

Drinks and Poster Presentations | Monday 28/10 | 17:15 – 19:00

Location: Catering area

Systematic and integrative review of psychosocial factors in academic achievement

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Non-academic or non-cognitive factors could be valuable in selective university admission, supplementing prior academic achievement and cognitive admission tests as predictors of university academic achievement. We address the ill-defined character of this wide range of predictors of academic achievement and suggest defining them as psychosocial factors to better cover the content. A systematic and integrative review of both prospective studies and reviews and meta-analyses allowed answers to the questions what psychosocial factors predict academic achievement in tertiary education and how they can be constructively clustered. The proposed clusters are Personality, Motivation, Coping & self-regulatory skills, Creativity & curiosity, Communication, and Anxiety. These clusters are based on the relevant psychosocial factors as found in the empirical literature and as appeared congruent with their content and their role in academic achievement. Suggestions for programme-specific implementation of psychosocial factors in admission are given.

Supervising students' research ability in the practice-based undergraduate dissertation

Rianne Maaike van Lambalgen

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In the past years, the importance of research ability in (undergraduate) students at Universities of Applied Sciences (UAS) in the Netherlands is stressed (Andriessen and Greve, 2014). The research presented in this poster shows how students at UAS apply research ability in the undergraduate dissertation and how dissertation supervision can contribute. Results from 7 interviews held with students at Media Entertainment Management, Inholland UAS indicate that students generally have a positive attitude towards applying research in their dissertation. Also, students acknowledge the importance of independence as part of their graduation project. Overall, students seem to be satisfied with their supervision, valuing the opportunity to engage in conversation with supervisors and the reassurance they get from their supervisor. This research shows that to facilitate the students' research ability, supervisors should encourage the student's independence, while at the same time provide assurance, structure and goal-related information.

Entrepreneurship for Society: developing a transdisciplinary minor program

Maarten Hogenstijn, Sharon Sprenger, Nesrien Abu Ghazaleh, Xandra Cremers, Hendrik Jan Trooster, Michelle Koomen

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'Entrepreneurship for Society' is a new minor program at Amsterdam UAS, the Netherlands. Using the concept of the 'Doughnut Economy' by Kate Raworth as theoretical baseline, focus is on social entrepreneurship (SE). The curriculum is designed to foster transdisciplinary collaboration between students and staff from different backgrounds, as well as with partners from the field of social entrepreneurship such as companies themselves, policy makers and citizen initiatives.

Apart from its content, the minor is innovative and experimental in three ways:

1. Connecting research and education: linking (development of) questions from the SE field to active involvement of students and teachers in the research Lab;
2. Transdisciplinary approach; using a problem-solving approach and collaborating with field partners
3. Interdepartmental organisation.

The minor will premiere in February 2020. We present our approach and the challenges we see, actively seeking feedback and links to scholars who have grappled with similar issues.

Scientific blogs assess a quantitatively different set of academic skills to that of more traditional assessments in Higher Education

Richard Harris, Jelena Havelka

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Recently there has been an increase use of scientific blogs as formative assessments in higher education. Whilst qualitative research has demonstrated that blog writing results in greater student engagement, creativity, and enjoyment (Hansen, 2015; Morris et al., 2019), little is known as to whether scientific blog writing assesses a quantitatively different set of skills compared to more traditional assessments. Here, we compared grades in a module in which students were tested using traditional assessments (coursework essay and MCQ exam), compared to grades in a module that adopted a scientific blog as coursework and an MCQ exam. We found a much higher correlation between grades on traditional assessments compared to when students were tested using a scientific blog and an MCQ exam. This suggests that scientific blog writing assesses a different set of skills compared to more traditional assessments, and highlights a necessity for greater diversification of assessments in Higher Education.

The knowledge, action and identity project. A research design to understand the transformation of students in higher professional education

Didi M.E. Griffioen, Indira Day, Jason Nak

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