



arteveldehogeschool

LID VAN DE ASSOCIATIE UNIVERSITEIT GENT

Successful Introduction weeks

Join a community of practice on introduction/induction/welcome weeks to share experiences in order to identify key elements for a successful week.

Pre-conference workshop 5

European First Year Experience

Monday 25 June 2018 – Utrecht

Pieterjan Bonne and Lut Van Wesemael (Artevelde University College Ghent)



A community of practice

= a group of people (who share a craft or a profession) with the goal of gaining knowledge related to a specific field through the process of sharing information and experiences (Lave & Wenger 1991).



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Fases of induction	Description
Pre-arrival	Communication, trainings before start of the academic year
Initial induction	New student induction/introduction/welcome 'week'
Extended induction	Spanning the first semester or year

Cook & Rushton (2008)



A specific field: induction

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Pre-arrival	Communication, trainings before start of the academic year
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Cook & Rushton (2008)

Induction assists **academic integration** and enhances **student outcomes** (Zepke & Leach, 2005)

Dissatisfaction with induction was one of the top four **factors for early withdrawal** (York, 1999)

Students felt that induction does not only provide a welcoming environment to them, and **assist** their **transition into HE**, but also plays **a critical role** in their **socialisation** into education and university culture (Hassanien & Barber, 2007)



A specific field: initial induction

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Pre-arrival	Communication, trainings before start of the academic year
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a period before the “start” of an academic year in higher education with a variety of events to orient and welcome first year students



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= moderated to stay goal-oriented



Procedure

Steps	(audience)	timing
Step 1. Introduce yourself	(group)	5 min
Step 2. Introduce your induction programme	(group)	35 min
Step 3. Identify commonalities	(group)	10 min
Step 4. Collect commonalities	(plenum)	20 min
Step 5. Wrap-up	(plenum)	5 min



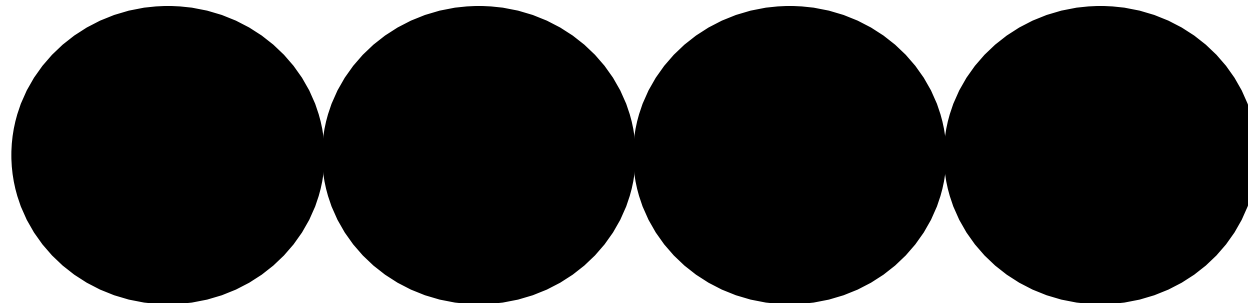
A hand with fingers colored in red, blue, grey, and black is holding a white card. The card has the text 'Introduce yourself' written in black cursive.

Introduce
yourself

Step 1. Introduce yourself (group) 5 min

Introduce yourself in 1 minute by focussing on these topics

- Name – nationality - institution
- Job title - responsibilities
- Link to first year students or induction
- Accomplishments
- 1 extra-curricular activity



Step 2. Introduce your induction (group) 35 min 8 min pp.

Basics?

- Name
- Goal
- Timing/structure (# days/sessions/hours...)
- How long has it been running?

Content?

- Type of sessions
- Topics addressed (need to know/nice to know)
- Link with the degree program?

Involvement?

- Obligatory?
- Which students are involved?
- How are students involved?
- Which staff is (voluntarily) involved?
- How are staff involved?

Evaluation?

- Evaluation (by students/staff)?
- Results? Effect on students?



Example: Artevelde University College

- Bachelor in Business Management
 - 900 incoming students
- Introduction week = start !
 - First week of the academic year
- Purpose
 - Assist transition into HE
 - Assist with socialization
- Basics
 - Talent- en Management Development (TMD)
 - 5 days → 3 days full time



- Content/courses?
 - Welcome introduction
 - Introduction with group and coach
 - Time for speeddating
 - Putting together into small groups (6-8 students)
 - Timemanagement
 - How to study
 - Presentation skills
 - Structuring / taking notes/ ...
 - Introduction and test FDA
 - Individual conversation with the coach
 - Presentation about the learnings at the end
- Challenge / teambuilding
 - Getting to know other students
 - Getting to know basics
 - Electronic learning platform
 - Locations
 - VIP's
 - ...



- Involvement?
 - Obligatory for all incoming students
 - Staff TMD involved (13 coaches) + 10 voluntarity
 - Different basic courses → needs to start up
 - Teambuilding / Challenge
 - Individual conversation (15 min)
- Result?
 - Part of a group (6-8 students)
 - At least “one contact/friend” from day 1
 - Feel more comfortable
 - Know their coach
 - Know the basics (campus, hours, ...)
 - More presence at the start of the lessons



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Step 3. Identify commonalities (group) 10 min



Step 4. Collect commonalities (plenum) 20 min



Commonalities – academic literature

Five principles

- 1) To have opportunities to start making friends & building support networks
- 2) To understand what learning is like in university
- 3) To experience authentic learning and have some reassurance that they can cope
- 4) To be reminded how their course will benefit future plans
- 5) To have a course induction that allows time for other commitments

Foster & Hardy (2016)

Elements of effective induction programmes

- a) Take place in the academic sphere with other students from the same programme;
- b) Take place over an extended time period;
- c) Use ice breakers to help students get to know each other;
- d) Involve small group work;
- e) Provide students with informal opportunities to get to know their teaching staff or tutors;
- f) Provide information online and readily accessible to students;
- g) Engage students in the process of understanding the academic expectations and procedures.

Thomas (2012)

Evaluation of student induction in HE

- 1) Student-centered
- 2) Reducing anxieties
- 3) Opportunities to socialize with their peers
- 4) Opportunities to quickly feel at ease in their new environment

Hassanien & Barber (2007)

Induction activities impact retention and success through

- a) Socialisation and formation of friendship groups;
- b) Informing expectations of HE and helping students to be effective learners by developing their confidence and their academic skills;
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Contextualized (student/programme) (4/19)



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Timely (3/19)



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Step 5. Wrap-up (plenum) 5 min

What message do you want students
to take home after their first day?





What do businesses do?

1. Prepare an induction checklist
2. Make them feel welcome
3. Have a job description
4. Encourage your whole team to be involved
5. Discuss your company values and vision
6. Encourage social interaction with your team
7. Outline your expectations clearly
8. Look for creative ways to welcome your new hire
9. Follow up regularly
10. Ask your new employee for feedback

(Burke, 2018)

1. Have a welcome strategy in place
2. Have a personal collage of all immediate staff
3. Have a mentor or buddy system
4. Express a genuine interest in the new employee as a person
5. Immerse a new hire in the company culture as soon as possible

(Deutschendorf, 2014)

Effective inductions are timely, organized and engaging, and give a good first impression of a company. They inspire new starters, set out an organization's mission and vision for them, and educate them about the company's history, culture and values. They also teach them the technical skills they need, and provide them with valuable information such as "who's who" in the business. Conversely, a poor induction program is either too full-on or not thought through properly. The most frequent complaints new starters make is that they're overwhelmed, bored, or left to "sink or swim".

(Mindtools, 2018)

A meta-analysis conducted by two of us examined the findings of 70 separate studies and showed that feeling socially accepted was a key factor in newcomer success. Integrating into the social network matters, in part, because it brings greater access to information and resources. Another recent study we conducted found that among software engineers in India, new employees sought out more information when they felt connected to others in the organization.

(Ellis, e.a., 2017)

Ask your current employees what they wish they had known sooner.

It's wise to assign a sponsor to help the new person get quickly on board. But make sure that the sponsor is a person that you want the new employee to emulate.

Finally, explain to the new hire your expectations about performance.

(Grote, 2011)



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Social activities
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Timely
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1. Involvement of students: new (feedback) and old (suggestions/participation)
2. Procedure is set/prepared



List of criteria (in a suggested order of importance)

1. Invest in the social bonding of the students (with each other, older students and staff)
2. Be clear on your academic vision and expectations
3. Allow students to build confidence
4. Offer a contextualized induction (on the level of the student/linked to the programme and job future)
5. Make it timely and accessible
6. Have a visible involvement of positive staff
7. Work towards a ste procedure
8. Evaluate using feedback of new students and prepare with feedback of older students



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