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Innovation for student success

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Innovation for student success

1. Belgian educational system
2. a holistic approach of the student's academic career
3. Illustration: UCLouvain *Buddy*
4. Evaluation of the framework
5. Perspectives and Q&A

1 Belgian educational system

Belgium is a little but quite complex country

Three separate education systems

Focus on the French community

Widespread access to U:
Certificate of Belgian Higher Secondary Education (CESS)
Entrance exam only for some programs (civil engineering…)
→ large, diversified public

https://www.belgium.be/en/about_belgium/government/communities/competence

2 Holistic approach of the student's academic career

1 "The student's academic career needs to be considered **holistically** (before starting university, during university education and at the interface between the university and the professional world, in **both academic and extra-academic dimensions**, etc.), while adopting a **differentiated strategy** to respond as closely as possible to the needs and concerns of the student population (diversity of student populations, specificities of sites, etc.)."
(→ Damsa & Jornet 2017, Gallardo e.a. (to appear), Thomas 2012)

2 **Before starting university: pedagogical activities with and for secondary schools + guidance**

- https://uclouvain.be/fr/etudier/enseignement-secondaire

3 **At the interface between the university and the professional world: socio-professional integration surveys of graduates and numerous contacts with the professional world**

- https://uclouvain.be/fr/decouvrir/eureka/chiffres-cles.html
- https://uclouvain.be/fr/decouvrir/actualites/l-universite-a-la-rencontre-des-employeurs.html

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Strategy to support students during / throughout their university career

1. Support at institutional level
2. Support at faculty level
3. Online resources

Complementary and multifaceted

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Target groups for success support

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Illustration

Buddies : peer-to-peer support, or how to maintain students' social and academic ties

Anne Jacot (Cabinet du Vice-recteur aux affaires étudiantes)
Erika Weinkauf (Administration de l'enseignement et de la formation)

Key stages

2020-2021 **Project launch**	2021-2022 **Evolution**	2022-2023 **Maturity**
Lockdown	**End of the pandemic**	**Back to normal**
Unlock Student Success Buddies	Buddies	UCLouvain Buddy
1st year & international students	1st year & international students	1st year & international students & shift schedule

- Strengthening social ties
- Strengthening academic integration

- Strengthening social ties
- Strengthening academic integration
- Maintaining motivation
- Methodological & course content tips

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What does it mean to be a *buddy*?

- It's a **friendly face**, a **big sister or brother** who **listens**, **accompanies, advises/informs and motivates** his or her peers, encourages students' **commitment** and their sense of **belonging/integration** into the university.

Being a buddy means supporting your peers to help them **adapt to university life** and succeed, by acting as a **first point of friendly contact** and developing yourself at the same time.

- Have several functions that can be combined within the same device (social, engagement, information and organisation functions)
- May or may not provide teaching assistance
- Be recruited according to a variety of profiles and paid

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Implementation

Where?
- 9 faculties
- 2 services

By whom?
50 *buddies* (2022-2023)

How?
- Group session
- Individual meetings

When?
- All year long
- Specific periods
(during course-free periods)

About what?
- Strenghtening social & academic ties
- Methodological & course content ties
- Motivation

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Buddy training

Module 1

1. Understanding his/her role
2. **Presentation** of the adapted **sociomotivational model** (Larose & Tarabulsy, 2005)
3. Share the necessary **tools**
4. Practice through **role-playing exercises**
5. **Buddies Charter**

Module 2

1. Analysing **critical incidents**
2. **Sharing experience and feedback** from the field

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	GRILLE DESCRIPTIVE DES PRATIQUES D'ACCOMPAGNEMENT DE L'ETUDIANT·E						
QUOI ?							
• **FORME**	Accompagnement personnalisé		Accompagnement ponctuel et ciblé		Accompagnement large aux visées multiples	Accompagnement intégré aux activités d'enseignement	
• **VISEE(S)**	Gestion de soi (Socialisation, Motivation, Emotions)	Compétences disciplinaires	Compétences académiques (méthodologiques, cognitives, langagières)	Compétences numériques	Compétences organisationnelles	Santé et équilibre de vie	Construction d'un projet professionnel
• **FONCTION(S)**	Accompagnement préventif/formatif			Accompagnement remédiatif			
QUAND ?							
• **LES MOMENTS DE L'ANNEE**	Avant la rentrée	Durant le Q1 (sept. à fin janvier)		Durant le Q2 (février à juin)		Durant le Q3 (session sept.)	
• **INTEGRATION A L'HORAIRE**	Oui			Non			
• **INTEGRATION AU PROGRAMME**	Intégré au programme Validé par ECTS			Non intégré au programme (pas d'ECTS)			
COMMENT ?							
• **MODALITE(S)**	En présentiel			à distance			
• **INTERVENANT(S)**	Professeurs	Etudiants		Assistants		Accompagnateur	
• **INDIVIDUEL OU EN GROUPE**	Individuel			Collectif : - de 20 étudiants ; 21-100 étudiants ; + de 100 étudiants			
• **PRESENCE**	Libre	% minimum de présence imposée			Obligatoire		

***UCLouvain buddies* through the descriptive grid of support practices** (Dony, De Clercq, Frenay & Parmentier, 2015 ; De Clercq, 2022)

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Le *Student Buddy Program* …

(De Clercq M. – AIPU 2022)

1. IS a **wide-ranging design** combined with **individualised support**

2. TARGETS
   - **organisational skills**
     (correct information about the different services)
   - **methodological skills, subject-specific skills and self-management.**

Qualitative survey (2021-2022)

4 Evaluation

Objectives

- Evaluating buddy satisfaction and training
- Evaluate the design using 2 questionnaires (buddies & supported students)

Procedure & questionnaire

- « Mirror » questionnaires
- On the basis of:

  1) **Evaluation model of Kirpatrick et Kirpatrick (2006)** adapted to pedagogical support systems in higher education (De Clercq, Leroy, Stinglhamber & Frenay, 2022 ; De Clercq, Roland, Milstein, & Frenay, 2016 ; Stes, Min-Leliveld, Gijbels, & Van Petegem, 2010)

  2) **The tool for building an evaluation of a success support scheme** (Dony, De Clercq, Frenay, & Parmentier 2015)

Results & decision

- Very positive results
- On the basis of these data, decision to maintain & to improve the *buddy program*.

Quantitative survey (2022-2023)

4 Evaluation (2)

Objectives

- Evaluate the impact of the *buddy program* on the academic success of supported students
- Evaluate the *buddies* satisfaction and preparation modules

Procedure & questionnaire

- 2 different questionnaires, submitted at different times:
  1) *Buddies* : at the end of 2d semester 2022-2023
  2) Supported students:
     - ongoing (3 measures)
     - anonymity must be lifted (link with examination results)
- Questionnaire for supported students
  1) Changes in variables linked to academic adjustment
  2) Two groups: control & experimental

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5 Perspectives

1 Ongoing improvement of the support system

- Maintaining the support system evaluation (each 2/3 years)
  - Quality control & meeting expectations
  - Opinions and suggestions from buddies and supported students

2 Extended use of the Charter

- Charter of good practice for the entire community of student mentors

3 Strengthening collaboration with various partners

- Organization of an annual meeting of buddy managers
- Quality control and sharing best practices
- Co-construction of the support system

4 The issue of funding

- Ongoing search for funds to maintain the *buddy program*

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5 Q & A

1. Questions about the *buddy program* at UCLouvain?
2. Would the *buddy program* meet a need in your universities?
3. Sharing best practices from your university
4. What's next?

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More information?

https://uclouvain.be/fr/etudier/uss

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Thank you very much for your attention!