Effective and longlasting student involvement
An interactive world café
Erasmus University College

- 23 BA programmes | 3 MA in Arts
- Strongly embedded in Brussels, a unique metropolitan laboratory
- 6000 students | 900 employees
- Language: Dutch | English course program for incoming Erasmus students
- Characteristics: humanistically inspired; tolerant; international perspective; individual coaching; student-centered
Who are we?

**Matthias Waegemans**
- Quality Assurance coordinator
- Faculty of Health Care and Landscape Architecture

**Nora Laermans**
- Head of office in Quality Assurance
Student involvement @EhB

- Close relationship between students & staff
- Student representation in institutional bodies
- Student evaluations of teaching
- Focusgroups
- Communication about remedial actions
However

- Despite many creative attempts, it remains a challenge to get representative response rates for SET’s.
- It is often a difficult quest to find students who are willing to actively partake in meetings, discussions, focus groups, …
What creative, sustainable ways are there to involve students, other than attending meetings and filling out (often lengthy) surveys?
World café
Setting of dialogue

What are relevant settings to get into a constructive, thorough dialogue with students?
Setting of dialogue

What are relevant settings to get into a constructive, thorough dialogue with students?

Who to involve in the dialogue?
When, where and how to meet students?
How to set the agenda?
In what kind of setting do students prefer to meet?
Follow-up

How can the communication about remedial actions be improved?
Studentenbevraging
Studiecomfort GL

562 antwoorden = 45% van de studenten

Jullie liken massaal:

HET PERSONEEL

HET PERSONEEL

vriendelijk, hulpvaardig & professioneel

RENOVATIES

van de inkijkhal, lab’s, simulatiecentra, voortuin en

DE OPENINGSTIJDEN

van het studentenondersteuning, et. lab’s, studeerzetten, et cetera

BESCHIKBAAR COLLECTIE

PROFICIAT!

Hierbij willen we u mededelen op basis van jullie

Het einde van de commissie over de hogeschool

waarvan 30 studenten is positief.

Wat nu?

De beste keuze voor jouw toekomst!

Dienst Kwaliteitszorg: Actiepunten identificeren, prioriteren en opvolgen

Resultaten
Instellingsreview 2017

121 deelnemers
5 dagen
Waarvan 30 studenten

4 krachtlijnen

• Zeer enthousiast team
• Coachende docenteerij is breed
gedragen
• EHB gaat voor studenten die durven
• Er is een uitgesproken
diversiteitscultuur
• Werkveld is goed vertegenwoordigd
• Van het informele gaan een grote
kracht uit
• Regie zit goed in elkaar

• Maak het JAP beperker om het
overzicht te bewaren
• Communiceer sterk bij oog
verplaatsing
• Verhoog de aandacht voor meting en
reflectie van de effectiviteit van de
activiteiten
• Verzenden van de doordeeld
resultaten in

4 krachtlijnen

PROFICIAT!
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is positief.

Wat nu?
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Dienst Kwaliteitszorg: Actiepunten
identificeren, prioriteren en opvolgen
Follow-up

How can the communication about remedial actions be improved?

How do you communicate (newsletter, email, social media, posters, infographics, film,…)?
What would be the ideal mix?
Who communicates and who should communicate?
Students’ interest

How can we create a win-win situation for students and institutions? What topics or issues are both interesting and relevant for students and the institution?
If you want to go fast, go alone.
If you want to go far, go together.

- African Proverb -
Students’ interest

How can we create a win-win situation for students and institutions? What topics or issues are both interesting and relevant for students and the institution?

Do we involve students on too many issues? Should we be more selective? Are there issues where students would like to be involved in but are unable to? Do students know how they can make their voice heard? Can student involvement be organised in a more student-friendly manner?
Ownership

Which conditions should be met to activate students and to make them take ownership of their programme?
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Which conditions should be met to activate students and to make them take ownership of their programme?

How can we support students to take ownership?
How can we teach them to be entrepreneurial concerning their program?
How can we teach students to speak up for themselves concerning the program without always having to ask them?
Final questions?

Feel free to contact us any time

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