

Erasmus School of
Social and
Behavioural Sciences

Op weg naar het hoger onderwijs: het belang van persoonlijke en sociale vaardigheden

Dr. Marieke Meeuwisse

Conferentie Aansluiting Voortgezet Onderwijs – Hoger Onderwijs Rotterdam

Donderdag 8 juni 2023

Erasmus University Rotterdam



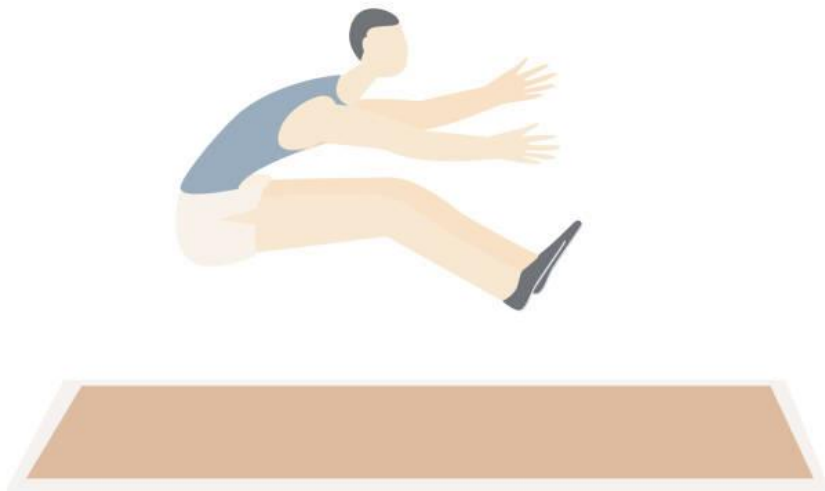
Welkom

Na deze keynote heeft u inzicht gekregen in:

- de verschillende transitiefasen naar het hoger onderwijs die (aspirant) studenten doorlopen
- het belang van persoonlijke en sociale vaardigheden in de transitie naar het hoger onderwijs
- voorbeelden van interventies om de transitie naar het hoger onderwijs te versoepelen

Denk even terug aan de overstap naar vervolgonderwijs...

Hoe ervaarde u deze overstap?



Erasmus

Denk even terug aan de overstap naar vervolgonderwijs...

Wat voor student was u?



Erasmus

Student profielen – Transitie hoger onderwijs



Active Glider



Passive Glider



Passive Low Performer



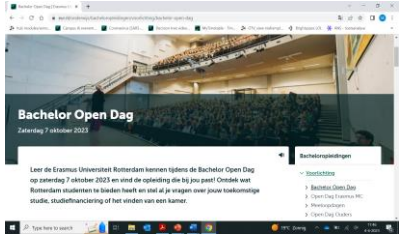
Negative Struggler



Erasmus

Van Herpen (2019)

Transitie hoger onderwijs – Vier stadia



Wat heb je nodig van de universiteit of opleiding om je hier op je gemak te voelen?



Instromen in het hoger onderwijs – Transitie stadia

Coertjes et al. (2017); Nicolson (1990); Torenbeek (2011); Van Herpen et al. (2019)



Versoepelen van de VO-HO transitie

VO HO Aansluiting
Voortgezet Onderwijs -
Hoger Onderwijs Rotterdam



Psychosociale factoren:

Persoonlijke vaardigheden

Self-efficacy

Sense of belonging

Sociale vaardigheden

Student-peer interactie

Student-docent interactie

Erasmus

Self-efficacy en succes



Bandura, 1997; Brooman & Darwent, 2014; De Clercq et al., 2022; Kyndt et al., 2019; Richardson et al., 2012; Robbins et al., 2006.

Erasmus

Sense of belonging en succes



e.g., Baumeister & Leary, 1995; Baumeister et al., 2002; Chun et al., 2016; Deci & Ryan, 2000; Gopalan & Brady, 2020; Hausmann et al., 2009; Ostrove & Long, 2007; Meeuwisse et al., 2010b; Robbins et al., 2004; Rubin, 2012; Stebleton et al., 2014; Walton & Cohen, 2007; Zumbrunn et al., 2014



Sociaal kapitaal en succes



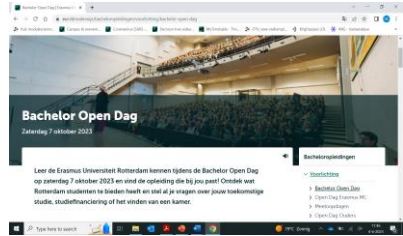
Student-*peer* interactie

Student-docent interactie

e.g., Brouwer et al., 2016, 2019; Coleman, 1988; Lin, 1999; Meeuwisse et al., 2010a; Mishra, 2020; Severiens et al., 2015; Vietze et al., 2022; Whitty et al., 2015



Voorbeeld: Pre-Academic Programma



Wat heb je nodig van de universiteit of opleiding om je hier op je gemak te voelen?



Instromen in het hoger onderwijs – Transitie stadia

Coertjes et al. (2017); Nicolson (1990); Torenbeek (2011); Van Herpen et al. (2019)

Pre-Academic Programma (2)

- Voorafgaand aan de start van het eerste studiejaar [juli-augustus]
- Het Pre Academic Programma (PAP) in het kort
 - *Leer effectief studeren en ontwikkel je eigen presentatievermogen*
 - *Ontwikkel persoonlijk leiderschap en creëer succes*
 - *Maak kennis met je medestudenten en de academische cultuur*



Pre-Academic Programma (3)

PAP 2013/14 (Van Herpen et al., 2019)

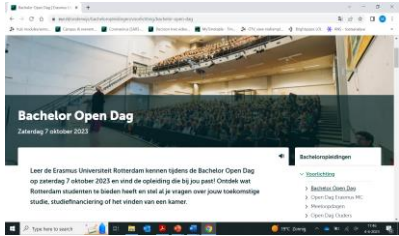
- Deelname aan PAP vergrootte studiegerelateerde docent-student en student-*peer* interacties
- Deelname aan PAP verhoogde het studiesucces van studenten (cijfer eerste vak en gemiddelde cijfer van jaar 1 (GPA))
- Geen verschil in ervaren sense of belonging tussen PAP en niet-PAP deelnemers

PAP 2020/21 (Van Lamoen et al., *in voorbereiding*)

- Online module
- [Resultaten volgen]



Voorbeeld: #IBelong



Wat heb je nodig van de universiteit of opleiding om je hier op je gemak te voelen?



Instromen in het hoger onderwijs – Transitie stadia

Coertjes et al. (2017); Nicolson (1990); Torenbeek (2011); Van Herpen et al. (2019)



*‘Towards a sense of belonging in an
inclusive learning environment’*

#IBelong

Erasmus+ Strategic Partnership in Higher Education





What is it about?

#Ibelong is an innovative programme of interventions to promote student's sense of belonging and success in HE.



www.ibelong.eu

#IBelong – Strategisch Partnerschap



Erasmus+ Strategisch Partnerschap in het hoger onderwijs

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA203 - Strategic Partnerships for higher education

Partners

- ▶ Erasmus University Rotterdam (project lead), the Netherlands
- ▶ Expert Center for Diversity Policy, the Netherlands
- ▶ Edge Hill University, England
- ▶ University of Osnabrueck, Germany
- ▶ University of Porto, Portugal
- ▶ Knowledge Innovation Centre (KIC), Malta

How we do it?

1. DIALOGUE DAYS

Interactive lectures that facilitate discussion between students and staff, demonstrating institutional commitment to diversity and promoting the success of all students.



How we do it?

2. TEAM TEACHER REFLECTIONS

Guided immersive collaborative sessions designed for teachers of the same course programme aimed at making teaching more inclusive and supportive of/for a diverse student body.



How we do it?

3. COMMUNITY MENTORING PROGRAMME

A set of activities aimed at creating accessible and inviting peer learning communities in higher education.



Student-docent dialoog




Who is it for?

DD enables students and staff to recognize diversity and plan for success through inclusive teaching and effective learning.



Team Teacher Reflecties



Who is it for?

TTR sessions offer teacher teams with tools and support necessary to constructively deal with challenges and questions in a diverse classroom.

Conditions for SoB @TeachingUOS



Activation and promotion of student participation

Use interactive methods

Activate students

Creating a friendly learning environment

Empathy and Flexibility

Responding to the needs of students

Awareness of diversity and reflection on one's own teaching

Show your own SoB, be a role model

Use Up-to-date Research and methods

Meeting students at their own eye level and seeking to engage them in dialogue

See students as individuals and not anonymous

communicate

www.ibelong.eu



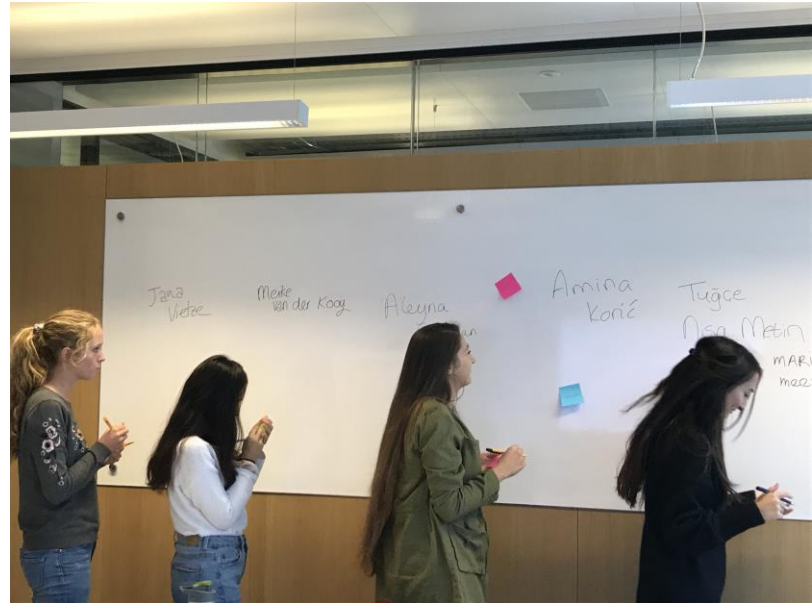
www.ibelong.eu

Student-peer community mentoring



Who is it for?

Our programme links second year students of diverse backgrounds (mentors) with first year students (mentees) in peer collaboration based around self reflections & coaching.





Briggs et al. (2012); Brooman & Darwent (2014); Gale & Parker (2014); Harvey et al. (2006); Soria & Stebleton, (2012); Van Herpen (2019)





Hausmann et al. (2009), Inspectie van het Onderwijs (2020), Meeuwisse et al. (2010a, 2010b, 2017),
Watson & Cohen (2011)





Referenties

Baumeister, R. F. & Leary, M. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, *117*, 497-529.

Baumeister, R. F., Twenge, J. M., & Nuss, C. K. (2002). Effects of social exclusion on cognitive processes: Anticipated aloneness reduces intelligent thought. *Journal of Personality and Social Psychology*, *83*, 817-827.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. Freeman.

Brooman, S., & Darwent, S. (2014). Measuring the beginning: A quantitative study of the transition to higher education. *Studies in Higher Education*, *39*(9), 1523–1541.

Briggs, A. R. J., Clark, J., & Hall, I. (2012). Building bridges: Understanding student transition to university. *Quality in Higher Education*, *18*(1), 3–21.

Brouwer, J., Jansen, E.P.W.A., Severiens, S.E., & Meeuwisse, M. (2019). Interaction and belongingness in two student-centered learning environments. *International Journal of Educational Research*, *97*, 119-130.

Brouwer, J., Jansen, E., Flache, A., & Hofman, A. (2016). The impact of social capital on self-efficacy and study success among first-year university students. *Learning and Individual Differences*, *52*, 109-118.

Chun, H., Marin, M. R., Schwartz, J. P., Pham, A., & Castro-Olivo, S. M. (2016). Psychosociocultural structural model of college success among Latina/o students in Hispanic-serving institutions. *Journal of Diversity in Higher Education*, *9*(4), 385–400.



Referenties - vervolg

Coertjens, L., T. Brahm, C. Trautwein, and S. Lindblom-Ylänne (2017). Students' transition into higher education from an international perspective. *Higher Education*, 73(3), 357–369.

Coleman, J. S. 1988. Social capital in the creation of human capital. *American Journal of Sociology* 94, S95–S120.

Deci, E. L. & Ryan, R. M. (2000). The 'what' and 'why' of goal pursuits: Human needs and the self determination of behaviour. *Psychological Inquiry*, 11, 227-268.

De Clercq, M., Parmentier, M., & Van Meenen, F. (2022). Fair enough?! Investigating the specific challenges of diverse university first-year students. *Research Papers in Education*, 0(0), 1–21.

Gale, T., & Parker, S. (2014). Navigating change: A typology of student transition in higher education. *Studies in Higher Education*, (March 2013), 1–20.

Gopalan, M., & Brady, S. T. (2020b). College Students' Sense of Belonging: A National Perspective. *Educational Researcher*, 49(2), 134–137.

Harvey, L., Drew, S., & Smith, M. (2006). *The first-year experience : A review of literature for the Higher Education Academy*. York, UK: Higher Education Academy.

Hausmann, L. R. M., Ye, F., Ward Schofield, J., & Woods, R. L. (2009). Sense of belonging and persistence in white and African American first-year students. *Research in Higher Education*, 50(7), 649–669.



Referenties - vervolg

Kyndt, E., Donche, V., Coertjens, L., van Daal, T., Gijbels, D., & Van Petegem, P. (2019). Does self-efficacy contribute to the development of students' motivation across the transition from secondary to higher education? *European Journal of Psychology of Education, 34*(2), 457–478.

Lin, N. (1999). Network and status attainment. *Annual Review of Sociology, 25*, 467–487.

Meeuwisse, M., de Meijer, L. A. L., Born, M. P., & Severiens, S. E. (2017). The work–study interface: similarities and differences between ethnic minority and ethnic majority students. *Higher Education, 73*(2), 261–280.

Meeuwisse, M., Severiens, S. E., & Born, M. Ph. (2010a). Reasons for withdrawal from higher vocational education. A comparison of ethnic minority and majority non-completers. *Studies in Higher Education, 35*(1), 93-111.

Meeuwisse, M., Severiens, S. E. & Born, M. Ph. (2010b). Learning environment, interaction, sense of belonging and study success in ethnically diverse student groups. *Research in Higher Education, 51*, 528-545.

Mishra, S. (2020). "Social networks, social capital, social support and academic success in higher education: A systematic review with a special focus on "underrepresented" students." *Educational Research Review, 29*, 100307.

Nicholson, N. (1990). *The transition cycle: Causes, outcomes, processes and forms*. In *On the Move: The Psychology of Change and Transition*, edited by S. Fisher, and C. L. Cooper, 83–108. Chichester: Wiley.



Referenties - vervolg

Ostrove, J. M., & Long, S. M. (2007). Social class and belonging: Implications for college adjustment. *The Review of Higher Education, 30*(4), 363–389.

Richardson, M., Abraham, C., & Bond, R. (2012). Psychological Correlates of University Students' Academic Performance: A Systematic Review and Meta-Analysis. *Psychological Bulletin, 138*(2), 353–387.

Robbins, S. B., Lauver, K., Le, H., Davis, D., Langley, R., & Carlstrom, A. (2004). Do psychosocial and study skill factors predict college outcomes? A meta-analysis. *Psychological Bulletin, 130*(2), 261–288.

Robbins, S. B., Allen, J., Casillas, A., Peterson, C. H., & Le, H. (2006). Unraveling the differential effects of motivational and skills, social, and self-management measures from traditional predictors of college outcomes. *Journal of Educational Psychology, 98*, 598–616.

Rubin, M. (2012). Social class differences in social integration among students in higher education: A meta-analysis and recommendations for future research. *Journal of Diversity in Higher Education, 5*, 22-38.

Severiens, S., Meeuwisse, M., & Born, M. Student experience and academic success: comparing a student-centred and a lecture-based course programme. *Higher Education, 70*, 1–17

Soria, K. M., & Stebleton, M. J. (2012). First-generation students' academic engagement and retention. *Teaching in Higher Education, 17*(6), 673–685.



Referenties - vervolg

Stebleton, M. J., Soria, K. M., & Huesman, R. L. (2014). First-generation students' sense of belonging, mental health, and use of counseling services at public research universities. *Journal of College Counseling, 17*(1), 6–20.

UNESCO. (2020). *Global Education Monitoring Report 2020: Inclusion and education: All means all*. UNESCO

Van Herpen, S. G. A. (2019). *A head start into higher education* (dissertation). [unpublished doctoral dissertation]. Rotterdam: Erasmus Universiteit Rotterdam.

Van Herpen, S.G.A., Meeuwisse, M., Hofman, W.H.A. & Severiens, S.E. (2019). A head start in higher education: The effect of a transition intervention on interaction, sense of belonging, and academic performance. *Studies in Higher Education, 1-16*.

Vietze, J. Van Herpen, S. G. A., Dias-Broens, A. S., Severiens, S. E., & Meeuwisse, M. (2022) Self-selection from higher education: A meta-review of resources for academic decision-making of mainstream and underrepresented students. *Research in Post-Compulsory Education, 27*(3), 454-477.

Walton, G. M. & Cohen, G. L. (2007). A question of belonging: Race, social fit, and achievement. *Journal of Personality and Social Psychology, 92*, 82-96.

Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science, 331*(6023), 1447-1451.

Whitty, G., Hayton, A., & Tang, S. (2015). 'Who you know, what you know and knowing the ropes: A review of evidence about access to higher education institutions in England'. *Review of Education, 3*(1), 27–67.

Zumbrunn, S., McKim, C., Buhs, E., & Hawley, L. R. (2014). Support, belonging, motivation, and engagement in the college classroom: A mixed method study. *Instructional Science, 42*(5), 661–684.



Erasmus School of
Social and
Behavioural Sciences

Dr. Marieke Meeuwisse – meeuwisse@essb.eur.nl

Erasmus University Rotterdam

