



artevelde university college ghent



The effectiveness of study coaching during the first year of higher education

Workshop EFYE 2016

Veerle Vanoverberghe
Artevelde University College

Dorien Noyens
Vincent Donche
University of Antwerp

Outline

1. Introduction
2. Research project
3. Research results - The recipe for successful study coaching
4. Conclusion

1. Introduction

Artevelde University College

One of Flanders' largest university colleges

- 13 000 students
- 1000 staff members

16 **bachelor programmes** in:

- Business management
- Teacher training
- Communications
- Graphic education
- Health care
- Social work



artevelde university college ghent
MEMBER OF GHENT UNIVERSITY ASSOCIATION

Study coaching@Artevelde University College

Long tradition!

All first-year students

Embedded in the curriculum

- Course (unit of study at 3 ECTS credits)
 - First-year course
 - Study track with three levels:
 - Introductory course
 - Advanced course
 - Specialized course

Study coaching@Artevelde University college

Goals:

- Monitoring study progress
- Providing academic support
- Enhancing students' **academic integration**:
 - Study motivation
 - Study commitment
 - Reflective thinking
 - Self-efficacy
 - Academic self-concept

Three formats of study coaching

Group sessions

- +/- 15 students
- Focus on collaborative learning
- Topics: study motivation, self-concept, transition, time-management, well being, learning skills, ...

Individual sessions

- One-to-one coaching
- At least 2 sessions per semester
- Same topics

Combination of group sessions and individual session(s)

Taking the train to Ghent...



But....

Is our study coaching **effective**?

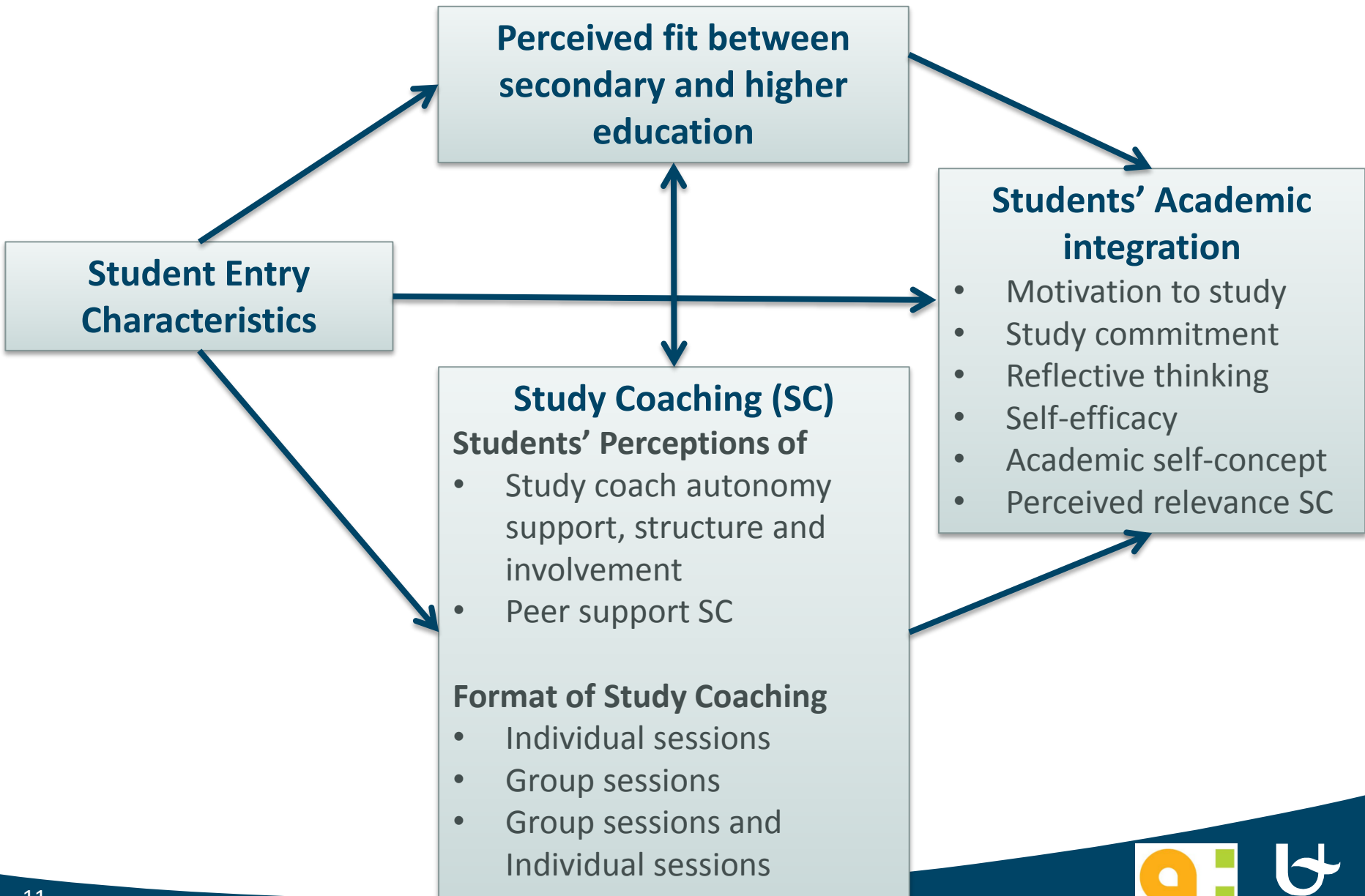
Do we **achieve our goals**?

Which format of study coaching is most effective for supporting students' academic integration?

Which **characteristics of study coaching** (ingredients) are crucial **to foster students' academic integration** during the first year of higher education?

2. Research project

Research project - Conceptual framework



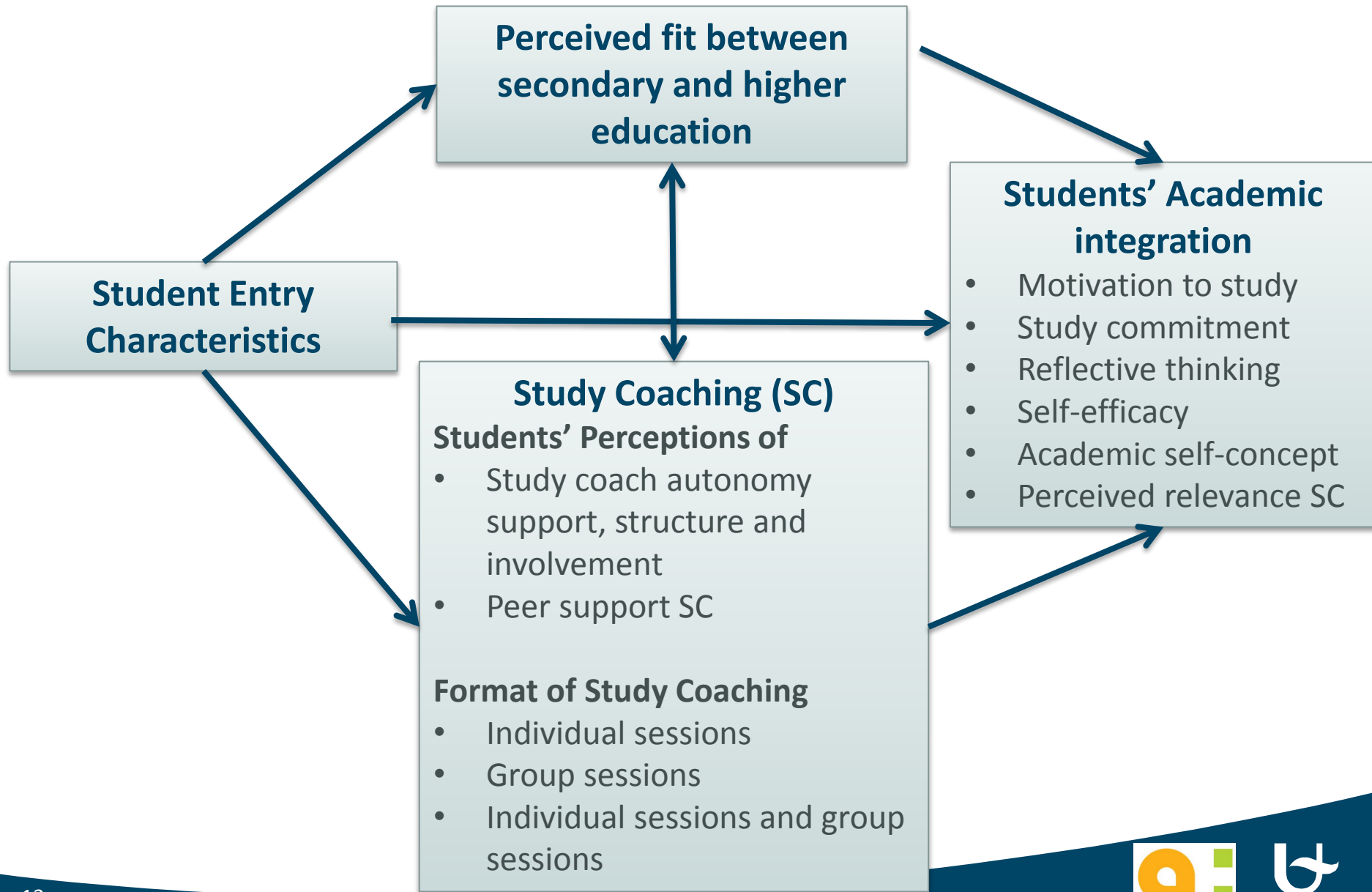
Research Project - Aim

The effectiveness of study coaching

Research questions:

- How do students **experience the study coaching** environment?
- What is the differential **impact of study coaching** on **students' academic integration** in the first year of higher education?

Research project - Conceptual framework



Research Project - Method

Longitudinal survey study (3 waves of data collection)

Sample:

- 1344 'fresh' first-year students
- 8 bachelor study programs

	Wave 1	Wave 2	Wave 3
	November 2014	February 2015	May 2015
Absolute response rate	980	820	598
Relative response rate	40%	34%	25%

3. Research results



The recipe for successful study coaching

Group work: Create your recipe for successful study coaching by using following ingredients:

Coaching in group

Study coach who gives students freedom of choices

High peer support in the group sessions

Well structuring study coach

Homogeneous grouping of students

Very involved study coach

Study coaching starting in the first semester

Controlling study coach

Heterogeneous grouping of students

Individual coaching

Study coaching starting after the first examination period (second semester)

Optimal for study coaching

Less optimal for study coaching

The recipe for successful study coaching

**Study coach who gives students
freedom of choices**

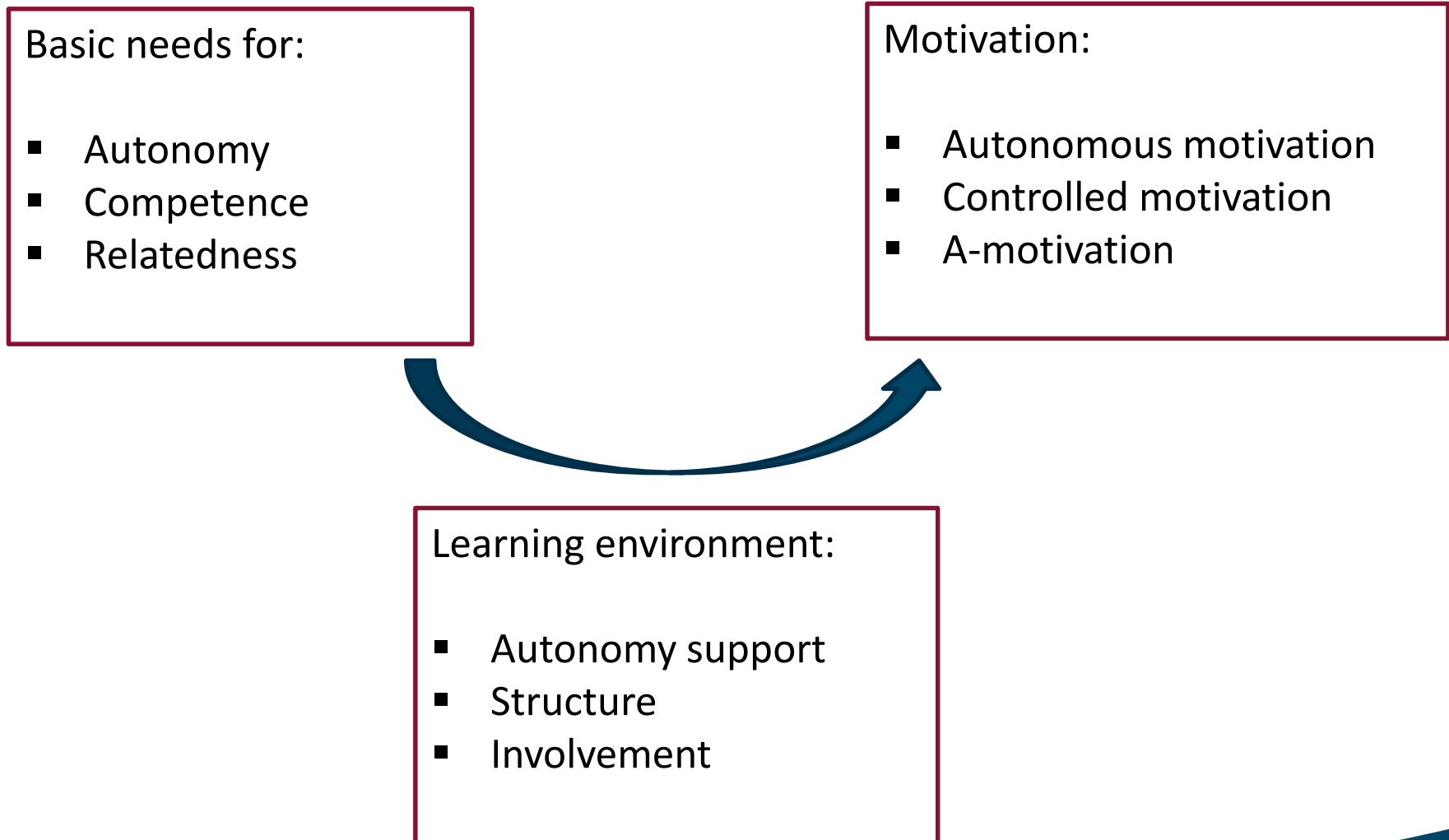
Well structuring study coach

Controlling study coach

Optimal for study coaching

Less optimal for study coaching

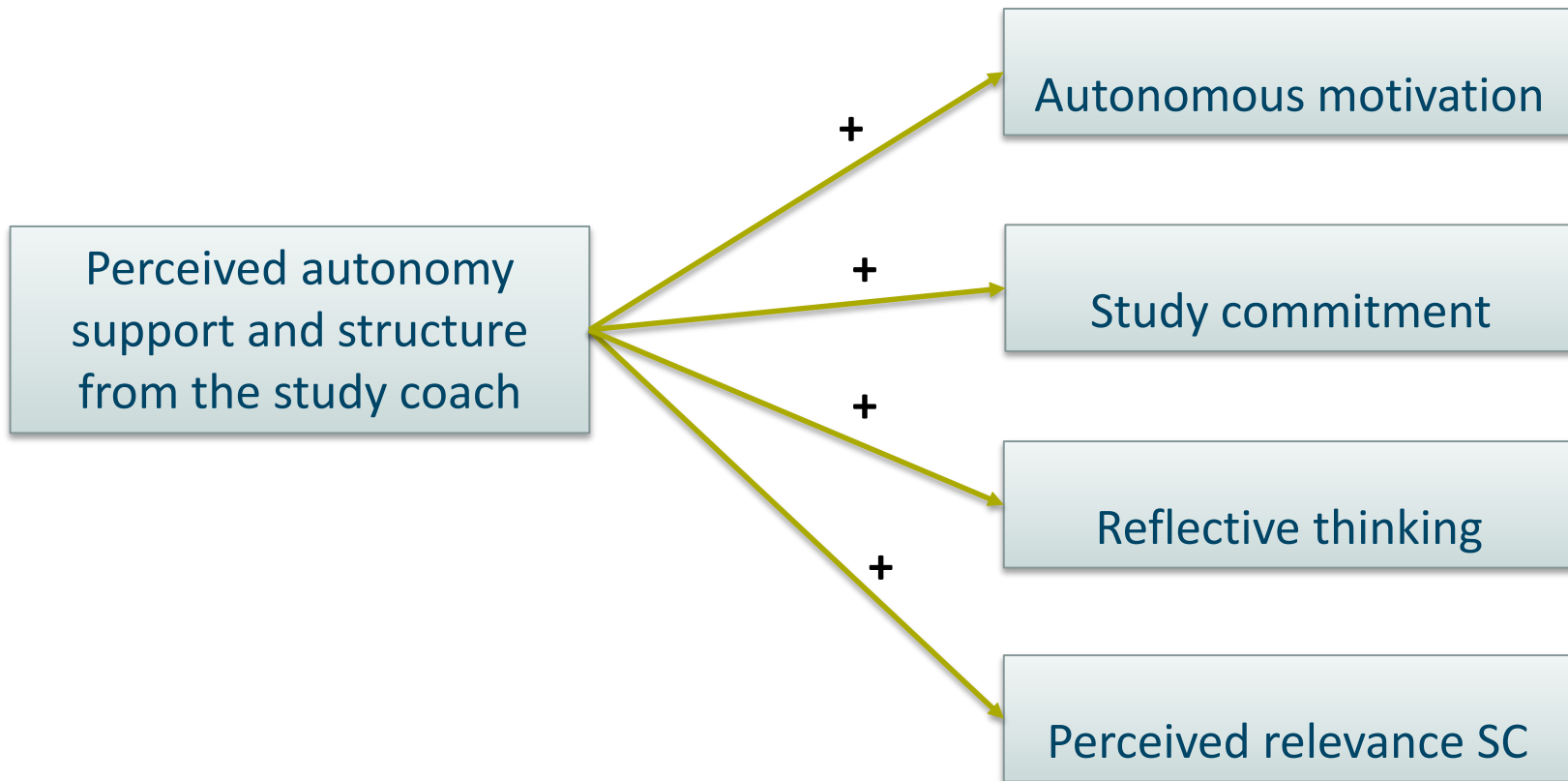
Self-determination Theory (Ryan & Deci, 2000; Sierens, 2010)



Research results

Study coaching (Wave 1)

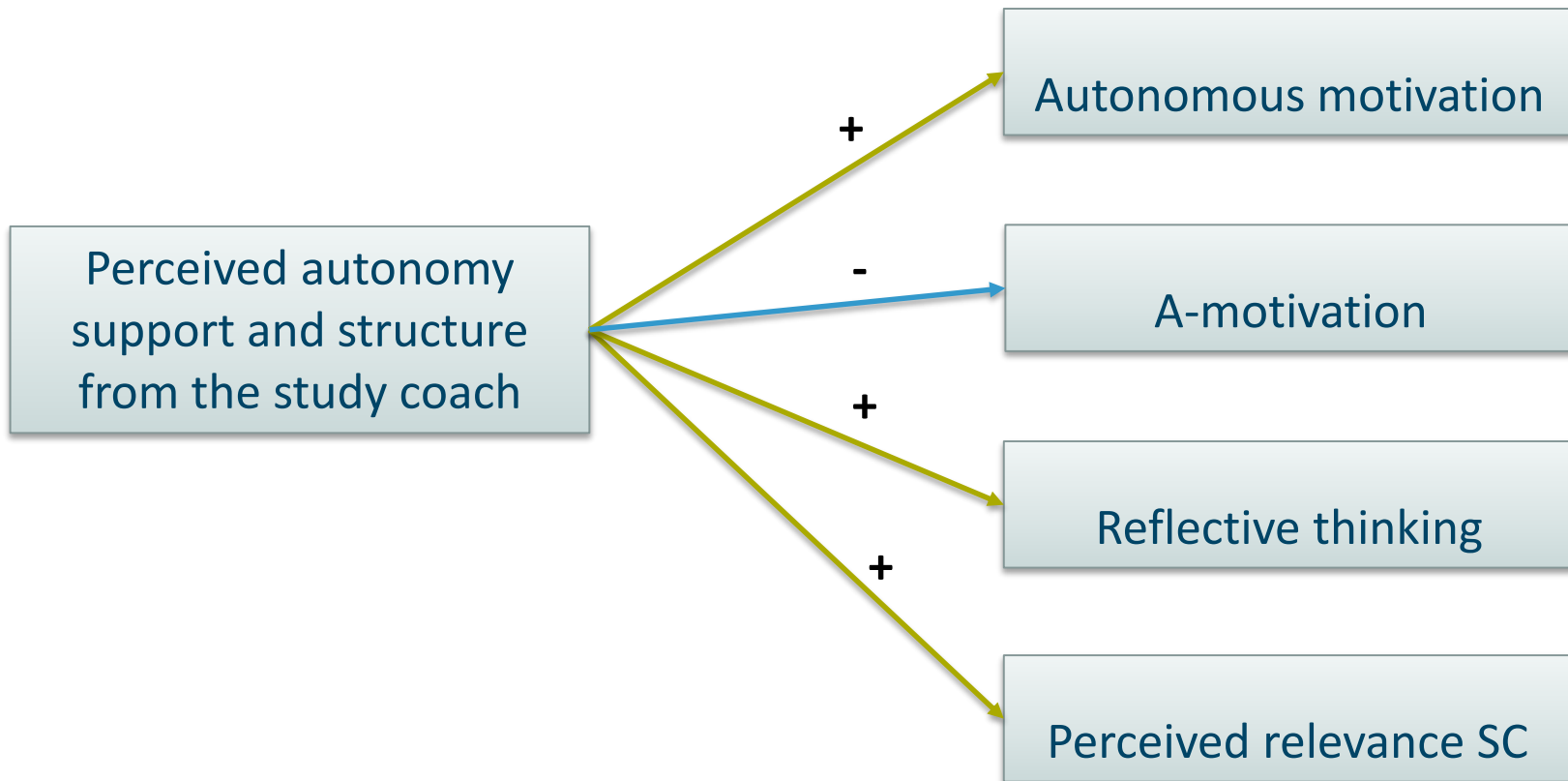
Academic integration (Wave 2)



Research results

Study coaching (Wave 1)

Academic integration (Wave 3)



The role of the study coach

Importance of **creating an autonomy- and structure supportive study coaching environment**

- Fostering students' academic integration process

What can study coaches do to support students' autonomy and to provide structure during the group and individual sessions?

The recipe for successful study coaching

Very involved study coach

**High peer support in the
group sessions**

Optimal for study coaching

Less optimal for study coaching

Research results

Study coaching (Wave 1)

Academic integration (Wave 3)

Study coach involvement

-

Reflective thinking

+

Peer support

The role of study coach and peer involvement

Obtaining a high involvement and support from peers during the study coaching sessions plays a crucial role **in fostering students' reflective thinking**

- A **very involved study coach** has a **negative** influence on students' reflective thinking
- Importance of **promoting the role of peers** in the study coaching sessions

The recipe for successful study coaching

Study coaching starting in the first semester

Study coaching starting after the first examination period (second semester)

Optimal for study coaching

Less optimal for study coaching

The timing of study coaching

Students experience the study coaching as **more relevant in first semester** (wave 1), compared with the second semester (wave 2 and wave 3)

- Importance of **supporting students** at the **start of the first year**
- Make an **inventory of the current study coaching contents** and reflect on how a further variation of these contents can be provide during the first year of higher education

The recipe for successful study coaching

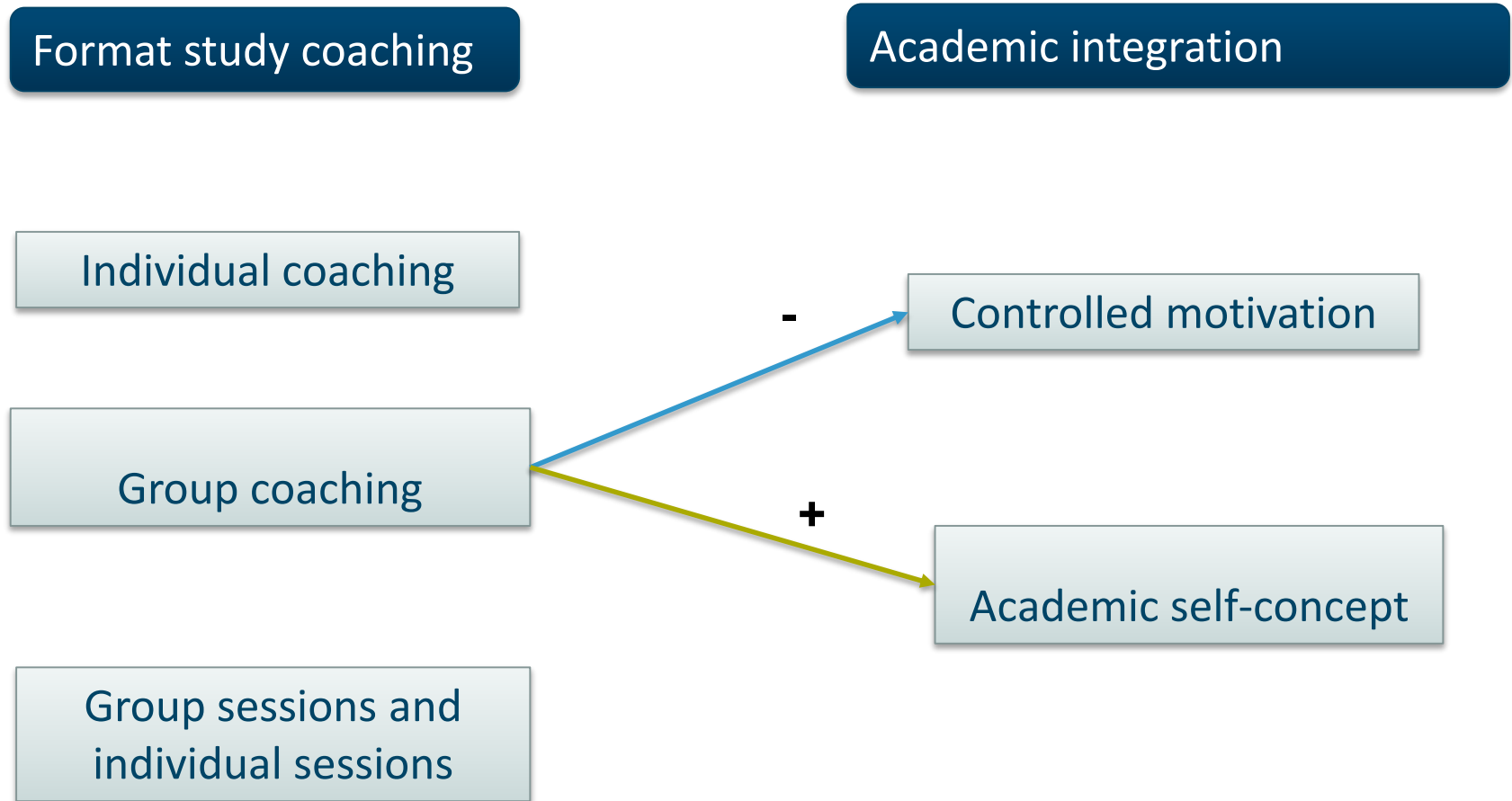
Coaching in group

Individual coaching

Optimal for study coaching

Less optimal for study coaching

Coaching in group or individual coaching?



The recipe for successful study coaching

Heterogeneous grouping of students

Homogeneous grouping of students

Optimal for study coaching

Less optimal for study coaching



What about group composition?

Results indicate that **not all students** have the **same need for coaching**

- **Male students**
 - More controlled motivation, more a-motivation, experience less support from the study coach
- Students who experience **more feelings of adaptation** to their study programme in higher education
 - Less social integration, experience study coaching as extremely relevant, less reflection

→ **need for more differentiating in study coaching**

4. Conclusion

The recipe for successful study coaching

Study coaching during the 1st year works best if...



- There is **group coaching**
- With high **peer** involvement
- With an **autonomy-supportive** study coach
- With **differentiated** learning activities
- It starts in the **first semester**

Implementation of the results

Experiments

- Group composition
- Group coaching
- To increase peer involvement
- Autonomy-supportive learning activities

Future research

Research on **the impact of:**

- Academic integration → first-year study success
- Study coaching → first-year study success, after controlling for:
 - Pre-entry characteristics
 - Perceptions of fit between secondary and higher education

Thank you for your interest



veerle.vanoverberghe@arteveldehs.be
dorien.noyens@uantwerpen.be



 University
of Antwerp