

DAAD “Bologna Goes Digital”, 26 September 2018 Berlin, Germany

Workshop:
the potential of digital tools to
open up higher education and
widen participation through
induction courses



Organising the workshop. Set-up time before we talked: 30 minutes.

Dr. Renata Suter (Head of Research, Kiron)

Dr. Vera Loureiro de Assuncao (Coordinator Propaedeutics, Kiron)

Peter van der Hijden (Independent European Higher Education Expert)

Dr. Dominic Orr (Senior Researcher, FiBS Research Institute)



Schedule for workshop

- 13:30 – 13:40 Warm-up
- 13:40 – 14:00 Introduction to the topic areas
- 14:00 – 14:50 World cafe discussions
- *Break*
- 15:00 – 15:15 Discussion of outcomes
- 15:15 – 15:30 Wrap-up

Opening up and widening participation in European higher education – the context

Agenda: opening up and widening participation in Europe

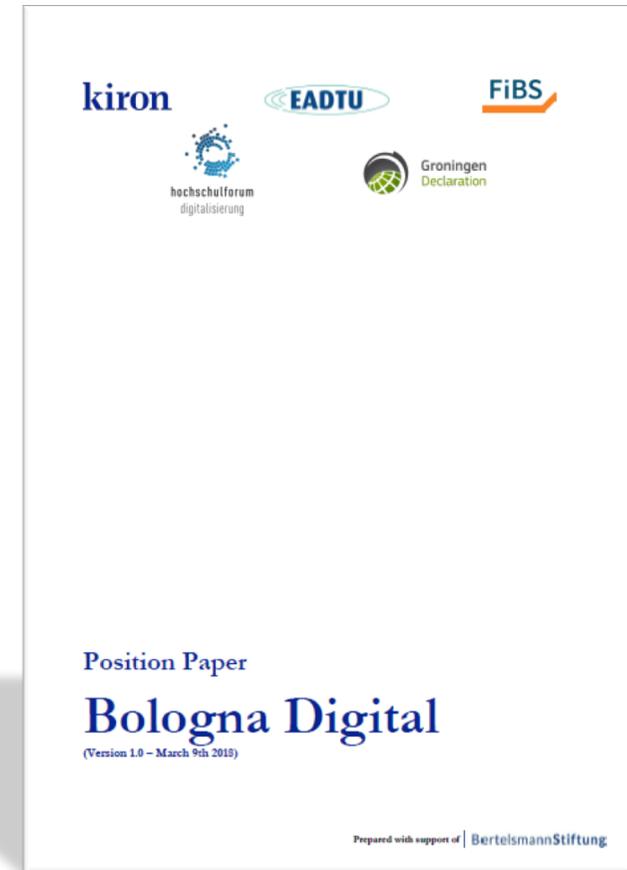
1. What is the 'Bologna Digital' approach?
2. Higher education from the perspective of the social dimension
3. What are the key tensions for the social dimension?
4. How can digitalisation help to solve them?

Digitalisation in higher education – as social innovation

The position paper ‘Bologna Digital’ argues:
“Digitalisation should not be viewed as an additional challenge, but as a powerful means to meet existing challenges for higher education.” (<https://bolognadigital.blog/>)

“**Social innovation** has been defined as a broader perspective on innovation processes **beyond mere technological** and industry-driven development towards a holistic approach that **links technological improvements to social progress.**”

Andersson, L. F., Alaja, A., Buhr, D., & Stiftung, F. E. (2016). *Policies for Innovation in Times of Digitalization*. Arena idé , Friedrich Ebert Stiftung, Kalevi Sorsa Foundation. Retrieved from <http://arenaide.se/wp-content/uploads/sites/2/2016/09/policies-for-innovation-in-times-of-digitalization-160929.pdf>



What is the social dimension?

Paris Communiqué:

In order to meet our commitment that the student body entering and graduating from European higher education institutions should reflect the diversity of Europe's populations, we will improve access and completion by under-represented and vulnerable groups.

UN Sustainable Development Goal 4.3:

By 2030 ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university

Social dimension and four key phases in higher education



Before entry to higher education:

Characteristic:
qualifying and decision-making stage.

SD goal:
to raise aspirations

At entry to higher education:

Characteristic:
selective stage

SD goal:
widening access

Study framework:

Characteristic:
study progression and completion, study-work-life balance

SD goal:
**1) to ensure students' learning progress and
2) to reduce impact of students' need to balance the resources of time and money on students' success, i.e. to improve retention and success**

Graduation and transition:

Characteristic:
transition into labour market or further educational training

SD goal:
to secure a successful transition (and perhaps to raise aspirations)

Student target groups of special support initiatives

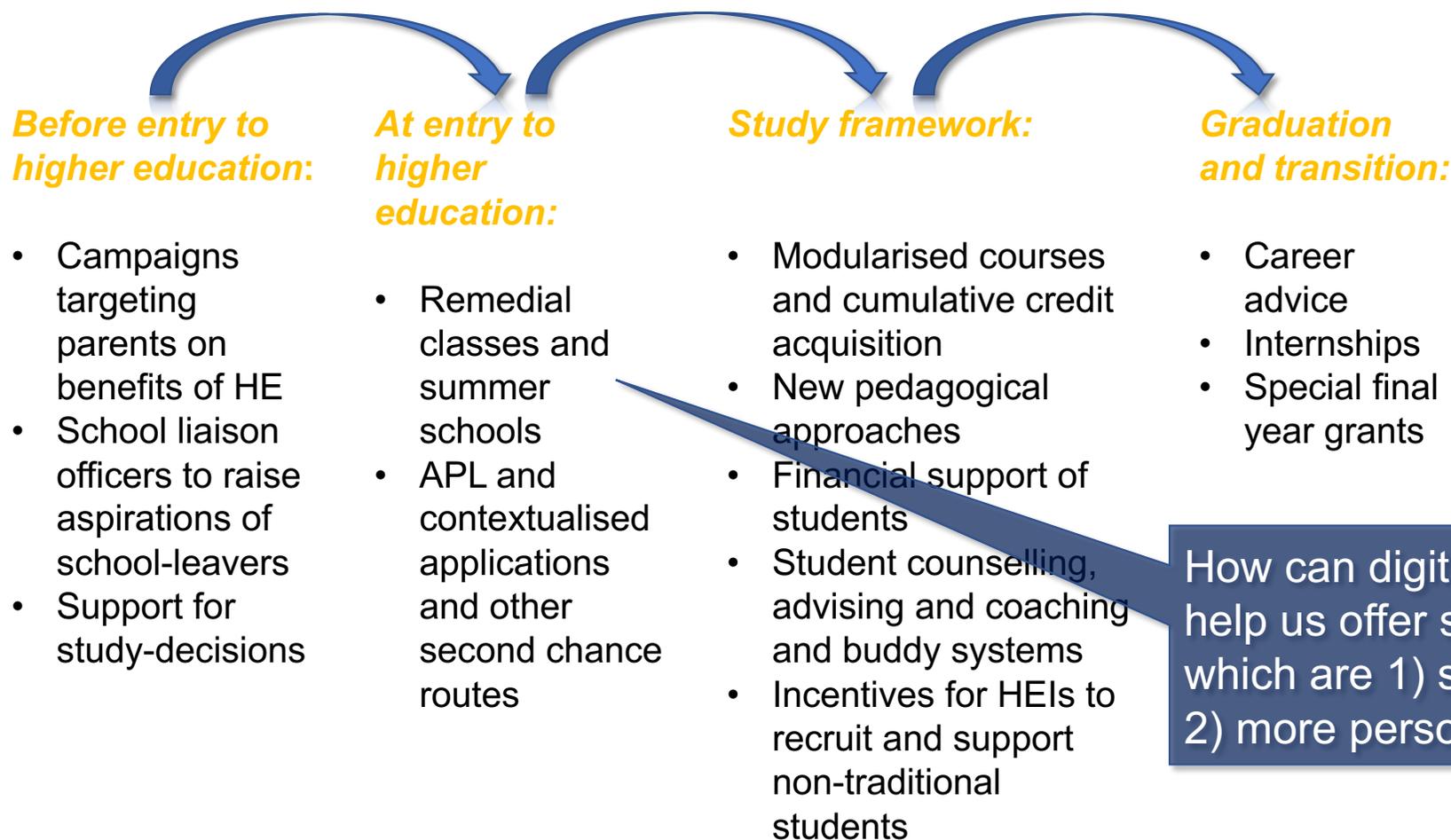
The project peer learning for the social dimension defined these groups



The screenshot shows a navigation menu with the following items: home, database (selected), country profiles, country reviews, the social dimension, and pl4sd project. Below the menu is a search interface titled "search database". It features a "STUDENT TARGET GROUP" section with 16 checkboxes for various categories: general student population, by gender, ethnic minorities, from lower socioeconomic backgrounds, from migrant backgrounds, from rural or remote regions, international students, mature students, orphans, prospective students, with children, with disabilities, with siblings, without the normally required entrance qualifications, working students, and other. Below this are three dropdown menus for "OBJECTIVE OF MEASURE", "TYPE OF MEASURE", and "COUNTRY". At the bottom, there is a search bar with the placeholder "full-text search", a "Search" button, and two counters: "Measures: 0/307" and "Research: 0/165".

[study and family](#) [grants](#) [student support](#) [flexible study](#) [widening access](#) [students from migrant backgrounds](#)
[prospective students](#) [student-driven](#) [students from lower socioeconomic backgrounds](#) [widening participation](#) [access to higher](#)
[education](#) [study outcomes and information](#) [internationalisation](#) [students with special needs](#) [employment policies](#)

Interventions used to improve participative equity

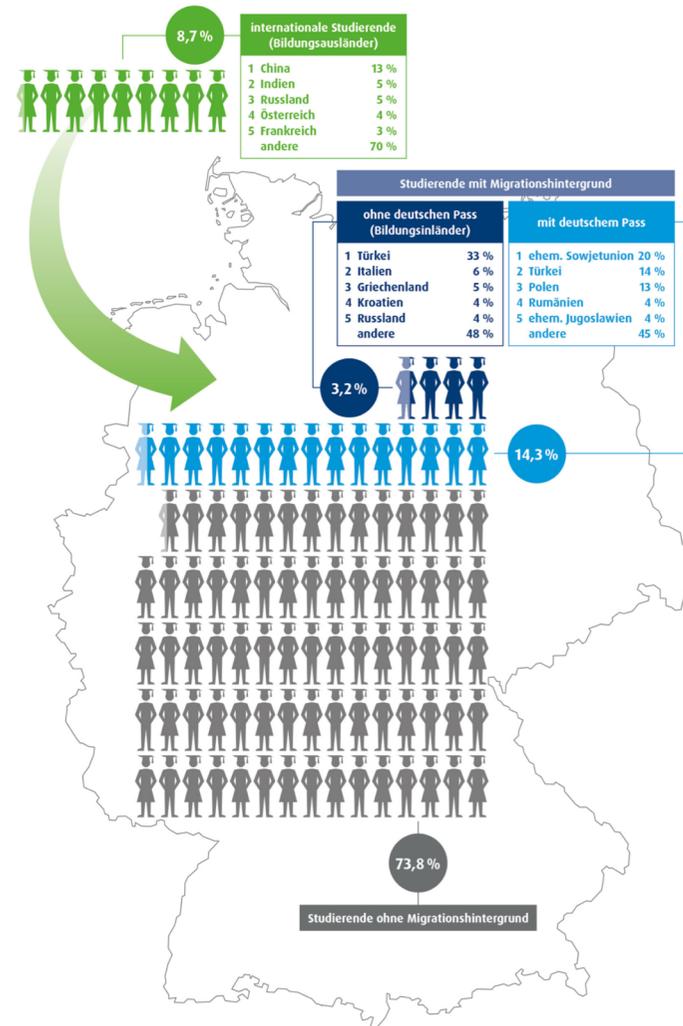


Preparation courses. What are they and for whom? – a short introduction

German HEI student body



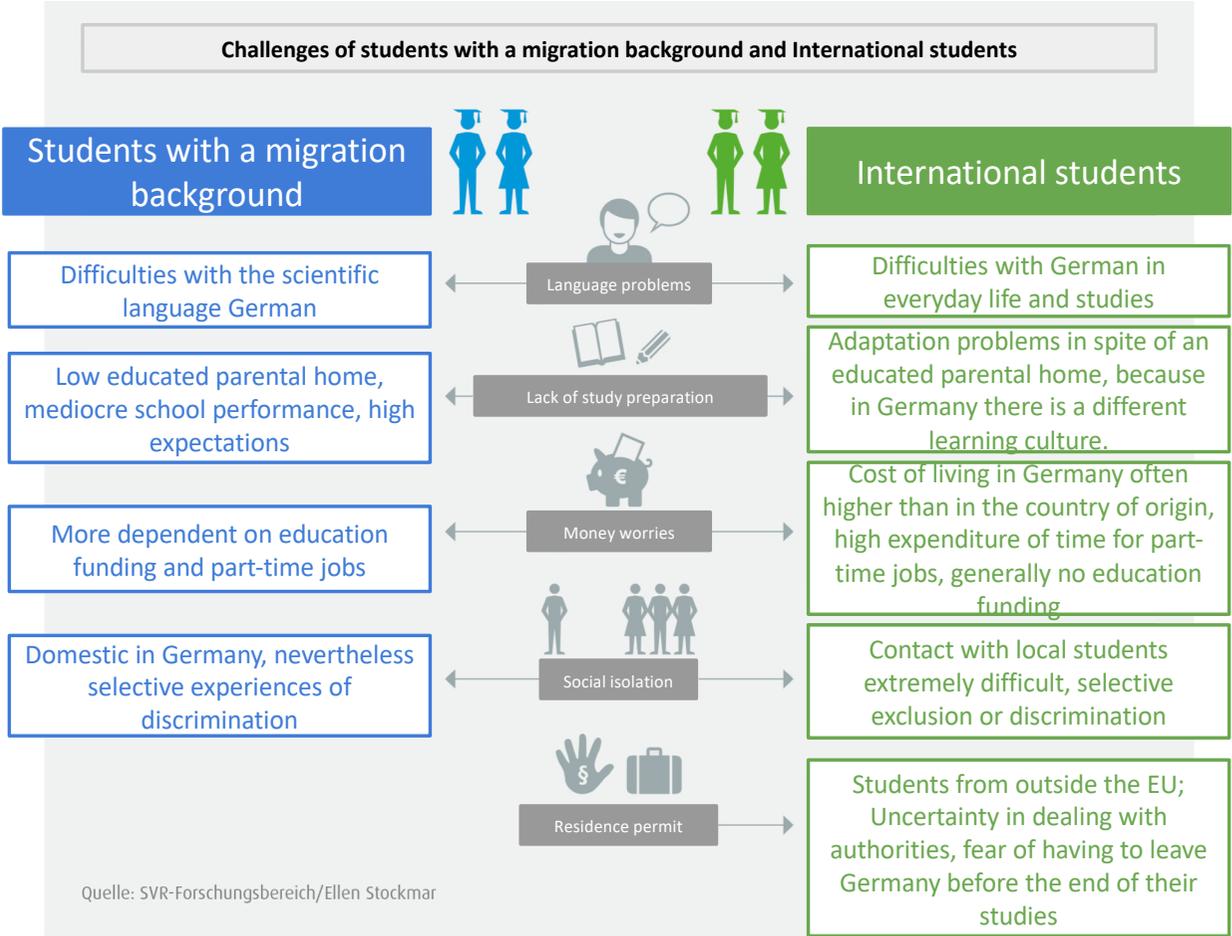
Zusammensetzung der Studierendenschaft an deutschen Hochschulen 2015



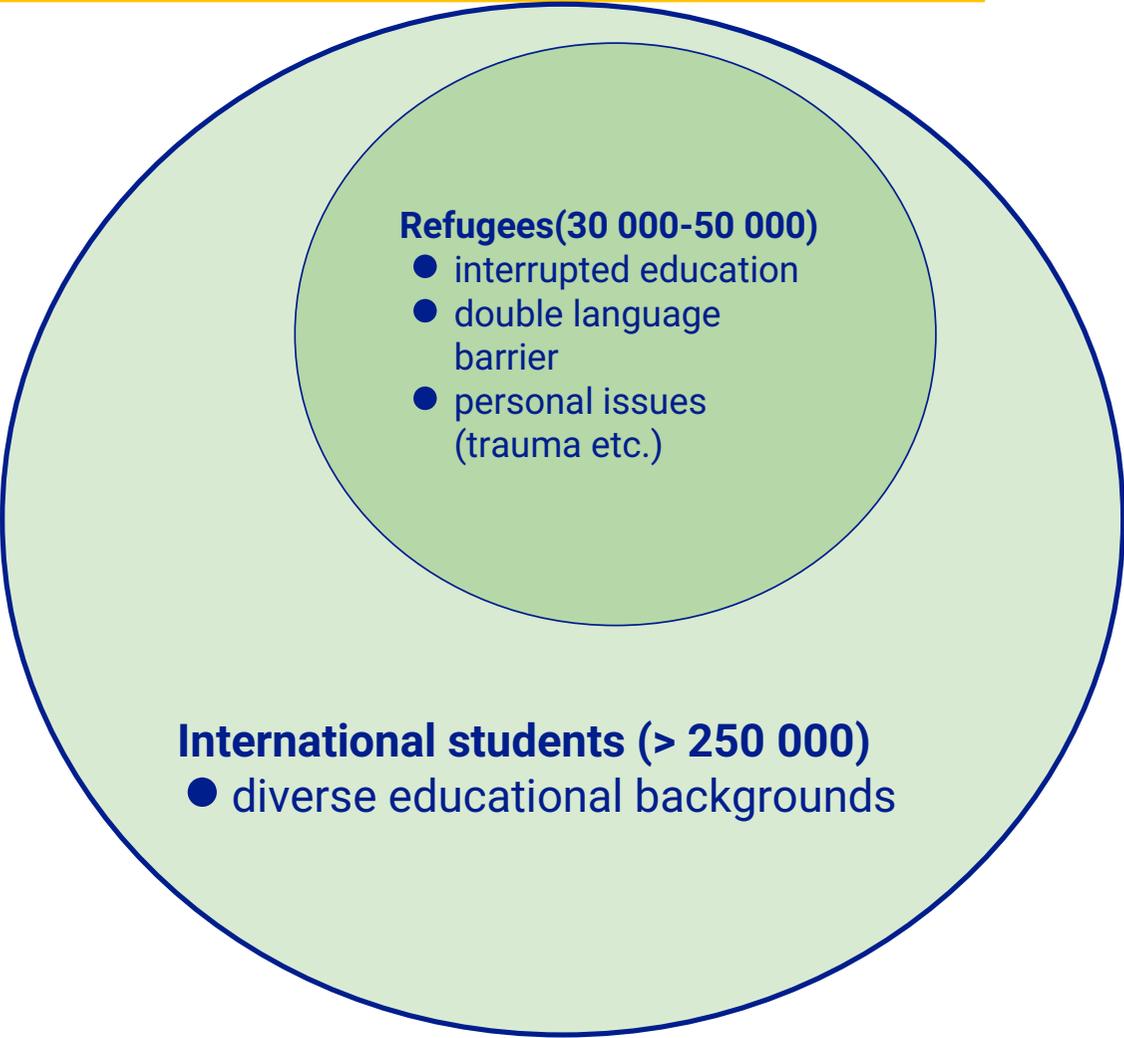
Quelle: DZHW/DAAD 2016a: 9-17; Statistisches Bundesamt 2017a, eigene Berechnung; SVR-Forschungsbereich/Ellen Stockmar

GEFÜNDERT VOM

Challenges of International Students



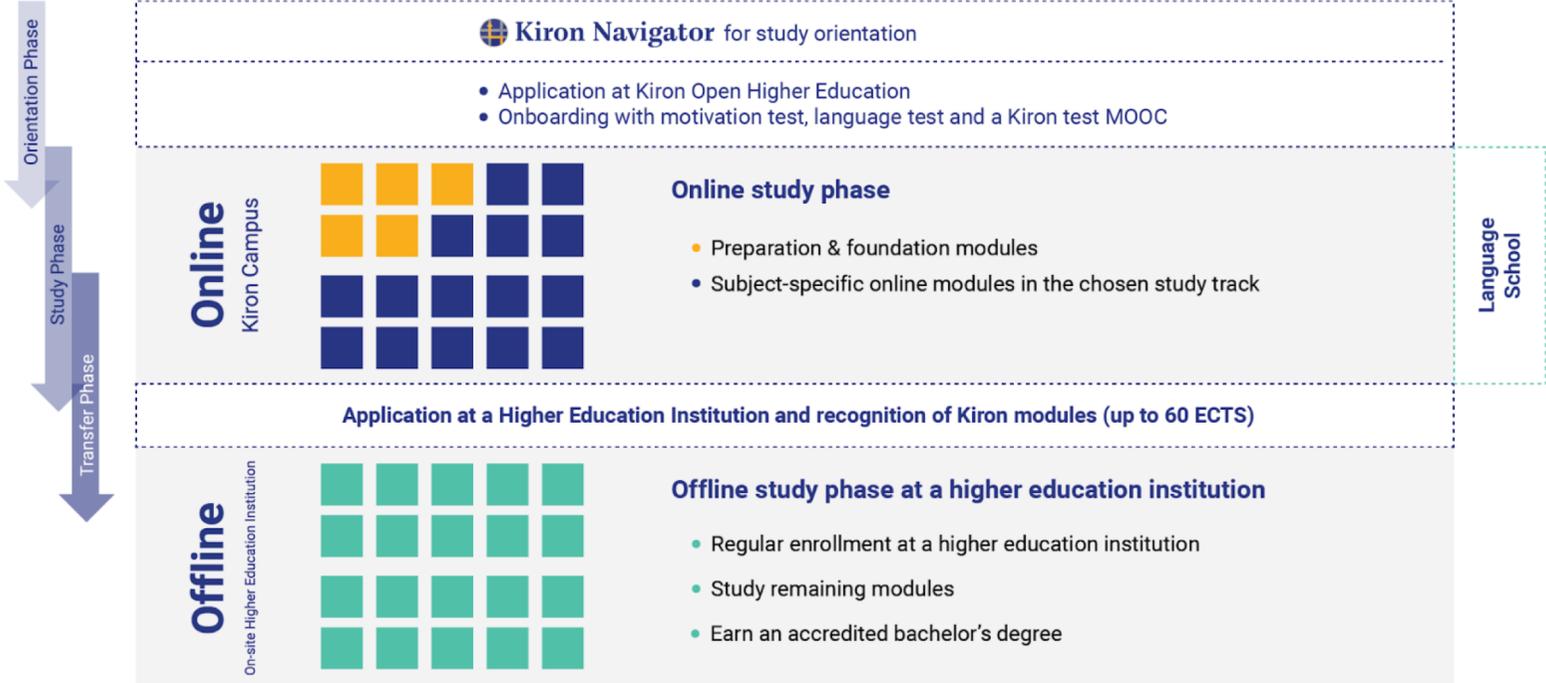
Kiron Target Group



Kiron Academic Model

Preparation & Foundation Modules

- Study Tracks at Kiron**
- Business and Economics
 - Computer Science
 - Mechanical Engineering
 - Social Work
 - Political Science





Kiron Preparation Courses

Prep Courses



Prepare for your online studies and refresh the basics!

You haven't taken online courses before?

It's your first time taking courses in English?

Having some difficulty with the courses in your study track?

Our prep courses give you the foundations and study materials for your study track. Also, they help you to build up key skills.

Study track prep

- for Computer Science or Mechanical Engineering students
- teaches basic foundations in **math or physics**

General skills prep

- for all Kiron students
- teaches skills for **online studying, academic writing & speaking and self-management**

[Find prep courses](#)

Kiron Preparation Courses

What function do they have?

- bridging gaps from secondary to tertiary education
- build foundations
- refresh knowledge
- motivate

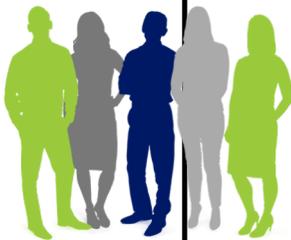
How to describe them?

- extra curricular vs. standardized
- competencies vs. knowledge
- general vs. study track

World café – Preparation courses

World Cafe on Preparation Courses

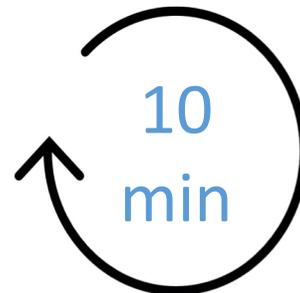
Topic 1
Bridging Gaps



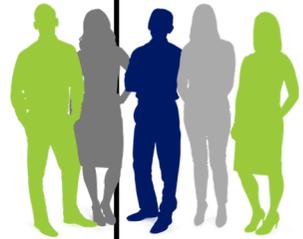
Topic 3
How can we digitally engage learners?



Topic 2
Learning to <<do>>



Topic 4
Internationalisation
Mobility



Topic 1 Bridging Gaps

Guiding Questions / Statements:

- What kind of systematic gaps do we assume?
- What kinds of gaps can/should be closed via MOOCs?
- Self-Assessments in order to cater individual needs
- All programmes of study on offer in Germany should offer at least one bearing online induction module, warming up learners to the field of their choice. Universities could start each with two induction courses in 2019.

Topic 1 Bridging Gaps

What gaps?

- content vs. socialization
- general vs. specific
- knowledge vs. skill / competence
- individual gaps → self - assessments

▶▶ students choose topics they have medium proficiency in



General Prep Courses

Language and Preparation Courses

Find **language courses** to improve your English & German. Choose **preparation courses** to prepare for your study track modules.

Prep courses [collapse all](#)

Academic Skills for University Success

- ☆ Information & Digital Literacy for University Success
- ☆ Problem-Solving Skills for University Success
- ☆ Critical Thinking Skills for University Success
- ☆ Communication Skills for University Success
- ☆ Academic Skills for University Success, Capstone

Introduction to Online Learning and Scientific Thinking

- ★ How to Become an Online Learner (Onboarding Mission)
- ☆ How to Become an Online Learner
- ☆ The Science of Everyday Thinking

Academic English: Writing Papers

- ☆ Grammar and Punctuation
- ☆ Getting Started with Essay Writing
- ☆ Advanced Writing
- ☆ Introduction to Research for Essay Writing
- ☆ Project: Writing a Research Paper

Academic English: Speaking and Listening

- ☆ Academic Listening and Note-Taking
- ☆ Presentations: Speaking so that People Listen
- ☆ Academic Discussions in English
- ☆ Advanced Speaking and Listening Project



Specific Prep Courses: Mechanical Engineering

kiron campus DASHBOARD ONBOARDING HELP FORUM ACCOUNT MENU

STUDY TRACK

Mechanical Engineering

VIEW STUDY MAP

Prep courses for Mechanical Engineering (optional) expand all

- Physics - Prep
- Academic English: Science, Technology, Engineering and Mathematics

Introductory level expand all

Physics	CREDITS 6	General Chemistry	CREDITS 5
Mathematics I - Single Variable Calculus	CREDITS 6	Mathematics II - Linear Algebra	CREDITS 6
Computer Science for Mechanical Engineering	CREDITS 6		

Intermediate level expand all

Mechanics I	CREDITS 7	Materials Science	CREDITS 6
Principles of Electrical Engineering	CREDITS 7	Thermodynamics I	CREDITS 6
Mathematics III - Differential Equations	CREDITS 7		

Advanced level expand all

Manufacturing Technology	CREDITS 6	Introduction to Business Administration and Financial Analysis	CREDITS 8
Old Courses			

Topic 2 Learning to << do >>

Guiding Questions / Statements:

- What possibilities do we have alongside classic MOOCs in order to transmit <<competencies>> instead of <<just>> knowledge?
- ...

Topic 2 Learning to << do >>

General Prep often calls for soft skills

- Accompanying Tutorials
 - trained tutors
 - outlined tutorials
- Learning Management Systems

Topic 3 How to digitally engage students

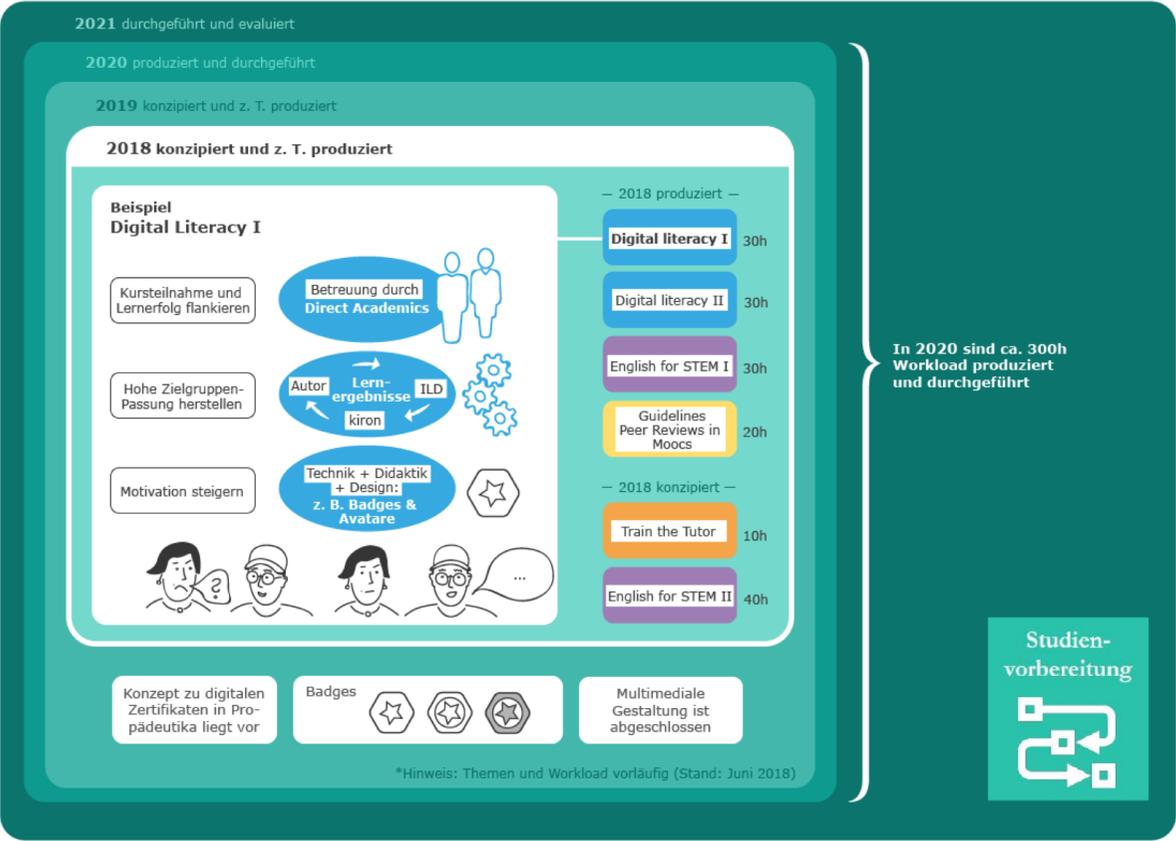
Guiding Questions / Statements:

- Does badging informal learning destroy intrinsic motivation for good?
- Crucial role of <<beginnings>>, Induction Courses are often first courses that are taken -- what other motivational options does that present (other than badges)
- Successfully completed induction courses should carry credits and guarantee credit waivers once admitted to a given programme. Universities should put their credit waiver policy prominent on their web pages.
- Well accompanied online induction courses can reduce barriers to higher education for students from families without a higher education tradition.

Topic 3 How to digitally engage students

- Kiron: Prep Courses are not taken a lot, but have higher completion rates
- **Badges**
 - encouraging the <<right things>>
 - non chronological
 - connected to Learning Outcomes (Anderson & Krathwohl, 2001; Kennedy, 2006)
- **Other motivational measures**
 - Avatars & Dialogues connect learners to “their world”
 - fun, short, easy formats

Topic 1 - 3 Kiron >< FH Lübeck (INTEGRAL+)



Topic 4 Internationalisation / Mobility

Guiding Questions / Statements:

- Online induction courses will substantially enhance conscious mobility choices.
- Online induction courses will help students prepare for their study-related period abroad
- Online induction courses will help universities to compose more balanced international classrooms.
- Do we need different types of courses? - e.g. 1) induction into how programmes at university x work, 2) knowledge-building for specific subject areas 3) ...

Topic 4 Internationalisation / Mobility

- spill over to wider target group
- transparency through badges
- digital study preparation to enhance retention of international students
 - which variables have predictive validity?