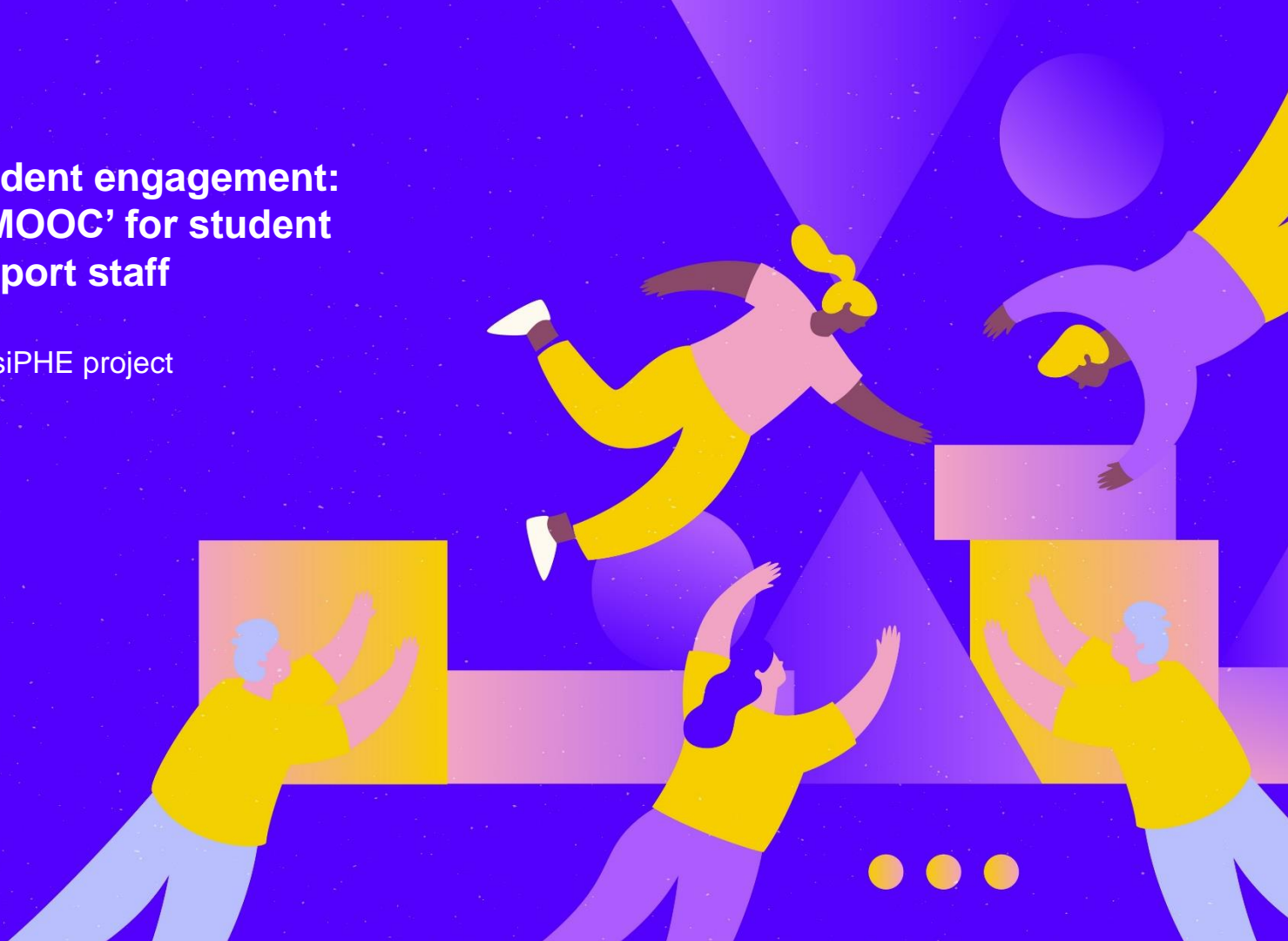


Inclusive student engagement: Building a 'MOOC' for student support staff

InclusiPHE project

13/11/2023



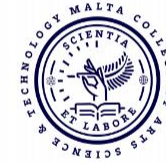
SHORT DESCRIPTION OF THE INCLUSIPHE

For a Professional Higher Education Institution (PHEI) to be truly inclusive, it needs to reflect its diverse range of students. To achieve this, a PHEI should not just consider its study programmes and teaching & learning processes, but also aim for fully inclusive student engagement. Student engagement not only relates to student activism and student involvement in decision-making bodies, but also to the structures and practices of students' organisations themselves.

All of these elements of student engagement do not fully reflect the diverse student community in a PHEI and can be difficult to access for non-traditional students and underrepresented student groups.

The InclusiPHE project intends to contribute to a more inclusive student environment by raising awareness for full student inclusion and providing PHEIs and their students' organisations with concrete ideas, tools and guidance on how to make student engagement fully inclusive.

Project consortium – Professional Higher Education



MCAST



Building our MOOC

- ‘First things first’: collecting data from our research and self assessment tool from previous outputs
- **Research into challenges and barriers:** why is inclusive student engagement so hard to accomplish?
- Focus groups with target groups (students + student support staff)

Time Problem	<ul style="list-style-type: none">• Finance one's studies (Money vs. Time)• Fear of committing to a long-term engagement - international mobility, internships• Fear of the workload - not compatible with study workload
Visibility Problem	<ul style="list-style-type: none">• Lack of presence of results / possibility for change• Lack of information about tasks and participation opportunities
Identification Problem	<ul style="list-style-type: none">• Does not relate to one's own challenges, everyday life, identity• Representation of students is stereotyped, e.g. PR materials, also in course materials• Fear of not having the right skills, insecurities
Image Problem	<ul style="list-style-type: none">• Not interested in political games• Selection and election process for specific roles• Associate student organisations with heavy drinking culture
Accessibility Problem	<ul style="list-style-type: none">• Language barriers• Mobility barriers



Building our MOOC

- Focus groups and research also reflected on potential solutions
- These challenges (and their solutions) gave insight into topics that should be included in the MOOC

IO4: potential solutions

- Financial support for student reps / include student engagement in the curricula
- Expanding the support system for non-traditional students (f.e. coaching and mentoring formats)
- Differentiation in participation opportunities
 - Short term engagement
 - Thematic participation
- Increase impact of student organisations within the institution

Ask yourself:

- How could this work?
- What challenges can you imagine with these potential solutions?
- What are critical conditions to make this solution work?

Building our MOOC



- We held a transnational project meeting in Belgium: we invited the consortium, but also our own student support staff & students
- We start our workshops with a testimonial from our student support staff + handed out their job description
- Next, we gave the group a few questions to discuss:
 - 1) main objective of the course
 - 2) topics which should be included in the course

IO4: online training course

IO4's target: Development of an online training for trainers course (MOOC) for student support staff on inclusive students' engagement

- Online training for trainers course specifically intended for **student support staff** in **PHE** institutions and students' organisations whose role includes supporting students formal and informal students' engagement
- Enhancing intercultural communication skills, i.e. effective and appropriate communication across differences in order to contribute positively to a more inclusive interaction with and engagement of students

Today's target:

- Identifying needs: what kind of training is needed?
- Defining topics: which subjects should be included?

IO4: online training course: working session

• Students

What kind of support do you (and your organisations) need (or don't need) from student support staff in order to become more inclusive?

• Student support staff

Have a look at the example of a job description for student-engagement support staff and imagine yourself in this role.

What topics should be included in a training for student support staff (in supporting their role in inclusive student engagement)?

Building our MOOC

- Clustering topics into modules + ILO's

IO4: online training course: working session



- How can we cluster these topics into modules?
- Learning objectives and learning outcomes
 - a. What is your learning objective?
 - b. What would achieving this learning objective give you?

Intended Learning Outcomes (ILOs) are student centred and describe your intentions for your students' learning at the level of the module. They specify what students should know and be able to do by the end of the module. Try to produce +/- 5 ILO's per module.

Learning outcomes are prefaced by the phrase, 'On completion of the module, students will be able to ...' and are followed by a verb. The verbs used for module outcomes need to be specific, because outcomes need to be measurable, and appropriate to the level of the module.

Modules

Module 1: Key Concepts

- How does my institution work?
- Getting to know different forms of student engagement & student support
- Challenges & barriers for inclusive student engagement

Module 2: Understanding Your Role as Student Support Staff

- Professional distance & neutrality
- Your role as facilitator
- Working with students' academic and student life
- Flexibility & time management

Module 3: Supporting inclusive student engagement

- How to make student engagement inclusive?
- Key aspect of inclusive higher education

Module 4: Role of Staff

- Advocating and creating awareness for student engagement
- Encouragement of student engagement (in the classroom)

Module 5: Communication

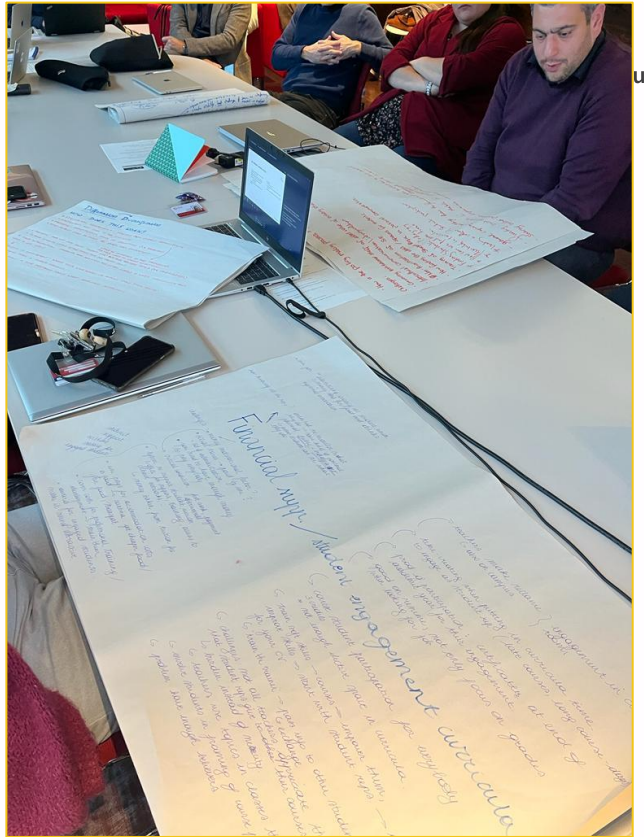
- How to communicate towards different types of students
- Effective communication skills for student representatives
- Intercultural communication

Module 6: Coaching

- Coaching individuals – mentoring & facilitating
- Coaching student groups

Module 7: Training

- Developing training
- Possible topics for training



Writing our MOOC

- In the next transnational project meeting, we discussed the **content** of the MOOC
- We asked to bring external research from all our different countries regarding the modules
- We decided that each modules needs: an introduction video and/or testimonial, a syllabus/text (with enough 'graphics' as well), link to extra (acesible) research or reading materials, reflective questions and/or quiz
- 1 partner (UCLL) wrote the syllabus, other partners gave feedback

Welcome to our MOOC!

“Welcome to this MOOC for student support staff on inclusive student engagement! As student support staff, you play a critical role in helping to create an environment that is welcoming, supportive, and empowering for all students. By understanding and promoting inclusive student engagement, you can help ensure that all students have the opportunity to participate and have impact on their institution.

In this MOOC, we will explore the key principles and practices of inclusive student engagement, including strategies for creating a culture of participation, facilitating meaningful student-led initiatives, and fostering collaboration and community among students from diverse backgrounds. We will also examine the challenges and opportunities of inclusive student engagement in different contexts, including K-12 schools, colleges and universities, and community organizations. Throughout this MOOC, we would like to express our gratitude to our partners who have generously supported this initiative. Without their contributions, we would not have been able to develop and deliver this course. Thank you for your commitment to creating more inclusive and engaging learning environments for all students.

Whether you are a new or experienced student support staff member, this MOOC will provide you with the knowledge, skills, and resources you need to promote inclusive student engagement and support student success. Let's get started!”



Online course for student support staff on inclusive student engagement



Welcome to the InclusiPHE online course for student support staff on inclusive student engagement. In the following short video we explain what is the purpose of this course and what you can expect to learn in it.

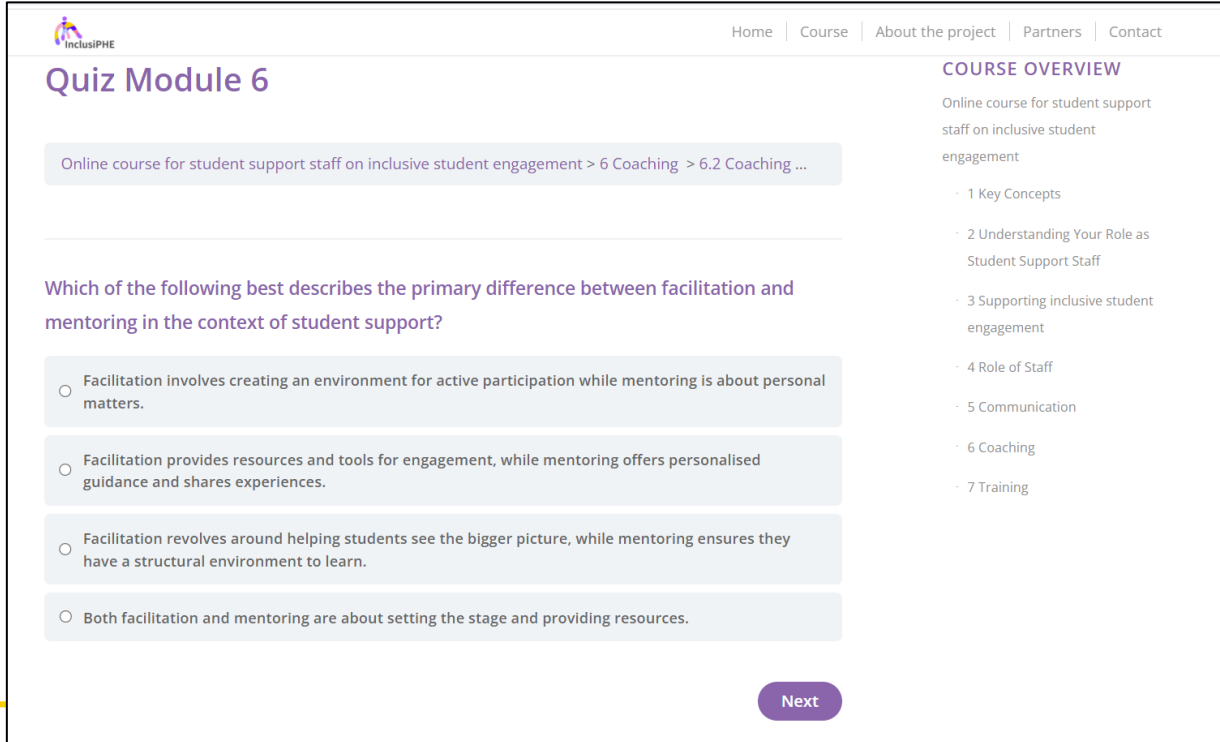


COURSE OVERVIEW

Online course for student support staff on inclusive student engagement

- 1 Key Concepts
- 2 Understanding Your Role as Student Support Staff
- 3 Supporting inclusive student engagement
- 4 Role of Staff
- 5 Communication
- 6 Coaching
- 7 Training

Assessment & reflection



The screenshot shows the InclusiPHE course interface. At the top left is the InclusiPHE logo. To the right are navigation links: Home | Course | About the project | Partners | Contact. The main heading is "Quiz Module 6". Below it is a breadcrumb trail: "Online course for student support staff on inclusive student engagement > 6 Coaching > 6.2 Coaching ...". The quiz question is: "Which of the following best describes the primary difference between facilitation and mentoring in the context of student support?". There are four radio button options. To the right of the quiz is a "COURSE OVERVIEW" section with a list of 7 topics: 1 Key Concepts, 2 Understanding Your Role as Student Support Staff, 3 Supporting inclusive student engagement, 4 Role of Staff, 5 Communication, 6 Coaching, and 7 Training. At the bottom right of the quiz area is a "Next" button.

Home | Course | About the project | Partners | Contact

Quiz Module 6

Online course for student support staff on inclusive student engagement > 6 Coaching > 6.2 Coaching ...

Which of the following best describes the primary difference between facilitation and mentoring in the context of student support?

- Facilitation involves creating an environment for active participation while mentoring is about personal matters.
- Facilitation provides resources and tools for engagement, while mentoring offers personalised guidance and shares experiences.
- Facilitation revolves around helping students see the bigger picture, while mentoring ensures they have a structural environment to learn.
- Both facilitation and mentoring are about setting the stage and providing resources.

Next

COURSE OVERVIEW

Online course for student support staff on inclusive student engagement

- 1 Key Concepts
- 2 Understanding Your Role as Student Support Staff
- 3 Supporting inclusive student engagement
- 4 Role of Staff
- 5 Communication
- 6 Coaching
- 7 Training

- Each module has a **QUIZ**: they immediately get feedback on their score
- MOOC refers to our reflection tool
- Some modules also contain **reflective questions** (see next slide: 'take action')

Taking action

Now that you have seen the example of UCLL, we invite you to reflect on your own context with the help of the following reflective questions:

- Understanding your role?
 - How do I define my role as a coach to student representatives?
 - What expectations do I believe the student reps have of me, and how am I meeting them?
- Coaching techniques:
 - Which coaching techniques have I found to be most effective when working with student reps?
 - Are there any techniques I've tried that didn't work as expected? Why might that be?
- Feedback mechanisms:
 - How often do I seek feedback from the student representatives about our coaching sessions?
 - What changes have I made based on this feedback?
- Mentoring vs. facilitating:
 - How do I balance my roles as a mentor and facilitator?
 - Are there instances where I felt more like one than the other? Why?
- Addressing personal matters:
 - How comfortable do I feel when personal matters arise during coaching sessions?

Feedback and testing phase

- We're currently receiving feedback from student support staff from 5 different universities
- We're adapting the MOOC when needed (f.e.: adding 'estimated reading time' to our sources)
- Spreading the word: each partner reaches out to its own network of student support staff
- We can **track**: number of participants, which institution they come from (*'signing in' is requested*), which module they open, their quiz-results + how long it takes them to complete a certain module

**THANK YOU FOR
YOUR ATTENTION**

You can download this presentation at: