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Course curriculum

Workshop title: Enhancing a sense of belonging in higher education.

3 days' workshop for higher education teaching staff and administrative staff

Target group

Administrative staff and teaching staff at higher education institutions

Learning outcomes

The transition phase into higher education is a particular challenge for many students: Adjustment difficulties, lack of social contacts, a feeling of not belonging, habitus issues are reasons for drop-out especially among students with non-traditional educational biographies, for example working/mature students or students with a migration/ethnic background.

The workshop sheds some light on the crippling role of stereotype threat and othering mechanisms and how they may affect the progression of non-traditional student groups. In an interactive setting and based on their own experiences, participants will explore existing and potential barriers to both academic and social integration of beginner students. The discussion will revolve around one central question, namely 'How to make it easier for students to settle in at their respective higher education institution?'

Overall, the workshop aims to provide some insights that will help participants to create an inclusive learning atmosphere where all students feel that their inputs are valued and welcome.

After the training participants should

- know and be able to discuss theories and empirical studies on belonging, othering, stereotype threat, as well as unconscious bias.
- expand reflective practice and include aspects of belonging, othering, stereotype threat, unconscious bias.
- be aware of subliminal mechanisms in their own professional everyday life (e.g., in dealing with students, colleagues and materials).
- be able to identify possible methods for supporting a sense of belonging and to develop the competence to be able to intervene.
- be able to develop their own concepts for the development of sense of belonging in professional practice.



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- be able to contribute to the shaping of an inclusive education system.
- be able to promote the co-creation of an inclusive study environment.
- be able to perceive and take into account their own personal needs.

Concept:

The training consists of two parts: an e-learning component and a three-day face-to-face workshop. The e-learning course serves as a solid basis for the face-to-face workshop.

There are two version of the e-learning aimed at different target groups available (one for administrative staff and one course for teaching staff): <https://assessment.fh-ooe.at/course/view.php?id=1016> (for administrative staff), <https://assessment.fh-ooe.at/course/view.php?id=1022> (for teaching staff).

Both courses offer four modules: Theoretical foundations, empathetic environment, staff well-being and tackling serious problems. They are set up to improve teaching and administrative staff's diversity competence and to sensitize them towards the issues certain student groups are confronted with, recognizing a lacking sense of belonging as a reason for academic (under)performance, but mostly, enabling them to come up with strategies to cope with students' various needs without "othering" them. Dealing with their own unconscious bias and illuminating the role of stereotype threat is of central importance as well. Participants are encouraged to reflect on their own unconscious bias and to concentrate on establishing an empathetic environment without othering certain students by explicitly "supporting" them. Reflective journals containing useful questions to reflect on the input individually and at the users' own pace are provided as a download.

The success of the training depends heavily on the ability to facilitate exchange and discussion between participants to be able reflect on one's own perspective but also – quite simply – to receive advice in how to deal with challenging situations regarding student diversity from other participants and listen to their experiences. As suggestions from (international) colleagues in the same situations are valued most by participants, the focus of the training is put on (international) exchange and discussion across different universities as well as across the two different working spheres of administration and teaching personnel.

This training programme can be adapted in scope and length. Thus, it can be adjusted to the needs and background of participants.



Roles

Overall moderation - guiding and keeping discussion on topic; linking all modules

Module facilitators: responsible for the facilitation of one (or more) modules

(Graphic recording, taking pictures)



Schedule

First Day

Time	Topics	Method	To do material	Who?
9 AM – 10 AM	<p>CHECK-IN (Time to settle in, to get to know the premises, to start conversation with attendees, checking technical facilities, etc.)</p> <p>Feed-In: Approach workshop attendees (on a bilateral basis) to get to know more about their expectations. Ask attendees to answer the following questions (write the answers on sticky notes):</p> <ul style="list-style-type: none"> • What do you want to learn in the staff training? • What questions do you bring for the day? <p>Let participants put their sticky notes on the feedback wall.</p> <p>Notes will stay on the feedback wall throughout the whole training as a frame of reference. Additional notes can be added by participants throughout the training. You can group the notes thematically. It is recommended to check the feedback wall every morning or at the very end of a training day and check together with the audience which questions were answered. Make sure that the notes at the feedback wall are addressed! Participants might feel that their input is not valued if they put it there and it never comes up during the training. Of course, it is also ok to point out that several topics might not be covered (and give reasons for that).</p>	Feedback-Wall	<p>Coffee, Tea Internet: guest accounts (wifi) Guest laptops</p> <p>Pin board and sticky notes, (different sizes, colours), pens</p>	<p>Workshop conveyors should be present from 9 am onwards for questions and support.</p> <p>At least one person from the team should collect expectations.</p>



<p>10 AM – 10.45 AM</p>	<p>Welcome and getting to know each other Overall welcome on behalf of the workshop conveyors</p> <p>Icebreaker (Welcome Bingo, 35 min): Each participant gets the bingo template. Each participant should look out for other participants who meet the requirements described in the bingo template (e.g., can count in Spanish, owns a dog, etc.). The aim is for everyone to chat to as many attendees as possible within the given time. After the exercise the moderator asks how many fields could be tackled (starting from 10 fields going up to as many as necessary).</p>	<p>Welcome-“Bingo” (Annex 1)</p>	<p>Printed out templates for the bingo (see Annex 1)</p>	<p>Moderator</p>
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<p>10.45 AM – 12.30 PM</p>	<p>Module 1: Diving into the theoretical framing of student belonging - Introduction and thematic overview E-learning course refreshment</p> <p>Part 1: Presentation: Refreshing the concepts of belongingness, othering, stereotype threat and unconscious bias. The presentation is based on the e-learning course. The module facilitator refers to the e-learning course (OER) Enhancing a sense of belonging in higher education (for administrative staff) Enhancing a sense of belonging in higher education (for teaching staff)</p> <p>Part 2: Participants get together in groups of 4. They can either focus on “unconscious bias/discrimination” or on “othering/stereotype threat”. Each group is supposed to create a placemat (see Annex 2)</p> <p>Option A: Group work “unconscious bias/discrimination”</p> <ol style="list-style-type: none"> 1. Refresh some of the aspects of the E-Learning course on your own. In the e-learning, go to: Theoretical foundations → Unconscious bias 2. Think about the following questions on your own (20 min): <ul style="list-style-type: none"> • Which biases do I think I hold? • Where does discrimination begin for me? • When was I discriminated against?/ When did I discriminate? 3. Discuss these questions in the group and visualize the result on the flipchart/placemat (45 min). 	<p>Presentation (content)</p> <p>Create a placemat on the chosen topic (drawing, folding, gluing, writing...). Answer the reflective questions: THINK individually [20 min], SHARE (with a group up to four members) [45 minutes]</p>	<p>Task description Prepare flipcharts and sheets for placemats (see Annex 2) Provide materials for the placemat: glue, scissors, coloured paper, different pens, etc. Choose a reflective question (or some reflective questions) for the placemat exercise.</p> <p>Pinboards, pins</p>	<p>Module facilitator</p>
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	<p>Option B: Groupwork “othering/stereotype threat”</p> <ol style="list-style-type: none"> 1. Refresh some of the aspects of the e-learning course. Go to: Theoretical foundations → Othering & Stereotype threat as barriers to belonging 2. Think about the following questions on your own (20 min): <ul style="list-style-type: none"> • Can you recall circumstances when you felt othered? • Can you recall circumstances when you othered? • Have you witnessed effects of stereotype threat in your daily practice? If so in what way? Could you think of situations that might trigger stereotype threat in your institutions? 3. Discuss these questions in the group and visualize the result on the flipchart (45 min). <p>Pin the flipchart (placemat) on a wall to build a “gallery”. Give the participants a chance to see the work of the other groups (and if time even discuss the “pieces of art” within the plenary).</p>			
<p>12.30 PM– 1.30 PM</p>	<p>LUNCH</p>	<p>With Gallery Walk: Lunch time is one hour in order to give participants the possibility to eat, relax and also get in conversation with other participants. Inform participants that the gallery is open for everyone and encourage them to discuss the outputs.</p>	<p>Lunch Idea and question wall (pinboards with pinned outputs – placemat, feed-in, etc.)</p>	



<p>1.30 PM – 4.00 PM</p>	<p>Module 2: Create an empathetic environment.</p> <p>Part 1: Tandem Walk [45min] Walk in pairs around the campus and discuss the questions on the prompt cards that were handed out.</p> <ul style="list-style-type: none"> - What am I a part of? To what do I belong? - What makes me feel I belong? - What is important for me when interacting/collaborating with others? - What does that have to do with strengthening belonging in my role at my institution? <p>Sneak peek into walk discussion: You could ask participants to share insights from the walk on post-its.</p> <p>Part 2: Empathetic practice [90 min]</p> <ol style="list-style-type: none"> 1. PPT slides to introduce the session 2. Creating a collective word-cloud in groups: write down as many words and phrases as you can think of when you think of the word “empathetic practice”. Each groups feeds their words/phrases into the collective word cloud creator and then look at the collective result and discuss different understandings of these terms. 3. Empathetic practice slides 4. The importance of meaningful relationships and meaningful environments are discussed. Discussion cards 	<p>Walk and talk [45 min]</p> <p>Presentation (input) Case studies and discussion cards (practice transfer).</p>	<p>Part 1: Task description: Create prompt cards (see Annex 3)</p> <p>Part 2: Prepare presentations Choose a suitable word cloud creator. Prepare task descriptions, discussion card (see Annex 4), case studies (see Annex 5) Provide pens</p>	<p>Module facilitator</p>
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	<p>incl. questions are provided. Mindmap each card (see Annex 4), discuss case studies within groups (see Annex 5)</p> <p>Meaningful relationships - Discuss:</p> <ul style="list-style-type: none"> - How do you build meaningful relationships with your colleagues and the students that you support/teach? - Why is it important? Why is it important to you? - How do meaningful relationships help to create an effective learning environment? - How do they help to develop a sense of belonging? <p>Meaningful environment - Discuss: Why the environment matters too – how do spaces, places, objects and people’s bodies affect relationships and a sense of belonging? Think about your own institution and how the spaces and places, objects and people/bodies support or hinder a sense of belonging for yourselves and the students that you support or teach.</p> <p>Case studies in groups: select a case study from the table and discuss your responses. Group feedback and share ideas/responses and some of the experiences (examples see Annex 5)</p> <p>Part 3: Conclusions and thoughts from the day [15 min]</p> <ul style="list-style-type: none"> - Next steps – what might you take forward with you into your own practice/roles? - Aha moment – post-it on wall 	<p>Conclusion Wall (lessons learned): write down an AHA-moment</p>	<p>Pinboard, sticky notes, pins, pens</p>	
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4.00 PM – 5.00 PM	CHECK-OUT <ul style="list-style-type: none"> - Look at the outputs that have already been created (walls) - Discuss some thoughts/ideas - Brief outlook to one of the next day's modules: Peer consulting groups. Participants are asked to think about cases for the peer consulting groups which they would like to discuss with workshop participants 			Moderator, all
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Second day

Time	Topics	Methods	To do material	Who?
9 AM – 10 AM	CHECK-IN (Time for conversation and group appointments, looking at the outputs) Technical Support/Check		Coffee, Tea Input walls (output from the first day)	Workshop team is there from 9 AM for questions and support.
10 AM – 12.30 PM	Module 3 - Studios (thematic input describing some of the ENTRANTS outputs and their relevance for building a sense of belonging) 3 topics (studios) are offered. Participants are asked to choose 2 out of 3 topics STUDIO 1: Results from a European wide survey dealing with beginner students' sense of belonging and the first-semester experience (results are presented, implications are discussed). For more information on this topic see survey report on https://entrants.eu/)	A studio is a short – one hour – session providing insight into a topic and providing space for discussion and exchange. One hour studio – 15 minutes break – one hour studio – conclusions (plenary)	Prepare Inputs (presentations, questions for discussion, etc.)	Module facilitators



	<p>STUDIO 2: Online support for students (interactive student app, online platform). Discussion on the importance of anonymous, easily accessible, low level support. As an example see https://kompass.fh-ooe.at/en/fh-oo-compass/</p> <p>STUDIO 3: Community Building course Course curriculum, learning outcomes and impact of a newly developed online community course are presented and learnings are discussed</p>			
12.30 PM– 1.30 PM	LUNCH			
1.30 PM – 4.00 PM	<p>Module 4: Peer-Consulting groups Solving problems together. Important note in the beginning: Whatever is discussed in here is strictly confidential!</p> <ol style="list-style-type: none"> 1. Participants are asked to note down cases they would like to discuss on sticky notes. 2. Collecting cases, cases are briefly presented, participants vote for the three topics they are most interested in 3. 3 cases which were chosen most often will be discussed. 4. Participants decide which group they would like to join – splitting up into groups <p>For the peer consulting process, the following course of action is necessary to be followed:</p>	Two times one hour peer-consulting in up to three parallel groups	Task description (see Annex 6), small sticky points to vote for the presented cases	Module facilitator



	<ol style="list-style-type: none"> 1. The advice seeker describes the situation they want to work on as precisely as possible 2. The participants only listen and ask clarifying questions if necessary. No discussion yet! 3. Peers describe similar situations from their own experience 4. Problem analysis 5. Peers collect possible solutions 6. Feedback from the advice seeker on suggestions 			
4.00 PM – 5.00 PM	CHECK-OUT <ul style="list-style-type: none"> - Look at the outputs that have already been created (walls) - Discuss some thoughts/ideas 			Moderator, all

Third day

Time	Topics	Methods	To do material	Who?
9 AM – 10 AM	CHECK-IN (Time for conversation and group appointments, looking at the outputs) Technical Support/Check		Coffee, Tea Walls	Workshop team is there from 9 AM for questions and support.
10 AM – 1.00 PM	Module 5: Promoting Well-Being through the Resilience Self-Assessment Tool Introduction/Presentation: Workplace-Health-Promotion, Work-Life-Balance, Mental Health & Resilience at University	Presentations (content) Online self-assessment Exercises (trying out methods) Group feedback	Presentation with input on mental health and resilience in HE. Links to self assessment Laptops, phones (to do the survey)	Module facilitator



<p>Self-Assessment: Try out the Resilience Self-Assessment. It is accessible via the following links: English: https://ex9937.customervoice360.com/uc/self-assessment/?a=en_GB German: https://ex9937.customervoice360.com/uc/self-assessment/?a=de_DE</p> <p>Presentation: Self-Assessment Constructs - Information about mindfulness, procrastination, self-compassion, belongingness.</p> <p>Trying out methods to improve mindfulness, procrastination, self-compassion, resilience, well-being. e.g., 7 steps to cure procrastination Tender self-compassion break Raisin meditation</p> <p>Discussion, Brainstorming, Feedback and Reflection within 4 groups dealing with different constructs of the self-assessment: Mindfulness, self-compassion, procrastination, belongingness</p> <ul style="list-style-type: none"> • What can I do (or have I done) to help promote mindfulness/self-compassion/procrastination/belongingness in myself? • What can I do (or have I done) to help promote mindfulness/self-compassion/procrastination/belongingness among students? <p>Participants are asked to use the padlet that was set up for them to note down their ideas.</p>		<p>Prepare methods to improve well-being Padlet for collecting feedback (link)</p>	
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<p>1.00 PM- 2.00 PM</p>	<p>Feedback and Closing Checking feed-in questions/expectations (which were noted in the beginning) once more. Discussion of open questions. Participants are asked to deal with the following questions and note some words down on sticky notes:</p> <ul style="list-style-type: none"> • What is your learning outcome? • What do you take with you? • What do you leave? <p>Feedback is collected on another pin board. Time for filling in the standardized evaluation survey Closing circle</p>	<p>Reflection and feedback</p>	<p>Link to standardized feedback Sticky notes and pens for qualitative feedback Pin board, pens, pins</p>	<p>Moderator</p>
<p>2.00 PM– 3.30 PM</p>	<p>Lunch and Check-Out Discussing open questions (bilaterally)</p>		<p>Snacks and coffee</p>	<p>all</p>



Annex 1: Welcome Bingo (Check-In)

Get a coffee or tea and find a colleague who fits a sentence on the board and add their name.

Each person you talk to may be used only four times.

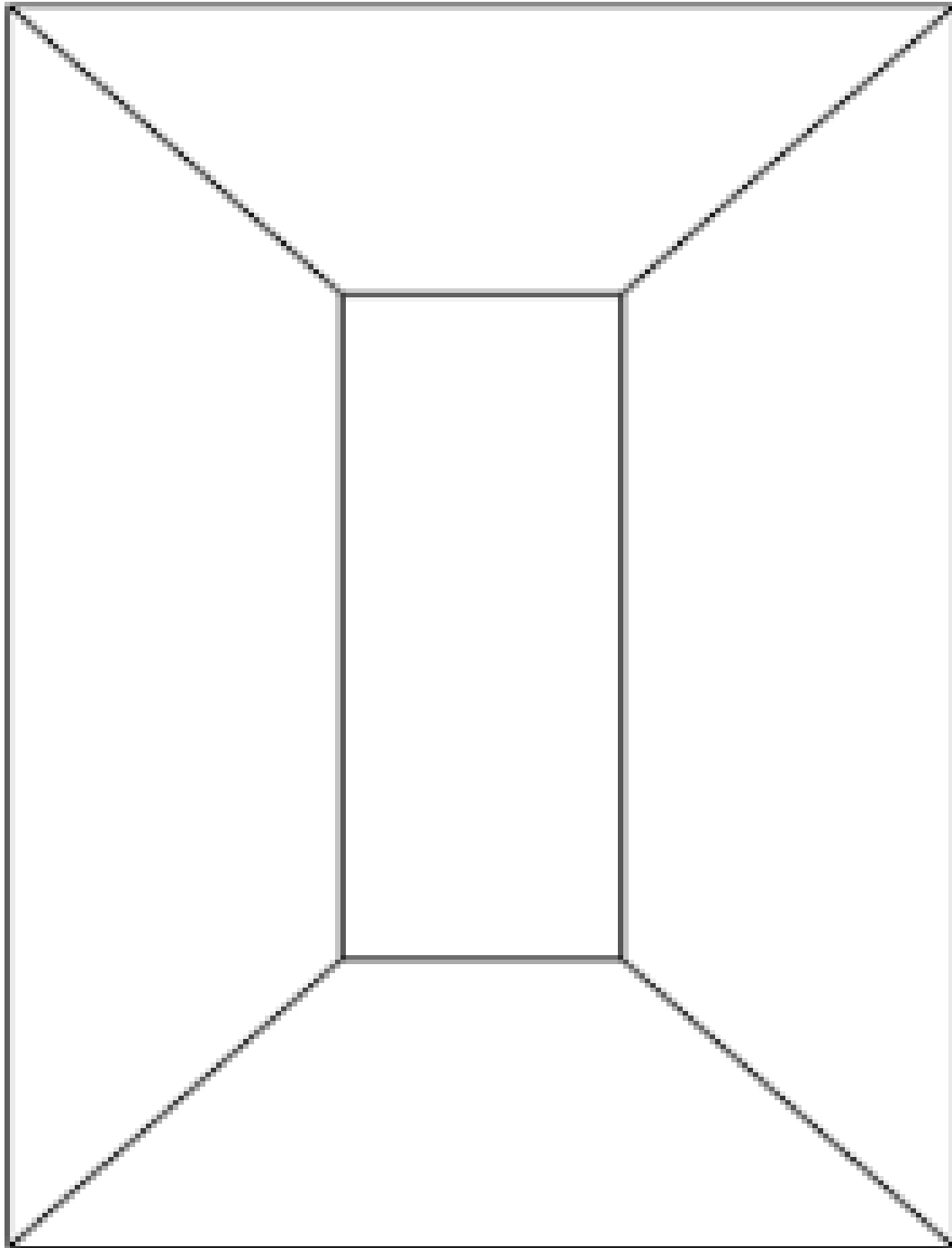
We will ask you at the end how many matches you found.

Find someone who was born in another country. NAME:	Find someone who has seen more than 8 universities from the inside. NAME:	Find someone who belongs to a sports club. NAME:	Find someone who is always looking for something lost (keys, pens,...). NAME:	Loose at the game "Rock, Paper, Scissors" three times. NAME:
Find someone who was born in the same month as you. NAME:	Teach someone your signature dance move and learn theirs. NAME:	Share what you wanted to be when you grew up. NAME:	Find someone who has taught other students during their studies. NAME:	Find someone with a weird hobby. NAME:
Find someone who has changed their studies. NAME:	Find someone who has already been told that they can't do math. NAME:	Find someone who has done Interrail. NAME:	Find someone who has lived in another country for more than one month. NAME:	Share with someone your favorite childhood game. NAME:
Find someone who has been on holiday recently. NAME:	Talk about your favorite place at university. NAME:	Find someone who has done somethings cool last winter. NAME:	Find someone who has more than one pet at home. NAME:	Find someone who speaks 3 or more languages. NAME:
Find someone who can count to 10 in Spanish. NAME:	Find someone who has a sports trophy. NAME:	Find someone recommending a book that you would like to read. NAME:	Find someone who is vegetarian. NAME:	Find someone who knows a good joke (and proves it). NAME:



Annex 2: Placemat template

A Placemat is used within a group of 4 persons. First, each participant responds to the respective questions in his own part. In the next step, individual ideas are discussed. Then as a group participants agree on one or more responses to be written in the central box.



Annex 3: Tandem Walk Prompt Cards

<p>What am I a part of? To what do I belong? What makes me feel I belong? What is important for me when being/collaborating with others? What does that have to do with strengthening belonging in my role in my institution?</p>	<p>What am I a part of? To what do I belong? What makes me feel I belong? What is important for me when being/collaborating with others? What does that have to do with strengthening belonging in my role in my institution?</p>
<p>What am I a part of? To what do I belong? What makes me feel I belong? What is important for me when being/collaborating with others? What does that have to do with strengthening belonging in my role in my institution?</p>	<p>What am I a part of? To what do I belong? What makes me feel I belong? What is important for me when being/collaborating with others? What does that have to do with strengthening belonging in my role in my institution?</p>



Annex 4: Discussion card: meaningful relationship/environment

Building meaningful relationships



Meaningful relationships based on meaningful connections and care for self, others and the wider world are fundamental to creating an effective learning environment.

Discuss:

How do you build meaningful relationships with your colleagues and the students that you support/teach?

Why is it important? Why is it important to you?

How do meaningful relationships help to create an effective learning environment?

How do they help to develop a sense of belonging?



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Building meaningful environments



It is not just human relationships that matter but materiality matters too - space, places, objects, bodies and matter within HE learning environments.

Discuss:

Why the environment matters too – how do spaces, places, objects and people’s bodies affect relationships and a sense of belonging? Think about your own institution and how the spaces and places, objects and people/bodies support or hinder a sense of belonging for yourselves and the students that you support or teach.



Scenario 1: Poor attendance

Student A has received a letter from the university about their poor attendance. The student calls your office to explain that they are suffering with a health problem that is making it difficult for them to walk or sit for long periods of time. They have been trying to keep up with their coursework on the virtual learning environment (VLE) but their health is starting to impact.

What would your response be?

What would you do? Why?

Is there anything that you would not do? Why?

How can you show empathy?



Scenario 2: Course query

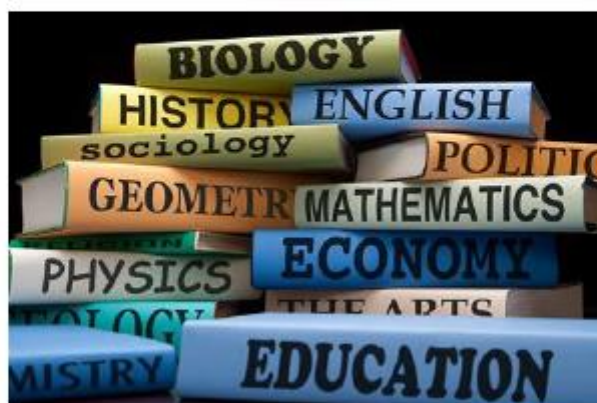
Student B is a mature student who is interested in one of the courses that your university offers but is worried that they do not have the required qualifications to join the course. They are also concerned about how they will pay for the course as they don't know if they are eligible for any financial support.

What would your response be?

What would you do? Why?

Is there anything that you would not do? Why?

How can you show empathy?



Scenario 3: Poor attainment and attendance

Student C is falling behind with assessments and is often absent from taught sessions. The student is due to begin a placement in school as part of their course but emails you to say that the school is too far away and they cannot afford to travel to the school. You arrange to meet with the student who explains that they are a single parent and they have to work part-time to be able to afford to pay for childcare and food and this means that they sometimes have to work shifts when they should be attending university. Their mother provides some childcare. Sometimes they cannot afford the bus fare to university and buy food so often they have to decide whether they attend university or buy something to eat but cannot afford both.

What would your response be?

What would you do? Why?

Is there anything that you would not do? Why?

How can you show empathy?



Scenario 4: Inclusion

Student D You are teaching an English-speaking study programme and have organised the students into groups to carry out some group tasks. You notice that one of the students (Student D) in the group has poor German language skills and yet the group keep switching to German during meetings instead of continuing to speak in English. The student starts to look lost and excluded from the group's discussion.



- What would your response be?
- What would you do? Why?
- Is there anything that you would not do? Why?
- How can you show empathy?

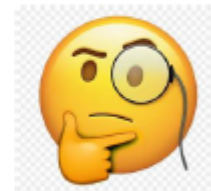


Scenario 5: Study doubts

Student E, 5th semester of Bachelor's teaching degree in mathematics

Student E wants to talk to you about his concerns about becoming a teacher. He is in his 5th semester of studying mathematics and German to become a secondary school teacher. He has earned 120 credits in his studies so far. He has passed all the exams in statistics and calculus but has difficulty working through the exercise sheets for your course. He is worried that he will not pass the exam and doubts his choice of study overall, as he cannot imagine himself as a teacher.

The student describes himself as a committed student who is successful in terms of his exam performance. However, he often feels insecure and not very competent when participating in practice groups and tutorials. He has little contact with his fellow students. He based his choice of study on his experiences as a pupil: he excelled at maths at school and teachers' long holiday periods seemed attractive to him. He just wanted to continue that in his studies. Now he doubts his choice.



What are the issues here that he is experiencing?

What advice might you give to this student?



Scenario 6:

Student F

You have received the following email from a first-year student:

Dear X,

Thank you for your email. I do apologise for not responding earlier. I understand your concerns but I believe my absence is justified. This has been a very hard year for me. During this academic year my mother has been very ill and had to go into hospital. Due to this, I had to look after my sister and support my other sister with her kids as she is a single mother. I have also been struggling financially and I've been unable to support myself this year, which prompted me to apply for the hardship and emergency fund. Even though I received money from the hardship and food from the university food bank, I am still struggling. The money from the hardship was used to pay my debts leaving me with barely any funds for myself. Mentally, physically and financially it has been a bad year. I really want to continue this course and I'm trying my best to persevere. This is my last chance at university. I will be unable to retake my first year if I fail. I am mostly up to date with my assessments. I am having problems with the group projects due to missing some of the sessions. I hope you understand my situation and can assist in this regard. I would love to continue my studies and graduate. I look forward to hearing from you.

Kind regards,
Student F

What are the issues here that he is experiencing?

- What would your response be?
- What would you do? Why?
- Is there anything that you would not do? Why?
- How can you show empathy?



Annex 6: Info Sheet: Peer Consulting Group

Peer consulting group

according to
Heinrich Fallner and
Hans-Martin Gräßlin (2001)
Kollegiale Beratung.
Eine Systematik zur Reflexion des beruflichen Alltags.
2. Auflage. Busch-Fachverlag.

Duration: approximately 45 to 60 minutes



The Peer-Consulting group enables colleagues to mutually reflect on their (teaching) practice.

Its implementation covers specific phases, the following description of the implementation serves as a support for the colleagues' group.

Before starting, it is helpful to appoint a **timekeeper**, a **discussion leader**, and a **recorder** in the group. The implementation follows the system of Fallner and Gräßlin (2001).



Phase 0 Collecting and selecting cases

Please select a case (from your teaching experience) on which you would like to seek collegial advice.

Please write down a short description of the case on a cue card and pin it to a presentation board. Briefly present your case to the plenary.

Now each participant can give three points to the cases and select the case or cases that interest them the most.

The cases with the highest points will be discussed afterwards.

Phase 1 Detailed description of the situation

The advice seeker describes the situation that should be advised on as precisely as possible ...

"I would like to work on the following situation".

... and then states exactly their ambition:

"I am especially interested in ..." (e.g. feedback, assessments, alternative actions ...)

The consultants listen and ask comprehension questions.

Phase 2 Describing similar situations

The consultants describe similar situations from their own teaching/work situation.

The advice seeker listens.

Phase 3 Problem analysis

Consultants: What is the problem?

How can the problem be explained?

How can the problem be understood?

If necessary, the advice seeker listens and responds to specify the question/problem.



Phase 4 Collecting proposed solutions

The consultants collect proposed solutions (related to the concrete situation).

One consultant notes down the suggestions on the flip chart.

In this phase, there is no discussion or evaluation of the suggestions.

Phase 5 Collecting proposed solutions

The advice seeker: "Did I get answers to my question?"

"What can I imagine trying out?"

If applicable, consultant: "What did I gain from the casework itself?"



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