

Coaching and Diversity (H001977)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Course size	<i>(nominal values; actual values may depend on programme)</i>			
Credits 3.0	Study time 90 h	Contact hrs	25.0 h	
Course offerings and teaching methods in academic year 2022-2023				
A (year)	Dutch	Gent	guided self-study	7.5 h
			seminar	10.0 h
			fieldwork	7.5 h

Lecturers in academic year 2022-2023

De Schauwer, Elisabeth	PP10	lecturer-in-charge
Van Keer, Hilde	PP06	co-lecturer

Offered in the following programmes in 2022-2023	crdts	offering
Bachelor of Science in Engineering Technology (main subject Civil Engineering Technology)	3	A
Bachelor of Arts in Archaeology	3	A
Bachelor of Science in Business Administration	3	A
Bachelor of Science in Business Economics	3	A
Bachelor of Science in Economics	3	A
Bachelor of Science in Engineering: Architecture	3	A
Bachelor of Science in Public Administration and Management	3	A
Master of Science in Teaching in Arts and Humanities (main subject Art History, Musicology and Theatre Studies)	3	A
Bridging Programme Master of Science in Industrial Engineering and Operations Research	3	A
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Master of Science in Electrical Engineering (main subject Communication and Information Technology)	3	A
Master of Science in Electromechanical Engineering (main subject Control Engineering and Automation)	3	A
Master of Science in Business Engineering (main subject Data Analytics)	3	A
Master of Science in Electromechanical Engineering (main subject Electrical Power Engineering)	3	A
Master of Science in Electrical Engineering (main subject Electronic Circuits and Systems)	3	A
Master of Science in Business Engineering (main subject Finance)	3	A
Master of Science in Industrial Engineering and Operations Research (main subject Manufacturing and Supply Chain Engineering)	3	A
Master of Science in Electromechanical Engineering (main subject Maritime Engineering)	3	A
Master of Science in Electromechanical Engineering (main subject Mechanical Construction)	3	A
Master of Science in Electromechanical Engineering (main subject Mechanical Energy Engineering)	3	A
Master of Science in Business Engineering (main subject Operations Management)	3	A
Master of Science in Industrial Engineering and Operations Research (main subject Transport and Mobility Engineering)	3	A
Master of Science in Biomedical Sciences	3	A
Master of Arts in Art History, Musicology and Theatre Studies	3	A
Master of Science in Chemical Engineering	3	A

Master of Science in Chemical Engineering	3	A
Master of Science in Civil Engineering	3	A
Master of Science in Civil Engineering	3	A
Master of Science in Computer Science Engineering	3	A
Master of Science in Computer Science Engineering	3	A
Master of Science in Conflict and Development Studies	3	A
Master of Science in Engineering Physics	3	A
Master of Science in Engineering Physics	3	A
Master of Science in Fire Safety Engineering	3	A
Master of Science in Industrial Engineering and Operations Research	3	A
Master of Science in Machine and Production Automation Engineering Technology	3	A
Master of Science in Sustainable Materials Engineering	3	A
Ghent University Elective Courses	3	A
Ghent University Elective Courses	3	A
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Teaching languages

Dutch

Keywords

community service learning, coaching, tutoring, diversity, mentoring

Position of the course

This course is optional and accessible for all University students.

Students get opportunities - within a community service learning framework - to practice and expand their coaching competencies in peer-to-peer support.

While looking for local/small/particular solutions for needs in fellow students at our University we try to motivate students to built bridges between research, theory building and practical solutions for diversity challenges in Higher Education.

Contents

We will work with following topics:

- Situate diversity in a broad sense in our society
- Coaching-, mentoring- and support processes and competencies

Initial competences

No specific initial competencies are required.

Final competences

- 1 Students define (in dialogue with the mentee) the specific question(s) of the mentee.
- 2 Students are able to formulate (in dialogue and with support) a coaching trajectory.
- 3 Students are able to situate the variety in diversity.
- 4 Students can realize (with support) specific coaching activities.
- 5 Students are able to built a portfolio.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Guided self-study, fieldwork, seminar

Extra information on the teaching methods

- Coaching of one or two mentees
- Working around diversity, coaching and mentoring in lessons and online platform
- Involvement in supervision with other mentors
- Reflection on coaching and your own position as coach in assignments in an online portfolio

Learning materials and price

Reader with Dutch and English learning material.

Cost: 20 EUR

References

- EILEEN CARNELL, JACQUI MACDONALD en SUSAN ASKEW, Coaching and Mentoring in Higher Education: A Learning-centered Approach, London, Institute of Education University of London, 2006, 32.
- LOIS J. ZACHARY, The Mentor's Guide: Facilitating Effective Learning Relationships, San Francisco, Jossey-Bass, 195
- Fletcher, S.J, & Mullen, C.A. (Eds) (2012). Mentoring and Coaching in Education. Los Angeles: SAGE
- Kochan, F. K., & Pascarelli, J. T. (Eds). (2003). Global perspectives on mentoring. Transforming contexts, communities, and cultures. Greenwich: Information Age Publishing
- Almaci, M. et. Al. (2007). Alloctonen in het Hoger Onderwijs. Factoren van studiekeuze en studiesucces bij alloctone eerstejaarsstudenten. Vlaamse Overheid: Brussel.
- Universal Design for Learning, zie: <http://www.cast.org/udl/>
- Jackson, A. en Mazzei, L. (2012). Thinking with Theory in Qualitative research. Viewing data across multiple perspectives. Routledge: Oxon
- Vertovec, S. (2015 Routledge International Handbook of Diversity Studies, London and New York: Routledge

Course content-related study coaching

- interactive support using Minerva;
- by appointment.

Evaluation methods

continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Examination methods in case of periodic evaluation during the second examination period

Examination methods in case of permanent evaluation

Portfolio, assignment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible in modified form

Extra information on the examination methods

The evaluation is based on the quality of the portfolio and the practice based work.

Calculation of the examination mark

60% of the score based on the evaluation of the portfolio.

40% of this core based on the evaluation of the practice based work.

The final score is the weighted average of the components of the evaluation. Students can only pass for this course if they achieve a minimum of 10/20 for each component.

Facilities for Working Students

We can discuss all necessary reasonable accommodations