

Workshop 'Matching' skills

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Team Student counseling Study choice:



guidance for all students at the Utrecht
University of Applied Sciences
with questions about study choice
concerning bachelor, minor or master

- **advise** study programs in the development or improvement of the study choice check
- **train teachers** who have an active role in the study choice check

The program for this workshop:

- Theory -in short- on the study choice check / matching
- Discussing the skills needed for matching
- Investigating and practicing skills
- Sharing experiences and future pace



Theory and background study choice check / matching



Why matching?



<https://www.youtube.com/watch?v=pVuVuLIPEQ8>

(only in dutch)

(source: www.studiekeuze123.nl)

Study choice check: a timeline



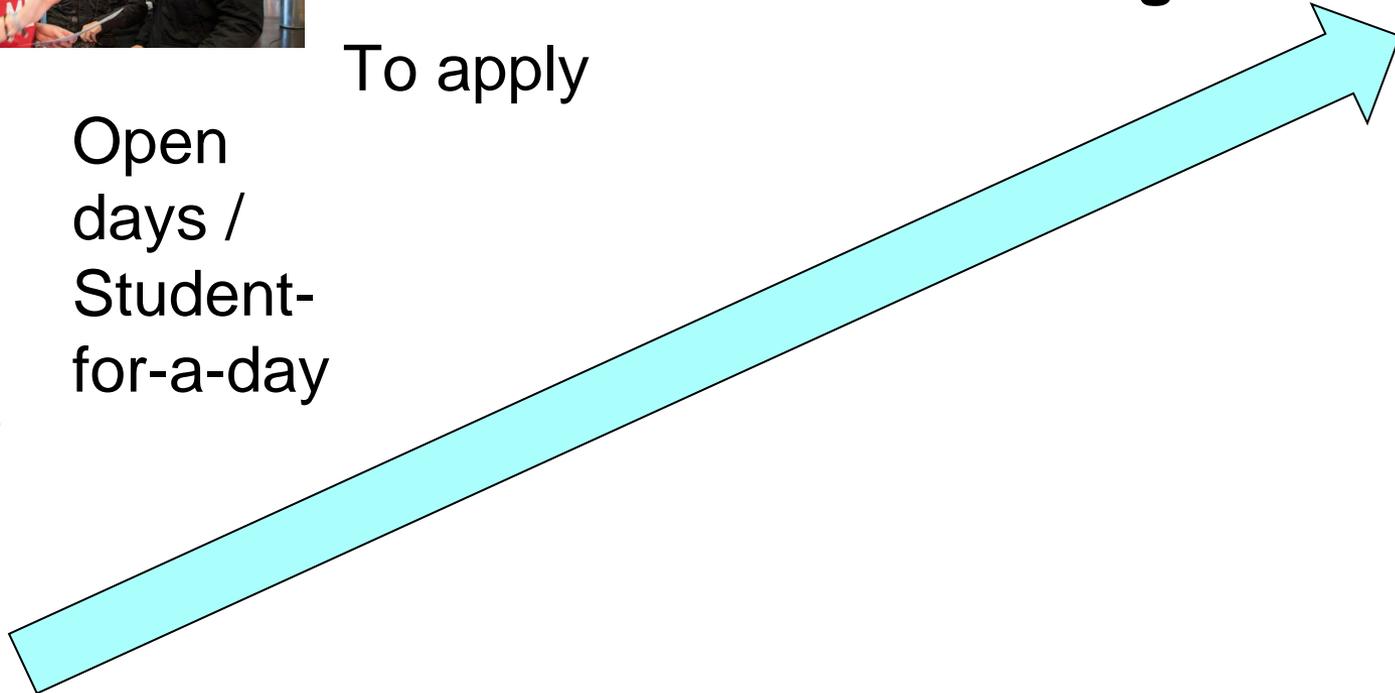
Starting the /
or switching
from study
program

**Study choice
check / Matching**

To apply

Open
days /
Student-
for-a-day


To
orientate
(at home
and at
high-
school)



Example:

The Study choice check at IBMS

(International Business and Management Studies)

Start	Eind	Activiteiten
8:45	9:15	Registration and welcome group 1
9:15	9:30	Lecture
9:30	11:00	Working on business case (in groups)
11:00	11:15	Break
11:15	11:40	Students fill in form with questions to reflect on the day and their study choice, as preparation for group conversation
11:45	12:30	Group sessions round 1
12:30	13:15	Group sessions round 2

Purpose of matching

The Study choice check is (meant to be) the **final** check for the **student**:

- **(right) Impression** of study?
- **What to expect?**
and possibly encountering things that were not expected
- **Do I want to?**
Match interests, aspirations, needs and personality traits
- **Am I able to?**
Match capacities, personal life, limitations / disabilities
- **Do I feel at home?**



Reality of the aspirant student:

To what extent the student has gone through a (thorough) study choice process?

Making a study choice involves:

- To know yourself
- To have a (realistic) idea about professions and study programs



Pitfalls in the process of choosing:

- Not having considered many alternative study programs
- Being little informed about the contents of the study
- Not having used matching criteria (person, interests & qualities versus study and occupation)
- Choosing from one perspective
- Postponing the choice by choosing a 'broad' study
- Choosing too soon! I finished high school, so now I must study...or maybe not yet?



Background on study choice:

- **Adolescent brain** with difficulty overseeing long term consequences, structure and planning; more inclined to quick wins and short-term goals; opinion of peers is of (great) importance
- **Choosing is difficult for adolescents** because of a very large variety of options; higher costs; more individualisation; and a lot of pressure on adolescents



What's needed in matching

- Give the student **experiences**:
 - Create realistic experiences
 - give clear information (the more concrete..)
 - share experiences of others



Value of information in the process of choosing



(Frans Meijers)

1. Experiences
 1. Own experiences
 2. Experiences of (relevant) others
2. Rumours
3. Mass media
4. Objective information

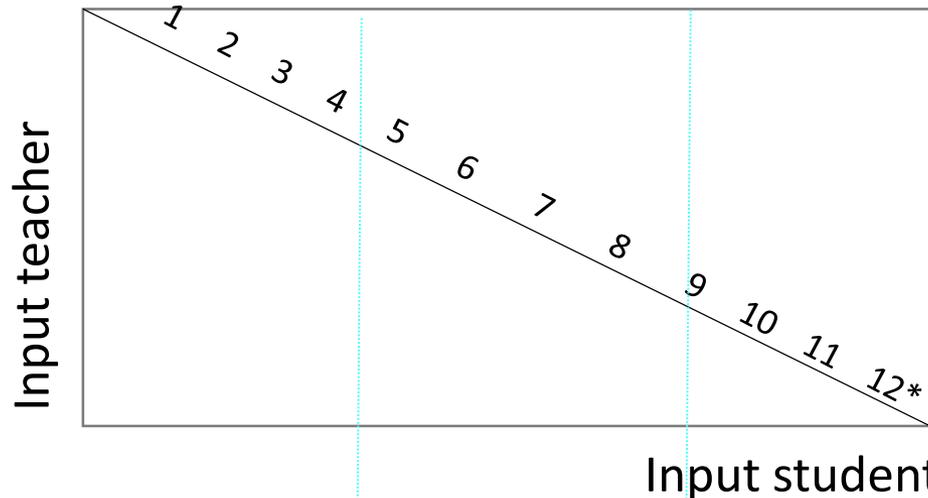
What's needed in matching

- Give the student **experiences**:
 - Create realistic experiences
 - give clear information
 - share experiences of others
- **Promote reflection** by:
 - Creating a welcoming and safe atmosphere
 - Offer 'food for thought'
 - promote awareness and activate the newcoming student



'Division of space' in a conversation

(based on the work of König 1995)



**) Figures represent interventions teacher*

Taking space

- 1. To impose*
- 2. To judge*
- 3. To advise*
- 4. to give information*

Sharing space

- 5. To add inquisitively*
- 6. to stimulate or to confront*
- 7. to accentuate*
- 8. To join inquisitively*

Making space

- 9. to clarify or helping to specify*
- 10. to give feedback*
- 11. to listen actively*
- 12. to be open*

Promoting reflection:

- Personal attention, good contact
- Clear structure for the meeting
- Be clear about expectations back and forth
- Permissive attitude
- ...
- Realistic experiences that count
- Relevant experiences of (significant) others
- Clear and precise information about the study or pitfalls
- ...
- Be clear and specific ('name, name, name')
- Give clear feedback
- Feed forward
- Promote the internal dialogue through external dialogue
- Ask activating questions



What does the student need

to promote awareness and activity

Having a real **dialogue**
(Cok bakker, 2017)

Frans Meijers:

Actual time spent on dialogue in
a conversation with a student:

73% talking *to*

24 % talking *about*

3 % talking *with*



Role-play

- Casus: student applied for IBMS (international business and management studies) has an interview with a teacher:

Role play: 2 times 5 minutes with reviewing

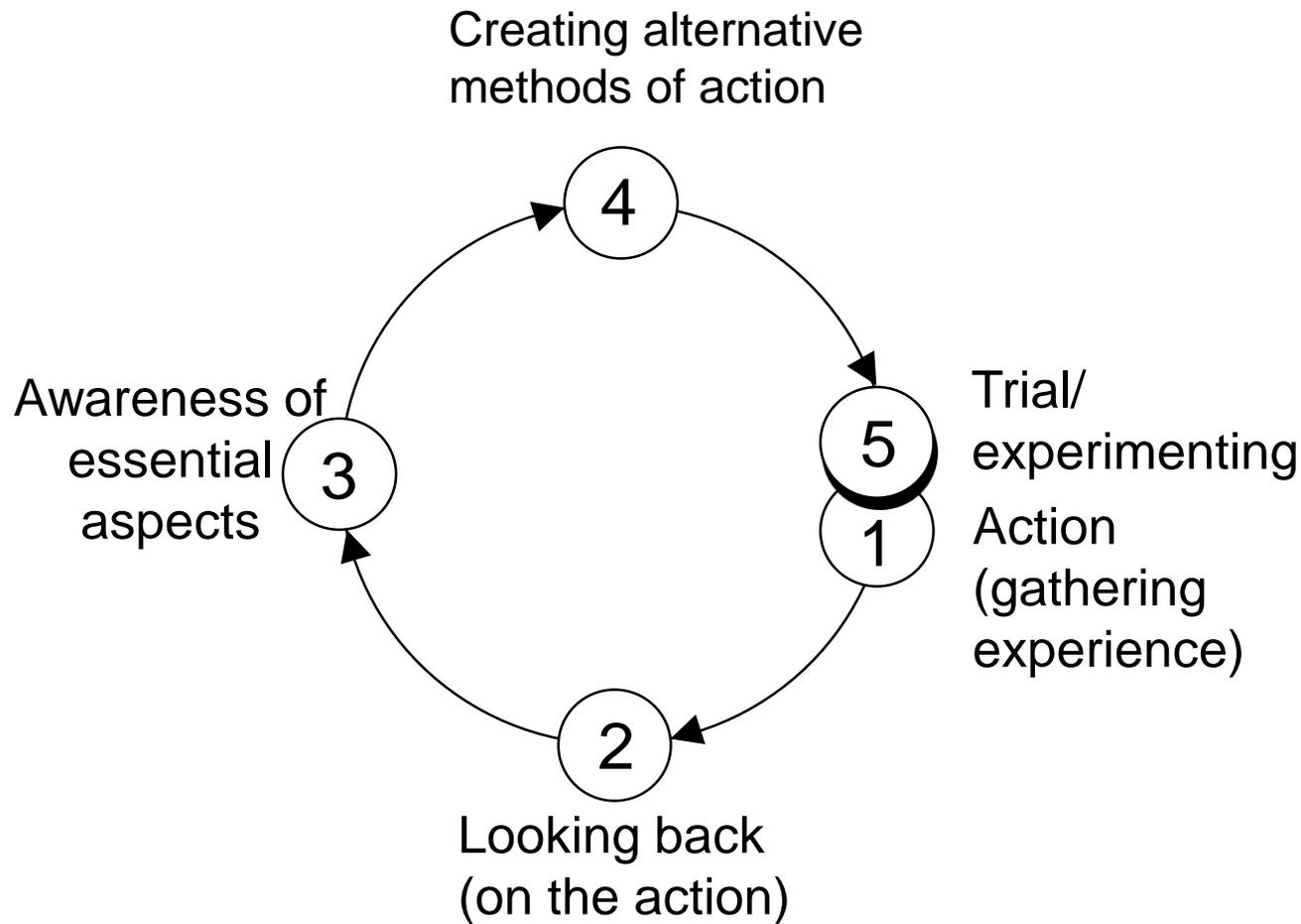
- Approach student in an interview as if it is a selection. What happens with you? And with the proposed student?
- Approach the student with an open attitude and find out why he wants to take part in this study program.
- Use one of the next models for interviewing. Is there a difference? And if so, describe it

Activating questions

For example...

- **What** motivated you to choose this study program?
- **How** did you experience this day?
- **What** did you learn about the match between you and this study; **How** does the study suit your person(ality) (qualities, interests, ...) In what way it does, in what way it doesn't?
- **What** would you need (to know) to be (more) certain of the match?
- **What** can you do to find out/ learn more about... ?
- **Who** or **what** could help you to find out whether this choice is suitable enough? **How** or **where** will you organise this?

ALACT model (Korthagen)



Note:

- Reflection on study choice can also be done in a group
- An interview or matching day does not have to lead to an immediate answer: one step at the time
- with a real dialogue you are planting seeds of awareness: everyone has its own process of learning. Matching is not the moment
- The elusiveness of the intrapersonal process makes the interpersonal dialogue highly relevant: It helps the student to get awareness and involvement in his own learning process.

What do you take with you...



- for yourself?
- for your students?
- for the teachers that have to guide the students?
- for the policy or management at your institute?