



# The First 100 Days Scan

**Tool for analysing and  
optimising the start  
in higher education**

# The First 100 Days Scan

Tool for analysing and optimising the start in higher education

The First 100 Days Scan was developed within the context of “The First 100 Days” project at Hanze University of Applied Sciences Groningen. It is an update of a tool that was previously called the “Risk Meter”.

## Authors:

Agnes Meijer (project leader of “The First 100 Days”)

Corine Seelen (educational adviser)

Gea Posthumus (lecturer)

Laura Beekhuizen (educational adviser)

Lidwien Sturing (educational adviser)

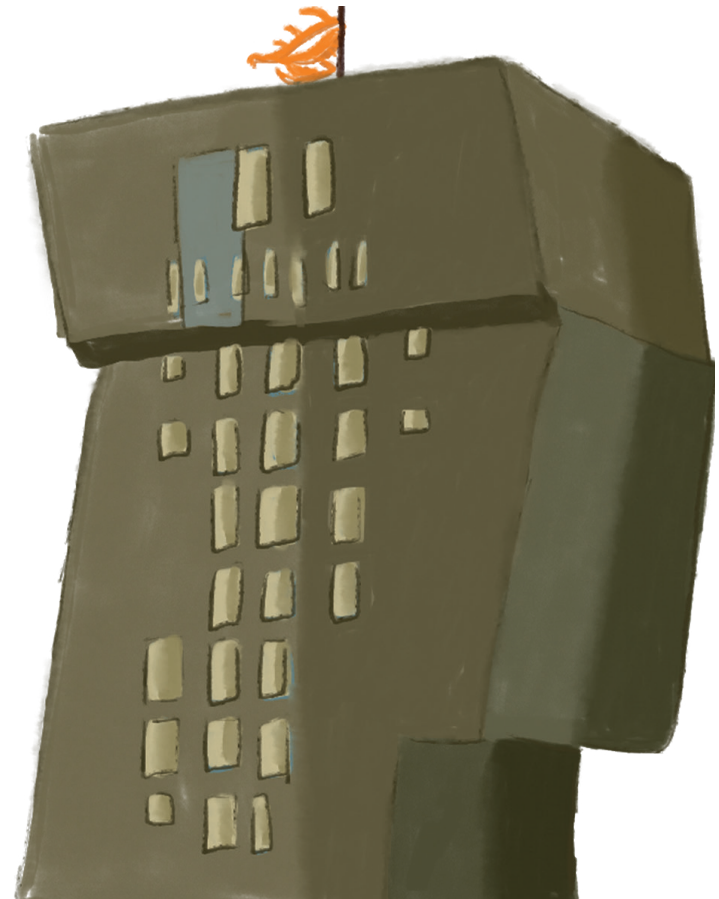
Remko van der Lei (educational adviser)

Text editing: Corine Seelen

Design: Merel Djamila

Illustrations: Merel Djamila

Groningen, October 2022



## Table of contents

Introduction	4
1. Bonding	8
2. Activating and motivating didactics	15
3. Programming	24
4. Teamwork	34
5. Guidance	42
6. Study skills	49
Sources	57



# Introduction

**“The First 100 Days” project ran at Hanze University of Applied Sciences Groningen (“HU”) from 2018 to 2022. The purpose of this project was to give students the best possible start in order to prevent unnecessary school dropout. It was specifically aimed at programmes with either a high dropout rate or a low success rate for the first year of study. Twenty programmes analysed the start of their programme using the so-called “First 100 Days Scan” (previously called the “Risk Meter”), and thus gained insight into their strong and weak points and possible points of improvements. On this basis, they adjusted (or are still in the process of adjusting) the start of the programme.**

This scan came about in an evidence-based manner, using both literature research and the experiences of various participating programmes, as well as input from the HU Executive Office for Education and Research. It has become a useful tool that can help educational teams to critically review the start of the programme and to assess whether the student is able, from the outset, to develop himself or herself

successfully within the higher professional education degree programme. In this context, study success is regarded as more than just the return on educational investment (objective study success); it also relates to well-being, motivation and exploring and developing yourself (subjective study success). It concerns both the positive personal development of students as well as a successful completion of the training course. There can, of course, always be personal reasons for discontinuing one’s studies, but our ambition is to prevent, as much as possible, early drop-out due to the manner in which the programme has been organised. We consider this to be unnecessary dropout. We assume in this instrument that success can be achieved by reorganising the teaching-learning process<sup>[56]</sup>.

The first 100 days appear to be an important period for students. Research<sup>[27]</sup> shows that the start of the programme is crucial for a successful study at an institute for higher professional education. If a student comes through this period well, the prospects of success are greater. It is important, in this respect, that an integral approach is required for



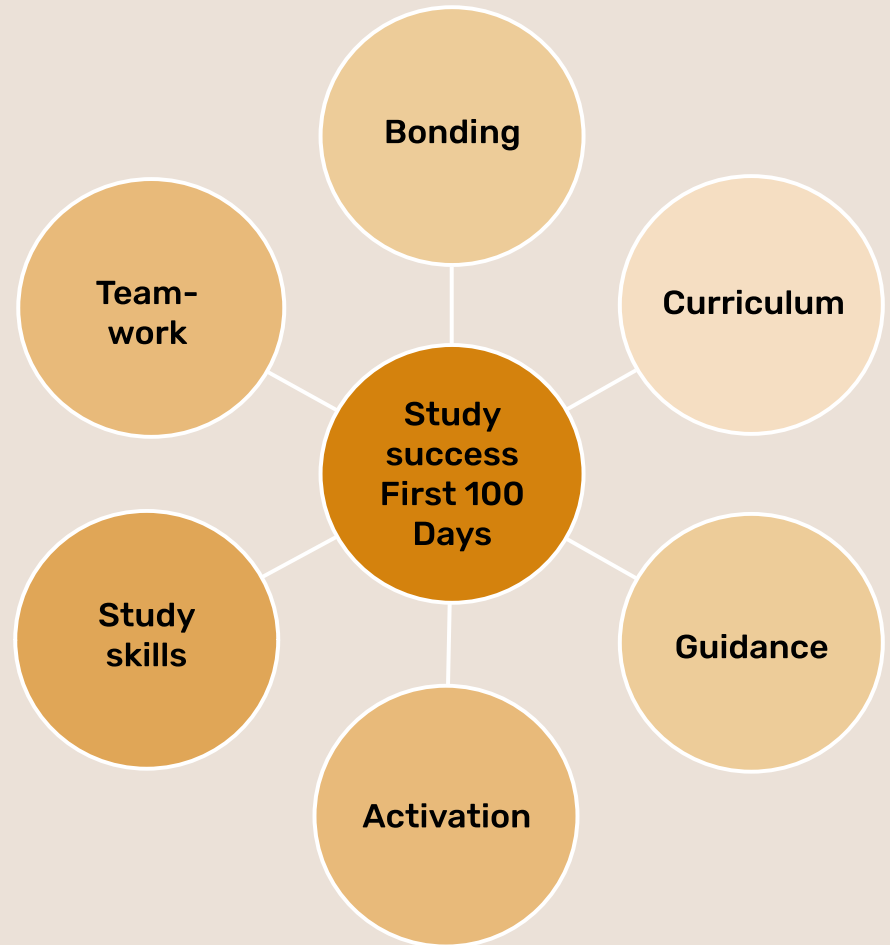
enhancing the study success<sup>[32,56]</sup>. The fact is that the failure to achieve better results in the past years was due to a lack of an integral approach.

Within “The First 100 Days” project, the decision was made to use the following evidence-based factors for study success:

1. Bonding
2. Activating and motivating didactics
3. Programming of education, assessment and independent learning
4. Teamwork by lecturers
5. Guidance by staff members and peers
6. Study skills

### **Importance of the analysis phase**

The First 100 Days Scan helps programmes to first analyse the situation critically: what factors affect the poor(er) study success at the beginning of the programme? How does the programme perform with regard to these factors? Do one or more study success factors constitute a weak point, and does this lead to a lower study success?



This tool indicates, for each study success factor, why the factor concerned is important, how it affects study success, and which questions can be asked to help determine the strong and weak points of the programme. This analysis helps avoid falling back on hobby horses and taking measures based on ideas that may not be true. The objective analysis results can then be used to take substantiated measures.

Each study success factor is accompanied by advice based on recent literature. This may depend on the educational frameworks of the HU. For this reason, they are included in the Annexes, in the form of Padlets.

Most of the analysis questions are to be answered by the lecturers of term 1 and 2 and by the students. Indispensable for a detailed analysis of other questions are: the education regulations, with programme-specific choices such as a qualitative BSA, timetables and examination schedules. Other questions, including those relating to the analysis of a subject with a high failure rate, require further investigation via BIM,

Osiris or Blackboard.

### **Update**

The project ended in 2022. For future educational innovations in other programmes, the decision has been made to update the existing analysis and advice tool (previously called the “Risk Meter”). This was advisable because of various developments in recent years and experiences with the project. The most important developments have been processed in this document: blended learning, flexibility of education or Suitable Learning Paths, alternative forms of testing, inclusive education, HILL (High Impact Learning that Lasts) and the renewed HU Educational Frameworks.

### **Overview**

This scan is classified according to the 6 pre-specified study success factors.

In each of the next chapters, one specific study success factor will be discussed. The structure of each chapter is as follows:



1. Main question with substantiation
2. Analysis questions
3. Recommendations
4. Further reading

Finally, a few general remarks:

When we speak of “students”, it is assumed that we are understood to include students in the intersectionality of social axes, including ethnicity, class, sexuality, gender, and health. The entire student population represents unconditional inclusiveness.

Regarding terminology, programmes use various terms for the person within the programme who guides students. In this scan, we use the general term “student counsellor” (“SC”).





Welkom!

# 1. Bonding

## Main question

Does the student feel a connection with the staff members, fellow students and (the content of) the programme?

Commitment with the programme is an important predictor of study success. The more a student is committed to his/her study, the greater the chance that he/she attends the lessons and is actively involved, obtains good study results, does not discontinue his/her study and finishes the programme<sup>[19]</sup>. This (behavioural) commitment results in better performance, which, in turn, results in stronger emotional commitment, which, again, results in more motivation.

Relatedness - **“I contribute and I make a difference”** - is one of the basic needs of human beings to get motivated, together with autonomy (**“I am in control and I decide”**) and competence (**“I am good at something and I am successful.”**)

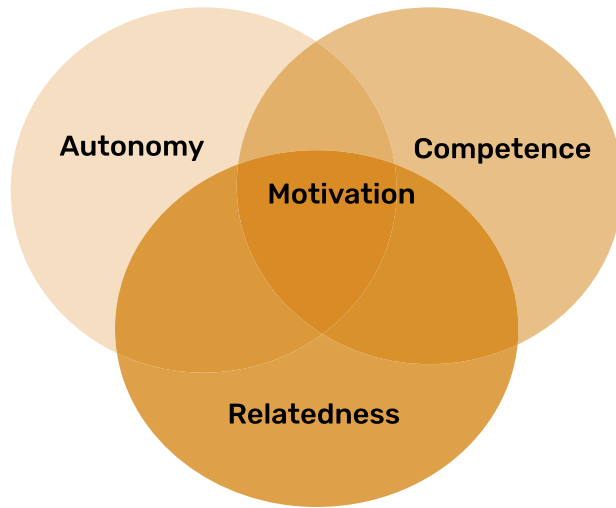
Here, bonding is divided into: bonding between student and staff and between students, bonding with the programme itself and with the professional profile.

### Bonding with staff and fellow students

For a secondary (vocational) school student who makes the transition to a new educational environment,







the first period is crucial for developing a sense of connectedness. Elffers<sup>[15]</sup> underlines the importance of the lecturer's role, who should take the first step. A student who feels at home at the school and who is in direct contact with lecturers, is more likely to be successful in their studies. Students must also develop a sense of belonging and must feel that they are part of a community<sup>[21]</sup>. This requires getting to know each other (students between each other, but also students and staff members), creating a safe environment where respect, trust, an open atmosphere and the sharing of joint goals are crucial. Especially in the first period of the

programme, it is important for schools to consciously aim for this. This concerns both the emotional bonding between people as well as the bonding with the (physical) learning environment. Small-scale education strongly contributes to cooperative learning and cooperation, which has a positive effect on study success<sup>[32]</sup>. If students experience a pleasant atmosphere in the classroom and have a good professional relationship with their lecturer, this will increase their motivation. When students know (some of the) lecturers personally, this reduces the chance of dropping out.

### **Bonding with (the content of) the programme**

Apart from social bonding, students feel that education has personal and practical value and that they are doing something useful: "valuing".<sup>[19,16,21]</sup> For this purpose, it is important for students to gain insight, from the outset, into the future profession, and have a clear picture of why it is useful to learn the contents of the programme. It is important, in this respect, to establish a strong connection with the practice and to create direct relevance for the field of work.



Bonding with the programme also refers to the physical location where the student follows the programme. Does the student feel “at home”? It also refers to the degree in which the set-up, organisation and didactics of the programme fit the student’s needs. Does the programme provide flexibility in this respect, allowing students to make a suitable choice from a wide palette of options?

Bonding is also enhanced when a student has a say in the programme and has the feeling that he or she can exercise influence. Students will be better motivated when lecturers tune in with the group and listen to their suggestions<sup>[34]</sup>. The feeling of being heard is further enhanced by giving feedback on results of evaluations and visible remedial action.

### **Highlighted: Bonding in flexible and/or blended education**

The developments initiated in education towards more flexible, suitable learning paths imply more varying learning groups and, as a result, possibly a more complex social environment to achieve bonding. The deployment of more online education also means that there is less

contact time to bond. The question arises as to how we can stimulate bonding in these situations. Research within the context of the acceleration plan Educational Innovation with ICT<sup>[62]</sup> has led to the definition of 7 design principles for enhancing bonding in (online and blended) learning communities:

1. Getting to know each other
2. Trust and cooperation
3. Shared and joint goals
4. Willingness to participate
5. Programme and instruction strategies
6. Share information and knowledge
7. Resources and preconditions

This guide contains an elaboration of the research results, an explanation of the design principles, and very useful practical tips and descriptions of teaching formats. (See for more advice the link in the Padlet, under “Further reading”.)



### Analysis questions

- How does the programme enhance, prior to the study year, bonding with the institute, the programme, fellow students and staff members?
  - How does the programme enhance, during the first two terms, bonding among and with students?
  - How do students experience the bonding (among themselves and with staff members) at the start of the programme?
  - What do senior students do to make new students feel at home?
  - How many different lecturers does a student meet in term 1?
  - Does the content of the programme fulfil the students' expectations?
  - How does the student get a clear picture of the field of work in the first term(s)?
  - Which options are offered to the student to experience the future field of work?
- Is there any attention paid to the setting of personal and study-related goals in the learning groups?
  - Is there any attention paid to the jointly making of agreements for the learning group?
  - To what extent is the physical environment (i.e. the location of the classrooms, the availability of joint rooms) so organised as to create the conditions for achieving connection?
  - In what way is the student involved in the programme/ are the student's contribution and opinion asked for and appreciated?
  - Is there any regard for inclusiveness within the programme?
  - In what way is bonding ensured for students who, because of the programme they follow, personal circumstances or study delay, are temporarily less able to connect with the programme?





### Recommendations:

#### **Bonding with staff members and fellow students**

Organise activities that already enhance bonding before the start of the programme, before the summer holidays. The Study Choice Check, orientation days and taster courses are tools to find out whether the student has an appropriate, realistic picture of the programme. In

addition, social events may help to get to know future fellow students and study counsellors and to already create a bond with the programme ("onboarding").

Consciously work on the creation of bonding from the outset by ensuring that students attend and actively participate in classes, perform assignments and keep going when things get difficult. The recommendation is to agree, prior to the start of the programme, on what each lecturer does in term 1 to enhance bonding with students. All lecturers are aware of the impact of their actions on the degree in which students feel at home in the programme. Ask lecturers of terms 1 and 2 who are comfortable with this to build a relationship with the students.

Involve the study society optimally in creating bonding. Encourage students to become a member and to participate in activities.

Ensure, as a programme, that (some) lecturers get to know the student personally. Try to achieve this in the first week and to maintain contacts afterwards. Make sure that a student has the feeling that he/she is known as a person instead of as a number. This starts with knowing

the students by name. Try to plan relatively many contact hours at the start of the programme to create bonding and arrange that lecturers respond to emails on time.

Involve all staff members in the bonding process. Creating bonding is not only the responsibility of lecturers and study counsellors but of everybody who engages with the student. Ensure that students are welcomed in a friendly manner at the front-office and that the latter is visible and easily accessible. The help of staff involved with student affairs is also important, as well as the accessibility of the team leader and the dean. This concerns all forms of contact: personal, digital and by telephone. A programme could take a "student journey" to gain insight into who can contribute where, when and how to create bonding with the student.

Work as much as possible in small learning groups. Small-scale education strongly contributes to cooperative learning and cooperation, which has a positive effect on study success<sup>[32]</sup>. If students experience a pleasant atmosphere in the classroom and have a good professional relationship with their lecturer, this will increase their motivation.

Fulfil the conditions for intrinsic motivation in students by creating added value for attendance. There is a relationship between attending classes and study success, but the attendance requirement creates extrinsic motivation. Intrinsic motivation, on the other hand, creates stronger commitment. According to Deci & Ryan<sup>[11]</sup>, autonomy, namely making one's own decisions and being in control, is definitely one of the conditions for motivation.

### **Bonding with the (content of the) programme**

Work, from the start, in a practice-oriented manner, with commissioning parties, guest lectures, trial internships, working visits, etc. A short introduction to the professional practice also improves the engagement with the content of the programme.

Aim at providing a structure and provide the students with clarity about the work method in the programme and the expectations, so that they can get a grip on the programme and feel more quickly at ease. Create a physical environment where students feel at home. This may imply that first-year classes take priority when scheduling the classrooms. The close vicinity of

classrooms and staff rooms stimulates students to walk in. So-called “dedicated rooms”, where students have their “own” room, are an example of an effort to make the student feel “at home”.

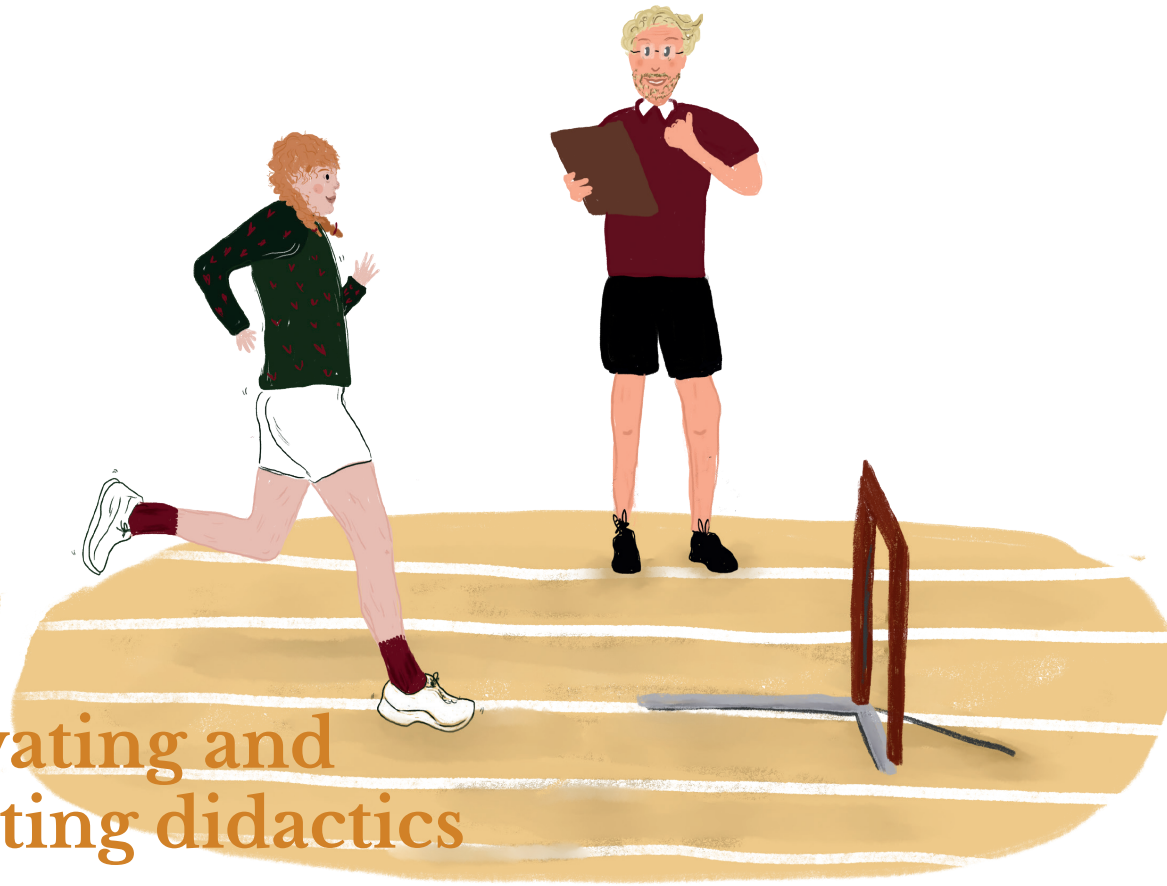
Give the students a say in the set-up and organisation of their programme. Speak with students, try to avoid telling them what to do or think. Provide feedback on evaluations, and show what has been done with them. If student engagement has not been taken into consideration, explain the reason why. In this way, the student is taken seriously and feels heard.

**Further reading:**

Scan the QR code or click the below link to read more on this.

[Eerste 100 dagen: Binding \(padlet.org\)](https://www.padlet.org)





## 2. Activating and motivating didactics

### Main question

**Is the student, from the outset, working on the study assignments in an active and motivated manner?**

Activating and motivating didactics are understood to mean a way of organising education that encourages students, instead of acting as passive consumers, to participate in all kinds of activities that are focused on facilitating learning.



Examples hereof are: learning in small groups, whole-class discussions, giving presentations and joint projects<sup>[52]</sup>. Active learning fosters social and academic integration (bonding) and, therefore, has a positive effect on study success. In addition, activating teaching formats ensure that knowledge sinks in properly.

### Enhance motivation

A motivated student is an active student. According to Deci and Ryan<sup>[11]</sup>, lecturers can increase students' motivation by addressing three basic psychological needs:

1. Autonomy or self-responsibility: the student is free to carry out an activity in a manner of their own choosing and feels in charge (self-determination).
2. Competence: the student has confidence in his or her own capability.
3. Connection: the student has the feeling that he or she belongs (see also the chapter on bonding).



David Rock's SCARF model<sup>[48]</sup> is relevant in this respect. It shows that negative emotions such as fear (of failure), distrust, insecurity, low expectations, and a low self-image, have a negative effect on learning. Positive emotions, on the other hand, increase the motivation to learn and foster sustainable learning achievements. In the SCARF model, Rock<sup>[48]</sup> describes five factors that affect the arising of positive or negative emotions. Give students status (compliments, feedback), give them an overview (what are we going to do, and why), give students autonomy (have them choose between projects, test forms, teaching formats, etc.), ensure that everybody feels involved, and treat students fairly.

### Urgency

Various learning models, such as 4CID, KAOS pilot, High Impact Learning that Lasts (HILL) and Problem-Based Learning (PBL) argue that each learning process should depart from a clearly substantiated problem, a perceived challenge, a gap, or an item that creates a certain urgency. For students, this is the trigger to become internally motivated and to participate in education. This trigger is even bigger when the owner or client is involved in the problem. By departing from a perceived gap, for





example by performing a baseline measurement or an assignment, the student knows what he/she is able to do and has to be able to do at a later stage. Do not only pay attention to the urgency at the start of the programme, but ensure that the fire keeps burning, by giving students regular insight into their progress, by making them enthusiastic, by organising expert feedback, etc.

### **Activating education versus classical lectures**

Making lectures the most important form of teaching with regard to knowledge transfer has a negative effect on study success<sup>[52]</sup>. Dochy et.al.<sup>[13]</sup> also advocate less lectures and more activating education. However, lectures remain necessary when information is not accessible for students, for example as an introduction to a subject or assignment. Lectures can also help elucidate different aspects of a subject, start a discussion or give a short explanation, preferably *just in time*. Lectures are less effective for retaining knowledge in the long term and for applying knowledge in new situations. Discussions on the subject matter and activating instructional formats, on the contrary, have a positive effect.

Education is often dominated by the just in case principle. The knowledge is offered so that the student has, anyway,

received it. Knowledge is retained better when it is offered *just in time*. The student is then also more open for knowledge because it can be applied directly<sup>[14]</sup>.

### **Positive relationships and expectations**

Whether education is stimulating or not depends on the content and learning goals, the educational design and the lecturer's practical knowledge<sup>[63]</sup>. Hattie<sup>[24]</sup> argues that study success largely depends on student-related factors that are not easily influenced by the programme. He thinks that the lecturer can make a difference. A positive relationship between the lecturer and the student is important for the student's motivation<sup>[22]</sup>.

Enthusiasm of lecturers has a great impact on the internal motivation to study and on the study achievements of students<sup>[17]</sup>. Unfair behaviour, low expectations, lack of humour, being too controlling<sup>[18]</sup>, giving up quickly when explaining, being critical more often, recognising success less often, praising someone in an inappropriate manner (at the wrong moment), giving no feedback on answers, putting students in the back of the classroom, being less kind and showing less interest in a person - all these have a proven negative effect on the study success<sup>[4]</sup>.



The inclusive educational theory concurs with this: set the bar high for yourself and for others, respect different perspectives and confirm students in their self-respect.

### Feedback

According to several researchers, giving feedback through assessment is the most important factor when it comes to increasing learning outcomes<sup>[20, 24]</sup>. Feedback through formative assessment gives students insight into their strong and weak points, without a mark being given for an achievement. Summative assessment does involve a definite mark for the student. Interim formative assessment contributes to the educational return and, depending on the form of assessment chosen, to the study success<sup>[5]</sup>. Reedijk and Huisman<sup>[46]</sup> demonstrate that introducing (digital) formative assessment leads to better study results. Regular feedback also leads to regular studying<sup>[9]</sup>.

### Highlighted: Assess differently

There is a lot going on in the area of testing. Before, assessment used to be mainly seen as a final stage of education. Students who are new in higher education will mainly be used to this kind of

assessment. However, assessments are increasingly used to steer and stimulate the student's learning process (for example in programmatic assessments).

This is particularly important in the first 100 days, as it stimulates students to learn and it gives them insight into their progress. The feedback function of assessments is used to give regular feedback to students on their progress, based on the learning outcomes (formative learning). Teaching students quality awareness is crucial to enable them to have a clear picture of what they are working towards.

Evidence of learning outcomes to be developed in the form of, for example, a delivered product together with received feedback can be included in a portfolio. Based on this portfolio, the student's progress is monitored. Separate assessments or assignments are not directly linked to credits in this context, but serve as a benchmark that eventually leads to a holistic assessment of the learning outcomes.

Such developments ensure that education and testing are integrated and that the strict separation between education and testing disappears. The function of testing is no longer considered exclusively formative or exclusively summative:



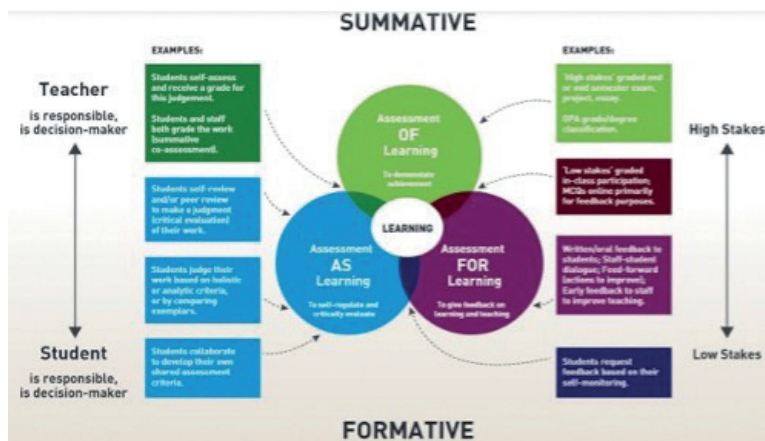
- Assessment of learning: testing whether something was learned/whether the learning outcome has been achieved (feedback).
- Assessment for learning: testing for the purpose of the ongoing learning process, it concerns (feed-forward).
- Assessment as learning: testing and learning go hand in hand: the student learns (using self-assessment and peer assessment) how to estimate where he or she is in the learning process (feedback, feed-forward and feed-up).

<https://hub.teachingandlearning.ie/resource/expanding-our-understanding-of-assessment-and-feedback-in-irish-higher-education/>

Testing is organised independently from the learning path so that it does not matter which learning path the student follows and it is also possible to validate competencies acquired previously or elsewhere (for example at the start of the programme) and to draw up a personal study plan.

### Analysis questions:

- Are students activated and motivated to get started from day 1?
- What is the relationship between *interaction, teamwork, independent study and formal instruction*? Do students experience this as motivating?
- What is the function of the different assessment moments: do you use assessment as a means of/as/for learning)? How does this relate to each other? Are there any assessments that perform more than one function at a time?
- Does the student participate in all study components in a prepared and active manner, both online and in the physical educational environment?
- Evaluation per study component:



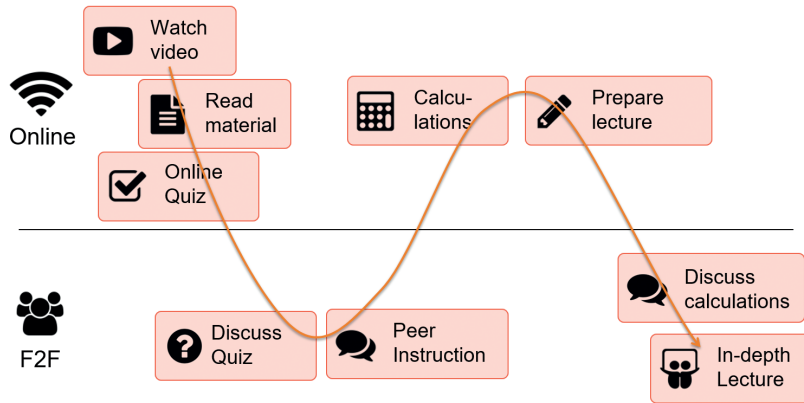
- In which way is active learning stimulated?
  - How is the intrinsic motivation triggered?
  - Is the student's foreknowledge being made use of, and how is the possibility of different backgrounds taken into account?
  - Do students experience the education as stimulating?
  - Do the instructional formats match the students' study skills?
  - Do the instructional formats match the content of the education?
  - What do students think of the instructional formats, the interaction between the student and the lecturer, and the manner in which they are stimulated to study actively?
  - How does the student receive feedback on his or her learning?
  - What is the group size for the different study components in term 1 and 2?
- Wat is de groepsgrootte bij de verschillende studieonderdelen in periode 1 en 2?

### Recommendations:

Convince students of the urgency of getting intrinsically motivated by participating in the education, for example

by introducing the practice in class by inviting a client online or by recording a short video in which a practical problem is explained. You can also make the student aware of the fact that they still miss some knowledge and skills by inspiring them with *good practices* and by inviting them to reflect on the personal level of control. According to Dochy & Dochy<sup>[14]</sup>, there are 7 ways to create a sense of urgency: by nourishing curiosity and energy, by presenting an authentic problem as a trigger, by decreasing a perceived discrepancy or gap, by setting personal goals, by facilitating, by making investing in learning and gaining experience explicit, and by giving feedback. Extrinsic motivation has less impact on the student's learning than intrinsic motivation.

Adopt a critical attitude towards the relationship between interaction, teamwork, independent study and instruction. Adopt a critical attitude towards the relationship between interaction and teamwork, independent study and formal instruction. Dochy i.a.<sup>[13]</sup> recommend a ratio of 70/20/10. Ensure, hereby, a high percentage of interaction and teamwork (70%). Offer sufficient room for independent study (20%) and



[Image Blended Learning Wave](#)

provide formal instruction (10%). This is an advice; a different relationship may be more appropriate for a specific programme. In the first 100 days, it is important to provide enough variety. Plan independent study within the study programme in the same way as instruction is being incorporated. And reserve sufficient contact time for support of the interaction and teamwork.

Make a good mix between online and offline activating formats (“blended learning”). The blend can consist of a mix of physical classes without technology, physical lessons with technology, and online and e-learning classes, which can take place both in a synchronous and asynchronous manner. Visualize your students’ learning journey, using, for example, a storyboard, and decide

which learning activities are offered physically and which are offered online. This is also called the “blended learning wave” [35]. In addition, coordinate subjects well within a term. Keep things simple, both for the student and for the lecturer.

In order to stimulate bonding, we recommend scheduling contact moments with activating teaching formats. This can be done by stimulating cooperation, by having students work in small groups, and by creating room in the curriculum for discussing teaching material with fellow-students and lecturers. Active teaching formats help increase the connection among students and with the institution. Online speed lectures that allow students to learn independently of time and location is a good format for this. Ensure that knowledge is offered *just-in-time*.

Shift the focus from lecturer-driven to student-driven. Give the student room to get a hold on his or her own study and to make his or her own choices. Discuss what the students’ responsibilities are and what the lecturers’ responsibilities are. As a lecturer, you are in any case

responsible for creating clarity and structure (concerning the assignment, assessment, deadlines). Be clear and consistent during the first 100 days when it comes to classroom management, for example using the 4 Ps: *Presence* (be present and be on time), *Participation*, *Preparedness*, *Politeness*. Adhere to the 4 Ps yourself, as a lecturer.

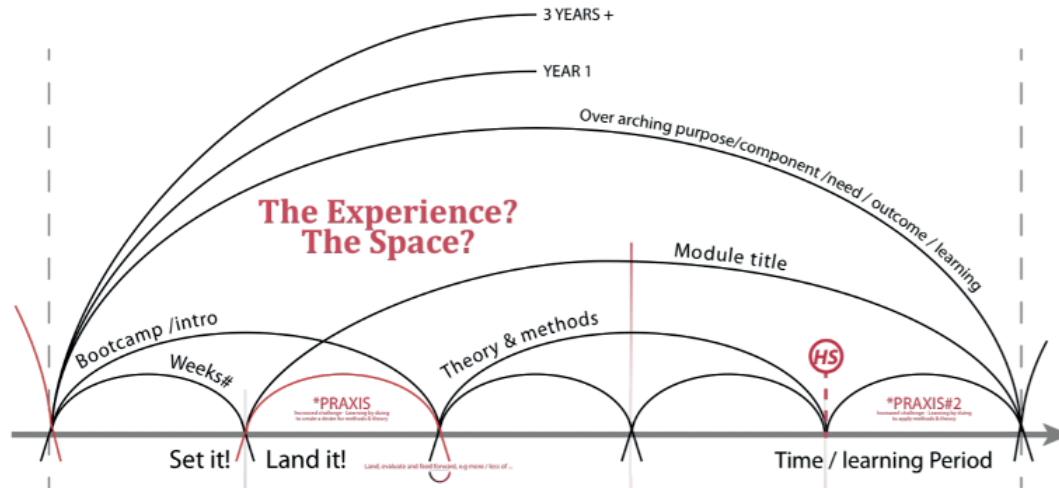
By giving students insight into the freedom of choice, you stimulate autonomy, and by providing clarity and structure, you stimulate the feeling of being competent. Autonomy and feeling competent are triggers for motivation.

Turn assessment moments into learning moments. A good example of this is the so-called “two-stage assessment”: first, an individual written test is made and submitted. The same test questions are then answered in groups of 3 or 4 persons, preferably in groups with which the student has cooperated for a longer period. In this second phase, the teams discuss the correct answers to the test questions, the student receives direct, specific feedback on his or her individual answers, and he or she can influence the final judgment by substantiating their individual answer. In this way, the assessment moment

is also a learning moment for the student. The lecturer can decide to make a final judgment by combining the individual achievement and the group performance, for example via 85%/15% assessment. In this respect, the rule can be applied that the score of the group cannot negatively influence the individual final mark. In practice, this hardly ever happens, as the groups almost always perform as good as, or better than, the individual students <sup>[68]</sup>.

Integrate learning and assessing: **“assess” during education** to give students the feeling that they are on the right track and to give insight into the learning process. Learning is a process in which the student continuously extends his/her competences (knowledge and skills). Assessment is a tool that helps monitor where the student is in the learning process. Postpone the summative judgment. Students need time to learn <sup>[53]</sup>. For didactics, this means that your contact moments are mainly interactive. “Sending lecture materials” into the class-room can then take place in the form of, for example, speed lectures or other forms of independent study outside the class-room. Create a safe environment where mistakes are allowed to be made.





[Applying the dramatic arc to learning experiences \(upstartstudio.com\)](http://upstartstudio.com)

Design the feedback process. Feedback often ends up at the feedback cemetery. As a lecturer, however, you do have an influence on the effectiveness of feedback in the class-room. You can do this by organising the feedback process very consciously. Teach your students a sense of quality early in the learning process, by showing and discussing examples and by engaging in dialogue about this with the students. Class feedback, giving feedback to each other (“peer feedback”) and giving feedback to yourself (“reflection”) are part of this feedback process. In his article, Nicol<sup>[43]</sup> mentions 7 principles for teaching students how to give each other effective peer feedback.

Provide enough time and moments for the feedback to be properly absorbed. The “learning arches” of the KAOSPILOT help visualize the learning process and feedback moments.

**Further reading:**

Scan the QR code or click the below link to read more on this.

[Eerste 100 dagen: Activerende en motiverende didactiek \(padlet.org\)](https://www.padlet.org)





### 3. Programming

#### Main question

**Are all assignments, tests, re-examinations and independent study components programmed in such a way as to ensure that “interference” between them is limited and the student can study in a uniform way?**

#### Studiable programme

The programming of study components and, in particular, of tests has a great impact on the study behaviour and commitment of students <sup>[60]</sup>. Parallel assignments and tests concerning different study components can create





interference between study components, creating low success rates<sup>[9]</sup>.

Research has shown that students' study behaviour changes when they can work on one component at a time: higher class attendance, better preparation, less delay in the submission of papers and, in general, higher quality of work of the students<sup>[65]</sup>.

Frequent knowledge tests, small units and interference between study components will have a negative effect on the study success. As the number of small study components increases, the educational return decreases<sup>[8]</sup>. A student should perceive the test as important and urgent. A test held at the end of a term is seen as not urgent, and a small test as not important<sup>[38]</sup>.

The traditional division of a term, with teaching weeks followed by test weeks, has a negative impact as it does not lead to uniform studying, but, instead, to study postponement. In this way, you send the signal that the independent study hours have been planned at the end of the period<sup>[8]</sup>. Regular studying and repeating the study material ensures that knowledge is retained<sup>[5]</sup> for a longer period of time. It is a well-known fact that, in the old system, most students intensify their activities only 2 or 3

weeks prior to the test date<sup>[29]</sup>.

Re-examinations may interfere with assignments and tests in the subsequent period. Re-examinations are intended for students who did not pass a test despite being properly prepared. Re-examinations are not intended for those unscrupulous students who use the first test to get to know that test (using it as a practice test), and also not for weak students who are going to fail anyway as a result of the first year's selection function. Taking re-examinations should be discouraged and passing the first test should be encouraged<sup>[40]</sup>.

A re-examination programmed shortly after the regular examination reinforces the postponing behaviour<sup>[8]</sup>. On the other hand, a quick re-examination is good, as the student will be able to repeat the material in a relatively short period of time. A re-examination held later in the year requires the student to make a completely new start. Programming re-examinations in the following term is also not recommendable. This will lead again to interference with the new tests. The problem of timing re-examinations increases when there are more small study components and many tests, because there will also be more re-examinations.



### Confirming the choice of study

The first 100 days are characterised by bonding, learning how to learn and getting to know the profession. After the first 100 days, students should know whether they are in the right place. Being in the right place means: do I like it, and can I do it? These are two different things. Assignments in the first term should give students an idea of whether they like the profession. By creating a sense of urgency first (interest in the profession, bonding with a group, having fun), the student's intrinsic motivation will be increased. After this, the student will have the intrinsic motivation to decide whether he/she can do it. Deciding whether one is able to do the study is for the student the selective value of the first year. Programming the first 100 days in this manner also fits in with the scheduling of many formative moments (see the chapter on Activating Didactics).

### Contact moments

The programmed number of contact hours also has an effect on the educational return. Too much contact time reduces the time available for independent study, and too little contact time gives insufficient direction to independent study components. Many lectures are

counterproductive: they rob students of time to really learn something<sup>[56]</sup>. If the student visits the contact hours (voluntarily), the chance for study success will increase. Students tend to label the contact hours in the timetable as "school" and the remaining hours as "leisure time". If a student starts his study in this manner, it appears to be difficult to catch up on lost time<sup>[9]</sup>.

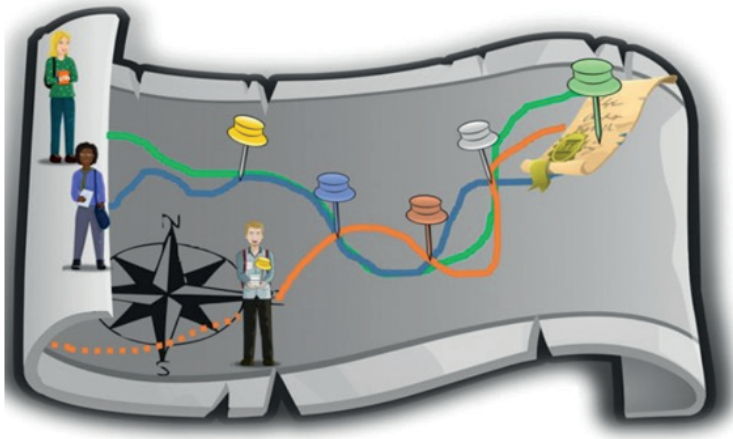
### Courses with a high failure rate

If many students fail for a test, there might be something wrong with the coordination between learning goals, teaching and the test, even if the education was good. Another cause for low success rates may be a poor test quality. This is the case when the test is not representative for the intended learning goals or was too difficult and/or when the cut-off score was wrong. The course coordinator/lecturer is responsible for both causes, and it is too easy to put the blame on the students for high failure rates<sup>[9]</sup>.



### Highlighted: Personal learning paths

Personal learning paths are made possible if you start testing independently of learning paths. By assessing with regard to the learning outcomes, freedom of choice may become available for the student's learning path, for his/her learning activities. This freedom of choice with regard to learning activities may allow a student to both study more effectively and head towards a good assessment: the diploma.



Learning paths  
Previous learning paths taken  
Learning path independent assessment/Learning outcomes

Learning path independence refers to the school's decision to let go of the grip on the learning path and to facilitate variability in learning paths. After all, a student will not always precisely follow the programmed path of the study programme. Letting go of the learning path has an effect on your testing and programming: you can no longer assume that every student will choose the educational activity programmed by the school. Students lay down the learning path designed by themselves in a personal study plan.

Learning Path Independent Assessment (LOT) is about testing progress in relation to the learning outcomes (final level). Credits are connected to this. The learning path towards the testing is (also) designed by the student. The student can decide to familiarise himself/herself with certain subject matters at a location other than at school (field of work, at a different school, abroad, etc.). School can offer options for the time and the kind of test. If all learning outcomes have been demonstrated, the student obtains the degree certificate.



When developing flexible education with suitable learning paths for all students, the school first develops the learning outcomes at the final level, and then the testing. When these are ready, learning activities are developed that contribute to the student's development with regard to one or more learning outcomes. These learning activities are not tested in a summative manner, summative testing takes place during testing with regard to learning outcomes<sup>[23]</sup>.

#### **Analysis questions:**

- Have lecturers discussed among themselves who has scheduled assignments or tests, and when, in order to avoid any interference as much as possible?
- How many summative assessment moments are there in term 1 and 2?
- How many study components are programmed in parallel in term 1 and 2?
- Are there any planned feedback/formative moments?
- For what do you use physical teaching, and for what do you use online teaching?
- How many of the 42 available weeks (11, 10, 10 and 11 weeks) are used for teaching, and how many for assessment? (how many weeks is a student active, who passes all first examinations at once?)
- In case of holidays for lecturers: what programme is there for the student during the weeks of no teaching?
- Does the spreading of assignments and assessments per term and per year lead to a balanced spreading of the student's effort?
- Is the schedule studiable? Is the schedule checked for studiability per day, per week, per term, and per year?
- When have the re-examinations been planned? Is there any interference between re-examinations and first attempts or assignments for other study components?
- How much contact time is there between first attempts and re-examinations?
- How do students experience the study load in term 1 and 2?
- Are the differences in incoming students taken into account?
- Are there any courses for which many students need a re-examination?



## Recommendations

### Early activation

Organise the first term in such a way that the student is “forced” to get started and study straight away in a uniform way. Uniform studying is stimulated by programming assignments and feedback moments right from the start of the study programme or a test at the beginning of the term. The advantage of this is that the subject matter is divided into parts and becomes more manageable for the student. Upper secondary vocational students, in particular, need this at the beginning of the study programme. In addition, create immediately a sense of urgency from exercising the professional practice, so that the student is motivated to learn.

Cumulative testing can be an effective way to stimulate first-year students to study in a uniform manner. This kind of testing implies that, during a term, students are offered interim tests, whereby each interim test covers all of the subject matter dealt with until that time. Cumulative testing is also called “accumulative” or “iterative” testing<sup>[38]</sup>. Research has shown that students spend 50% more time on independent studying when cumulative testing takes place in a term, compared to when they only

make a final test at the end of the term<sup>[30]</sup>.

### Limit interference

Take measures to limit interference between study components: offer a limited amount of study components in a term, ensure that the student follows one or two study components at the same time, and hold a limited amount of tests<sup>[25, 26]</sup>. Less summative assessments result in less re-examinations. An additional advantage of less assessments and, therefore, less re-examinations is that the work pressure for lecturers decreases. Spreading assessments will also result in the spreading of work pressure.

Programme courses in a serial or overlapping manner. The advantage of following one course at a time is that the student can focus on one subject. A disadvantage is, evidently, greater dependence on a lecturer and the consequences from absence due to, for example, illness. This disadvantage is slightly removed by having several lecturers work together or by offering two parallel courses. In case of an overlapping programme, there is always a small number of courses given in parallel with a short lead time, which start and finish at different moments.





Schedule all re-examinations in such a way as to ensure that there is no interference with other tests or assignments. By scheduling re-examinations in the same period as a test of a subsequent study component, the chance that the student will also fail for this will increase. This can lead to a series of stumbling moments. Use, for example, long weekends or study weeks for (re-)examinations. Schedule re-examinations on a less favourable moment so that it becomes an unattractive option and the focus is more on the first attempt. This can

also be in the summer holidays. Communicate clearly and on time about this to achieve an optimum effect.

Coordinate well within the team of lecturers who will give assignments at what time, and who will schedule the assessment moments. Make one schedule, including all assessment moments (moment of delivery, presentations and examinations), before the start of the study year, and make no (or only minor) changes afterwards. This will create tranquillity for students and lecturers, and it requires early coordination, since education and testing are set out clearly in the same schedule. Also plan the feedback moments in the schedule so that this clearly concerns a permanent learning process and not only a settlement at the end.

### **Repetition of starting information**

Take sufficient time in term 1 to explain where the student can find information, what the rules of the programme are, and how the various digital systems (Blackboard and Osiris) work. By spreading all the information that students need over the first study weeks, it will be retained better and it will, therefore, link up better with the moments that a student is really going to use the

information, and therefore needs it. Do not, therefore, limit this to the introduction period alone. Talk with the student about the experiences until then after a few weeks, and ask if all information is accessible. This can be done both individually and in class. When the student has the feeling that he/she has a “grip” on the study and knows where to find which information, this will increase the sense of engagement.

### **Spreading of education and testing**

Use the entire study year, except holiday periods for teaching. Do not accept any teaching-free periods that are only filled with examinations and re-examinations (with the exception of teaching-free weeks because of holidays for lecturers). If you plan weeks with only examinations at the end of a term, students will postpone studying<sup>[6]</sup>. Using all the weeks of the school year prevents the student from having to peak in a short period. If students wait a few weeks before starting to study, the average student will not make up for this lost study time<sup>[40]</sup>.

Also look at the yearly planning for students without re-examinations. How many weeks do they study actively?

Avoid a condensed programme in which the student has to process the study load of 42 weeks in (much) less than 42 weeks. Programming a curriculum of 42 weeks in a short period of time makes the programme heavier for all students, but especially for weaker students. The school’s policy should not be tailored to the weakest student, but to the nominal student<sup>[40]</sup>.

Decide whether you want to organise the first 100 days as one term, or spread them over two blocks. Discuss, as a team, which goals you have for this term, and how you can best achieve these goals. By working on a term basis, you avoid the cut in the middle and it will be easier to spread out the assignments and study components. For new students, in particular, it is important that all assignments and assessments are spread out well. By spreading out the assessment moments well as a team, the student can focus on the content and the question whether the study programme suits his ambition. As a school, you then assess less on planning skills and you provide support because they still have insufficient planning skills at the beginning of the study programme.

### Contact moments

Schedule slightly more contact time at the start of the programme, and also take measures to ensure that students attend and participate actively in the contact hours<sup>[55]</sup>. The contact moments at the start of the programme are important for creating connectedness and for a successful integration. More contact hours in the first few weeks gives the student the feeling that they are not being left to their own devices and better reflects the number of contact hours of the secondary education<sup>[9]</sup>.

Indicate clearly what students are expected to do outside the contact hours. The programme should be both intensive and challenging so that students become aware that studying is a full-time activity. Scheduling supported work time stimulates students to get started with their study. They consider labelled work time (both with and without supervision) as a facility to start working. Time in which no activity has been scheduled, is considered by students an hour in between lessons, and therefore waiting time<sup>[9]</sup>.

Programme contact time according to a “blended learning wave” (see the chapter on Didactics). Record thereby knowledge-driven lectures via knowledge clips and speed lectures or put the video of the lecture online so that students can decide when and where they want to watch it.

### Courses with a high failure rate

Verify regularly whether there are any study components that many students fail, and what the characteristics of these students are. Verify whether there is a connection with the preliminary education. Take specific action to increase the passing rate of courses with a high failure rate. Involve the assessment board in this. An analysis of courses with a high failure rate offers a handle for adjustments. Provide additional support for courses with a high failure rate, for example in the form of tutorials, peer tutoring or update courses<sup>[47]</sup>. This can vary for each target group. Decide together if you accept courses with a high failure rate in the first 100 days, and, if you do, to which degree. We recommend organising study components in such a way as to allow committed students to pass them. This will boost their self-confidence.





## Compensation

Compensation for the results of different study components is possible within the Educational Frameworks of Hanze University. Especially during the first 100 days, compensation is possible as the subject matter will still be built on and assessed again in later study components. Check whether and where it is possible to compensate, and whether compensation fits in with the design of the study programme. With this in mind, also think of the different kinds of compensation. For example: if several components are averaged, each component must have at least a 4 or a 5. Or: at least 4 of 6 assignments passed. Or: the average of the components must be a 5.8. So compensation is possible but is subject to programming rules. For this reason, develop a testing plan that shows where compensation has been made possible.

## Further reading:

Scan the QR code or click the below link to read more on this:

[First 100 Days: Programming \(padlet.org\)](https://padlet.org)





## 4. Teamwork

### Main question

**Do lecturers work together as a team when designing, planning and implementing education, thus reinforcing each other and learning from each other?**

### Work together

In a team that works well together, peer feedback and joint responsibility are self-evident. Van Middelkoop et al<sup>[64]</sup> describe the influence of lecturers on the quality of education and the level of study success.



It was found that the amount of room that lecturers have to set their own goals, to allocate tasks, and to take responsibility, as a team, for the quality of education, determines to a large degree the quality of education and the study success. Good cooperation within the team leads to more student-oriented education and better study results. Reinforcing the control capacity of the team is an important element in this context<sup>[57]</sup>.

An important advantage of teamwork is that it gives teaching professionals the opportunity to put their own expertise to work, while continuing to learn from and with each other<sup>[58]</sup>. This is consistent with the strategic vision of Hanze University to be a learning organisation and to also realise the ongoing professionalisation of the teaching staff. "Team" does not always refer to the formal team structure, it can also refer to a functional team ((Continuous professionalisation, Decree of the Executive Board).

In their research, Van Middelkoop et al<sup>[64]</sup> observe, however, that in higher professional education, teams of lecturers hardly cooperate with each other and that each lecturer has his or her own professional standard

when it comes to study success, quality of education and student counselling. There often seems to be a working apart together situation, in which the team is the formal organisational unity, but lecturers mostly work on their own. The research shows that educational improvements are more effective when a team takes time for a professional dialogue about the vision and goals of education. Process coaching is recommended in this respect.

According to the research of Van Middelkoop et al<sup>[64]</sup>, lecturers are not used to openly discussing each other's qualities or weaker points. Consultations mainly concern practical or logistic issues. Teams that do pay attention to the "how" and enter into a professional dialogue during lesson visits, peer supervision or calibration sessions, have proven to be more effective. A team develops a professional identity by exploring experiences, opinions and convictions together. This identity determines the strength of the team of lecturers and is a condition for providing educational quality<sup>[50]</sup>.



## Learn together

Research shows that, if teams of lecturers want to be successful, it is important that they also learn together as a team, not only by exchanging knowledge, but also by developing new knowledge together <sup>[33,60]</sup>.

This professionalisation not only concerns content and didactics, but also innovation in the own educational practice <sup>[13,60]</sup>.

In educational innovations such as HILL, that all staff members learn is seen as a crucial point. There is a trend toward innovation and creating one's own challenges, whereby all staff members consider themselves as learners who try to further develop themselves. Knowledge is built and shared in teams and is applied in new, challenging situations. High commitment to the team guarantees a strong knowledge base and continuous adjustment to new situations.

Successful HILL programmes are characterised by a continuous search for feedback dialogues. The most important drivers for learning are: help each other when learning new things, share ideas, discuss failures, be surprised and explain this to others, exchange

constructive mutual feedback between learners, search strongly for feedback, question colleagues with commitment <sup>[1]</sup>.

## Educational leadership

The challenge is to form a team in which various professional identities are represented, with like-minded educational goals and visions of education. Leadership and a clear educational vision are essential to achieve this. The management has a facilitating and deciding role in this <sup>[67]</sup>. Educational leadership of a team should exceed the level of management and control; it should lead to the experience of a shared responsibility for the learning achievements of the students <sup>[31]</sup>.

Having a shared vision, within the team, of learning and development which has developed from the bottom up and is supported by the management, which accordingly makes clear and quick decisions, has proven to be essential for educational organisations that work with HILL <sup>[1]</sup>. Experience shows that there is often a lack of time, space and supportive conditions. High work pressure and a lack of room for manoeuvre cause employees to have less time to consult (informally),



provide each other with informative feedback and be busy with professionally stimulating activities such as lesson visits. This underlines the importance of creating the required conditions for shared learning<sup>[2]</sup>.

Finally, good educational leadership is of great importance for achieving innovations and changes. In order to achieve educational innovations, attention should be paid, from the start, to the professional development of staff members. The educational leader should, in this context, pay attention to vision building, supervision and development of staff members (both individually and as a team), to managing the curriculum (right person in the right position) and to developing and (re)designing the organisation<sup>[66]</sup>.

### **Highlighted: Teamwork in an innovative context**

The importance of working and learning together is paramount in educational developments. For example, working with larger entities will have consequences for lecturers. Together with other lecturers, they will be responsible for a larger entity, rather than just for their own subject. Programmatic testing is another example;

this entails holistic assessment, and the student's development is examined in detail during the joint interview.

In organisations that work with HILL, in particular, traditional concepts such as "training", "course" or "lectures" tend to get blurred. Learning takes place *just in time*, among people, in the here and now; this certainly does not always proceed according to a preconceived plan or outcome. Facilitating this learning process and further development becomes more important than a detailed course offer (for both lecturers and students).

One of the ways to achieve teamwork in educational innovation is via professional learning communities. HU has professional learning communities in place that consist of a mix of students, lecturing researchers and the field of work (HU Educational Vision). You can see the IWP (Innovation Workplace) as a sort of network where a large amount of knowledge comes together. Meetings are based on equality; everybody contributes their expertise and experience from their own position. Continuous reflection ensures the development



of both the individual persons involved and the whole. Working in professional learning communities promotes the sharing of knowledge and automatically facilitates communication and actions that go beyond the team.

### Analysis questions:

- Are the lines of communication short: is everybody accessible for each other?
  - How is the work pressure: is there time and room for informal consultations?
  - Have there been, for each period, consultations with the other lecturers about the content, instructional formats and assignments? Has there been agreement made as to who gives assignments, when they do, and when those are submitted?
  - Is the programme achievable and efficient from the lecturers' point of view?
  - Does the team experience a joint team goal and a shared responsibility?
  - Is there a shared understanding of what the lecturer is responsible for and what the student is responsible for?
- Does the team experience sufficient manoeuvring room to provide student-oriented education?
  - Is the students' perspective recognised and discussed in evaluations or in team meetings; in other words, do students have a voice?
  - Is peer feedback organised via lesson visits, by having colleagues observe each other in the contact with students, and having them share this?
  - How does the team work together on knowledge development? Is knowledge development focussed on subject content, didactics, and innovation?
  - Does the team work together regularly on its professional identity, for example through dialogue, calibration or peer supervision meetings?
  - Are there class and student discussions with the lecturers involved?
  - Do you together form a picture of the students' learning achievements?
  - Is there a shared and guiding educational vision?
  - Are the individual talents and preferences of colleagues known, and are these taken into account when allocating tasks?

- Is there, apart from the offered trainings and courses, also a possibility of doing experiments, pilots and evidence-based learning?

### Recommendations:

Invest in the control power for teams. Start with (re) defining the team assignment and the desired control power: what is the team's role, and what influence (control power) does the team need? In principle, self-responsibility and self-direction are in the hands of both the team and the team leader. They are jointly responsible for agreeing on results for designing and implementing the reinforcement of the quality of education and research.

Make agreements, as a team, on implementing educational activities (teaching, coaching, guidance, assessment and conclusion), distributing work and solving problems in the short and longer run. Work together on continuously improving the quality of work processes and, therefore, of education and guidance. At the end of a period, the students' results are discussed and evaluated within the team: what went well and what can be improved next time<sup>[57]</sup>. Also include here the experiences of the students.



Ensure that there are sufficient moments for consultation/coordination. These moments can be fixed moments that are scheduled in advance or can take place when convenient by making good arrangements for accessibility. People work more and more from their home, so make arrangements for how you can easily find each other online for questions and consultations. Avoid, in this context, that an employee must check an overload of possible channels.

Invest in a high degree of information sharing and interdependence to ensure efficient teamwork. Many staff members are in more than one (functional) team, which may make it difficult in practice to make arrangements with all the people involved. In this case, sometimes the decision is made to have a core team make the choices; this is a practical solution that requires particular attention to ensure that those not present are and remain involved.

Using learning and development vouchers as a reward may help stimulate a learning culture. Instead of offering material rewards, people are appreciated and stimulated by offering continuous development opportunities. This

also increases the recruitment of new graduates.<sup>[1]</sup>

Consider whether you support the students in the first (half) year from a dedicated team. Lecturers who enjoy and are suitable to teach beginning students and to familiarise them with the world of higher vocational education. Ensure that these lecturers have frequent contact with their students. This can be done by also asking student counsellors to guide project groups in the first term.

Work on increasing students' ability of self-regulation. Use nominal graduation as a standard and take responsibility for this. This means that, as a staff member, you may receive feedback here and you may be held responsible for this<sup>[34]</sup>. Whole-class and individual discussions with students<sup>[31]</sup> are a good way to gain insight into the study behaviour and progress of students.

As a team, develop knowledge in the area of subject matter, didactics and innovation. This knowledge development is more than knowledge exchange and is focused on team learning<sup>[13]</sup>. An important development in this respect is HU's ambition to be a "community of





learners". In this community, all participants, including lecturing researchers, learn. This requires a mutual learning culture, and a role other than that of the lecturer as an expert. For this purpose, PL Academy provides a [professionalisation offer](#).

It is also recommended to encourage peer feedback and to facilitate the professional dialogue about teaching and educational theory<sup>[64]</sup>.

The results from the HU project "Work pressure experiments" also provide useful advice for increasing the manoeuvring room and ownership in the teams:

- Where lecturers are more in control of their own work and have ownership (autonomy), job satisfaction is higher. This was definitely the case in experiments in which content-related innovation was implemented and in which the organisational aspect (including budget) was shifted to the team of lecturers. The manager's role becomes more about coaching and facilitating, and this increases the professional room for lecturers. In these experiments, a lower pressure of work was linked successfully to more job satisfaction.

- Smaller teams and clarity about roles appear to have a positive effect.
- The delegation of tasks also means the delegation of responsibilities and powers. Bottom-up processes require a different division of responsibilities.

#### Further reading:

Scan the QR code or click the below link to read more on this subject.

[First 100 Days: Teamwork \(Padlet.org\)](#)



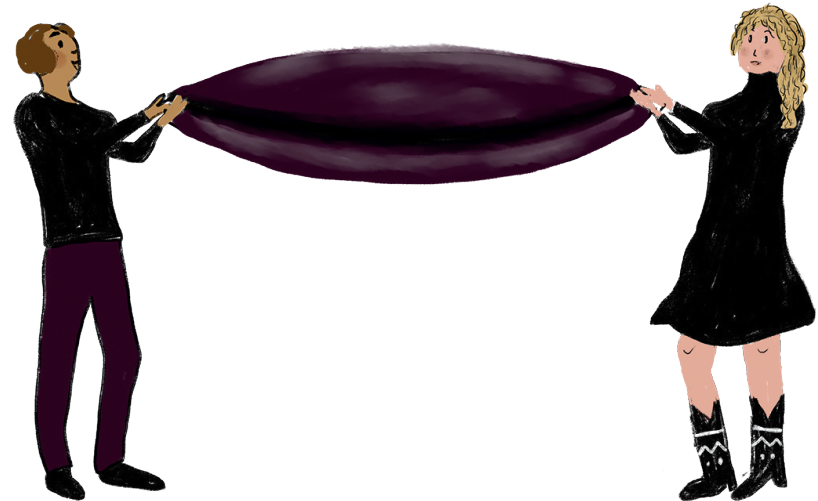
# 5. Guidance

## Main question

**Does the student feel sufficiently guided in his studies by an active, committed attitude of all staff members of the programme?**

## Everybody guides

The study success factor of counselling is intricately linked to the factors of bonding, didactics and study skills. This concerns the guidance of students in such a way as to allow students to successfully complete the programme. Student counselling is interpreted widely: everyone within the programme, who is in contact with the student, is involved and guides the student. Evidently, most counselling takes place in the primary process, but others, including school assistants, front-office employees and the management team, also have a role in guiding the student. People from outside the programme can also help the student: staff members of the Facilities Unit, Hanze Student Support and the ICT Helpdesk<sup>[15]</sup>.



Counselling during the first 100 days is important as it has appeared that students often drop out because they cannot find their way within the programme<sup>[42]</sup>. This can be interpreted broadly, from knowing where to find information, who to contact for which information, how to prepare for testing, how digital tools work within the programme, such as Blackboard and Osiris, but also to knowing how to find the way inside the buildings, the city, housing, student facilities and student life. This requires ample attention from all staff members whom a student meets in the first period.

### Highlighted: Guidance by coaching

Coaching is an important tool in education. For many years now, lecturers have not only been content experts but also coaches. Because of the introduction of other forms of assessment, including High Impact Learning (HILL), coaching has become increasingly important. Coaching can refer to either helping a person perform as well as possible (result-oriented) or helping him/her perform at his/her very best (growth-oriented). Coaching often starts from a [growth mindset](#). A student can grow by learning things.

Coaching is inextricably linked to feedback. Also, the feedback dialogue between the students and the coach is a crucial aspect of coaching. There are several forms of coaching, and there are several goals that can be achieved through coaching. Coaching can refer to the content and/or the process. It can take place individually or in groups.

Examples of coaching models based on positive psychology (tailored to a person's talents) and a "growth mindset" are:

- [Client-oriented coaching \(Korthagen\)](#)
- [Progression-oriented coaching \(Gwenda Schlundt Bodien and Coert Visser\)](#)
- [VIP Coaching \(Dochy\)](#). V is for progress ("Voortgang" in Dutch), I for content ("Inhoud" in Dutch) and P voor Process.

### Connection with learning environment

Three aspects make the transition to higher professional education difficult for students: mismatch in terms of content, increased diversity, and differences in learning environments<sup>[9]</sup>. For many



students, higher professional education is different from the education they have known until then. The gap between pre-structured education and more flexible education should not be too large. Structure, clarity and ample attention for the management of the learning process are very important in the first year. The autonomy and self-management of students should not be overestimated, but should be given structural attention and should be developed in the students<sup>[9]</sup>.

A lecturer sees that the diversity in the group increasing as a result of diverse forms of education at supplying institutes. Incoming students have a more diverse background, different (fore)knowledge and different experiences with diverse learning environments. Graduates from upper secondary vocational education generally have to work more autonomously, absorb more subject material and work faster. Graduates of schools for senior general secondary education or pre-university education sometimes lack experience in working together for assignments.

### **Help with choice and progress of the study**

The broad definition of “student guidance” also includes student counselling (by the student counsellor (SC)), which is focused more specifically on the progress of the study and on choices in the education. The SC (or possibly also the student mentor) is the first contact person if the student is in doubt about his/her choice of study. A wrong choice of study is often the most important reason to drop out. A correct guidance early in the programme can determine this in time. Some universities of applied science and programmes at Hanze University use a tool for this purpose: the “Start Thermometer”, developed within Fontys. The Start Thermometer is an online reflection tool that invites students to reflect, after the first classes, assignments and re-examinations, on their choice of study and the first experiences gained. After completion, students receive advice as to whether they are in the right place. This advice can help students to start a conversation with their surroundings, and also with the SC. In case of any questions, doubts or concerns, specific help and coaching can be given.

Within the framework of flexible learning paths, there will be, in the (near) future, better possibilities for students



to continue, after a wrong choice of study, their personal learning path in a different programme. In this context, they will have to receive guidance in their choice for a new programme as well as in making the study plan for their (personal) learning path.



### Analysis questions

- Are all staff members aware of their role in guiding starting students? Have agreements been made within the programme about what everyone does in terms of guidance in the first period?
- Does the first contact between the student and the SC take place at the start of the programme?
- Does the programme involve senior students in the guidance of first-year students? With what purpose?
- Do all lecturers and other staff members have an active role in guiding students who are trying to find their way in the programme and in reflecting on their choice of study?
- Do students know whom they can refer to for (specific) questions?
- Are all staff members easily accessible?
- Is information easily accessible?
- Is attendance registered? Are absent students contacted? If so, how?
- Are students being contacted who are not active on BB in the first weeks of the programme?



- Is a conversation held soon when the first results are disappointing?
- Is there an eye for students who have the capacity to achieve more than others?
- Is there attention for students or student groups that need more attention?
- Who speaks with students about their expectations, and how do they do this?
- How do the students assess the quality of the guidance by all the lecturers?

### Recommendations:

#### Everybody guides

Create a culture in which all staff members involved in the programme, not only the SC. A culture where all staff members can actively ask how students have experienced the start of their studies, and what problems they have run into. A culture in which, where possible, solutions are looked for together and, where necessary, students are referred. Staff members together actively contribute to bonding and to becoming familiar with the programme. In any case, there is attention for

the individual student at the start of the programme. If individual conversations cannot be scheduled in the starting phase of the programme, then start with meetings with small groups.

#### Highlighted: student mentors

It is useful to ask senior students to fulfil the role of student mentors to guide first-year students because they can draw from their own experience and are more familiar with the daily experience of the student. For this reason, they provide an accessible form of support that supplements the formal facilities offered by a university of applied sciences. Using senior students can be particularly successful for male first-year students<sup>1</sup>, as boys seem to be less inclined than girls to use resources available in their surroundings<sup>[16]</sup>.

Various research shows that mentoring contributes to social integration (or bonding), academic integration (or bonding in terms of content) and study skills. According to Tinto, these are the three factors that contribute most to the study success of students<sup>[70]</sup>.



Research from the US shows that the following factors contribute to student success<sup>[70]</sup>: make sure that students get used to the study climate, ensure that students have role models from their peer group, build personal relationships with students, work on bonding. The use of student mentors in particular can help fulfil these factors. Dutch research shows that student mentoring leads to increased self-confidence and confidence in the future<sup>[41]</sup>.

Student mentors can be involved in group meetings, are easily accessible via various communication channels to answer questions about the content of the study, how to study, where to find information and how to deal with certain situations. Together with the SC and other person involved, they can build a useful network that jointly provides efficient support to students.

Create a network of student mentors and the study counselling coordinator so that questions from students can be exchanged, and there is a structured opportunity to together deal with any difficult questions. Share non-personal information from

the conversations in the team of lecturers so that everyone knows what is going on among the first-year students and so that they can discuss the aspects mentioned, if required.

<sup>1</sup> First-generation students who were the first in their family or circle of friends to participate in higher education.

### **Guidance of the group process**

Help students in the process of learning how to collaborate and how to develop personal learning goals within the group. Be alert for group conduct, and the impact this may have on the individual student. When a student often experiences reduced motivation in the group, or is offered little opportunity to perform on his or her own level, it may cause him or her to drop out early. A project coach often notices what happens with students in the group. Therefore, the recommendation is to have the project coaching done by the SC in the first period. If possible, organise contact moments between the SC and the project coach.

### **Aim high**

Speak about the student's expectations and the school's



expectations. After all, expectations have an effect on the success of the study. If the student has the intention to pass the propaedeutic examination in one year, then the chance that he/she will succeed in this is higher. Clearly explain in the first year what is expected from the student; it is difficult for a first-year student to estimate this. Success in the first year is benefited by lecturers demonstrating that it is normal to obtain 60 credits in one year: nominal = normal<sup>[8]</sup>.

### Student in the picture

Contact absent students, preferably within a month, to speak with them about how they want to study, what is expected from them by the school and what increases their chance of study success. A conversation about this can stimulate active participation in the programme and can create bonding.

Once the first results are known, go and talk with students whose results are disappointing. Their self-confidence may have taken a beating. This in itself is already a good reason for scheduling a test in the first month. Provide extra guidance to students who perform poorly in the first tests or assignments.

To prevent students who feel insufficiently challenged from dropping out or from switching studies, it is a good idea to talk with them about the possibilities provided by the Honours programmes, or other challenging steps, such as studying abroad. This will stimulate students to participate more actively.

### Help with the choice and progress of the study

Speak with the student about his/her choice of study: is the programme a good choice after the first 100 days? Spend time on a student who is in doubt and refer him/her to a specialist if needed. Draw the student's attention to the possibility of switching, after the first period, to a different programme within the university if it turns out that he/she has not made the right choice. More and more programmes offer this option during the school year.

### Further reading:

Scan the QR code or click the below link to read more on this.

[First 100 Days: Guidance \(padlet.org\)](https://padlet.org)







## 6. Study skills

### Main question

**Do all students have sufficient study skills to be able to study successfully in the programme?**

### Importance of study skills

Study skills are skills that a student needs to be able to study successfully.

According to Kappe<sup>[28]</sup>, students need 100 days to get used to the amount of teaching material and the manner in which the lecturers deal with the matter. If, after this period, the connection is not yet up to par, the chance of an early dropout is higher. Also, an effective transition to higher professional education requires study skills at a higher professional education level<sup>[36]</sup>. In the north of the Netherlands, the study skills have been elaborated in ten skills that are important for studying at a school for higher professional education.





Interviews with lecturers have shown that the level of the study skills, for planning and working independently, differs the most from that at the preliminary training. In addition, graduates from senior secondary vocational education appear to have difficulty with reading and learning (longer) texts, whereas graduates of schools for senior general secondary education find it difficult to work together in projects. Experience shows that these are not all equally important for the study success. In the educational practice, a problem occurs when independent working skills, planning skills and linguistic and information skills have not yet been sufficiently developed.

It is advisable to pay specific attention to the study skills of first-year students. In many investigations, the development of the cognitive brain functions is mentioned as a condition for learning. The development of the human brain continues until late in the twenties. This argues for helping all young people more and better when it comes to learning and developing study skills<sup>[44]</sup>.

### **Attitude towards study and confidence**

Study attitude and study skills are inextricably linked to each other. Study attitude refers to the student's intention to spend time and energy on studying. So, the study attitude refers to commitment (willingness),

whereas study skills refer to ability. Willingness is fed by self-confidence. Students should must have the confidence that they are able to do the study. Attention to study skills gives students confidence in the approach, and this increases motivation and commitment<sup>[11]</sup>. If a student, at the start of the programme under supervision, sets practical goals for himself/herself, this will increase personal happiness and have a positive impact on the study success. These practical goals do not necessarily have to relate to the programme<sup>[51]</sup>.

### **Self-regulating ability**

For most first-year students, self-discipline is the greatest challenge. Setting concrete goals and planning and organising their study is also experienced as difficult<sup>[10]</sup>. These skills all concern the self-regulating ability. Therefore, the programme can support students who are behind or are dropouts by focussing on self-management. The purpose of self-management is to decrease to an acceptable level the tendency to postpone things and to increase the student's self-confidence. By gaining knowledge about the reasons for procrastination, organising optimal working conditions and becoming aware of (counter)productive thoughts, students can

come to grips with their studies.

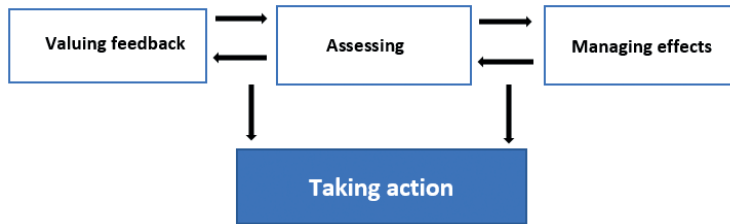
### **Highlighted: Feedback literacy**

Giving and receiving feedback is an important study skill, not only at school but also in work situations. Feedback provides insight into the possible gap between the delivered performance and the expected performance, with the purpose of improving the performance. Sometimes, the feedback given does not have the desired effect. Feedback can be ignored or rejected and then end up at the feedback cemetery. Feedback literacy refers to the ability to deal with feedback. It refers to the ability to receive, interpret and use feedback to learn from it. It concerns a set of skills and attitudes to recognise the learning value of feedback and to draw consequences from it. Feedback literate students make suggestions proactively to keep the feedback dialogue going. They ask for an explanation, or explain their own point of view in a constructive manner, thus continuing the dialogue about their own performance and the feedback received.



One of the models to stimulate feedback literacy was made by Carless en Boud<sup>[7]</sup>.

You can read more about this here: [Aan de slag met feedbackgeletterdheid - Vernieuwonderwijs.](#)



Another aspect of self-regulating ability is time management. The importance of time management for students is supported by research by i.a. Macan<sup>[37]</sup> and Misra and McKean<sup>[39]</sup>. The conclusion of this research is that time management contributes to a lower perceived work pressure, less stress and higher marks<sup>[3]</sup>. To be able to plan in an efficient and effective manner, the student must have all relevant information, including the amount of subject matter, assignments and precise examination dates. Only then can a realistic planning be made and can the student organise his/her own study success. It helps

when the required information is easily accessible for the student; planning in itself is already difficult enough.

The current development towards more flexibility in education aims at more suitable learning paths for students. This allows student to gain more “learner agency”: more influence on the planning of the study path at their own pace. At the same time, it requires other study skills from the student with regard to planning, organising, asking for feedback and independent work than in a pre-structured programme, and requires, therefore, conscious attention from the programme to the transition to a more flexible programming.

### Language and information skills

A broad view of attention needs to be given to the Dutch language: insufficient language skills of the student regularly presents problems<sup>[45]</sup>. For instance, the large amount of reading material often seems to be troublesome. The language level of many first-year students does not live up to what is expected of them. Because of this, talent is possibly lost unnecessarily and maximum use of the potential of the young is not made. When writing, students mainly have difficulty



with structuring texts and choosing the proper writing style<sup>[12,54]</sup>. Lack of confidence in one's own language skills can negatively influence the students' attitude and motivation. This is perhaps one of the reasons why students often postpone, until the last moment, work on (individual) written assignments.

Language skill is, of course, not only important for study success, but also for exercising a profession. Competences, such as debating, reasoning, convincing and presenting at a high level give one a head start in the labour market. At the start of the study, students are often not yet particularly good at this. They also have trouble with context-rich assignments and do not yet have sufficient investigatory skills. Dropouts appear to be primarily less satisfied about the connection with skills such as working on large projects, searching for information and working together.

### Analysis questions

- Which of the study skills (planning and working independently, reading texts and learning, finding and processing information, presenting, making reports, researching, reflecting, analysing, cooperating, applying

ICT) are explicitly offered in the periods 1 and 2?

- In which ways are attention and study skills applied? Integrated within subjects or as a separate teaching guideline/subject?

- With which study skills do students say they have the most trouble in period 1 and 2? How does that influence their studying? How do teachers anticipate that?



- Is a lack of study skills pointed out and discussed individually with the student?
- Which (supplementary) offer is there for students who have a real problem with studying?
- How much time does the student reserve for the study?

### Recommendations:

#### **Offer study skills in the class in an integrated manner**

Study skills can best be offered in the class in an integrated, but explicit, way; in other words, coupled with the content, following a lecture requires an active study attitude, which is not always explicitly mentioned. For instance, how do you ensure that you, as a student, process the lectures in an efficient manner? When studying your textbooks, try to reflect on the manner in which you approach this: how do you do it, how much time do you think it will cost you? You can come back to this in the next lesson: how did you approach it? How much time did it cost you? Which information did you pick up? How do you deal with feedback? How do you give feedback? The discussing of these subjects and the training of skills like planning come to life when linked to subject matter.

Examples of an integral offer of study skills:

- Give guidance when making a language assignment and explain how to study the texts: students, in particular those from senior secondary vocational education, often have difficulty telling the difference between main and side issues and consequently with summarising texts. Try practicing this in the class.
- Also discuss the expectations of the faculty regarding cooperation during group assignments: how do students work together and how has the individual and joint responsibility for the assessment been arranged? What are the expectations about cooperation between students and how are students guided in this? (See also "Guidance")
- If the programme has decided to use knowledge tests, it is advisable to guide students in both the preparation phase and in taking the test. For instance, explain to students how to approach an examination, such as starting with questions you know, and then passing on to the more difficult questions.

Possibilities of referring students to separate programmes for developing study skills should be considered as supplementary. All first-year students, not

only those who experience additional problems, benefit from training these skills. Support programmes in the field of language and planning skills should be offered mainly at the beginning of the study<sup>[69]</sup>.

### **Help students learn**

Every teacher can make the lessons effective, efficient and interesting, but it is also advisable to guide students with (learning) how they plan, and to monitor, evaluate and correct this. Even more important: help students on their way in period 1 and 2 by giving clear assignments and fixing times for the handing-in moments and tests, and bringing this in tune as a team. By spreading the moments out in time, the student will be working more uniformly and right from the start be able to get used to the content, method and degree of difficulty. Teachers can also point out which learning strategies are the best for students to use when they are studying independently

Try to gain insight into the reasons students have for going, or not, to classes and tests. This insight can be used to improve the study behaviour, the guidance, didactics or programming.

### **Reflect on study skills**

According to Bruijns<sup>[5]</sup>, it is important to quickly identify shortcomings in cognitive functions and learning strategies, and to support students in developing these. It is, therefore, advisable to pay ample attention to study skills and time management in the first year. The Start Thermometer provides students with an insight into their study skills. Start a conversation on the basis of this “thermometer” to help students further develop their study skills.

Programmes that work with HILL sometimes refer to the first period as “onboarding” period. Let the students explicitly become acquainted with the didactic vision of the programme and with the study skills required for this.

Finally, and perhaps needless to say: teamwork is also crucial for this study success factor. Discuss together who pays attention to this at what moment, so that the subject will not inadvertently fall between two stools, but is regularly discussed in a balanced manner, from different angles.



**Further reading:**

Scan the QR code or click the below link to read more on this.

[First 100 Days: Study skills \(padlet.org\)](https://padlet.org)





# Sources

1. Arikan, S., Dochy, W., Dochy, F., Segers, M. (2022) *10 essentiële boosters voor high impact leren in je leerprogramma*. Consulted on 25 March 2022 via [www.linkedin.com/in/filip-dochy-17885a5/recent-activity/](https://www.linkedin.com/in/filip-dochy-17885a5/recent-activity/).
2. Beukema, L. & Christis, J. & Maccow, D. & Veth, K. (2017). *Van werkdruk naar mooi werk. Eindverslag monitor werkdrukexperimenten*, Hanze University of Applied Sciences, Groningen.
3. Britton, B.K. & Tesser A. (1991). Effects of time-management practices on college grades. *Journal of educational psychology*.
4. Brophy, J.E. (1985). Teachers' expectations, motives and goals for working with problem students. In Ames, C. and Ames, R. (eds.). *Research on motivation in education: The classroom milieu*. Academic Press, Orlando, FL. pp. 175-214.
5. Bruijns, V. (2014). Het effect van tussentijds toetsen op studierendement: een literatuurstudie. *Onderzoek van Onderwijs*, 15-20.
6. Bruijns, V., Kayzel, R., Morsch, I., & Ruis, P. (2014). *Leidraad studeerbaar en robuust onderwijs*. Amsterdam University of Applied Sciences.
7. Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. In: *Assessment & Evaluation in Higher Education*, 43, (8), 1315-1325.
8. Cohen-Schotanus, J. (2012). De invloed van het toetsprogramma op studiedoorstroom en studierendement. In H. van Berkel, E. Jansen, & A. Bax, *Studiesucces bevorderen: het kan en is niet moeilijk* (pp. 65-78). The Hague: Boom Lemma publishers.



9. Cohen-Schotanus, J., Visser, K., Jansen, E. & Bax, A. *Studiesucces door onderwijskwaliteit* (2019). The Hague: Boom Lemma publishers
10. De Bruijn-Smolders, M., Timmers, C.F., Gawke, J., Schoonman, W., & Born, M. Ph. (2016). Effective self-regulatory processes in higher education: Research findings and future directions. *Studies in Higher Education*, 41, 139-158 doi:10.1080/030750792014915302.
11. Deci, E.L. & Ryan, R.M. *Self-Determination Theory. Basic Psychological Needs in Motivation, Development, and Wellness*. (2017) New York: Guilford Publications.
12. De Wachter, L., Heeren, J., Marx, S., & Huyghe, S. (2013). Taal: noodzakelijke, maar niet enige voorwaarde tot studiesucces. Correlatie tussen resultaten van een taalvaardigheidstoets en slaagcijfers bij eerstejaarsstudenten aan de KU Leuven. *Levende Talen Tijdschrift*, 14(4), 28-36.
13. Dochy, F., Berghmans, I., Koenen, A., Segers, M. (2015). *Bouwstenen voor High Impact Leren. Het leren van de toekomst in onderwijs en organisaties*. Amsterdam: Boom Lemma publishers.
14. Dochy, F. & Dochy, W. (2018). Het Hill-model in praktijk – High Impact Learning that Lasts: Tips en richtlijnen.
15. Elffers, L. (2016). *Kansrijke schoolloopbanen in en op weg naar het hbo: een ketenbenadering*. Amsterdam: HVA Publication.
16. Elffers, L. (2011). *The transition to post-secondary vocational education. Students' entrance, experience and attainment*. Doctoral thesis. Amsterdam: University of Amsterdam (Dutch summary).
17. Entwistle, N. (2009). *Teaching for understanding at university. Deep approaches and distinctive ways of thinking*. Basingstoke: Palgrave, Macmillan.

18. Filak, V.F. & Sheldon K.N. (2003). Student psychological need satisfaction and college teacher course evaluations. *Educ. Psych*, 23(3), 235-247.
19. Finn, J.D. (1989). Withdrawing from school. *Review of Educational Research*, 59(2), 117-142.
20. Gibbs, G. (2010). *Using assessment to support student learning*. Leeds: Met Press.
21. Gomes, C. (2016). *100 Dagen HR - Rapportage*. Rotterdam: group staff of Rotterdam University of Applied Sciences.
70. Gruppen, A (2010). *Handboek Studentmentoring Hogeschool Utrecht*.
22. Hagenauer, G., & Volet, S.E. (2014). Teacher-student relationship at university: An important yet under-researched field. *Oxford Review of Education*, 40(3), 370-388.
23. [https://www.hanze.nl/nld/organisatie/stafbureau/onderwijs-en-onderzoek/producten-en-diensten/programma/, verbinden-vernieuwen/projecten/projecten/flexibilisering/ontwerpen/curriculum/toetsing](https://www.hanze.nl/nld/organisatie/stafbureau/onderwijs-en-onderzoek/producten-en-diensten/programma/,%20verbinden-vernieuwen/projecten/projecten/flexibilisering/ontwerpen/curriculum/toetsing), dated 6 May 2022.
24. Hattie, J. (2012). *Visible learning for teachers. Maximizing impact on learning*. Abingdon, Oxon: Routledge.
25. Jansen, E. (2004). The influence of the curriculum organization on study progress in higher education. *Higher Education*, 411-435.
26. Jansen, E. (2012). De Organisatie van het curriculum en de inrichting van de leeromgeving. In Van Berkel, H., Jansen, E. & Bax, A., *Studiesucces bevorderen: het kan en is niet moeilijk. Bewezen rendementsverbeteringen in het hoger onderwijs* (pp. 103-112). The Hague: Boom Lemma publishers.
27. Kamphorst, J.C. (2018), One size fits all? *Tijdschrift voor hoger onderwijs*, 35, 55-74.

28. Kappe, F.R. (2017). *Studiesucces: Verbinden als stap voorwaarts. Een oplossingsrichting op basis van een synthese van literatuur en eigen praktijkonderzoeken*. Lectorate speech. Inholland, Amsterdam.
29. Kerdijk, W., Tio, R.A., Mulder, B.F. & Cohen-Schotanus, J. (2013). Cumulative assessment: strategic choices to influence students' study effort. *BMC medical education*, 13 (1), 1.
30. Kerdijk, W., Cohen-Schotanus, J., Mulder, B.F., Muntinghe, F.L.H., & Tio, R.A. (2015). Cumulative versus end-of-cours assessment: effects on self-study time and test performance. *Medical Education*, 49, 7, 709-716.
31. Kessels, J.W.M. (2012). *Leiderschapspraktijken in een professionele ruimte*. Heerlen: Open University.
32. Klatter, E.B., Visser, K., Theeuwes, S., Wassenaar, S., & van Veen, T. (2019). *Grip op Studiesucces*. Advisory report of Study Success Commission. Rotterdam University of Applied Sciences.
33. Koeslag-Kreunen, M., Van der Klink, M.R., Van den Bossche, P. & W. Gijssels (2017). Leadership for team learning: The case of university teacher teams. *Higher Education*. doi:10.1007/s10734-017-0126-0.
34. Kropman-Postma, L., & Heldens, H. (2018). De invloed van docentgedragingen op de docent-studentrelatie, *Onderzoek van onderwijs*, 47, 15-22.
35. Last, B., Jongen, S. *Blended Learning en onderwijsontwerp. Van theorie naar praktijk*. Amsterdam: Boom publishers.
36. Lizzio, A. (2006). *Designing an orientation and transition strategy for commencing students: applying the five senses model*, Griffith University.
37. Macan, T.H. (1994). Time-management: Test of a process model. *Journal of Applied Psychology*, 79, 381-391.

38. <https://metis-onderwijsadvies.nl/2016/03/22/een-snelle-manier-om-van-luie-studenten-af-te-komen/>
39. Misra, R. & Mckean, M. (2000). College students' academic stress and its relation to their anxiety, timemanagement, and leisure satisfaction, *American journal of health studies*, 16(1), 41-51.
40. Molkenboer, H.F.A.M., 2017. Over het werk van prof. Dr. Janke Cohen-Schotanus. *Examens*, 2017-03.
41. Movisie: Meer dan een steuntje in de rug. Succesfactoren van coaching en mentoring onderzocht. MOVISIE 2009, ISBN 9789088690372, authors: Uyterlinde, M., Lub, V., de Groot, N., Sprinkhuizen, A.
42. Mulder, J. (2016). Doorstroom mbo-hbo: studenten aan het woord over studiekeuze, verwachtingen en beleving. ECBO.
43. Nicol, D. (2014). Guiding principles for Peer Review. Unlocking learners' Evaluative Skills. In C. Kreber, C. Anderson, N. Entwistle, and J. McArthur (Eds.) *Advances and Innovations in University Assessment and Feedback* (pp 197 -224). Edinburgh University Press. doi: 10.3366/Edinburgh/9780748694549.003.0011.
44. Nije Bijvank, M., Woelders, L.C.S., & Jolles, J. (2012; R12-07). *Het eerste jaar in het hbo. Wie krijgt het voor elkaar?* Report of Brain & Learning Centre/LEARN! Institute, and Hospitality Business School, Saxion.
45. Lizzio, A. (2016). *Vo-hbo; dat is andere taal. Naar een doorlopende leerlijn taalvaardigheid Nederlands in de regio Rotterdam*. Project Aansluiting Voortgezet Onderwijs – Rotterdamse Hogescholen. Rotterdam University of Applied Sciences.
46. Reedijk, H., & Huisman, R. (2012). Feedback door digitale toetsen leidt tot significant betere studieresultaten. *Onderzoek van Onderwijs*, 41(4), 66-70.
47. Reijnaerts, T. (2010). Student én instelling hebben moeite met struikelvakken. Op Tentamen, Open University, *Modulair* 11, pp. 201,21.



48. Rock, D. (2008) Rock, D. (2009). *Your brain at work: strategies for overcoming distraction, regaining focus, and working smarter all day long*. New York, USA: HarperCollins Publishing.
49. Ryan, R.M., & Deci, E.L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.
50. Sanderman, A. (2016). Goed onderwijs: wat werkt en waarom? Blog. <https://www.hogeschoolrotterdam.nl/newsitem/collegelid-angeliensanderman-in-gesprek-met-opleidingen-over-goed-onderwijs-wat-werkt-enwaarom/44408/>
51. Schippers, M.C. (2017). *IKIGAI: Reflection on Life Goals Optimizes Performance and Happiness*. Rotterdam: Erasmus Research Institute of Management.
52. Schmidt, H. (2012). Hoe actief leren studiesucces beïnvloedt. In: Van Berkel, H., Jansen, E., & Bax, A., *Studiesucces bevorderen: het kan en is niet moeilijk* (pp. 65-78). The Hague: Boom Lemma publishers.
53. Sluijsmans, D. & Segers, M. Toetsrevolutie (2019). Naar een feedbackcultuur in het hoger onderwijs. *Uitgeverij Phronese*.
54. Tahon, K. (2013). *Schrijfvaardigheid van eerstejaarsstudenten aan de KU Leuven. Een analyse van types taalfouten in papers uit verschillende opleidingen*. Leuven: Faculty of Arts, KU Leuven.
55. Torenbeek, M., Suhre, C., Jansen, E., & Bruinsma, M. (2011). Studentfactoren, curriculumopzet en tijdbesteding als verklaringen. In S. Severiens, *Studiesucces in de Bachelor* (pp. 59-87). Groningen: Ministry of Education, Science and Culture.
56. Van Berkel, H., Jansen, E., & Bax, A. (2012). *Studiesucces bevorderen: het kan en is niet moeilijk. Bewezen rendementsverbeteringen in het hoger onderwijs*. The Hague: Boom Lemma publishers.

57. Van Dartel N.J., & Koppens J.L.G. (2019) Teameffectiviteit in het onderwijs: Analyse van mogelijke succesvoorspellende factoren op basis van onderzoeksdata. *Tijdschrift voor HRM*, 2nd edition, 2019.
58. Van den Bossche, P., Gijselaers, W.H., Segers, M. & Kirschner, P.A. (2006). Social and cognitive factors driving teamwork in collaborative learning environments: Team learning beliefs and behaviors. *Small Group Research*, 37, 490-521. doi: 10.1177/1046496406292938.
59. Van der Hulst, M. & Jansen, E. (2002). Effects of curriculum organisation on study progress in engineering studies. *Higher Education*, 43(4), 489-506.
60. Van der Klink, M., Van Kralingen, R., Van Lankveld, Th., Ramaekers, S. & Verstegen, D. (2015). Een loopbaan als docent: hoe behoud je je passie. In Van Berkel, H., Verstegen, D., Nieweg, M. & Bax, A. (ed.) *Doceren in het hoger onderwijs; een introductie*. Groningen: Wolters Noordhoff.
61. <https://www.leijgraaf.nl/wp-content/uploads/2020/01/Voerman-I-Perspectieven-op-curriculuminnovatie-in-het-hoger-onderwijs2018.pdf>.
62. Van der Meer, R., Van Oijen, J., Venema, A. & Oosterwijk, R. (2021). Sociale binding in online en blended leergemeenschappen. Utrecht: Versnellingsplan Onderwijsinnovatie met ICT.
63. Van der Schaaf, M.F., Erkens, R.H.J., Van der Hel W.S., & Jaarsma, A.D.C. (2010). Best practices voor stimuleren, academisch onderwijs. *Onderwijs Innovatie*, June 2010, 17-23.
64. Van Middelkoop, H., e.a. (2018). *Working apart together, een onderzoek naar collectief handelingsvermogen in twee docententeams in het hbo*. Amsterdam: Lectorate for Team professionalisation and differentiated HRM of the Amsterdam University of Applied Sciences.



65. Vaughan, Ch., & Carlson, Chr. (1992). Teaching and learning. On-course-at-a-time. *Innovative Higher Education*, 16 (4) 263-276.
66. Visser-Voerman, I. (2018). *Perspectieven op curriculuminnovatie in het Hoger Onderwijs*. Lectorate speech, Lectorate for Innovative & Effective Education, Saxion University of Applied Sciences.
67. Waslander, S. (2015). *Bermuda-driehoek van onderwijsleiderschap*. Lecture given during congress on "The leadership of the future", January 2015.
68. Wieman, C.E., Reiger, G.W., & Heiner, C.E. (2014). Physics Exams that Promote Collaborative Learning. *The Physics Teacher* (52), 51.
69. Wijniaa, L., Loyens, S.M.M., Deros, E., Koendjia, N.S., & Schmidt, H.G. (2013). Predicting educational success and attrition in problem-based learning: do first impressions count? *Studies in Higher Education* (1-16).





