumptions into ones biography
- Is a situated participation in a the sociocultural practices of an educational community (Lave & Wengers)

# Purpose of intervention?

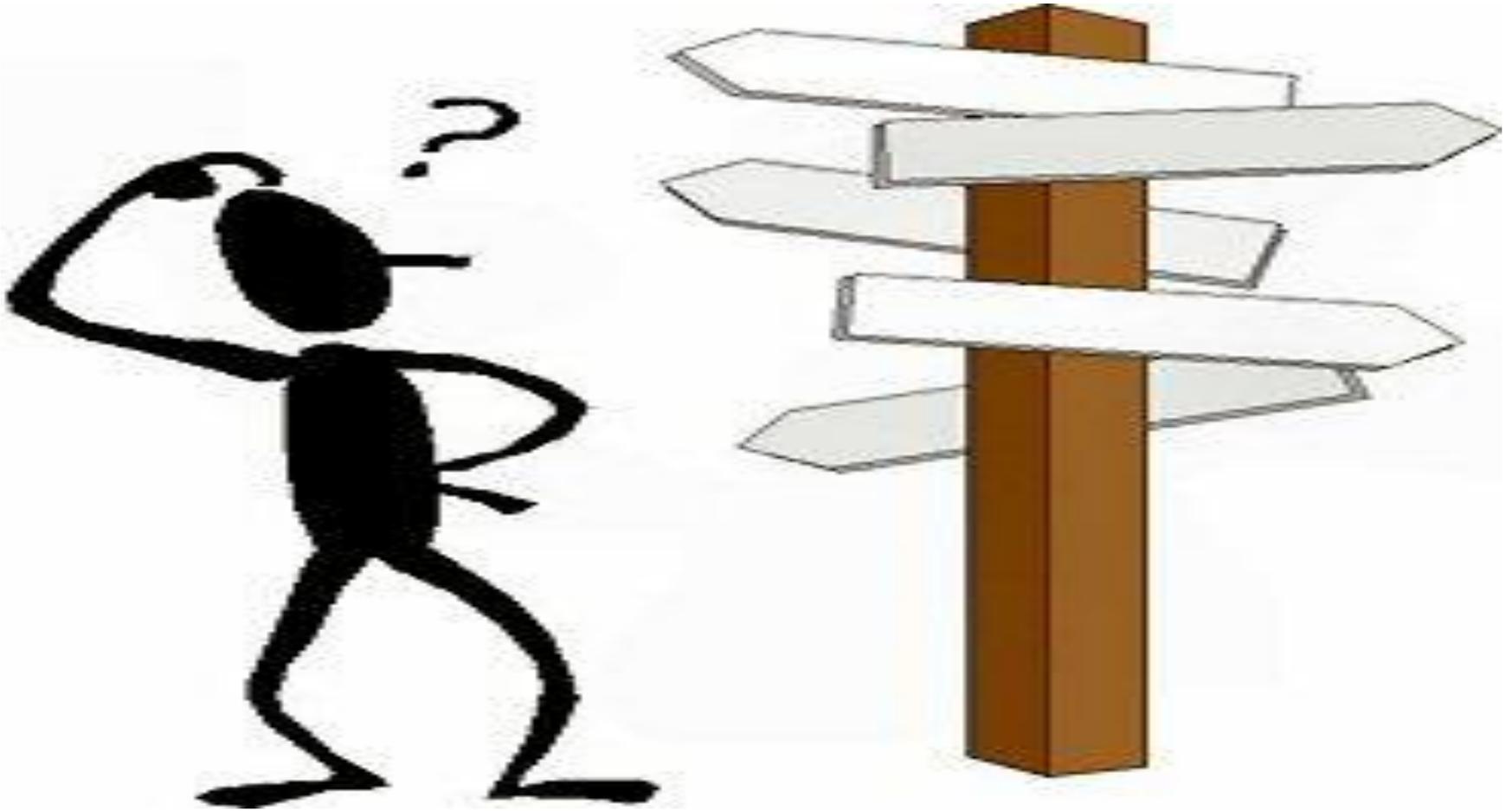


Existential psychotherapy as learning strategy is directed towards a **clarification or restructuring of the students world view** (existential learning) that facilitates and supports the students **participation in the practices of the educational community** and hereby the students **transformation of specific ways of being into the self** (educational learning).

# THINGS FOR STUDENT TO LEARN..

1. IDENTIFY
2. CLARIFY
3. UNDERSTAND
4. USE IN THEIR STUDENT LIFE

# WHAT IS PSYCHOTHERAPY?



# Traditional conception of psychotherapy



- Treatment philosophy with roots in the field of medicine
- Communicative curing technology aimed at relief from distressing symptoms
- A way out of repetitive, destructive behaviours, thoughts and feelings that cause needless suffering

# Existential psychotherapy



- Clients are not sick but clumsy at living
- Not curing but descriptive clarification, reflection upon and understanding of assumptions, priorities, inner values and life goals and possibly find new directions in life
- Not normalization but helping the client to be able to come to terms with life by building confidence in himself and his reality and create sense of responsibility, freedom and ownership

# Existential psychotherapy



## Philosophical principles:

- Human beings are not isolated but related to other people and the world
- Basically life is uncertain and we construct assumptions (world view) to feel safe
- Confronted with uncertainty we experience anxiety

# Existential psychotherapy of students as learning strategy

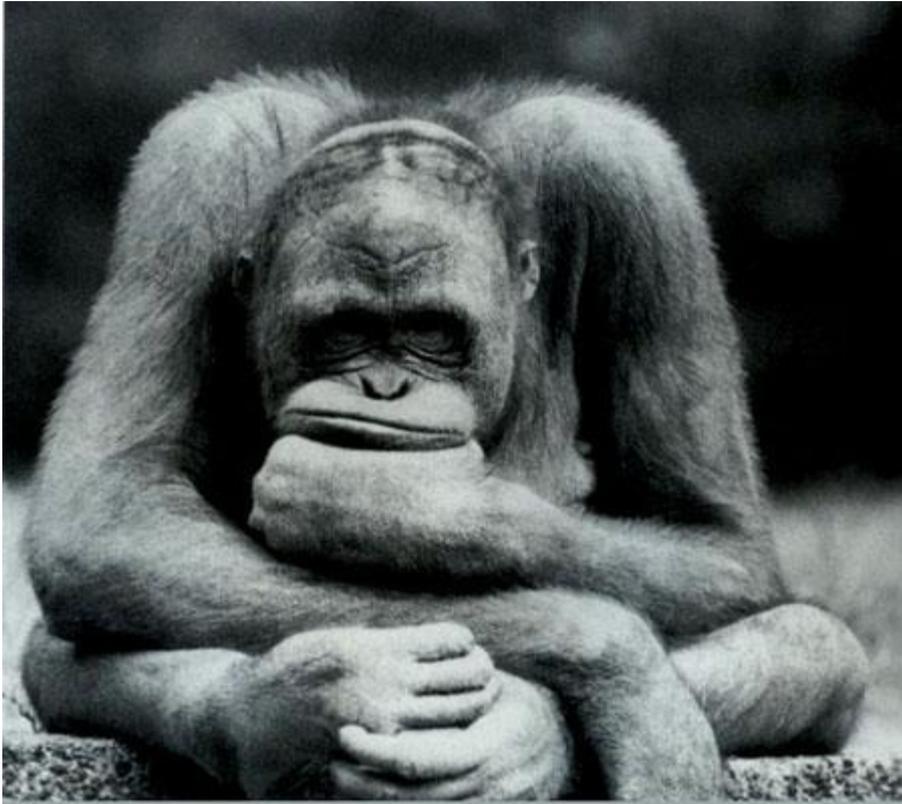


...is directed towards an existential learning process by:

- supporting students in becoming able to feel confidence in themselves and their relations to the educational world and other people in the educational community
- supporting students in becoming able to take responsibility and ownership of their own education
- helping students to become able to clarify and reflect upon the relation between their life goals and their choices of education and everyday student life

...that will facilitate their educational learning by helping them to take part in the sociocultural practices of their educational community and to transform certain skills, assumptions and values into their own way of being in the world

# SO WHAT?



Oh what to do, what to dooo?

- WHAT DOES ALL THIS MEAN IN PRACTICE?
- HOW MIGHT YOU WORK WITH STUDENTS?

# IN PRACTICE



- Every intervention of yours/student expresses assumptions and meanings about life, your relationship etc.
- You must help the students explore their assumptions and meanings and examine dilemmas, paradoxes, inconsistencies etc.
- You must be attuned to the students experience of anxiety

# Case - Claire



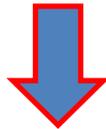
- Young woman in 20's
- BA-student in political science
- Referred from another university

# Case Claire , initial sessions



## Picture 1: Mum

Alcoholic mum who is unpredictable and needs attention and help



C. is not able to concentrate on her studies

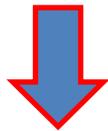
- C. must take responsibility for the ones close to her and attend to their needs
- The mother is a caring and good mother who however sometimes lets C. down
- Drinking and loosing control is not good

# Case Claire, initial sessions



## Picture 2: Dad

The dad has not been very much present in her life and he and his girlfriend always criticizes her



C. is not able to concentrate on her studies

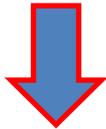
- Dad is a “pig” who is not able to care for her
- In close relationships you can experience getting criticism
- To show yourself can be dangerous
- When dad is criticizing me I must tell him off

# Case Claire, initial sessions



**Picture 3: Boyfriend**

C. lives in a small place with her dog and her boyfriend who has ADHD and is not able to help around their home



C. is not able to concentrate on her studies

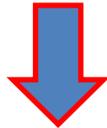
- Boyfriend described in neutral terms as a very practical device
- C. has to take responsibility for the dog and her boyfriend, because they can not take care of themselves

# Case Claire, initial sessions



## **Picture 4: Student life**

C takes interest in the subject of her education but is very isolated and has no contact to other students



C. is not able to concentrate on her studies

- C is strange and looks different and the other students do not like her
- Normal people think I'm strange and are avoiding me and only other special people will talk to me
- I'm the only one who has trouble keeping up with the studios and the others think that it is very easy to study
- When I was younger I could commit myself in social settings but now I am no longer able
- I can engage in social settings with very intelligent people

# Case Claire



## Connetion and challenge

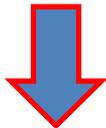
- C. is not paying attention to her own needs and interests
- C. is reproducing negative relational patterns to others and herself
- C. is reproducing her dads attitude to him and herself
- C. is assuming negative reactions and intentions from others that she doesn't know about and that doesn't fit in with other experiences

# Case Claire



## Re4: Student life

C has made contact with other students and three girls invited her to join a study group



C is becoming more able to study, she thinks it's fun going to university and her mood is improving

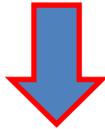
- Other students also find it difficult to study and I am no different than them
- It is fun being in a social group and sharing your worries with other students
- I will be more able to pass my degree because I now have friends at university
- Life should be fun and not only work and worries
- I can engage in social settings with very intelligent people

# Case Claire



## Re3: Boyfriend

C no longer wants to take care of all her boyfriend's needs



Her boyfriend takes up less space in her consciousness and she finds it easier to study

- I need to take care of my own needs and give my own desires more space in my life
- I will primarily take responsibility for my own life and not for others
- Relations must not only be about caring and responsibility but also about fun and pleasure
- Even if you are in a relationship with a man you must have your own freedom

# Capturing the imagination of lifelong learners with stories

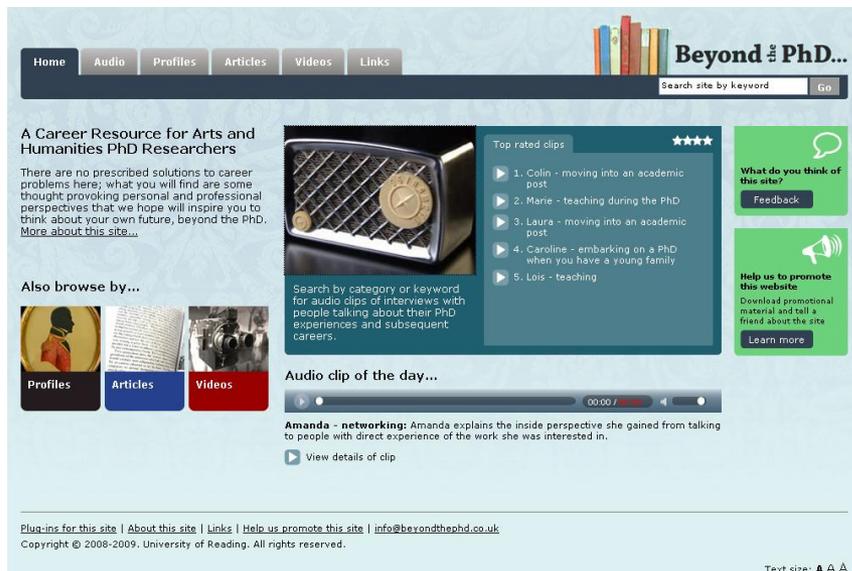
FEDORA Congress Oct, 2009

David Stanbury, Joint CCMS Director

[d.r.stanbury@reading.ac.uk](mailto:d.r.stanbury@reading.ac.uk)

# Two websites from CCMS

## Beyond the PhD



The screenshot shows the homepage of the 'Beyond the PhD' website. It features a navigation menu with 'Home', 'Audio', 'Profiles', 'Articles', 'Videos', and 'Links'. A search bar is located at the top right. The main content area includes a 'Top rated clips' section with a list of five items, a 'What do you think of this site?' feedback box, and a 'Help us to promote this website' box. There is also an 'Audio clip of the day...' section featuring a video player and a description of an audio clip about networking. At the bottom, there are links for 'Profiles', 'Articles', and 'Videos', and a footer with contact information and copyright details.

## Student Stories



The screenshot shows the homepage of the 'Student Stories' website. It has a corkboard-themed layout with various sticky notes and buttons. The navigation menu includes 'Login / register', 'Audio', 'Student Articles', 'Links + Resources', 'STAFF RESOURCES', 'Videos', and 'Search...'. The main content area features a 'Featured audio clip' section with a video player and a list of audio clips. There is also a 'Top keyword searches' section and a 'COMMUNITY' button. The footer includes a 'Low graphics version' link and a 'More search options' link.

# Centre for Career Management Skills



## 1. HEFCE funded Centre for Excellence in Teaching and Learning

- April 2005 to 31 July 2010
- Core team = 10 (FT & PT)

## 2. Based at the University of Reading

- Self-contained development unit based in the Faculty of Social Sciences with a university wide and outward facing remit
- Work closely with the Careers Advisory Service (CAS) , Careers Studies Unit (CSU), Centre for Development for Teaching and Learning and academics

# Centre for Career Management Skills



## 1. Debate

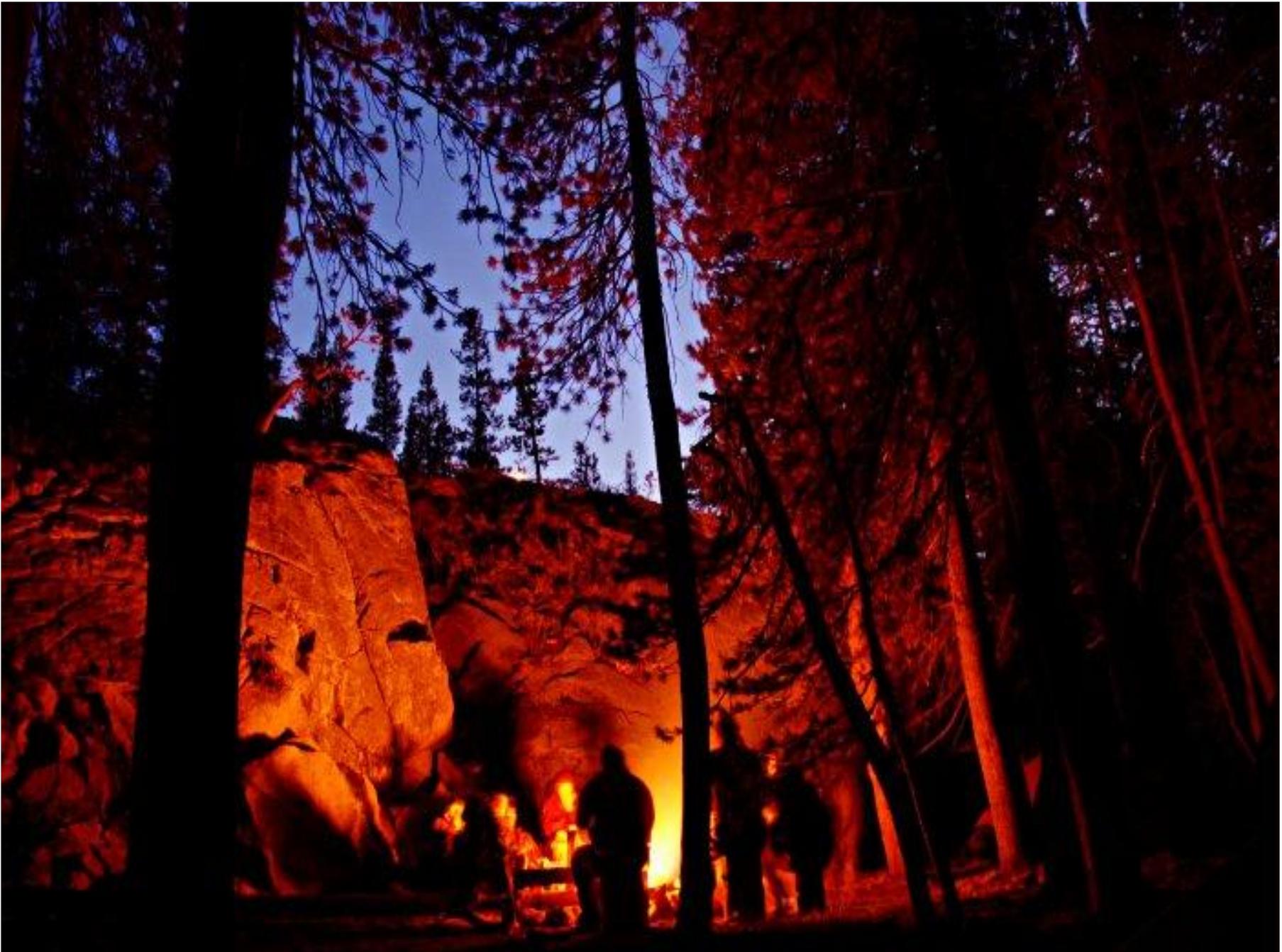
- Research (led by Dr Julia Horn)

## 2. Dissemination

- 22 & 23 Sept *International Careers Studies Symposium*

## 3. Development

- 50 Fellowships (at Reading and elsewhere)
- <http://www.beyondthephd.co.uk/>
- ***Student Stories (to be launched Dec 09)***
- ***Destinations® (in use in 51 universities and colleges in the UK and ROI)***



# Elizabeth Tisdell

Student reflecting on her degree course which included extensive use of personal experience:

“Yes, I learned the theories. I can say I now know a lot about feminist theory... But what I will always remember are the stories.”

# Stories....

- “We are forever telling stories about ourselves... “ Roy Schafer (Frank, 1995)
- Nicholson and West “the tales we tell” (Law, 1996)
- “Career is a narratable story, moving across a mappable terrain, from episode to episode, each with its own decisions and transitions.” (Law, 1996)

# Outline

1. Beyond the PhD
2. The ubiquity of stories
3. Stories and career behaviour
4. Telling our own stories
5. Listening to others' stories
6. Student Stories – new website
7. Engaging lifelong learners in narrative reflection

<http://www.beyondthephd.co.uk/>

- Site launched in Jan, 2009, it offers:
  - 30 audio interviews
  - Opinion pieces
  - Videos
  - Useful links
- Making visible
  - career trajectories
  - meanings, feelings and personal interpretations
- Unmediated voice
  - Multi-vocal rather than univocal
- Usage (1,700 unique users per month)



## A Career Resource for Arts and Humanities PhD Researchers

There are no prescribed solutions to career problems here; what you will find are some thought provoking personal and professional perspectives that we hope will inspire you to think about your own future, beyond the PhD. [More about this site...](#)

### Also browse by...

[Profiles](#)[Articles](#)[Videos](#)

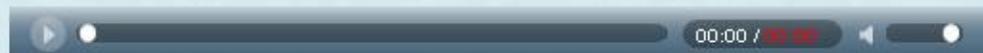
Search by category or keyword for audio clips of interviews with people talking about their PhD experiences and subsequent careers.

#### Top rated clips



- ▶ 1. Colin - moving into an academic post
- ▶ 2. Marie - teaching during the PhD
- ▶ 3. Laura - moving into an academic post
- ▶ 4. Caroline - embarking on a PhD when you have a young family
- ▶ 5. Lois - teaching

### Audio clip of the day...



**Amanda - networking:** Amanda explains the inside perspective she gained from talking to people with direct experience of the work she was interested in.

[▶ View details of clip](#)



**What do you think of this site?**

[Feedback](#)



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Download promotional material and tell a friend about the site

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# Audio files

## Audio clips

### Browse

Browse through the list of audio clips or use the search functions to narrow your choice.



Click on the following topics to browse related audio clips.

<a href="#"><u>Academic careers</u></a>	▼ 11 clips
<a href="#"><u>Background to the PhD</u></a>	▼ 28 clips
<a href="#"><u>Being a dyslexic PhD postgraduate</u></a>	▼ 1 clip
<a href="#"><u>Being a mature student</u></a>	▼ 3 clips
<a href="#"><u>Career building during the PhD</u></a>	▼ 21 clips
<a href="#"><u>Connections between your PhD and your current role</u></a>	▼ 8 clips
<a href="#"><u>Coping with uncertainty and transition</u></a>	▼ 4 clips
<a href="#"><u>Deciding against an academic career</u></a>	▼ 14 clips
<a href="#"><u>Deciding what direction to take after your PhD</u></a>	▼ 24 clips
<a href="#"><u>Describe your current role</u></a>	▼ 31 clips
<a href="#"><u>Did you anticipate an academic career?</u></a>	▼ 15 clips
<a href="#"><u>Did you ever consider quitting the PhD?</u></a>	▼ 3 clips

### Search within this section

#### Keyword search



[Also try the advanced search.](#)

<http://www.beyondthephd.co.uk/>

## Profile: Alan

### Key facts

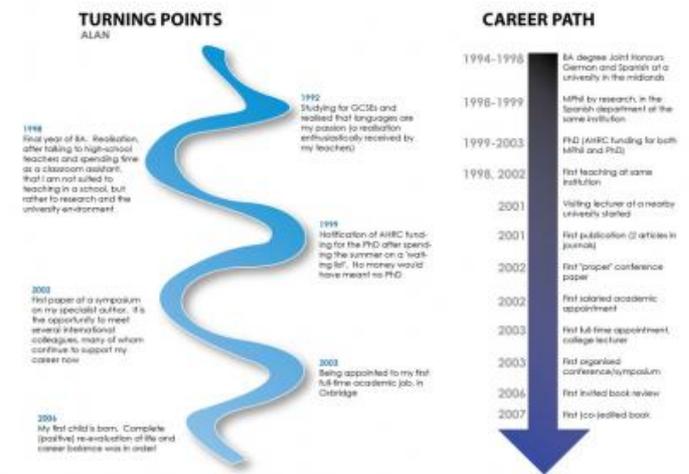
**PhD discipline:** Spanish Literature

**Area(s) of work:** University teaching

**Year of graduation:** 2003

**Date of Interview:** 16/06/2008

### Timeline



[+ Click to enlarge this image](#)

### Audio Clips



#### Alan - advice

Alan offers advice for PhD students who are undecided about an academic career.



#### Alan - background to the PhD

Alan outlines the background to his PhD, including his reasons for staying on at the same institution.



#### Alan - career building during the PhD

Alan describes the various activities he undertook in preparation for an academic career, but also as a means of income when his funding ran out.



#### Alan - did you anticipate an academic career?

Alan recollects his expectations of an academic career.



#### Alan - finishing up and moving on

Alan recalls interviews for academic jobs, his doubts about his eligibility for Oxbridge posts, and his early experiences in his current role as a college lecturer there.



#### Alan - lecturer

Alan describes the varied aspects of his work as lecturer, and considers the differences between working in Oxbridge and in other universities.



#### Alan - PhD experience

Alan looks back at a relaxed PhD experience.



#### Alan - PhD topic

Alan explains the relationship between his PhD in Spanish literature, and his Masters' research.



#### Alan - reasons for doing a PhD

Alan reflects on his decision to embark on a PhD.

# The ubiquity of stories

- Sartre “a man is always a teller of tales...” (McAdams, 1993)
- Polkinghorne, narrative is “the fundamental scheme for linking individual human actions and events into interrelated aspects of an understandable composite.”
- Wieck “When people punctuate their own living stories, they impose a formal coherence on what would otherwise be a flowing soup” (Inkson, 2007)
  - Attributes *significance* to events
  - Not just one damn thing after another

# Metaphor and feeling

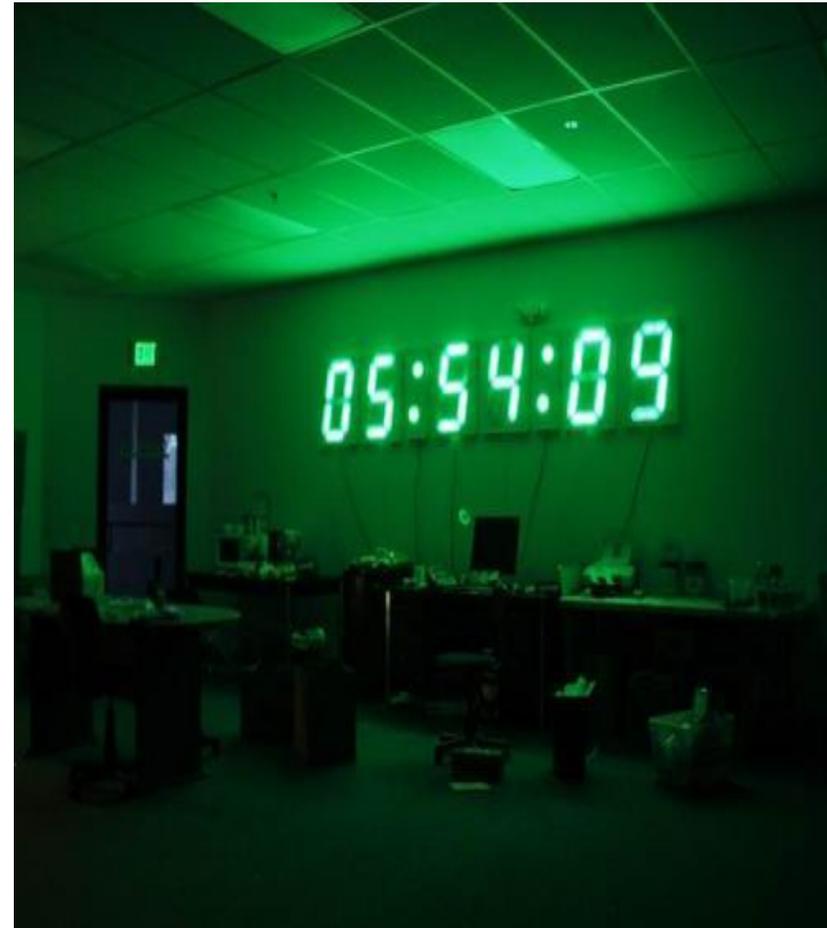
- Metaphors are
  - Pervasive in speech and thought (Lakoff, 1980)
  - Apprehend abstract concepts (Lakoff, 1980)
- The personal is intangible.
- Memories and ideas
  - are emotionally encoded (Wilson, 2003)
- Stories
  - Provide permission to work with metaphor and affect (Schafer in Frank, 1995)



Picture © E-how

# Stories are about...

- Temporal relations
  - “The conventional expectation of any narrative ... is for a past that leads into a present that sets in place a foreseeable future.” (Frank, 1995)
- Time, is crucial to
  - Planning / anticipating (Gambetta, 1987)
  - Continuity and sense of identity over the life journey



## T. O'Brien:

“Stories are for joining the past to the future. Stories are for those late hours in the night when you can't remember how you got from where you are.”  
(Berger & Quinney, 2005)



# Causality

- Law “We are a theory building species....” (1996)
- Personal Construct Theory (Fransella, 2005)
  - People as experimenters
- Bandura’s Social Cognitive Careers Theory
  - Outcome expectations (Swanson & Fouad, 1999)
- Krumboltz’s Social Learning Theory
  - World view & self observations generalisations (Swanson & Fouad, 1999)



fotosa.ru/stock\_photo/Rubberball\_JI/p\_792631.jpg

# Stories integrate actions, roles and consequences (Law 1996)

**‘He said, then she said...’**



**And that’s when it all  
started to go wrong...**



# Timeline

## TURNING POINTS

ALAN

1998

First year of BA. Realisation, after taking to high-school teacher and spending time as a classroom assistant, that I am not suited to teaching in a school, but rather to research and the university environment.

2000

First paper at a symposium on my specialist output. It is the opportunity to meet several international colleagues, many of whom continue to support my career now.

2006

My first child is born. Complete (positive) re-evaluation of life and career balance was in order.

1992

Studying for GCSEs and realised that languages are my passion (a realisation enthusiastically received by my teacher).

1999

Notification of AHRC funding for the PhD after spending the summer on a 'waiting list'. No money would have meant no PhD.

2003

Being appointed to my first full-time academic job, in Oxbridge.

## CAREER PATH

1994-1998

BA degree Joint Honours German and Spanish at a university in the midlands

1998-1999

MPhil by research, in the Spanish department of the same institution

1999-2003

PhD (AHRC funding for both MPhil and PhD)

1998, 2002

First teaching at same institution

2001

Visiting lectures at a nearby university started

2001

First publication (2 articles in journals)

2002

First 'proper' conference paper

2002

First isolated academic appointment

2003

First full-time appointment, college lecturer

2003

First organised conference/symposium

2004

First invited book review

2007

First (co-)edited book

# Linking life journeys and theory

- On sheet of paper draw a curvy line to show your life journey.
  - The bends are when your life takes an important turn (good or bad).
  - You may need to simplify!
  - Go as far back as you wish
- *Don't mention anything you'd rather keep private*
- By each 'bend'
  - Write what that event was.
  - Note any theory (careers, pedagogic, psychological etc) that illuminates that aspect of your life
- If time allows discuss with the person next to you.

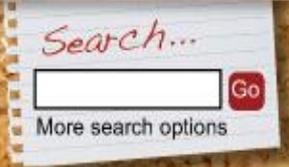
# Using others' stories

- Stories as
  - Raw material for critical analysis
  - Learning about learning
  - Window into other's unique reactions
- Where can we find honest stories?
- Imagine having access to audio files of over 50 students from 8 universities





studentstories.co.uk



student stories: <today's date to appear here>

# LATEST: articles and stories to help you

**Articles:** Browse through the list of articles or use the search functions to narrow your choice.

- Core content by subject
- A-Z by name
- Most rated articles
- From the community

## Academic careers (10 articles)

**Experiences living away from home**  
 Idunt atummod ea consequam, quis niamet vel dolesto conulputat velestis nim vero esto conulputat velestis nimesto conulputat velestis nimea facit vel doles

► [Read full article](#)

---

**Experiences living away from home**





**Links and resources:** Browse through the list of useful links we have compiled. You can narrow your choice by searching

- Blogs
- Social life
- Going to university
- Money issues

Advice

**Title of link or resource:**  
These pages, developed by the Careers Service, offer good generic information for PhD researchers.  
[www.brunel.ac.uk/pcc/students/students\\_postgraduate.shtml](http://www.brunel.ac.uk/pcc/students/students_postgraduate.shtml)

COMMUNITY

**Title of link or resource:**  
These pages, developed by the Careers Service, offer good generic information for PhD researchers.  
[www.brunel.ac.uk/pcc/students/students\\_postgraduate.shtml](http://www.brunel.ac.uk/pcc/students/students_postgraduate.shtml)

# Raw material for critical analysis

- Ed's career 
  - Outcome expectations (Social Cognitive Career Theory)
  - Self concept (Super)
  - Zone of acceptable alternatives (Gottfredson)
  - Self Efficacy (Bandura)
  - Trait and factor (Holland)
  - Selective problem structure and vigilance (Janis & Mann, 1977)

# Learning about Learning

- Neil's community of practice



# Opening a window

- Into an individual's unique constructions: Beth's love of learning, 'thinking for myself' ...





# Launching December 2010!

# Learning from others' stories

- Compare responses from different people to the same situation
- Analyse one person's account of an episode from
  - The view point of different participants
  - The view point of absent parties
  - Different theoretical perspectives
  - Deconstruct an episode
  - What didn't they say?
- Listen to several episodes from the same person
  - What common themes emerge?

# Resources for Learning from others' stories

- See ***Travellers' Tales*** for more teaching ideas and 8 case studies of PhD careers
  - FREE resource produced by CCMS with contributions from Dr. Sharon Milner, Catherine Reynolds and Helen Stringer

<http://www.reading.ac.uk/ccms/research/ccms-publications.aspx>

- Swanson, J. L., and Fouad, N. A., (1999) *Career Theory and Practice: Learning Through Case Studies*, Thousand Oaks: Sage.
- I Could: <http://www.icould.com/>
  - Hundreds of videos (graduate and non-graduate)

# Risks of using stories

- The conjunction probability error
- = ‘the belief that a specific combination of events can be more likely than the parts of that combination...’  
(Hastie and Dawes, 2001)
- The solipsism of local circumstances (Berger & Quinney, 2005)
- Hindsight bias
  - Fischhoff , we are “insufficiently surprised” by experience  
(Hastie and Dawes, 2001)

# Responding to risk

- Use theory to go beyond the circle of practice (Brookfield, 1996)
- Look for *patterns* in multiple narratives (Alexander, 1977)
- Draw on accumulated experience, advice and Labour Market Information (LMI). For example...

# Destinations





Topics



Resources



Help



Contacts

## Home

### Topics

Career planning information divided into topics, each containing information, advice, video, and activities.



[View the Topics](#)

### Resources

Quick access to videos and downloads featured in the site, additional video clips, and information on local resources.



[View the Resources](#)

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- pursue career ideas
- identify actions you can take now to start your career journey

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[View the Help page](#)

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### Accessibility

Choose from the list below to change the way the site looks:

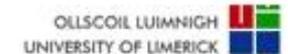
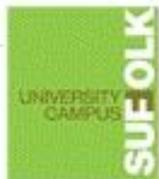
-- Select a style --

[Further Accessibility options](#)

# Destinations® - What is it?

- Advice, information, interactive activities
  - 450+ pages
  - 150 Videos
  - 50 downloads
- Fully functioning website
- Learning tool configured for flexible curriculum use
- Comprehensive DOTS coverage
- Comes with T&L materials and curriculum models
- Used by 51 educational organisations

# Some of the many users...



The promise; finding ourselves...

Richardson

“I write in order to learn  
something that I didn’t know  
before I wrote it.”

(Berger & Quinney, 2005)

# The promise: finding meaning

- Erickson (Sugarman, 2001)
  - Ego integrity verses despair
  - Builds on generativity
- It means something (Brown, 2005)
- McAdams, (1993)
  - Meaning exists in the details
  - Our stories are unique
  - Integrating subjective selves and career
  - Finding a satisfying personal myth
- Constructivism
  - Creating coherence



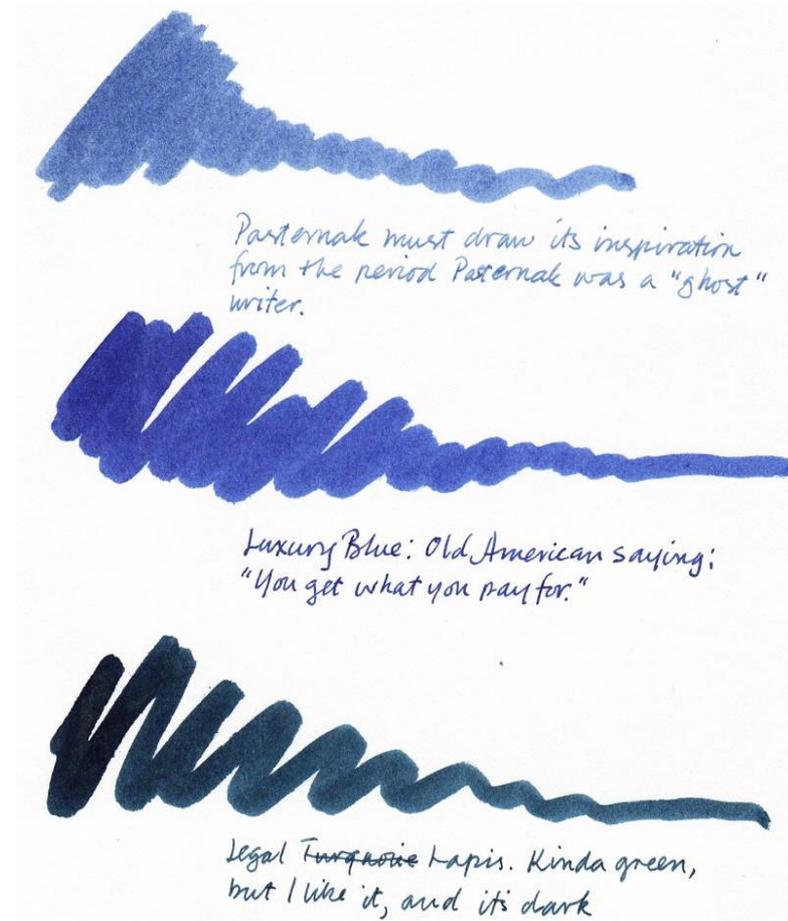
# Hearing our own stories

- Stories can heal but they have to be heard (Frank, 1995)
- Palmer, we need spaces that:
  - Honour the little stories
  - Are safe and charged
  - Affirm silence and speech
  - Are bounded and opened
    - (Dowson and Robinson, 2009)



# Exploring our stories

- MA, Creative Writing and Personal Development
  - Sussex University
  - Celia Hunt
- Engagement Module
  - Leeds Metropolitan University
  - Paul Dowson



# Resources for our own stories

- Cochran (1997) Career Counselling: A Narrative Approach
- McAdams (1993) The Stories We Live By: Personal Myths and the Making of the Self
- Moon, ( 2004) A Handbook of reflective and experiential Learning
- Hunt (1998) The Self on the Page: Theory and Practice of Creative Writing in Personal Development
- Savickas (2009) *in press*

# Berger and Quinney, 2005

“Because stories unfold over time, they are provisional and open-ended and contain the possibility for change.”



## *Then We Came To The End*

“We were always looking for better stories of more interesting lives unfolding anywhere but within the pages of an Office Depot catalog ...

There had to be a better story than this one, which was why so many of us spent so much time lost in our own little worlds. ... Hank Neary .... was working on a failed novel. He described it as ‘small and angry.’ ... We asked him what it was about. ‘Work’ he replied.”

Joshua Ferris (2007)

## CCMS – Centre for Career Management Skills

- ◀ UoR Home
- ◀ CCMS Home
- About CCMS
- Destinations®
- Beyond the PhD
- Student Stories
- Events
- Funding & fellowships
- Research & publications

### See also

- ▶ Careers Advisory Service

### Destinations® on sale now

CCMS career learning resource available to purchase

## Initiating and facilitating development and debate in HE careers education



### About CCMS >>>



- ▶ CCMS is a HEFCE-funded CETL based at the University of Reading.

### Research & publications >>>



- ▶ Find out more about the research carried out by CCMS.

### CCMS fellowships >>>



- ▶ Fellowships are a big part of CCMS work.

### Latest news >>>



- ▶ International Careers Studies Symposium fully booked, reserve list open. [Book your reserve place.](#)

### Student Stories >>>



- ▶ Take a look at the latest CCMS project.

### Destinations® >>>



- ▶ An e-learning career resource developed by CCMS.

 [For current students and staff](#)

### Things to do now

- ▶ Contact CCMS
- ▶ Meet the team

#### Address:

CCMS  
Carrington Building  
Whiteknights  
University of Reading  
Reading  
RG6 6UA

#### Email:

[ccms@reading.ac.uk](mailto:ccms@reading.ac.uk)

#### Telephone:

0118 378 8256

# Destinations



## Careers education using Destinations<sup>®</sup>- possibilities and challenges for the profession

FEDORA Congress Oct, 2009

David Stanbury, Joint CCMS Director

[d.r.stanbury@reading.ac.uk](mailto:d.r.stanbury@reading.ac.uk)

# Centre for Career Management Skills



## 1. HEFCE funded Centre for Excellence in Teaching and Learning

- April 2005 to 31 July 2010
- Core team = 10 (FT & PT)

## 2. Based at the University of Reading

- Self-contained development unit based in the Faculty of Social Sciences
- University wide and outward facing remit
- Work closely with the Careers Service, Careers Studies Unit  
Centre for Development for T&L and academics

# Centre for Career Management Skills



## 1. Debate

- Research (led by Dr Julia Horn – Joint Director)

## 2. Dissemination

- 22 & 23 Sept *International Careers Studies Symposium*

## 3. Development

- 50 Fellowships (at Reading and elsewhere)
- <http://www.beyondthephd.co.uk/>
- ***Student Stories (to be launched Dec 09)***
- ***Destinations® (in use in 50 universities and colleges in the UK and ROI)***

# Outline

1. Where has careers education come from (in the UK)?
2. Where is it going?
3. What impact has CCMS had through the **Destinations®** website on professional developments?
4. Questions and discussion

# Careers Services (UK)

- 1890's began with a focus on the **INDIVIDUAL**
  - Placements
  - Information
  - Careers interviews
- 1960 Rogerian counselling theory
- 1970 careers education
  - To support counselling
  - Foster career maturity

# Professional legacy

- Coming from outside the academic mainstream
  - Often developed by careers services
  - Using ‘bolt-on’ model from work in secondary schools
  - Driven by policy for employability NOT pedagogy
- But, from the 1980’s rising interest in T & L
  - Enterprise in Higher Education 1987-’96
  - ESECT (AGCAS, academics, researchers)
  - “Employability is about good learning” (Butcher, 2007)
  - **Careers Education Benchmark Statement** (Stanbury, 2006)
    - Applied academic standards to careers education

# Today we have a mixed picture

- Many careers courses not informed by pedagogic learning theories (Foskett and Johnson, 2006)
  - Weakly rooted in academic mainstream (Horn, 2007)
- But, emergent developments
  - New emphasis upon research informed
  - Pockets on innovation
  - Some uni with well established and extensive provision
  - New ideas (e.g. **Careers studies** - (McCash, 2006)
  - Centres for Excellence in Teaching and Learning

## Leaving us with ...

- Theoretically stalled? (McCash, 2006)
- Research lite ???
- Many careers courses not informed by pedagogic learning theories (Foskett and Johnson, 2006)
- Weakly rooted in academic mainstream (Horn, 2007)
- Emergent developments
  - Centres for Excellence in Teaching and Learning
  - New engagement by careers staff in pedagogy / research
  - **Careers studies**
    - ❖ Transdisciplinary space to consider ideas about self and career
    - ❖ Explicitly frames career education as T&L, plus research

# Activity

In small groups discuss the changes that have affected your profession in your country over the last few years.

1. What changes have you noticed?
2. What has brought about these changes?
3. What new skills / understanding have they required?
4. Have any of these changes related to careers education, if so how?

Plenary feedback

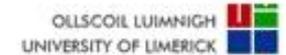
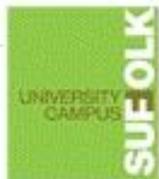
# CCMS impact

- Championed approaches to careers within the curriculum that are
  - Practitioner led (careers staff / academics)
  - Situated and context specific
  - Through **Fellowships** (development projects)
  - 14 at other universities
  - 39 at Reading
- *Destinations*®
  - To enable subject specific careers education courses
  - To share with other universities
  - Flexible and adaptable

# Award-winning *Destinations*®

- Advice, information, interactive activities
  - 650+ pages
  - 150+ videos
  - 50 downloads
- Fully functioning for
  - Autonomous users
  - Guided learners
- Learning tool configured for flexible curriculum use
- Comprehensive coverage
- Comes with T&L materials and curriculum models

# Of the many...





## Home

### Topics

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-- Select a style --

[Further Accessibility options](#)



Topics

Topics



Resources



Help



Contacts

## Topics

### Menu

#### You

- [Interests](#)
- [Personality](#)
- [Skills](#)
- [Values](#)

#### Opportunities

- [Careers and employers](#)
- [Enterprise](#)
- [Managing your career](#)
- [Postgraduate directions](#)
- [Work experience](#)
- [Your masters](#)

#### Applications

### Topics on Destinations®

The Destinations® website comprises a range of topics, listed alphabetically below and grouped by theme on the left hand side of this page.

Each topic includes information, reflection exercises, activities, downloads and video clips. Use the menu on the left hand side to choose the items that are most relevant to you. Each tab has its own dropdown list of pages.

#### Alphabetical list of topics



##### Application forms

Make the right impression



##### Assessment centres

Stand out from the crowd



##### Careers and employers

Explore the worlds of work



##### Covering letters

Present yourself on paper



Topics



Resources



Help



Contacts

## Personality: What's personality got to do with it?

### Topic menu

+ Personality

Topic introduction

+ Why think about personality?

+ Assessing your personality

+ Using your personality assessment

+ Personality and applications

### Topic introduction



Your personality will affect decisions about your future, whether you are job hunting, thinking of taking some time out, or considering options such as voluntary work. It will affect how and when you make decisions, the information you base them on, and the outcomes you achieve from them. What is more, recruiters often look for a general personality 'fit' between their organisation and you, and occasionally use personality assessment within their recruitment processes. But thinking about your personality is not just about jumping through the right hoops to get the right jobs. Knowing more about who you are can help you to decide what you want to do next, and to understand why.

### Overview

This topic will help you to:

- recognise how an understanding of yourself may help with career choices
- explore your personality and talk about your styles of behaviour and preferences
- consider some of the drawbacks of personality testing
- understand how employers use personality assessments
- identify other uses to which personality assessment may be put
- use what you have learnt about yourself to make targeted job applications



Topics



Resources



Help



Contacts

## Using your personality assessment

### Topic menu

#### + Personality

##### + Why think about personality?

##### + Assessing your personality

##### + Using your personality assessment

[Introduction](#)

[Career anchors](#)

[From analysis to decision making](#)

#### Using Holland types to identify career paths

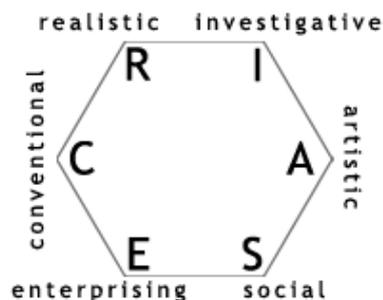
[Using personality assessment for self development](#)

[Find out more](#)

#### + Personality and applications

### Using Holland types to identify career paths

John Holland's 'types' are very oriented towards career choices. Each of the six types shown in the hexagon below has been linked to career areas and to personality and attitudes. Investigating these links may give you some ideas about the choices you may want to make.



Holland's theory suggests that types which are adjacent on this hexagon have more in common with each other than those which are opposite or a distance from each other.



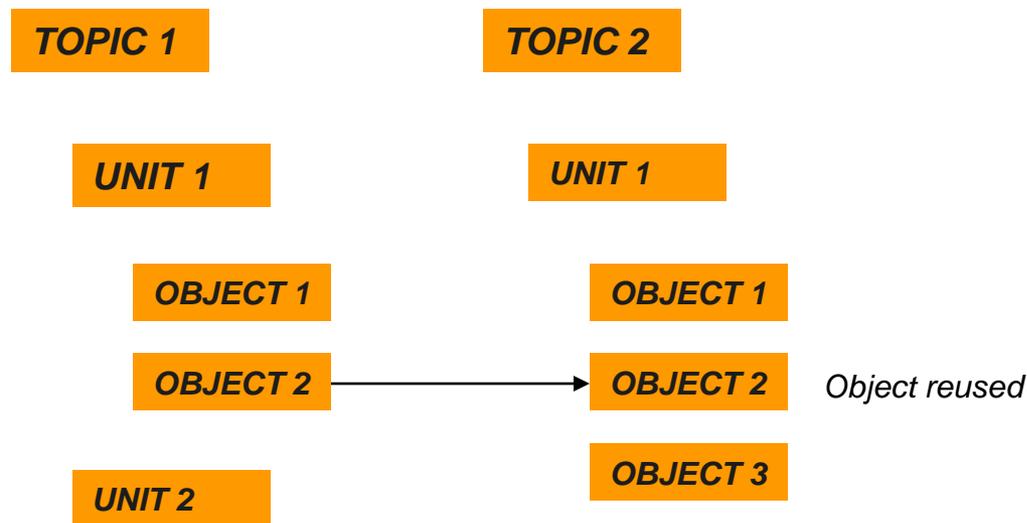
For an explanation of Holland types, and to get an idea of your own, see the information and exercise in the Personality topic on this site, within Assessing your personality.

Holland felt that his theory's strength was its ability to help individuals answer the following two questions:

- At what kind of work will I be happy?

# Structure

- Destinations<sup>®</sup> is built using the e-learning principle of reusable learning objects
- The site contains topics, which are comprised of units, which in turn are comprised of objects



## How to study this module

### Learning area

Me plc  
Your Future Options  
Effective CVs

### Assessment

Assignment One  
Assignment Two  
Assignment Three

### Collaboration

Discussion Board

### Course resources

Announcements  
Staff Information  
Careers Service

### Tools

 Communication  
 Course Tools  
 Course Map

 Control Panel

 Refresh  
 Detail View

This section will help you to start thinking about job areas or further study that might interest you. You need to complete this section before the second taught session.

### Essential task. Estimated time to complete 2 -3 hours

Explore the [Careers and Employers](#) section of the Destinations website. In particular look at the section on opportunities for Economists. This section scopes out the obvious job sectors for Economists, deals with frequently asked questions and provides some useful websites if you are looking to use your degree in some way after graduation.

*Don't feel under pressure to look only at jobs related to Economics. Many graduates want to explore wider job opportunities; and this is a very strong option with an Economics degree. You might find the [Opportunities for any subject](#) section of the Careers and Employers website will help you if this is the case.*



### Essential reading to help you complete the assignment

The links below will help you to quickly complete the job study assignment by providing some very useful information!

#### Essential Tasks

#### Task One. Estimated time to complete 2 hours

First, if you have not already done so visit the [Careers and Employers](#) section of the Destinations website to gain an understanding of the opportunities that are open to Economists. This section will answer all your basic questions about what you could do and where to find out more detail.

#### Task Two. Estimated time to complete 2-4 hours

The **most** useful website for helping you to create a job profile is [Prospects](#) since it is full of highly relevant job profiles. The Prospects link will take you straight to the relevant website section. Each Job Profile contains sub headings that hit the key areas you need to consider in creating a job profile for the assignment.

If you are unsure which job you would like to use to complete a job study then Prospects Planner can help. Prospects Planner is an on-line questionnaire that lets you explore what you want out of a job and provides possible job ideas that would be worth looking at. You can use it at [Prospect Planner](#).



### Optional reading

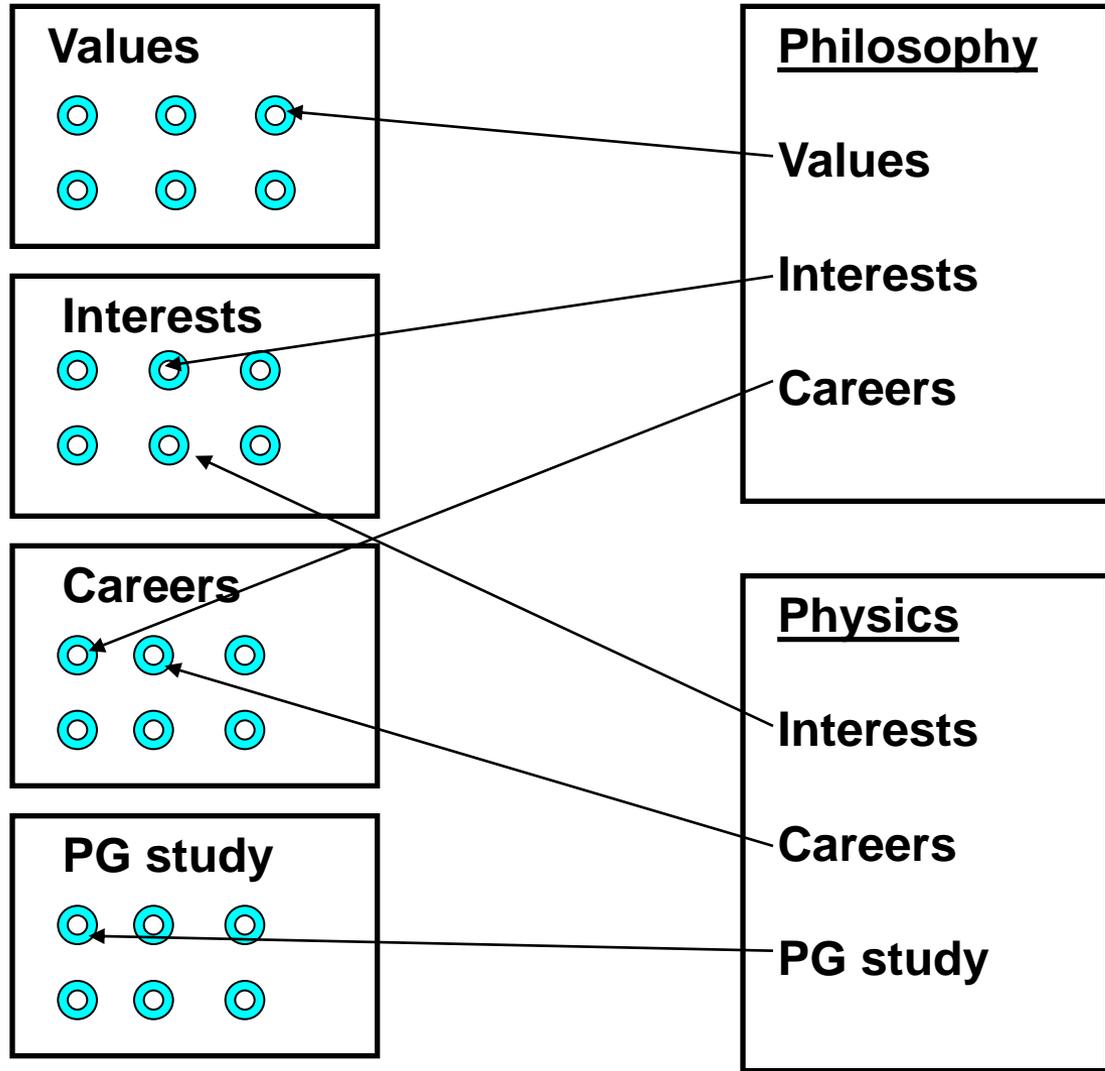
The Careers Service has a range of reference publications and free take away publications that contain useful insights to the jobs areas you might want to explore. Here are just a few examples relevant to Economists:

Careers In Financial Markets, published by eFinancial Careers

Target City and Finance 2007, published by TargetCity

**Destinations**

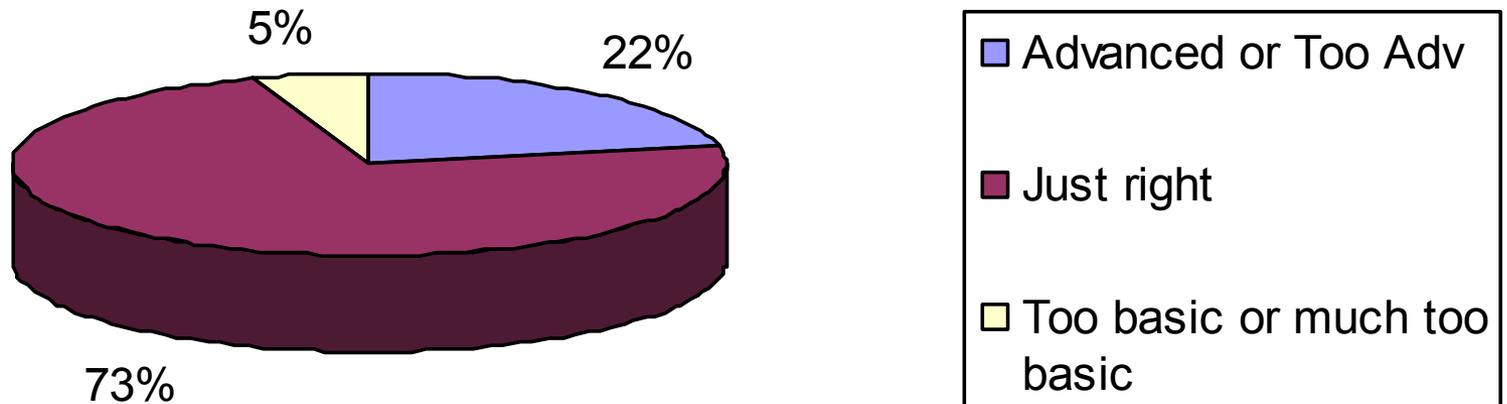
**VLE module**



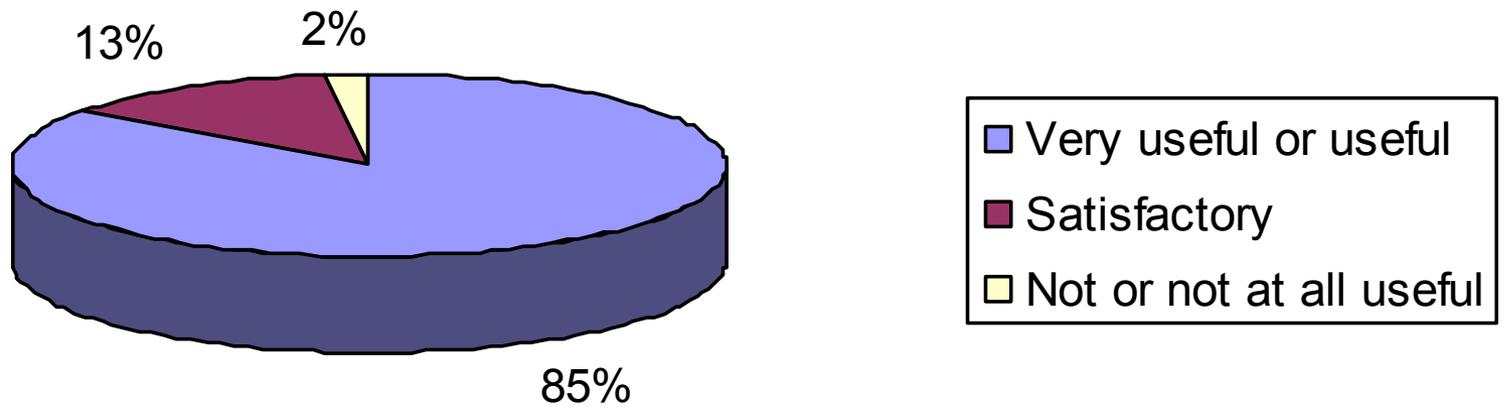
# User testing Winter 06/ Spring 07

- **Process**
  - 1-2-1 testing
  - Focus Groups
  - CAS feedback
- **Findings**
  - **Structure** - sound and accessible
  - **Navigation** - easy
  - **Layout** - clear & simple
  - **Design** - less cartoony, more realistic
  - **Content** - tone is positive and invitational, very readable
- **Pilots**
  - initial feedback, very positive

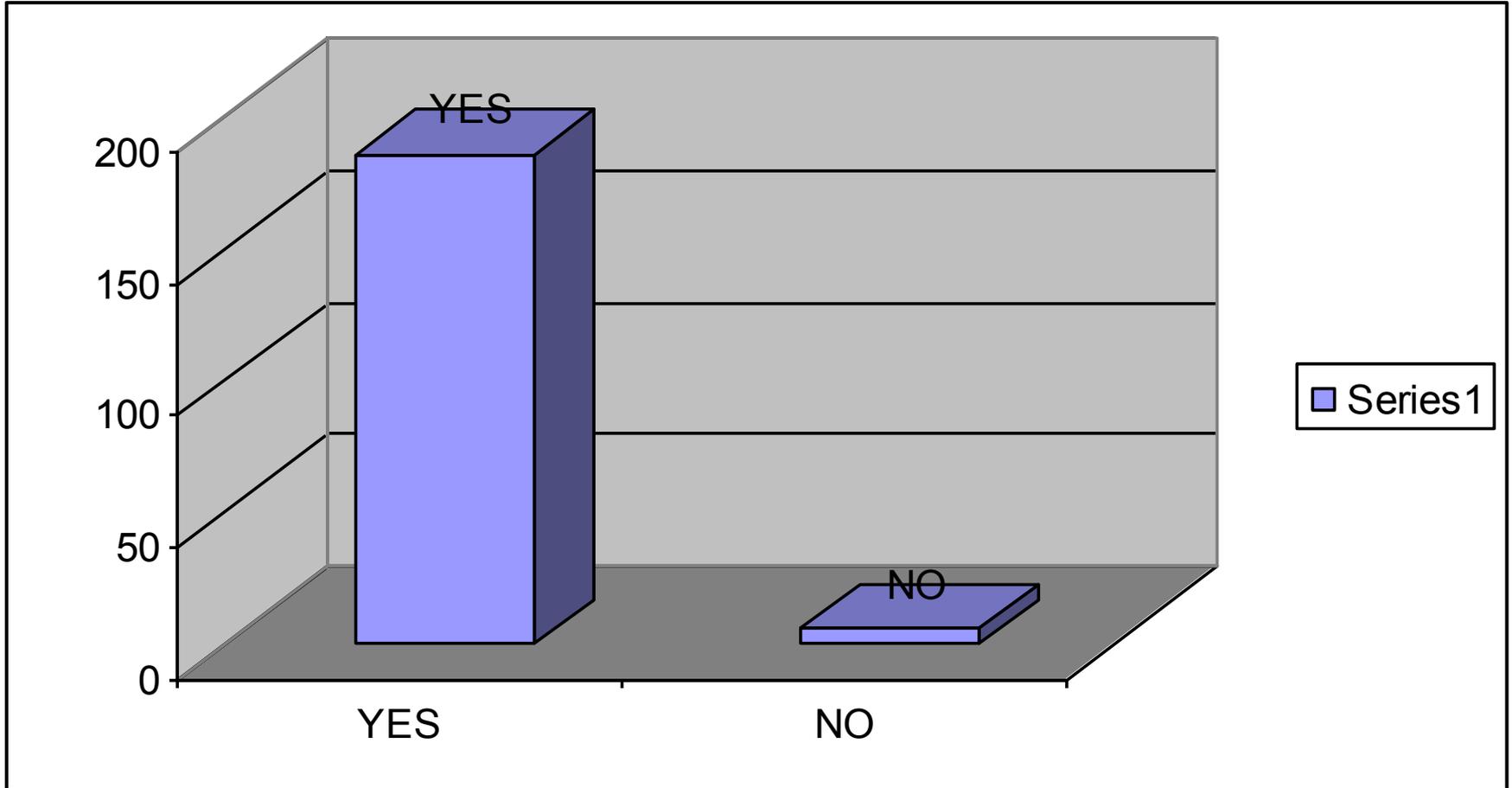
# Content level



# Usefulness of content



# Would you use the site again?



# Partner Fellows

## PILOTS

- Birmingham (Sophie Miller)
- Bradford (Hermione Berry)
- Cornwall (Kathleen Pope)
- Limerick (Mary Sweeney)
- Roehampton (Eddie Tunnah)
- Ulster (Sharon Milner)

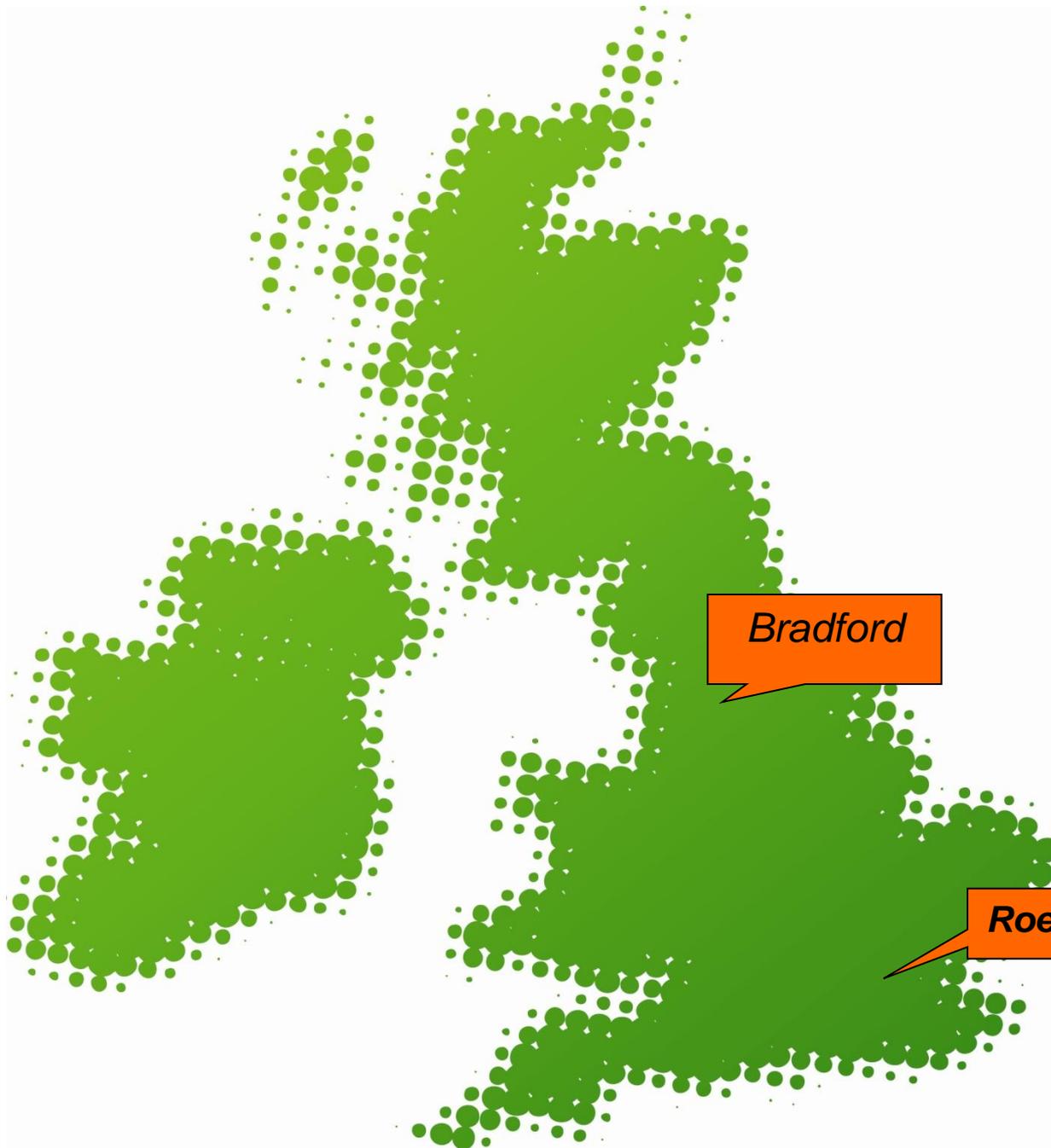
## OTHERS

- Brunel (International issues)
- Leeds Met (FDs)
- Liverpool (PBL)
- Oxford (Careers interviews)
- Westminster (Interactives)
- Wolverhampton (Pebble Pad)

# Pedagogically orientated

# Because

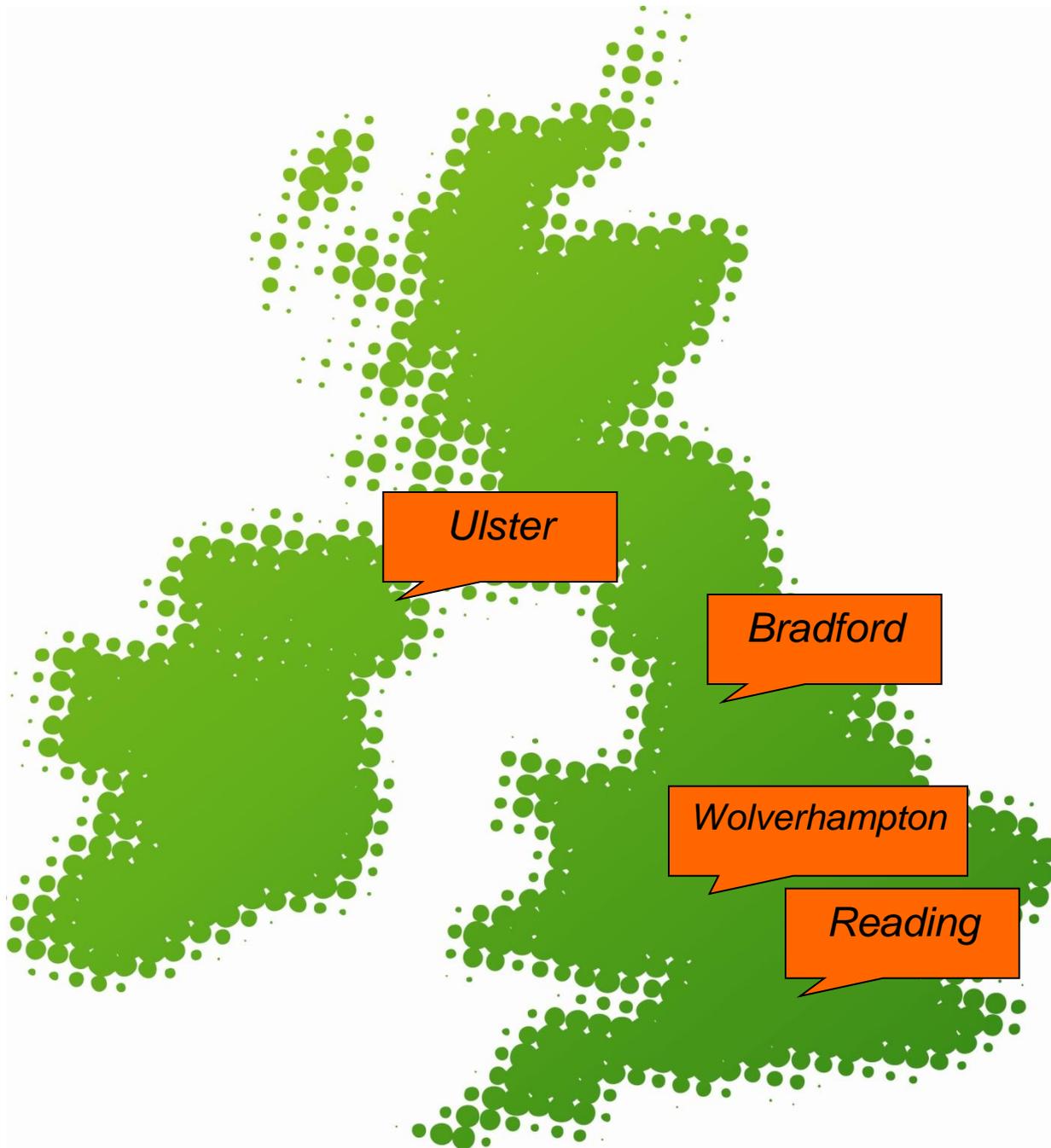
- No pre-set pathway through the site.
- No ready made ‘career course’
- VLEs require
  - Selective use of material
  - Structuring and sequencing
  - Material has to be chosen to link to learning outcomes
- Blended learning
- Resourced based learning
- “Methodologically neutral” (Pithamber R. Polsani)



# Quality resource CAS owned

- A teaching and learning tool
- Roehampton
  - *“Destinations® proved an excellent vehicle for engaging teaching staff in issues around career management skills... It provided a visual context ... for explaining the relevance of sometimes abstract notions e.g. self awareness and reflective practise.” - Gill Harvey*
- Bradford
  - Roadshow at annual Teaching and Learning event
  - External Examiner *“... Destinations ... is likely to enhance access to learning opportunities and its potential for customisation to the needs of Bradford students is another positive element.”*

# Curriculum engaged



# Innovation in the curriculum

- **Reading**
  - From 5 to 10 credits
  - From a one hit wonder to programme level pattern
  - Ownership and green light for change
  - Works with 39 degrees
- **Wolverhampton**
  - PDP and Pebble Pad
- **Bradford**
  - Applying for fictional internships with a Pharmacy company



- Developed suite of Destinations® career lesson plans
  1. Making choices: an introduction to career planning
  2. Developing employability skills
  3. Making work experience work
  4. Application forms
  5. Interview skills
  6. Assessment centres
- Career Development Unit (CDU) delivers accredited careers education modules to **31 degree programmes**
  - Owned and delivered by the CDU
  - Owned by academic faculties; delivered by CDU staff
  - CDU, Uni wide employability enhancement (see **EDORT** tool)

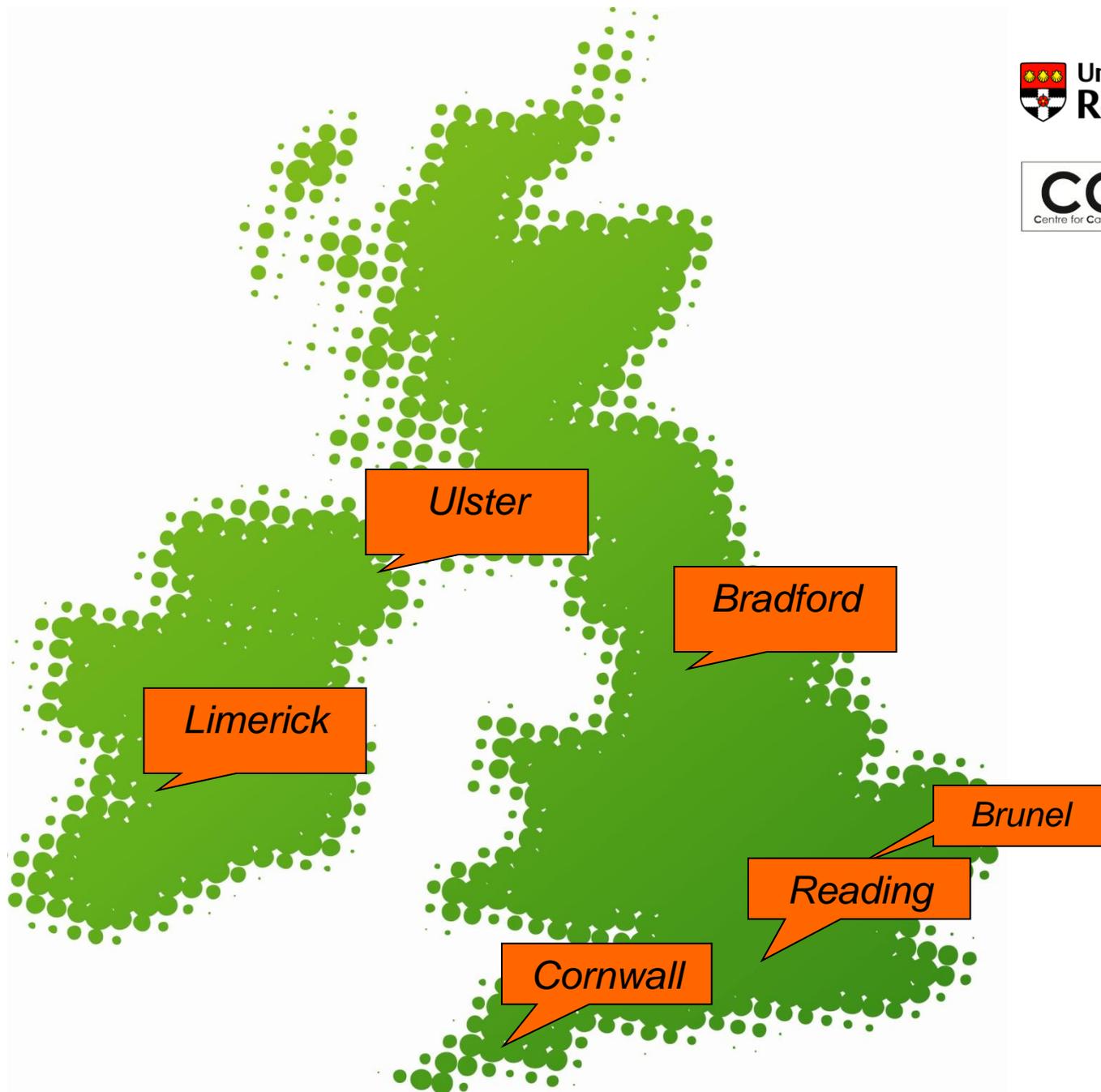
# A shared space



“Many academics now have a greater sense of involvement in careers education though working with the careers service to co-create Blackboard courses around Destinations®.”

Sandhya Tanna, Careers Education Manager  
University of Reading

# E-enabled



# Experimenting with VLEs

- Bradford : Course Genie
- Brunel: U-link
- Reading: BlackBoard
- Limerick: Saki
- Cornwall College: Moodle
- *Highs and lows*
  - Steep learning curve
  - More work!
  - *More professional product*
  - *Better T&L engagement*



### [STEP 1: Discovering You](#)

The information and activities in this section will help you to identify important aspects about your career needs, interests and motivations. You will be able to use this information in step 2 to research suitable careers and in step 3 when you are applying for job...[more](#)

### [PEP Lectures \(ppt\)](#)



### [PEP Survey](#)

What did you think of the PEP programme on u-link? Please take a few moments to fill in this survey. It will help us improve and develop the careers help we provide postgraduate students. If you would like to make any additional comments please email me [calli.amir](mailto:calli.amir)...[more](#)

### [Additional Small Workshops in](#)



### [STEP 2: Discovering Opportunities](#)

The information and activities in step 2 will introduce you to a range of career related resources that will help you in your career planning.

### [Previous PEP students' impressions](#)

This video can only be viewed from computers on campus



### [STEP 3: Making Successful Applications](#)

It is now time to apply everything that you have learnt in step 1 and step 2 of this course and use your knowledge in the recruitment process.

### [Skills at work: a leading employer comments](#)

This video can only be viewed from computers on campus



### [Interesting Vacancies](#)

Interesting Vacancies



### [Final Assignment](#)

Reflect on what you have learnt about yourself and your career options through the PEP programme on u-link, lectures and your own research and then create a 'Personal careers profile'



Announcements

Assessment Info

Careers Resources

Module Handbook

Staff Information

Tutorials

Weekly Sessions

Week 3 self study

## Tools

Communication

Course Tools

My Portfolios

Course Map

Control Panel

Refresh

Detail View

## Table of Contents

- A. Introduction
  - 1. Learning outcomes
  - 2. Careers Information for Economics Graduates
- B. Instructions
- C. The Graduate Job Market
  - 1. Job Market Information
  - 2. Job Market Quiz
- D. The Routes In
  - 1. Routes In Quiz
- E. Options with a degree in Economics
  - 1. Making a career choice
  - 2. Options with your subject
  - 3. Options in Finance and Management consultancy, IT, economics, statistics and

## Job Market Quiz

Check your knowledge and understanding of the Graduate Job Market by doing the Job Market Quiz.

**1 In the 1980s around 14% of school leavers at 18 went into Higher Education. Today this figure is about:**

- a) 25%
- b) 32%
- c) 40%

Check your answer

**2 Over the course of their working lives and compared to those who leave education with two or more A levels, how much more on average are graduates likely to earn over a lifetime?**

- a) £34,949
- b) £160,00
- c) £340,315

Check your answer

**3 Generation Y graduates are the internet generation, used to instant entertainment and information. Growing up in prosperous times, they are used to being listened to and valued by their parents and those in authority. They are said to be most loyal to:**

Trusted sites

100%

- Announcements
- Assessment Info
- Careers Resources
- Module Handbook
- Staff Information
- Tutorials
- Weekly Sessions
- Week 3 self study

**Tools**

- Communication
- Course Tools
- My Portfolios
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  - 2. Options with your subject
  - 3. **Options in Finance and Management consultancy, IT, economics, statistics and management services**

## Options in Finance and Management consultancy, IT, economics, statistics and management services

**Activity 1**

Go back to the Graduate Prospects website and look at the section [Explore types of jobs](#)

Look at both of the job categories:

"Finance and management consultancy"

"IT, economics, statistics and management services".

Familiarise yourself with the range of jobs in these categories.

**1 Identify 2 jobs you are interested in from the job category. "Finance and Management Consultancy"**

Check your answer

**2 Identify 2 jobs you are interested in from the job category "IT, economics, statistics and management services"**

# Platform for innovation

- Bradford
  - Videos of local students and employers
- Birmingham
  - Work experience / transferable skills videos of inspirational International students
- Ulster
  - Integration with online PDP
  - *Destinations*® now forms core of careers website – UlsterGradNav
  - 40 videos integrated

'Takes you from where you are, to where you want to be'



## Topics

Career planning information divided into topics, each containing information, advice, video, and activities.



[View the Topics](#)

## Resources

Quick access to videos and downloads featured in the site, additional video clips, and information on local resources.



[View the Resources](#)

## Areas of Study

Organised by subject areas providing information about careers, employability and funding further study.



[View the Areas of Study](#)

### Ulster GradNAV can help you to:

- learn more about your career and lifestyle preferences
- recognise what you can offer the world of work and what it can offer you
- think broadly about career options and patterns of work
- pursue career ideas
- identify actions you can take now to start your career journey

## Help

For help on using the site, and players that you may need in order to view all content, visit the Help page.



[View the Help page](#)

## Contacts

For local sources of further information, help and advice, visit the Contacts page.



[View the Contacts page](#)

## Accessibility

Choose from the list below to change the way the site looks:

-- Select a style --

[Further Accessibility options](#)



# Collaboratively inclined

# Philosophy of Destinations®

- A starting point, not a ‘solution’.
- Destinations® can take on different forms in each HEI.
- Encourage the creation of communities of practice.
- Licence holders can
  - Change and adapt the site
  - Share materials with other users
- CCMS facilitated collaboration
  - Google group
  - Network meetings





Topics



Help



Contacts

## The UK Business Economy

### Topic menu

+ Working in the UK

+ The UK Business Economy

Introduction

An Introduction to the UK

Population

**Major Cities**

Ethnicity

Migration

The UK Business Landscape

Big' Business or 'Corporate UK'

Find out more

+ UK Business Structure

+ UK Work Culture

+ The Right to work in the UK

+ The UK Recruitment Process

### Major Cities

The UK population is unevenly distributed. 80% of its inhabitants live in urban areas despite the fact that these make up only 9 per cent of the total land area. With a population of more than seven million people and covering 620 square miles London is the UK's capital city. Other major cities include Birmingham, Leeds, Glasgow, Sheffield, Bradford, Edinburgh and Manchester.



In addition to their Head Offices in London, many of the major UK companies have offices in the major cities in the UK. For example [Deloitte](#), a major professional services firm operates

# Limerick – Mary Sweeney

- Inter-departmental working group to manage changes (IT and academic developers)
- Made and shared Irish version with 14 other HEIs
  - Edited 700 files made 38 Irish videos
  - Joint training session with CCMS Dublin
  - Ran workshop at GCI Biennial
  - Received visitors
  - Point of technical support
- Used well established networks e.g. Graduate Careers Ireland (GCI) careers education group

Topics - Mozilla Firefox

File Edit View History Bookmarks Tools Help

Accessibility | Home | Staff | Print

# Destinations



Survey



Topics



Help



Contacts



UNIVERSITY OF LIMERICK  
HIGHER EDUCATION

## Topics

### Menu

#### You

- Interests
- Personality
- Skills
- Values

#### Opportunities

- Careers and employers
- Postgraduate directions
- Work experience

#### Applications

- Application forms
- Assessment centres
- Covering letters
- CVs
- Interviews

### Topics on Destinations

The Destinations® website comprises a range of topics, listed alphabetically below and grouped by theme on the left hand side of this page.

Each topic includes information, reflection exercises, activities, downloads and video clips. Use the menu on the left hand side to choose the items that are most relevant to you. Each tab has its own dropdown list of pages.

#### Alphabetical list of topics

-  **Application forms**  
Make the right impression
-  **Assessment centres**  
Stand out from the crowd
-  **Careers and employers**  
Explore the worlds of work
-  **Covering letters**  
Present yourself on paper
-  **CVs**  
Target your CV
-  **Interests**  
Sell your interests
-  **Interviews**  
Make interviews less scary
-  **Personality**  
What's personality got to do with it?



# Destinations Community

Search this group

Search Groups

**Home** New since last time: [1 page](#), [3 files](#), [8 messages](#)

Welcome to the DestinationTechnical documentations@ Community Group. Here you will find lots of information and resources relating to DestinationsTechnical documentation@.

[\[edit welcome message\]](#)

**Discussions** 4 of 69 messages [view all »](#) + new post

- [View this page: "Destinations@ technical support"](#)  
By Justyna - 5:48am - 1 author - 1 reply  
[destinations-community - 2 new messages in 2 topics - digest](#)
- By Justyna Sikora - Aug 5 - 2 authors - 2 replies  
[First phase of the updating process for Destinations](#)
- By Justyna - Jul 28 - 1 author - 0 replies  
[Website integration - Trinity College Dublin](#)
- By Dave - Jul 9 - 1 author - 0 replies

**Members** 62 members [view all »](#) + invite members

- [00201...@harper-adams.ac.uk](#)  
Member
- [C.Mcga...@liverpool.ac.uk](#)  
Member

**Pages** 3 of 7 pages [view all »](#) + add page

- [Destinations@ technical support](#)  
Last updated by Finbar - May 26 - 1 author - 2 pages long
- [Updated%20Links%20By%20Topic.pdf](#)  
Last updated by Alistair - Aug 4

**Home**

- [Discussions](#)
- [Members](#)
- [Pages](#)
- [Files](#)

- [About this group](#)
- [Edit my membership](#)
- [Group settings](#)
- [Management tasks](#)
- [Invite members](#)

**Group info**

**Members:** 59

**Activity:** Low activity

**Language:** English

**Group categories:** *Not categorized*

[add a category](#)

[More group info »](#)

# Working together

- Gill Harvey, Roehampton:
- *'I found working through Destinations® myself, advocating its use to colleagues and piloting it with the student body a very positive project to work on. .. There was a real feeling throughout the project that our results would feed, in a very concrete way, into its continued development and be used to directly enhance Destinations® as a guidance tool. I enjoyed the collaborative nature of the fellowship and the scope it gave to share and learn from other institutions...'*

# Destinations® impact summary

- Propelled a greater curriculum involvement
- Spur for use of VLEs
- Bridge building with academics
- Collaborative working with careers staff and e-learning technologists
- Prompted other IT developments (video & web re-design)
- Some unplanned but serendipitous outcomes!
- CCMS has contributed to wider climate of change

# Destinations

- For a one off cost your university can buy and get:
  - The whole site (+ videos and teaching materials)
  - Installation support
  - One day consultancy from CCMS (conditions apply)
  - Access to the Destinations® community Google Group
  - Licence to translate, amend and edit the site
- Discounts
  - 10% off for first purchaser in country
  - 10% for acting as information point (for your country)
  - 10% if purchasing with another institution

## CCMS – Centre for Career Management Skills

- ◀ UoR Home
- ◀ CCMS Home
- About CCMS
- Destinations®
- Beyond the PhD
- Student Stories
- Events
- Funding & fellowships
- Research & publications

### See also

- ▶ Careers Advisory Service

### Destinations® on sale now

CCMS career learning resource available to purchase

# Initiating and facilitating development and debate in HE careers education



### About CCMS >>>



▶ CCMS is a HEFCE-funded CETL based at the University of Reading.

### Research & publications >>>



▶ Find out more about the research carried out by CCMS.

### CCMS fellowships >>>



▶ Fellowships are a big part of CCMS work.

### Latest news >>>



▶ International Careers Studies Symposium fully booked, reserve list open. [Book your reserve place.](#)

### Student Stories >>>



▶ Take a look at the latest CCMS project.

### Destinations® >>>



▶ An e-learning career resource developed by CCMS.

 [For current students and staff](#)

### Things to do now

- ▶ Contact CCMS
- ▶ Meet the team

#### Address:

CCMS  
Carrington Building  
Whiteknights  
University of Reading  
Reading  
RG6 6UA

#### Email:

[ccms@reading.ac.uk](mailto:ccms@reading.ac.uk)

#### Telephone:

0118 378 8256

# Reach and coverage

## The many



## Or the few?



# Culture and orientation

## Student Services



©GMIT

## Or Academia?



©Tusb.stanford.edu

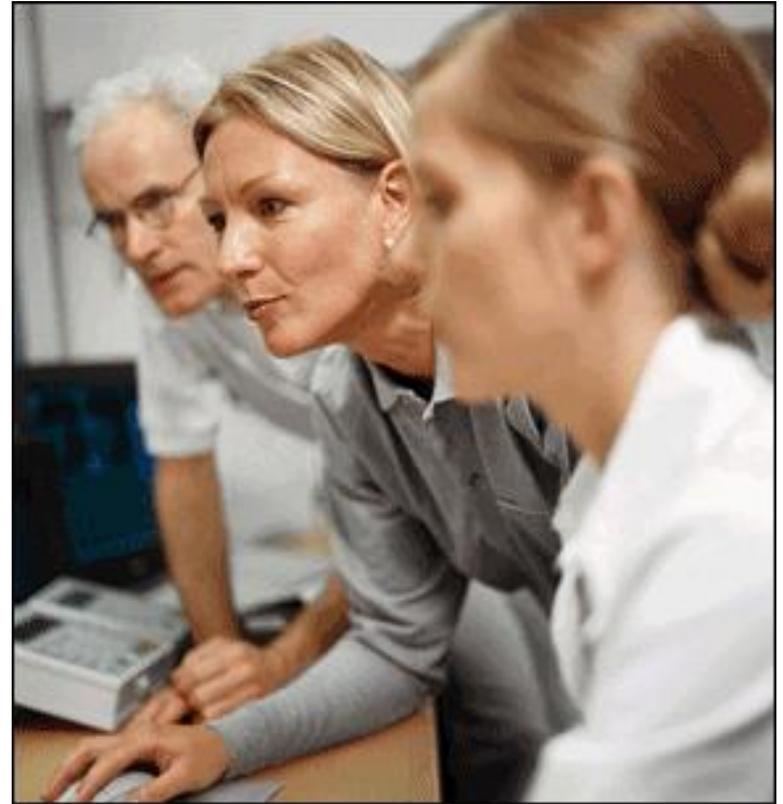
# Looking ahead

- How or will careers education be coordinated with guidance?
- What sort of modules will be developed? (Law, 1996b)
  - Foundational (core concepts)
  - Pivotal (action and outcomes focused)
  - Connecting (cross curricula)
- Education FOR careers or education ABOUT careers?

# Deliverers or curriculum developers?



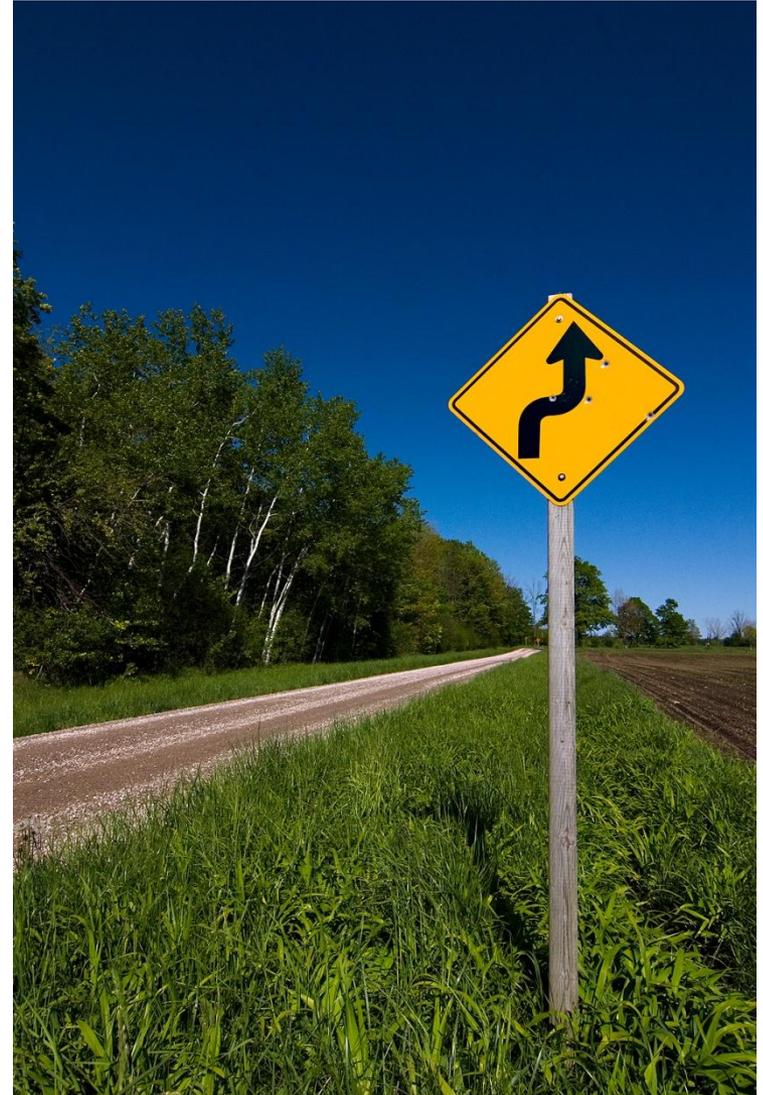
© Monash University



© Siemens

# Where are we now?

- Destinations® and CCMS have contributed to emergent developments
- Progress is never perfect!
- It's a community endeavour



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Sue Steging

Head of Student Support  
University of Ulster

[sl.steging@ulster.ac.uk](mailto:sl.steging@ulster.ac.uk)

# Peer Mentoring

evidence for the relevance of  
attachment theory

# outline

- ▶ Peer mentoring for students with enduring mental ill health at the University of Ulster – description of the project
- ▶ Evaluation and evidence gathering – using the Participatory Project Evaluation model to inform and monitor service delivery
- ▶ The relevance of attachment theory

# The Peer Mentoring Scheme

- ▶ Origins in student feedback on academic anxiety and social isolation
- ▶ Poor take – up of existing resources in counselling service and by external providers
- ▶ Wanting to manage risks associated with external support for high risk groups through internal training and supervision of mentors
- ▶ Funding for development

# Matching and Support

- ▶ Process : Version 1
- ▶ Student Needs assessed by Mental Health Adviser
- ▶ Student Referred to Register of Support Providers
- ▶ Student allocated a support provider and given contact details
- ▶ Student and SP arrange meeting
- ▶ Meetings continue: written feedback required at end of year
- ▶ Supplier-driven service ( Dr Vuorinen)

# Outcomes: version 1

- ▶ Use of mentoring : 42%
- ▶ Satisfaction : 14%
- ▶ Comments
  - It was difficult to make contact with my support provider. I left messages but got no reply
  - I felt self conscious meeting my support provider in a public place.
  - My support provider did not help me with my studies
  - She was only available on two days a week after 7pm

# Reviewing Objectives

- ▶ **Participatory Project Evaluation**  
Presented at FEDORA Summer University,  
Leiden, 2007
- ▶ **“Counting in and Counting Out”**
- ▶ **Ref: Guide to Project Evaluation: A  
participatory Approach.**  
Population Health Directorate,  
Health Canada, August 1996

# Participatory Project Evaluation

- ▶ 5 Steps
- ▶ Define the project and its objectives
- ▶ Consult stakeholders and develop indicators and measures and evaluation tools
- ▶ Collect the evaluation data from stakeholders
- ▶ Analyze and interpret the data
- ▶ Use the evaluation results to modify objectives
- ▶ Develop a virtuous cycle

# Defining the project work: Aims

- **Develop relevant student centred services**
- **Integrate mentors into central services**
- **Improve uptake of services**

# Objectives

- ▶ **Recruit Postgraduate students to provide 1 to 1 support & study skills**
- ▶ **Provide tailored accredited training and induction programme**
- ▶ **Provide regular supervision to Peer Mentors by Counsellor/ MHA**
- ▶ **To carry out individual matching process of student with Peer Mentor and facilitate first meeting**
- ▶ **To collate and analyse data from a series of reviews throughout the project**

# Matching and Support

- ▶ Version 2
- ▶ Student needs assessed by Disability Adviser
- ▶ ( this process has to be supplier driven as it relates to funding)
- ▶ Student referred to Peer Mentoring scheme
- ▶ Mental Health Adviser interviews all students and mentors using semi structured interview schedule
- ▶ MHA makes match and arranges introductory meeting
- ▶ Student and mentor agree meeting schedule
- ▶ Mentor attends supervision

# Pre matching themes

- ▶ Anxiety- social and academic
- ▶ Difficulties with crowded places- library/lecture
- ▶ Poor motivation
- ▶ Organizational problems
- ▶ Poor memory & concentration
- ▶ Tired easily
- ▶ Low moods
- ▶ Self esteem- confidence
- ▶ Physical illness- sign of not coping

# Outcomes: version 2

- ▶ Use of service: 100%
- ▶ Satisfaction: 100%
- ▶ Planned improvement: to recognise intensity of relationship and include “ending” and “attachment” in the training programme

# Student Comments

- ▶ Extremely helpful
- ▶ helped to:
- ▶ deal with pressures of deadlines
- ▶ prepare and organise myself
- ▶ alleviate my worries about exams/coursework
- ▶ to have confidence in my ability
- ▶ with advice on how to stay on top of work
- ▶ improve my motivation

# Student Comments

- ▶ Helped me:
- ▶ with time management & assignment structure
- ▶ in terms of building my confidence
- ▶ when feeling down and inadequate
- ▶ to talk without fear of looking stupid
- ▶ learn how to use study techniques for my course
- ▶ decrease my anxiety over not performing well

# Student Comments

- ▶ Great asset when I felt under pressure
- ▶ Would have struggled without the Peer Mentor
- ▶ Would not have made it through Christmas without peer mentor

# Mentor Comments

- ▶ Training helped me feel more prepared
- ▶ Helped me think about multiple situations
- ▶ Mentoring module very useful-opened my eyes to the process
- ▶ Training very useful and facilitator very helpful
- ▶ Facilitator very good at adapting pace and content of course material to groups needs and skill level
- ▶ Would benefit from accredited training on study skills
- ▶ Study skills session very useful
- ▶ Training afforded self-reflection and give insight into ways to communicate with mentees
- ▶ Would definitely recommend modules

# Discussion

- ▶ Take up and satisfaction rates for peer mentoring are significantly higher than for other forms of support.
- ▶ Why?

# The emotional significance of education

- ▶ empirical evidence of profound emotional investments in education
- ▶ invocation of primary relationships - alma mater, alumni - in every day speech
- ▶ Re-enactment of parental and sibling relationships in the academic context- recognition/ competition/rivalry
- ▶ Potential re-enactment of anxious and ambivalent attachments

# Recognising Social and Psychological Factors when Designing Services

- ▶ Acknowledging the high levels of anxiety and the attribution of identity to the processes which underpin academic work leads us to **use structures which support the development of personal capacity rather than take it for granted.**
- ▶ Putting service user needs ahead of administrative efficiency – they come to the same thing in the end!

# Attachment

- ▶ the “secure base effect”  
(Ainsworth 1982) enables an individual to seek out attachment figures at times of threat and then return to exploration. It enables reality testing and risk taking in support of development.

NOT fostering dependency

# Our Challenge to Ourselves

- ▶ To establish from the outset that contact with our services will offer an opportunity to have a good experience (develop a secure attachment)
- ▶ To re-enact attachment processes in a benign way, facilitating external and internal structures which give rise to confidence in oneself and one's caregivers, providing a basis for exploration of self and the environment
- ▶ To withhold rather than offer opportunities for transference re-enactments

# To recognise our own needs

- ▶ “The requirement of an attachment figure..is by no means confined to childhood...but applies also to adolescents and to mature adults as well. This may be overlooked or even denigrated. Such a requirement recurs at every stage of the life cycle.”
- ▶ Bowlby,J. *Self-reliance and Some Conditions that Promote It.*



# The Second Chance Journey... or... “How did these oldies get to be uni students?”

FEDORA Conference 2009

**Dr Cathy Stone**  
Deputy Academic Registrar  
Student Support Services





## Mature Age Students - what is it like for them?

A research project to explore the experiences of women and men along their journey as mature age university students.

Doctoral research with the Faculty of Education and Social Work, University of Sydney

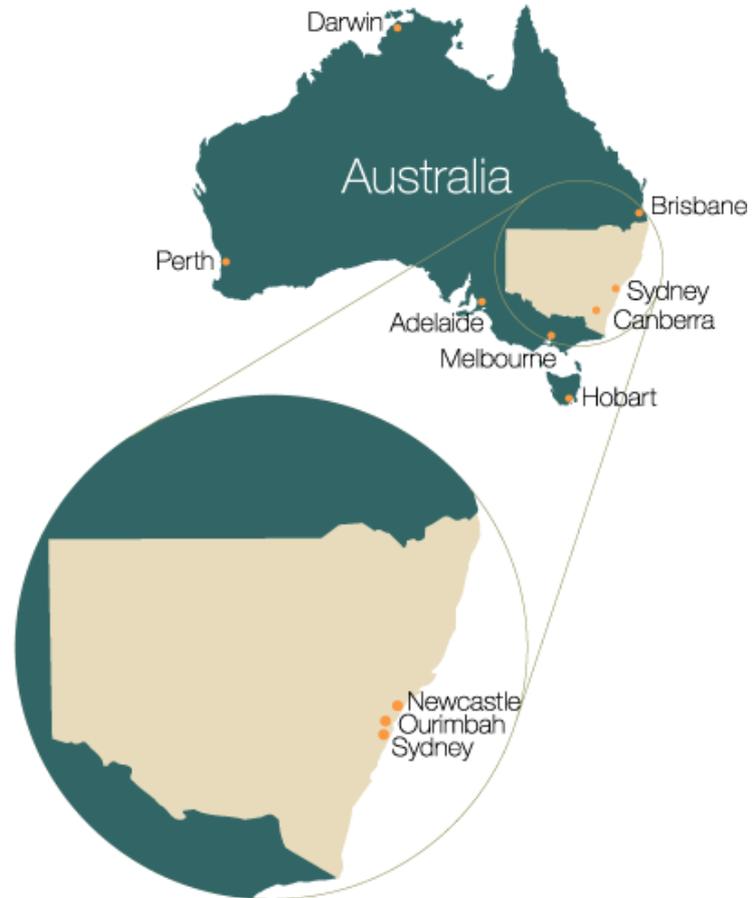
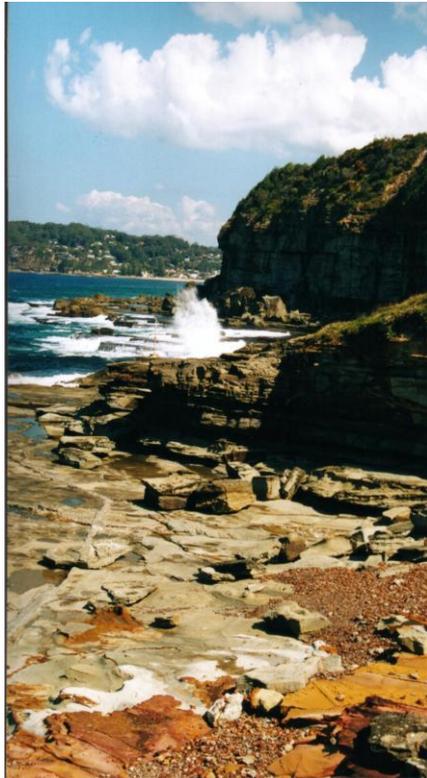


## Methodology

- Qualitative
- Narrative perspective
- Postmodern feminist theoretical approach
- In-depth semi-structured interviews with 20 mature age students at the University of Newcastle Australia; 19 entered university via Open Foundation program.



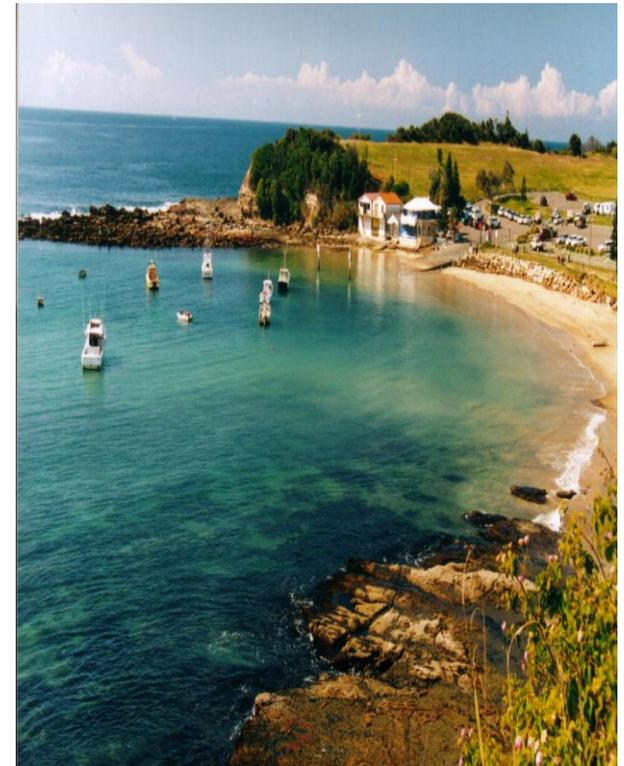
## Where are we?





## The University of Newcastle

- Student population- 40% aged 25 and over (25% aged 30 and over), 10% international, many students first in their families to attend University
  - Low socio-economic regions (Hunter and Central Coast):
  - Low participation rates for Higher Education
  - Higher than state average levels of unemployment & low income earners





## Open Foundation Program

Enabling Program run by the University of Newcastle for persons 21 and over

Successful completion of the Program can qualify students for University entrance, with students receiving an equivalent University Admissions Index on the basis of their results

Over 90% of those who complete Open Foundation are successful in their application to university

Can be studied full-time for one semester (4 subjects) or part-time for two semesters (2 subjects per semester)

No fees and open to all

Approx 66% of participants are female



## Who are the research participants?

20 mature age undergrad students in 2<sup>nd</sup> year or beyond

15 female, 5 male

11 full-time & 9 part-time

Age 32-52, median 40

9 married or living with a partner

19 have children, 26 yrs- 7mths

11 are single parents

None have parents who attended university

17 are first in their family (of origin) to attend university



## Themes to be explored:

- ***Beginnings***
- ***Challenges***
- ***Resilience***
- ***Transformations***
- ***Sense of a Different Future***



## BEGINNINGS:

### Why Study? Why now? – usually some catalyst

*My son started kindergarten and I thought I could either go and get another boring office job or I could do something that I actually want to do... (Fiona, 35)*

*It was all around the same time I lost my job, split up with him and thought “Okay”! (Anne, 36)*

*I was hairdressing for 22 years and had a work place injury. (Grace, 47)*



## Sometimes a long-term dream....

*I was a bit peeved that I didn't put enough effort into going to Uni and so it was always in the back of my mind that I wanted to go to Uni and do a degree...(David, 52)*

*It was never a question of if I would, it was when I would. (Helen, 33)*

*I always wanted... to go and study... and I wasn't encouraged to do that... It has always been a yearning (Mandy, 38)*

*I wanted to do Nursing and thought it might be easier waiting for the kids to be a bit older. (Tina, 38)*



## Sometimes quite unexpected...

*Never in my wildest dreams... I knew I was capable of something but uni was just over my head... I just thought it was all beyond me (Carol, 44)*

*I saw one of the guys from school and he asked what I was up to and I told him I was at uni... he said oh bullshit! He didn't believe me. I never thought about uni. Never actually thought outside of where I was... (Virginia, 36)*

*It was just through talking to people that made me aware... I'd probably be doing TAFE. I think I needed to do something but it wouldn't have been necessarily uni, because I wouldn't have thought I was good enough (Linda, 40)*



## Why not before...?

- Lack of opportunity or encouragement
  - *Family*
  - *School*
- Life simply getting in the way...



## Lack of prior opportunity or encouragement

*My family life, as it was, was, like, get out and get a job* (Tina, 38)

*I left school in 4<sup>th</sup> form.. It wasn't even the thing to do the HSC back then – maybe just go out and do a trade – get a job* (Carol, 44)

*Well my mother didn't encourage me to get my HSC, in fact she told me I wasn't smart enough, so I joined the workforce when I was sixteen* (Mandy, 38)

*I had been told for so long that I wasn't very bright...* (Helen, 33)



## Or maybe unhappy school experiences...

*I didn't like school... I moved around a lot of the time so I didn't really develop any close relationships (Anne, 36)*

*No good. I didn't like it. I also have no HSC. I had bad school experiences. (Katrina, 42)*

*End of year 9, things just went downhill from there... I went on to Year 11, dropped out half-way through... I just lost it with school (Bob, 41)*



## Or life simply getting in the way...

*I had wanted to be a teacher when I left high school but my father had died between year 10 and year 11 and Mum said I can't afford to buy your year 11 uniform, do you mind getting a job, so that was the end of that. (Nerida, 49)*

*I started my HSC but I fell pregnant so... I started doing it by correspondence... but I couldn't concentrate. (Anne, 36)*

*I had to drop out [of uni]... I had a 3 month old child and I couldn't do it... (Helen, 33)*



## Inspirations and influences...

### From other adult learning...

3 women were inspired to go to uni following a “Careers Education for Women” course through TAFE.

*I started off doing the CEW course and right from that course I wanted to go to university (Anne, 36)*

*I found a Wyong TAFE course called CEW and they were fantastic... she [teacher] said if you want to go to uni you should do it, because you can. (Carol, 44)*

One was inspired by a Diploma of Adult Education.

*I loved it! It was a real culture change... and ever since then I sort of had a yearning, looking for something... (Mandy, 38)*



## And from family and friends...

*So I spoke to my wife... so she said go and get educated... she found out all the information and I made it by 3 days... my wife pushed me.  
(Bob, 41)*

*I have a friend who was doing uni at the time. Different degree... but I saw her doing it with her family and I thought well maybe I could do it too  
(Tina, 38)*

*I was trying to arrange to get him [son] into uni and he wasn't interested and I thought 'well bugger you! If you're not interested, I'll go to uni.  
(Nerida, 49)*



## And Open Foundation made it possible...

*I opened up the local paper and it had the Open Foundation... and it was closing day on the Friday so... I went straight down and that was it. My husband came home and said what did you do today and I said I went and enrolled in uni. (Grace, 47)*

*I saw this lady that I used to live next door to... on the campus on that open day and she said you have to do Open Foundation. It's the best thing in the world. (Fiona, 35)*

*And then finding out about Open Foundation... I'm thinking, how did these oldies get to be uni students? (Linda, 40)*



## Starting uni – an anxious time... particularly for many of the women

*First 6 weeks were a nightmare... very overwhelming.. I was close to just giving it all away... (Katrina, 42, widowed)*

*It was hard to get out of the car... it was hard to walk onto the campus.... I had no right to be here... (Helen, 33, divorced)*

But for some... excitement outweighed the fears...

*The first day I walked in and feeling just excited, oh all this knowledge... it felt good! (Grace, 47, married)*



## For the men...

Generally more confident, except for financial concerns...

*Exciting I guess. (Bob)*

*A little bit daunting. I felt like a kid again but there was also a distinct advantage being a mature age student. (Paul)*

*There were no real difficulties.... I really really enjoyed it (John, 38, Married)*

*There was no real fear. I guess the only apprehension was can I afford to come? (David, 52, separated)*

*The biggest one was giving up work and not having an income. (Bob, 41)*



## Influence of gender on experience

- “Women distrust their intellectual capacity more often than men and feel less at home [in higher education]” (Shands, 1998)
- “Gendered expectations of family obligations... women take on the ‘2<sup>nd</sup> shift’ .... [of] children and home” (Wolf-Wendel and Ward, 2003)



## CHALLENGES:

### Changes & Adjustments... A juggling act!

- Financial
- Time
- Organisation and prioritising
- Changes in relationships with partners and children
- Balancing needs of study with needs of children/partners
- Juggling all responsibilities



## Money and time!

*Financial adjustments is a big one... but when it comes to the kids, trying to find time for the kids and the family. They don't always come number one which is really wrong. (Bob, married, 4 children)*

*Challenging – to try to find enough time to do the assignments and do all the running around. (Tina, married, 3 children)*

*Less money, crappier shoes! (Linda, married, 1 child)*

*Because my daughter turned 16 the money I was getting from Centrelink almost halved...(Virginia, single, 1 child)*



## Changes in Relationships – some positives, some negatives

*I get a little bit frustrated with him sometimes because he still thinks the same and... so we just try to cool off on the political debates (Linda, married)*

*I think its helped support it [relationship with partner] because we are both studying (Anne, living with male partner)*

*I probably don't have as much respect for him as I once had, because now I know I'm more confident and say what I think. (Mandy, married)*

*Probably affected for the better. My wife is very supportive, always has been. (Bob, married)*



## Three relationships didn't survive the changes...

*He wasn't too happy with it, he made things difficult for me and I had to borrow the neighbours car just to get here... you know, I was the wife at home, dinner on the table, house was always clean – the house is never clean now! It got to the point where he would be drunk on the days that I was at uni... it got beyond a joke. (Helen, now divorced, 2 children)*

*It probably would have happened anyway [marriage breakup]. I think the big thing was I met somebody that I clicked with. (Evan, now separated, 3 children)*

*His opinion was it was time for me to sit back and knit and wait to become a grandmother... (Amber 49 divorced 2 children)*



## Juggling other responsibilities... eg work...

*I didn't give up my work, I still have a mortgage and I'm still working... generally 35 hrs a week minimum on top of studies. (John, married, one child, studying full-time)*

*I started this new job a couple of weeks ago. It started on a Monday so I had an assignment due on that Monday which I'd already got an extension for and so I just had to stay up until I finished – up to 3am so I finished it, and that's becoming the norm. (Tina, married, 3 children, studying part-time)*

*When I get home from work... I have something to eat and then I'm straight into the study (Paul, divorced, 3 children, studying part-time)*



## Housework, children, partners....

*I had to let go of the housework. Now we crunch around on rice bubbles and food... I'm finding it quite frustrating – the mess. (Mandy, married, 5 children, part-time study)*

*I had this philosophy of why did I bother having a child if I'm not going to spend time with him and especially at his age and with my husband... trying to find the right balance.... (Linda, married, once child, part-time study)*



## Multiplicity of Women's Roles...

- “Often a return to school creates significant role strain and feelings of guilt, inadequacy and self-blame over difficulties in handling multiple roles” (Rice, 1989)
- “Gendered expectations of family obligations... women take on the ‘2<sup>nd</sup> shift’ .... [of] children and home” (Wolf-Wendel and Ward, 2003)
- ‘Society places a different value on “men’s time” and “women’s time” (McNay, 2000)



## Guilt and internal conflict....

*I found it very difficult last night, she was in tears [7 yr old daughter] ... and I put my time away to finish my essay, so inside I wanted to get things done... It's a big conflict because we had a lecture and a presentation this morning... (Katrina, widowed, 2 children)*

*Just I do feel like a bit of a failure from having to push the kids aside a lot... at the moment my son is going through some issues at school... and you have feelings, is that because of me? – is it all my fault... (Tina, married, 3 children)*



## Male Time vs Female Time

- Study time for men 'taken for granted' - wives/partners tailor their activities around male study time
- Women tailor their study time around other responsibilities at home, inc. children, partners needs

*Any work my wife is doing she has tailored it around my hours. (Bob, married, 4 children, full-time study)*

*I finish everything by 4pm, I pick my husband up at 4.30 and after that it's dinner time. (Grace, married, 3 children, part-time study)*

*I always make sure I've got weekends free (Anne, living with partner, 2 children, full-time study)*



## RESILIENCE... What keeps them going?

### Help and support from...

- Lecturers
- Support Services eg. counselling, learning support, careers advisers, student mentors
- Partners
- Children
- Parents



*The lecturers are more approachable, they have more time for you  
(Virginia)*

*Most of the teachers are pretty approachable and you can talk to them  
but with student support you can go that bit further (Carol)*

*The student support here... support here has been great (David)*



## But above all... fellow students/ friends at uni

*The girls I'm with – our little study group that we made in Open Foundation – I made some friends there and we're all doing the same degree and we formed a little group and we support each other...*  
(Linda)

*My friends here at uni are just amazing... I've met some real friends here, friends that I will have for the rest of my life.* (Helen)

*We all support each other* (Anne)

*First off my friends. If we don't understand something we talk among ourselves.* (Fiona)

*My study group... if it wasn't for them I'd be hopeless.* (Linda)



## Same for the men...

*The support is from my peers here and there is quite a network and we ring each other up and ask things like do you understand that? The best is your friends. (Bob)*

*Probably first of all fellow students – we talk. (David)*

*Generally the people who are in the classes that I'm doing. (Evan)*

*Probably more [help] from students. (John)*



## Determination to achieve the goal...

*I think the overwhelming thing for me is that I want to learn and I don't want to give in half-way and I want to see it to the end (Paul)*

*I don't like to give up – definitely not! (Fiona)*

*Probably if I wasn't so pig-headed, determined, I might have given up (Grace)*

*I didn't want to give up... I don't think I've ever given up on anything in my life (John)*

*It would be a waste of all that time I have already invested... that's what keeps me going (Tina)*



## Love of learning...

*Enjoyment I get from the research, from the writing, finishing each assignment (Mandy)*

*I enjoy it... I like to write but it doesn't always come easy, but I'm happy when I finish what I do (Carol)*

*My love of learning, my beautiful lecturers, our beautiful campus (Nerida)*

*The knowledge that will come out of it... the overwhelming thing for me is that I want to learn. (Paul)*



## And, for some, a new independence...

*The fact that the first time in 15 years I can just get in the car and drive up and get lost in books and research... independence. And it's something of mine. I don't have to share it with [husband] and the children, they don't have to be here, they don't have to have anything to do with it. (Mandy)*

*The thought that when I go overseas I can get work... and I'm not going to be on the dole... and have my own home. (Virginia)*



## Gains... What do the women say?

- Confidence
- Knowledge
- Self awareness
- Being able to express myself
- Sense of fulfillment
- Pride in achievements
- Prestige
- Empowerment



- Ability to analyse and deconstruct
- Time is more meaningful
- Breaking a vicious cycle
- Opening up of another world
- Knowing I can do it
- Broader understanding of the world
- Self-accomplishment
- Understanding the human condition



## Similar for the men...

- Grown as a person – increase in ‘social wealth’
- Friendships
- A broader view of life
- Confidence
- People skills
- Belief in myself
- Satisfied my enjoyment of learning



## Losses...

Most common losses – Time, Money, Leisure.

But for all the struggle – all agree that gains outweigh the losses.

*Because the alternative is to go and work at Coles and I really don't want to go back there. (Anne)*

*Only time and money. I don't see many downsides. I have people say "I'd love to do what you're doing" and I say "Do it!". I don't think there are many losses. (Bob)*

*That's the wonderful thing about uni, that it opens you to this world that never ends. (Penny)*



## TRANSFORMATIONS - Identity

- Significant internal transformations
- Growth in skills and confidence



Waratah (*Telopea speciosissima*)



## Women more often reported significant internal changes...

*Feeling fulfilled, completely filled the void. (Grace)*

*Coming to uni I sort of bloomed....Much more outgoing (Fiona)*

*I've gained confidence... I feel happier - I guess self-esteem. I feel like I'm going somewhere. I'm achieving a goal. (Penny)*

*I feel like I'm an intelligent, attractive woman that is capable and confident and can hold an intelligent conversation (Mandy)*

*My thoughts about myself have changed. I understand myself better. (Linda)*



## Men more often reported personal growth and addition to existing skills...

*I don't think I have a higher or lower opinion of myself but I knew I was a skilled boat builder – this has just added to my skills (John)*

*I see myself as more confident... I've always been socially aware, but I think probably more so now (David)*

*I have grown as a person.... I'm a lot more tolerant... I feel like I have got a bit more respect (Bob)*

*Confidence.... My people skills have always been good but just to be able to practice has been good. (Evan)*

*I think I just know a bit more... I'm a bit more 'full of it'! (Paul)*



## A DIFFERENT FUTURE...

The men very certain of their future:

*I will have a nice comfortable life coming up. (Bob - Teaching)*

*Get a position or to gain employment with a job that will be stimulating  
(David – Management)*

*I shouldn't have any problem getting a job... I don't see any shortage  
of jobs for me when I finish. (Evan – Teaching)*

*Get a job with fair wages and security and super... really capitalise...  
(John – Science)*

*The qualification will make me more marketable (Paul, Management)*



## For some of the women, future more 'fluid'

*I'm not sure where I'm going to end up... I have no idea. (Carol - Arts)*

*I'm still kind of unsure where I want to go. (Fiona – Social Science)*

*I haven't got a firm plan... I don't know how to narrow it down or what job I can do. (Penny – Teaching)*



## But they know what they want...

*I would like to be a registered psychologist and so that's what I'm aiming for – and get an internship somewhere and register. (Grace – Psychology)*

*Self-sufficiency and independence for me. I don't want to have to rely on any government department or any other person for financial support. I want to be able to do it myself. (Helen – Herbal Therapy)*

*I'll have more money, I won't have Centrelink breathing down my neck. (Ingrid – Teaching)*



## Dreams realised...

*I will be up on the podium with my friends in 2008... we've got dreams and plans... (Bob)*

*Sense of purpose, learnt something and can use it to help other people. (Anne)*

*I can't wait for the day when I can wear the funny hat and have a degree and I guess there is a certain amount of prestige about it. (Paul)*

*There's about a hundred doors [opening up]... totally different. (Amber)*

*Just experience something different. Africa... something entirely different out of Australia. Aid worker or something. (Tina)*



## Generational change...

*My daughter wouldn't have done the diploma if she didn't see me studying. (Anne)*

*Kids are benefiting... just seeing me doing my studies... they are already trying harder at school. (Bob)*

*Instilling in my children a sense of worth and working hard and achieving something... achieving a goal. (Helen)*

*I'll be able to provide a better life for my children and better education. (John)*

*They will see that there are opportunities... whereas maybe if we hadn't thought about going to uni they probably wouldn't have thought about it. (Penny)*



## Pathways into Higher Education for mature age students - enhancing equity

*“Socially and educationally disadvantaged mature learners remain some of the most under-represented students in the higher education community” (Abbot-Chapman et al, 2004)*

Research into mature learners *“indicates the need to consider mature students as individuals with separate social, educational, personal and vocational experiences”* as well as *“the relevance of lifelong learning to student personal and/or vocational well-being”* (Cullity, 2006)

*“The success of mature-aged non-traditional entry appears independent of socio-economic background”* (Cantwell et al, 2001)



# Questions and Discussion...



# FEDORA CONGRESS – BERLIN 2009

## FREIE UNIVERSITAET BERLIN

Theme ‘Lifelong Guidance – The Key To Lifelong Learning’

1) Name of Presenter: Joke Vanhoudt

2) Name of University/Contact Address:

Study Advisory Centre of Katholieke Universiteit Leuven Vandale College

3) Title of Presentation:

**Ethical behaviour and decision making in academic advising**

4) Short summary

Academic advising is becoming more and more a vital part of higher education. This is due to different causes, e.g. more diversity in the student population, more

flexibility in study programmes, more individual degree pathways, less traditional course activities, new ways of communication with students etc.

More people are involved in the necessary academic advising and a lot of them have no professional code of ethics that can guide their behaviour and decision making.

On the other hand, in academic advising the quality of services becomes more important. Advisors are seen as strong student advocates, neutral mediators, moral role models, conscientious staff representatives. Several examples of ethical dilemma come to mind regarding personal problems of students, referral of students to specific services, mental disorders of students, etc.

Therefore, in a working group of Study counselors of the Association of the KULeuven the need was felt for a professional code of practice and ethics, with respect, integrity, responsibility and professionalism as keywords.

In this workshop I would like to discuss these topics:

- Why do we find a code of ethics for academic advisors necessary ? (Examples of the problems we are dealing with)
- How did we organize the making of the code ?
- What do we mean when we talk about respect, integrity?
- How do Study counselors respond to this code?
- What do we expect from institutions?

Objectives/ Learning Outcomes: <ul style="list-style-type: none"><li>• reflect on the ethical dimension in the job and the way academic advisors deal with this</li><li>• strengthen the way we can handle this in our educational institution</li></ul>
Target audience Study counselors and advisors
Lecture/Discussion
Language: English

*University of South Bohemia, Faculty of Agriculture*

# PROFESSIONAL GUIDANCE IN FINDING A JOB CORRESPONDING TO THE STUDY SPECIALIZATION ON THE LABOUR MARKET



*Bohumila Voženílková*

*Zdeněk Štěrba, Bohuslav Čermák, Jiří Diviš*



# University of South Bohemia, Faculty of Agriculture



**Bachelor study programmes: 10 study branches** (Animal husbandry, General Agricultural Engineering, Agricultural Biotechnologies, Agroecology, Agrotreading, Agricultural Machinery, Trade and Services, Landscape Sustainable Management Systems, Biology and Protection of Special - interest Organism, Delivery and Manipulation Equipment, Landscaping and Property Transaction)

**Continued master study programmes: 4 study branches** (Agroecology, Plant Biotechnology, Animal Biotechnology, Biology and Protection of Special - interest Organism)

**Doctoral study programmes: 8 study branches** (General and Specialised Plant production, Plant Protection, General and Specialised Animal Husbandry, Hygiene and Prevention of Diseases in farm animals, Applied and Landscape Ecology, Agricultural Chemistry)

*Recent transformation of higher education brings also new requirements and tasks, mainly in terms of extension and improvement of the existing forms of study. This requires introduction of new activities and functions by most higher education institutions*

**G***The need for guidance services at the University of South Bohemia, Faculty of Agriculture, has emerged primarily due to a significant diversification of the original studies, introduction of additional disciplines and profiling of the existing ones which requires more systematic information supply about possibilities of studies*



# 1. Guidance for high school students

**F** *Guidance for high school students prior to the study university*

**F** *Day of open door – month January*

**F** *Internet acces (link label)*



## 2. Guidance during university study

- ☞ In the field of academic guidance we mainly help students with the choice of suitable subjects for their future professional focus*
- ☞ This is the core activity of our work which should improve particularly the quality of professional training*



*Before choosing of thesis subject (2. year)*



*Practice, fellow-ship, student stay*



### 3. Guidance in the end of university study

☞ *Guidance of students in the field of finding adequate jobs on the labour market and in the choice of profession has been introduced in higher grades where students are provided with professional and specialized consultations mainly as concerns application and use of the acquired knowledge in the agricultural practice*



# Foreign cooperatives

 *In view of our accession to EU it is also necessary to establish a system of occupational and professional counselling at higher education institutions with an integrated system providing the latest information about the labour market and career education, to acquaint our graduates with the possibilities of finding a job in foreign companies based on the experience of our foreign partners*



The contribution was prepared within the project

MŠMT: C 30-1-VŠE

*Thank you for your attention*



# Negative study stress under control

**Vincent Willemyns**

**Student psychologist, Department Study Counseling and Guidance, University College Ghent (Member of Ghent University Association), Central Administration, Division of Education, Research and Services,**

**Site Kortrijksesteenweg 14, 9000 Gent, Belgium**



**Becoming best friends with the audience!**

# Contents

- Contents of 3 sessions > focus 2 + 3
- Conclusions:
  - Advantages /disadvantages
  - Lifelong learning

# SESSION 1

# Study stress under control

1. Definition of stress
2. Detecting symptoms
3. Theoretical frame
4. Negative thoughts as the cause
5. Installing a positive thought of cognition
6. Importance of relaxation training
7. Systematic desensitisation
8. Relaxation-CD: evoking a conditioned relaxation response = reduction of tension = reduction of the negative stress symptoms

# 1. Stress in a performance situation: definition

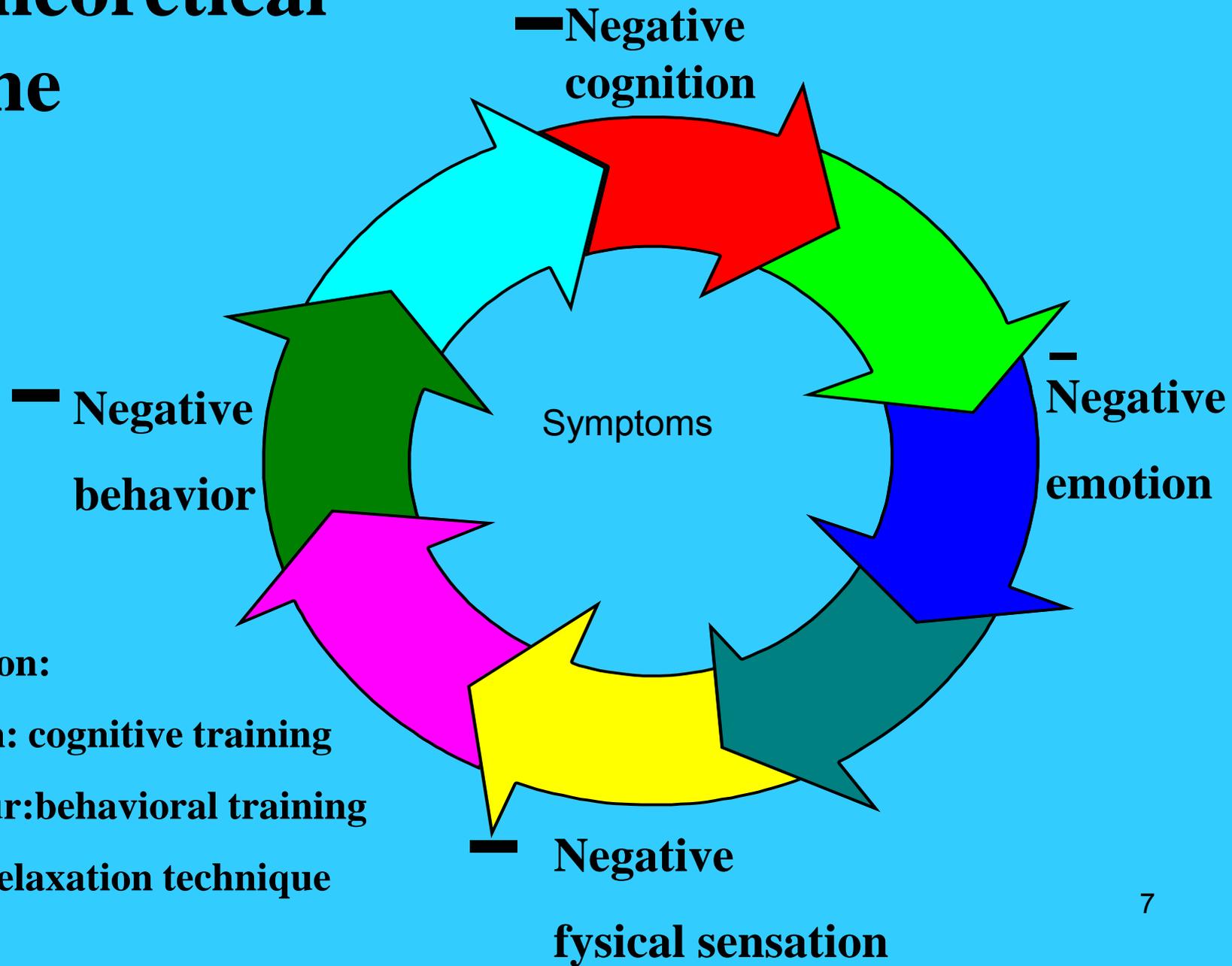
- No personal characteristic
  - For example: ‘I am the person who always reacts stressy and uncertain in this situation’

BETTER:

‘ I behave myself stressy ... ’ : behavior

- Nobody is born with fear of failing ; it ‘s learned.
- Active & passive form of fear of failing

# 2. Theoretical frame



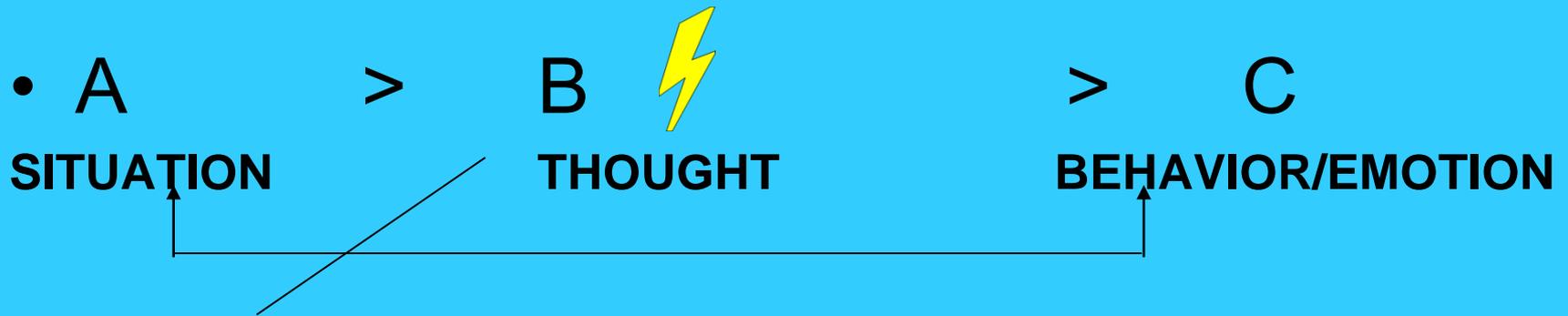
# Manifestations of study stress

SITUATION	COGNITION	EMOTION	FYSICAL	BEHAVIOR
Performance on stage	O my God, what if I don't succeed!??	panic	Hyperventilation, high blood pressure	Black-out
Oral examination	It is terrible if I can't find my words!	uncertain, powerless	To sweat	Panic attack
Presentation in classroom	You will see, it's going to be a disaster again!	anxious	Pain in stomach, Stomach ulcer	Bad concentration, studying very slowly
....	I am a loser and a failer	depressive	Dry throat	Going to toilet several times
	I have to succeed, if not life isn't worth living	agressive	Headache, sleep disorder	Stuttering, not going to the exam, procrastination

# Manifestations:

- In a situation where you need to perform a certain behavior
- There is an evaluation
- The chance you don't succeed on certain criteria
- Behavior or consequence is important

# 3. Negative cognition as the cause



## Types of negative cognitions (C-)

1. Negative self-esteem as cause & consequence; For example : ‘I am not capable to do so...’
2. ‘I must’: as an unrealistic demand; For example: ‘ I have to succeed!!’
3. ‘Terrible’, as an unrealistic exaggeration; For example: ‘ It is horrible....’

# Some other characteristics of negative stress

1. Very high ...or low objective
2. On the performance itself: blocking of concentration
3. Negative self-evaluation in 'being' terms & the negative consequences
4. Extreme negative anticipation on a future performance situation    Example:
5. Attribution of success & failure

# 5. Learning to think rational: rational self-analysis

Concrete,  
realistic  
'DO'-  
thoughts

## A. Event

.....

## B. My negative thoughts

1. If I don't succeed, life isn't worth living anymore!
2. So many things to do and so less time; I can never realise that!
3. ....

## C. Negative emotions

helpless.....

## D. Behaviour

- trembling on my legs
- stuttering

## A'. Camera control

.....

## B'. My rational alternatives

1. I can better think just trying to do my best, so I don't have to blaim myself
2. If there is something I can't realise, then it is not so terrible; one can not handle everything..

## C'. Desired emotions

More relaxed

## D'. Desired behavior

Studying more concentrated

# Practical implementation of the 4 characteristics of rational thinking:

1. Is that thought really true?
2. Does that cognition really helps me to realise what I want?
3. Does that cognition helps me to prevent or to avoid feelings ,  
I do not want?
4. Does that cognition really helps to avoid or prevent conflicts  
I don't want in my situation?

# List of examples of several negative cognitions C- & their opposite C+

## C-

- I am not good enough!
- I am a failure, I will fail!
- I am stupid!
- I am worthless!
- I am weak!
- I am of no importance!
- I am a bad person!
- I have to shame myself !
- I can't trust myself!
- I have to be perfect!
- I can't succeed!
- I can't stand it !
- I have done something wrong!

## C+

- I am good enough!
- I can succeed!
- I can learn about it!
- I am a valuable person!
- I am strong, & can learn it!
- I am important!
- I am a good person!
- I can/may respect myself!
- I can (learn)to trust myself!
- I can be myself, I may make mistakes!
- I can succeed!
- I can learn to live with it!
- I can learn about it!

## 4. Relaxation training

- Physical entrance:
  - Stress & anxiety >< relaxation
    - Learning to relax in a stressful position (in vitro-in vivo)
      - < experience of less tension
      - > thinking more positive about yourself
      - < experience being less tensed
      - > concentrate & perform better
      - > selftalk becomes more positive
      - > becoming more self-confident

Progressive relaxation of Jacobson

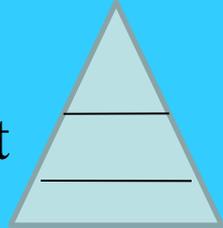
Exercising on a regular base

# 5. Systematic desensitisation or ‘de-stressing’ step by step

- Physical relaxation + to imagine most stressing/frightening moment of performance + repeating a positive rational realistic concrete cognition (C+; for example ‘I am good enough’...start with the easiest question...’):
  - >>>> until the point you have control of your fear of failing >>>> no black-outs anymore, panic-attacks, blocking fysical sensations...

# 6. Analysing performance situation

1.  **‘Make concrete image’**: worst stress moment; or ‘what comes into your mind when thinking about it’?
2. **Detecting negative selftalk**: that comes **now** into your mind, when thinking about 1. (cfr.list )
3. **Finding positive cognition**: ‘what would you like to think now’, (realising that the C- isn’t rational at all) when visualising the stressing moment; instead of C- (cfr.list C+)
4. **Level of ‘feeling true’ of C+**: when you imagine **now** that stress moment; scale 1 (untrue) – 7 (completely true)
5. **Kind of negative emotion**: when you imagine **now** the moment with repeating C-
6. **Level of tension**: how much tension do you feel **now** when imagining the moment
7. **Where fysically**: do you experience that tension?



# List of examples of several negative cognitions C- & their opposite C+

## C-

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- I can/may respect myself!
- I can (learn)to trust myself!
- I can be myself, I may make mistakes!
- I can succeed!
- I can learn to live with it!
- I can learn about it!

# BEREID JE NU AL VOOR OP DE EXAMENS !

MET DE AUDIO-CD

**Studiestress, examenvrees, faalangst onder controle**  
**Vincent Willemyns**



Alle voorbereiding en goede voornemens ten spijt hebben heel wat studenten af te rekenen met faalangst en studiestress. In tijden van examens komt daar nog heel wat druk bij en duikt examenvrees op. Deze CD komt aan dit alles tegemoet. Op basis van een jarenlange ervaring ontwikkelde studentepsycholoog Vincent Willemyns een bijzondere methode om als student rustiger te worden in beangstigende of stressvolle studietoestanden.

De CD bevat een ingesproken relaxatietekst met ontspannende achtergrondmuziek. Een beknopte doe-het-zelf-handleiding geeft meer uitleg over hoe de gebruiker met de techniek moet omgaan. De student kan zelf kiezen wanneer en hoe vaak hij de relaxatietechniek oefent. Deze CD is geen wondermiddel maar wel een nuttig hulpinstrument voor studiebegeleiders en studenten die zich gewapend willen voelen.

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# SESSION 2

# 7. Relaxation-CD

## 7.1 Objectives:

Specifically: learning to become more relaxed in a personally stressful study situation

In general: mental en fysical relaxation / better concentration & memory work

## 7.2 Manual:

Concrete instruction for the training

Using your personal content into the technique

Examples of other students who gave content to the technique

## 7.3 **Warning:** highly negative stress level needs an individual coaching

## 2. Technique & working principle

- 2.1 **Combination** of several therapeutic techniques
- 2.2 **Conditioning** of a wished good feeling (relaxing) onto a specific fysical position/gesture (for example: clenched fist, position with music instrument, ...)
- 2.3 **Main target:** Evoking a conditioned relaxation response in the real performance by implementating the fysical position/gesture & repeating C+ >>> better control on the stress/ fear of failing
- 2.4 **Principle:** natural daily phenomenon of classic conditioning

# 3. Instruction

## 3.1 Choosing a ‘good-feeling’-situation

- Recent past, concrete examples

## 3.2 Choosing physical gesture/position

- For example: clenched fist
- For conditioning good feeling into the body
- (‘take that feeling with you ..into your body’)

## 3.3 Choosing a specific performance

- Imagining the most frightening moment +examples

## 3.4 Choosing a positive cognition

- Rational concrete positive cognition for better concentration & more relaxed feeling during mental visualisation of the stressful moment (in vitro exercises) becomes a:

Compact powerful sentence as a weapon against negative blocking C- that may come up.

- Also conditioned within the relaxation technique
- Examples

# 4.Phase 1: Listening/training with the whole cd

- 4.1 Minimum one week once a day
- 4.2 Sitting position
- 4.3 Relaxation of several muscles
- 4.4 Counting down 10-1
- 4.5 Imagining the ‘good-feeling-situation’
- 4.6 Conditioning the good-feeling into the fysical gesture/position
- 4.7 Visualising the most stressful moment + repeating the C+ >> desensitising – destressing
- 4.8 Counting up 5-1: finishing exercise + opening the eyes

# SESSION 3

# 5. Phase 2: Training with & without CD

- 5.1 Minimum one week once a week
- 5.2 Changing every day: with or without CD
- 5.3 Without CD: self instruction
- 5.4 Becoming slowly independent of the CD

## 6. Phase 3: self-instruction

- Minimum one week once a day

# 7.Phase 4: Selfinstruction from the moment of counting down (10-1)

- 7.1 Minimum one week once a day
- 7.2 Duration is halved

# 8. Implementation of technique in real performance situation

- 8.1 Counting down 5-1
- 8.2 During counting: self-suggestions for relaxation of muscles
- 8.3 On '1': making the 'clenched fist' + repeating C+
- 8.4 >>> evoking the conditioned relaxation response

# Faalangst onder

**Piekeren, vast overtuigd dat het examen weer niet zal lukken en dat iedereen — medestudenten en leraren — zal zien dat je in paniek bent. En de angst om je ouders te ontgoochelen. Stress, weet Vincent Willemys, studentepsycholoog aan de Hogeschool Gent.**

**Wat doet een studentepsycholoog eigenlijk?**

VINCENT WILLEMYS: Het decreet op de hogescholen verplicht elke hogeschool in begeleiding voor studenten te voorzien. Dat begint bij studieadvies — goed kiezen is het halve werk — maar loopt het hele jaar door. We helpen om een goede studiemethode te ontwikkelen, om een studieplanning op te zetten, we helpen ook als studenten in de put zitten en problemen hebben met hun lief of met hun ouders. Gedurende de blok- en examenperiode zetten we een groene telefoon op. Wie het niet ziet zitten, heeft behoefte aan iemand die luistert én aan iemand die ook kan helpen.

**En daar komen faalangst, examenvrees en stress naar boven. Wat zijn dat eigenlijk?**

WILLEMYS: Faalangst, examenvrees en stress, het is allemaal aangeleerd gedrag binnen een vicieuze cirkel waarin de student vastzit. Eigenlijk verloopt het zo: je raakt tijdens een examen of stressvolle taak om een of andere reden in paniek, of je faalt om een of andere reden. Dat kan zo erg zijn dat de paniek bij elk later examen of elke stressvolle studietoestand weer toeslaat. Faalangst is dus een onbewust aangeleerde reactie. Gevolg: je wordt bang voor alle stressvolle taaksituaties. Tweede gevolg: je verliest al je zelfvertrouwen.

**Dat klinkt eenvoudig.**

WILLEMYS: We weten perfect wat er gebeurt en studenten herkennen dat ook. Er zijn eigenlijk vier niveaus in deze vicieuze cirkel. Bij de gedachte dat er een examen op komst is of dat je een taak

moet maken, begin je jezelf te overtuigen dat het toch zal mislukken. Dat noemen psychologen anticiperen: zelf een heleboel negatieve gedachten oproepen die je helemaal kunnen verlammen. We zitten dan in het eerste of cognitieve niveau.

**Help, ik ben dom. Ik kan niets en ik zal het niet kunnen.**

WILLEMYS: Juist. Door die negatieve gedachten raak je gespannen — dat is de stress — en je wordt nog banger. Dat emotionele niveau zal zich vertalen in lichamelijke klachten op ieders zwakste plek. De student krijgt bijvoorbeeld hoofdpijn, maagpijn, hij slaapt slecht en voelt zich misselijk. De angst en stress uit zich dan verder in gedrag.

Zo'n student kan zich niet meer concentreren, hij studeert traag. Hij of zij weet niet meer wat hij heeft gestudeerd, heeft een black-out, gaat examens uitstellen en geeft in het ergste geval op.

**En is dus zeker dat hij of zij niets kan.**

WILLEMYS: Al die dingen bij elkaar verhinderen inderdaad dat je slaagt voor je examens. Waardoor je bevestigd wordt in je vaste overtuiging dat je niks kunt en je nog méér gaat piekeren (cognitief), nog banger wordt (emotioneel). Daardoor voel je je nog slechter (lichamelijk) en presteer je nog meer ondermaats (gedrag). Waarna de hele cirkel weer voort kan draaien en de angst zich nog meer vastzet. We noemen dat een negatieve conditionering.

Die cirkel van negatieve conditionering moet worden doorbroken, maar doorgaans kun je dat moeilijk alleen, omdat een aangeleerde gewoonte heel hardnekkig is.

**Om die cirkel te doorbreken, moet je de angst wegnemen. Kan dat?**

WILLEMYS: Met behulp van de cd 'Studiessessie, examenvrees, faalangst onder controle' doorbreken we de cirkel op verschillende niveaus tegelijk.

Eerst bieden we een cognitieve training aan: die negatieve gedachten en dat piekeren zijn de oorzaak en het gevolg van de faalangst. Wie zit te piekeren dat hij iets niet kan, voelt zich ook onzeker. Wie zit te piekeren, kan zich niet concentreren op examens of studeren.

Je moet beseffen dat je pie-

kert en dan kun je leren meer greep te krijgen op die gedachten. Dan pas kun je ze leren ombuigen. Je leert anders denken. Niet meer: 'Ik kan het toch niet.' Wel bijvoorbeeld: 'Ik adem diep in en uit en maak eerst een schema van de moeilijkste vraag.' Dat klinkt simpel, maar het vraagt specifieke ondersteuning, geduld én oefening. Piekeren is een slechte gewoonte. Dat afleren is dus bijna zo moeilijk als stoppen met roken.

Tegelijk beginnen we met relaxatietechnieken, met behulp van de cd. Daarop staat een ingesproken tekst om lichamelijk te leren ontspannen. Wie lichamelijk rustig is, gaat ook vanzelf positiever denken. We leren een student zich langzaam te ontspannen en tegelijk een positieve gedachte te herhalen, niet zoiets simpels als 'ik kan alles', maar werkelijk een concrete realistische gedachte: 'Ik begin met de vragen die ik zeker ken.' Of: 'Ik maak eerst een schema.'

Relaxatie geeft een prettig lichamelijk gevoel, daarbij komt een positieve gedachte. En nog een voordeel: als je bezig bent met bepaalde spiergroepen te ontspannen en tegelijk een positieve gedachte herhaalt, krijgen piekergedachten op de duur geen kans meer. Veel oefenen is wel een vereiste.

**Ik herinner me nog sommige examens: bang, transpireren, om de vijf minuten naar het toilet. Weinig kans dat je dan wat relaxatieoefeningen gaat doen.**

WILLEMYS: Het vraagt oefening en geduld. Maar angst die vastzit, kan 'loskomen'. Tijdens de specifieke relaxatieoefeningen leren we studenten om zich voor te stellen dat ze examen afleggen. Meteen komt dat angstgevoel op. Maar omdat ze zich lichamelijk ontspannen, kan die angst zich niet verder vastzetten. Integendeel: de angst die met examens gepaard gaat, zal eigenlijk verminderen.

Veel oefenen op die relaxatie 'ont-angstigt', want de hele examentoeestand valt in het hoofd van de student niet meer samen met angst, maar met ontspanning en met positieve gedachten. De negatieve conditionering wordt vervangen door

De eerste hulp voor studenten en leerlingen wordt gevormd door hun eigen leraren en docenten. Zij kennen hen en kunnen ze dus goed helpen.

Daarnaast is elke hogeschool en universiteit verplicht begeleiding voor studenten te regelen. Voor leerlingen uit het secundair onderwijs wordt die hulp gegeven door de CLB (Centra voor Leerlingenbegeleiding). In die studiebegeleidingsdiensten zitten de experts. Ga er dus naartoe als je hulp nodig hebt.

Voorts zijn er enkele leuke sites: [www.leidenuniv.nl/bvdu/sz/so](http://www.leidenuniv.nl/bvdu/sz/so): een universitaire webstek met veel tips voor studieplanning, studeren, scripties maken en zo meer. Er zitten ook een studietest en een uitsteltest op de webstek. Goed gemaakte site en echt de moeite.

[www.leren.nl/slimmer](http://www.leren.nl/slimmer): een site die doet wat de naam zegt: oefeningen geven om slimmer te leren. ■

positieve conditionering. De beproefde techniek bestaat er uiteindelijk in dat je op het examen zelf een meer ontspannen gevoel van zelfvertrouwen gewoon kunt oproepen in een paar seconden, je roept dus een geconditioneerde ontspanning op.

**En je bent niet meer bang?**

WILLEMYS: Laten we zeggen dat je controle krijgt over de faalangst. Je raakt niet meer in paniek, je voelt je niet meer redeloos verloren bij het minste dat wat tegenzit. En daardoor krijg je meer zelfvertrouwen en presteer je beter. Ook hier geldt: wat je denkt, maakt hoe je je voelt.

**Al die oefeningen nemen wel veel tijd in beslag.**

WILLEMYS: Het vraagt alles bij elkaar minimaal vier weken dagelijks een tiental minuten oefenen. Jongeren met zeer hoge faalangst kunnen daarnaast ook een individuele training volgen. Het is alleszins beter bestede tijd dan blijven piekeren en tobben. En bovendien: eenmaal je de techniek onder de knie hebt, blijft die voor de rest van je leven. Omgaan met stress en de angst om te mislukken, is vandaag geen overbodige luxe. ■

MISJOE VERBEYEN

'Studiessessie, examenvrees, faalangst onder controle' is te verkrijgen bij de wetenschappelijke uitgeverij Academia Press/Story Scientia, Eekhout 2, 9000 Gent (09 233 80 88).



EEN CD om je stress onder controle te krijgen.

## Relaxatie-cd bevrijdt student van examenvrees

GENT — Gedaan met stress, black-outs en eetstoornissen tijdens de examens. De Hogeschool Gent heeft een doe-het-zelf-stress-management-cd klaar die ontwikkeld werd door psycholoog Vincent Willemyns. De cd *Faalangst, Studiestress, Examenvrees* wordt gratis uitgedeeld aan studenten die last hebben van faalangst. Vincent Willemyns spreekt hen relaxerende woorden toe op de tonen van instrumentale barokmuziek.

### Hoe bent u op het idee gekomen?

Ik werk al 12 jaar als studentpsycholoog en kom dus dagelijks in contact met studenten die blokkeren tijdens moeilijke situaties, zoals mondelinge examens of presentaties. Een paar jaar geleden heb ik een therapeutische opleiding gevolgd om angst en zenuwen aan te pakken. Die technieken heb ik dan zes jaar

lang uitgetest op individuele proefpersonen. Maar ik vind dat de studenten ook thuis moeten kunnen ontspannen. Vandaar de cd.

### En werkt die echt?

Dat hangt van persoon tot persoon af. De studenten moeten dagelijks tien minuten oefenen: terwijl ze ontspannen, proberen ze zich een prettige situatie uit het verleden voor te stellen. Dat kan vanalles zijn: verliefdheid, het winnen van een tennismatch. Het zelfvertrouwen dat ze toen voelden, moeten ze vasthouden en oproepen tijdens moeilijke situaties. Op die manier kunnen ze hun angsten overwinnen.

### Denkt u dat studenten op mondelinge examens tijd hebben om dat goed gevoel op te roepen?

Ja, als ze de instructies opvolgen en een maand geoefend hebben. Ik zeg niet dat iedereen zal slagen dankzij de cd. Of je slaagt of faalt, hangt ook af van je studiemethode en inzet. Maar het zelfvertrouwen van de student zal zeker toenemen. De cd zal vooral nuttig zijn voor de betere studenten. Die hebben vaak last van faalangst omdat ze erg perfectionistisch zijn. Hun slaagkansen zullen bijgevolg wel stijgen.

(VLG)

## Psycholoog maakt cd tegen stress

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### Hoe bent u op het idee gekomen om een relaxatie-cd voor studenten te maken?

Ik werk al 12 jaar lang als studentpsycholoog en kom dus dagelijks in contact met studenten die blokkeren tijdens moeilijke situaties, zoals mondelinge examens of presentaties. Een paar jaar geleden heb ik een therapeutische opleiding gevolgd om angst en zenuwen aan te pakken. Die technieken heb ik dan zes jaar lang uitgetest op individuele proefpersonen. Ik vind echter dat de studenten ook thuis moeten kunnen ontspannen. Vandaar de cd.

Vincent Willemyns:  
„Studenten moeten zich ook thuis kunnen ontspannen.”



FOTO POK

### ■ Werkt die cd echt?

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## Doe-het-zelf-cd voor studenten met stress

DH 26 13 2002

„Bindelijk heb ik goede resultaten behaald op mijn examens”, zucht Ivan Bachhovens. „Zonder de relaxatie-cd van onze studentpsycholoog was ik ongetwijfeld alweer zwaar gebuisd geweest.” Bachhovens doet voor de derde maal het

niet slagen, is faalangst en stress. We hebben met deze cd, die een combinatie is van instructies en rustige barokmuziek, in een testfase zeer positieve resultaten behaald. Ik gebruik hem al sinds september, maar nu de klok voor de deur staat, is het het moment om ermee van start te gaan.”

### Gedurende vier weken tien minuutjes per dag naar cd luisteren, moet stress onder controle houden

eerste jaar industriële wetenschappen aan de Hogeschool Gent. Met behulp van een unieke cd, samengesteld door studentpsycholoog Vincent Willemyns, hoopt hij dit jaar te zullen slagen.

„Ik heb zes jaar aan dit concept gewerkt”, aldus Willemyns. „Het is een combinatie van meerdere technieken, onder meer relaxatie- en hypnotherapie. Een van de belangrijkste redenen waarom studenten

aan, waardoor de studenten hun faalangst onder controle kunnen krijgen. Als ze in een stresssituatie komen, tellen ze bijvoorbeeld van vijf naar één en roepen ze op die manier een gevoel van ontspanning op”, verduidelijkt Willemyns. „Dat is net hetzelfde als wanneer je een liedje op de radio hoort en je je plotseling droevig voelt. Omdat je dat liedje ooit in een triestig verband gehoord hebt, zal je je altijd ongelukkig voelen als je ernaar luistert. De cd werkt ook met zo'n conditionering, maar dan om je te laten ontspannen.” (KH)

Tien minuutjes per dag gedurende vier weken zouden genoeg zijn om het merendeel van de studenten in staat te stellen hun stress onder controle te houden. „Toen de psycholoog mij dit voorstelde, geloofde ik er absoluut niet in”, vertelt Pieter-Jan Degandt, eerstejaarsstudent handelswetenschappen. „Maar nu ben ik er twee weken mee bezig en ik voel dat ik stress beter onder controle heb. Bij de examens in januari snauwde ik iedereen af en stond ik letterlijk te trillen op mijn benen. De cd geeft mij het gevoel dat ik in juni de situatie beter de baas zal kunnen.”

„Omdat ik de eerste keer niet geslaagd was, ontwikkelde ik een enorme faalangst”, aldus Bachhovens. „Ik twijfelde zo aan mijzelf dat ik zelfs niet meer begon te studeren. Dit jaar wou ik het anders aanpakken en het lijkt te werken.” „De cd leert allerlei techniekjes

### Hou stress onder controle met cd

GENT - Studentpsycholoog Vincent Willemyns van de Hogeschool Gent (Hogent) heeft een doe-het-zelf-cd uitgebracht die studenten moet helpen om faalangst en stress onder controle te krijgen. De cd stelt studenten in staat zich zonder hulp van buitenaf voor te bereiden op stressvolle studiesituaties. „Een primeur voor Vlaanderen”, luidt het.

De techniek is volgens Willemyns een mengeling tussen relaxatie, hypnotherapie (de gebalde vuisttechniek van Stein) en rationeel-émotieve imaginatie (Ellis). De luisteraar-student moet een aangename herinnering oproepen (een strandvakantie, een succeservaring) en die door autosuggestie aan een gebaar of lichaamshouding koppelen. De cd is onderdeel van de studiebegeleiding aan de Hogeschool Gent en is gratis verkrijgbaar voor wie er les volgt. G.O.A. 261362

# Conclusions

# Advantages

- +
  1. The cd can break down barriers,
  2. Extra motivation to practice
  3. Training can be shorter & more efficient
  4. More efficiënt for students with average level of fear of failing
  4. High level of satisfaction

# Students witnessing

Out of articles in newspapers as 'De Standaard', 'Het Nieuwsblad',  
'Het Volk', 'Het Laatste Nieuws'



## Mieke:

'In the past , I always wanted to learn my course perfectly by heart. If I only could master the course for  $\frac{3}{4}$  , then there was panic. I think that some way I go to the examination with a more positive attitude.'"

## Ivan:

'Finally I have good results for my examination. Without de relaxation-CD-tool, of our student psychologist, I would have not succeeded for sure!!.'

## Pieter-Jan:

'In the beginning when the student psychologist presented the possibility to master a technique with te CD, I didn't believe in that way of working at all. But after two weeks of training , I felt that I had better control of the stress. Before the examination period I was very soon irritated by everything and everyone, and I was trembling on my legs. The cd gives me the feeling that in june I would control the situation better.'

## Sofie

'Because I didn't succeed the first time, I developed an extremely high fear of failure. I doubted so much about myself that I couldn't even start studying. This year I wanted another way to handle this, and it seems to work with the CD''

<b>Training</b>	<b>Amount of students</b>	<b>Number of evaluations</b>	<b>Satisfaction</b>		
			<b>-</b>	<b>+/-</b>	<b>++</b>
<b>Cluster study stress</b>	<b>127</b>	<b>55</b>	<b>2</b>	<b>9</b>	<b>44</b>

# Disadvantages

1. It asks a certain level of discipline
2. No 'match' with certain types of students
3. Too much drop-out during 3 sessions: unexpected events, interfering situations, study tasks....

# A tool in lifelong learning

1. Find another stressing event
2. Good feeling moment
3. Choose most stressing moment
4. Choose C+
5. Starting all over again

Thank you for your attention

# Sharing good practices in a context of first line guidance

