



HOBID SUMMER SCHOOL 2022

KEYNOTES

Dienstag, der 06. September, 9:00 – 10:30 Uhr, Raum 221 (ESA OST)

Liesje Coertjens: (Peers) Assessing and fostering learning in Higher Education

Abstract

Higher education increasingly focuses on skills and competences, to prepare students for life-long learning. To assess these skills and competences, performance assessment has been recommended: students are asked to create a product (write an essay, give a presentation,...). As students have some liberty in creating these products, there is often substantial and unexpected diversity in these products.

Consequently, assessing these products is far from easy. Rubrics are created to support the raters, but they often do not annul the differences between the raters. We will look at some lesser known ways to support raters, and highlight how they could be useful for research in Higher Education as well.

In addition, recent literature shows that peer assessment of these products is very beneficial for learning. However, peer assessment also presents a number of challenges. For example, due to lack of confidence in their ability to provide feedback, students may refrain from formulating suggestions. Or, students may struggle to use the feedback of their peers. We will zoom in on these challenges and present some suggestions to overcome them.

Mittwoch, der 07. September, 9:00 – 10:30 Uhr, Raum 221 (ESA OST)

Nicole Tieben: Biographical Diversity

Abstract

The diversity of the student populations in higher education gains relevance in admission procedures and quality assurance in higher education. Likewise, issues of trajectories and success rates of non-traditional students in higher education have been an issue in higher education research of different disciplines for a long time.

This lecture will give an introduction to concepts, terms and measures of biographical diversity and link these with the specific institutional conditions in different higher education systems.

Besides a more general overview, the case of Germany will be discussed and the different “non-linear” pathways into higher education will be connected with theoretical and empirical questions of individual life courses and study conditions.

Donnerstag, der 08. September, 9:00 – 10:30 Uhr, Raum 221 (ESA OST)

Tina Bering Keiding: Diversity in students’ academic prerequisites

Abstract

Despite various types of admission-criteria to a specific degree program or a course in a program, students enter the classroom with different academic prerequisites. In contrast to primary education, where differentiation in teaching and learning activities is a common thing, academic diversity in the classroom seems somewhat neglected in HE. The keynote will address the topic “Diversity in students’ academic prerequisites” from different perspectives. The keynote will start with an introduction to the concept about the “Implicit Student”. From here, I look into what can be done to give the lecturer and fellow students a better understanding of the diversity in the classroom and how diversity in academic prerequisites can be handled didactically. The keynote will leave time for a short discussion of how the value of “diversity sensitive didactics” can be explored from a research perspective.