

## Coaching and Diversity (H001977)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 3.0**

**Study time 90 h**

**Course offerings and teaching methods in academic year 2023-2024**

A (Year)	Dutch	Gent	seminar
			independent work

B (Year)	Dutch	Gent
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**Lecturers in academic year 2023-2024**

Carette, Lieve	PP10	staff member
De Schauwer, Elisabeth	PP10	lecturer-in-charge
Van Keer, Hilde	PP06	co-lecturer

**Offered in the following programmes in 2023-2024**

	<b>crdts</b>	<b>offering</b>
Bachelor of Science in Engineering Technology(main subject Civil Engineering Technology)	3	A
Bachelor of Arts in Archaeology	5	A, B
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)	5	A, B
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 (Double Degree)(main subject Finance)	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 (Double Degree)(main subject Operations Management)	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	5	A, B
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 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 Materials Engineering	3	A
Master of Science in Sustainable Materials Engineering	3	A
Ghent University Elective Courses	3	A
Ghent University Elective Courses	3	A
Ghent University Elective Courses	3	A
Ghent University Elective Courses	3	A
Ghent University Elective Courses	3	A
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Ghent University Elective Courses	3	A

### Teaching languages

Dutch

### Keywords

community service learning, coaching, tutoring, diversity, mentoring

### Position of the course

There is a session A (3 ECTS) where we focus on peer support of students with diversity characteristics within UGhent. Session A is a Ghent university elective course.

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 encounters with fellow students with diversity characteristics at UGhent we try to motivate students to build bridges between research, theory building and practical solutions for diversity challenges in higher education.

In session B (5 ECTS, only for students from Arts and Philosophy), course-specific coaching is added to the peer support.

### 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.

Session B requires that mentors have acquired 60 credits from the first model track year of the undergraduate programme from the Faculty of Arts and Philosophy in which they wish to serve as a mentor. For the first bachelor course for which the mentor will coach a group of mentees, a mark of at least 12/20 is 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 (Only for session B)

Students are able to coach mentees for course-specific coaching.

### 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

Seminar, Practical, Independent work, Peer teaching

### Extra information on the teaching methods

Session A:

- Coaching of one or two mentees
- Working around diversity, coaching and mentoring in introductory lesson and online learning paths
- Involvement in supervision with other mentors guided by student-supervisors
- Reflection on coaching and your own position as coach in assignments and activities

Session B:

Session A will be supplemented with additional teaching methods for 2 ECTS. Mentors are asked to have one hour of weekly contact with their mentee(s) for 10 mentor weeks in the first or second semester. It is estimated that the weekly contact will take around 20 hours of preparation from the mentor. The Faculty of Arts and Philosophy will organize two interventions of two hours each. In addition, mentors will spend 3 hours on a reflection report of the coaching assignment. Mentors can contact the teaching staff of the relevant programme (or if appropriate: the relevant course unit) with questions on course-specific coaching matters.

### Learning materials and price

Reader with Dutch and English learning material.

Cost: 20 EUR

### References

- Carnell, E., Macdonald, J. & Askew, S. (2006) *Coaching and Mentoring in Higher Education: A Learning-centered Approach*, London, Institute of Education University of London, 32.
- Reid & Fielding (2007) *Providing support to young people: A guide to interviewing in helping relationships*. Routledge
- Fletcher, S.J, & Mullen, C.A. (Eds) (2012). *Mentoring and Coaching in Education*. Los Angeles: SAGE
- Brookhart, S.M. (2008). *How to give effective feedback to your students?* Association for Supervision and Curriculum Development Alexandria: Virginia
- Vertovec, S. (2015) *Routledge International Handbook of Diversity Studies*, London and New York: Routledge
- Taxonomie Bloom: Bloom, B. (1956). Bloom's taxonomy.
- Danger of a single story Chimamanda: Adichie, C. N. (2009). *The danger of a single story*.
- Davies, B., & Gannon, S. (Eds.). (2009). *Pedagogical encounters* (Vol. 33). Peter Lang. (difference & differentiation) (staat opgeladen op ufora)
- Pintrich, P. R., & Zusho, A. (2007). Student motivation and self-regulated learning in the college classroom. *The scholarship of teaching and learn* want staat gedeeld online en verwijst naar model van Pintrich (2000, 2004) ZRL
- Weinstein, C. E., J. Jung, and T. W. Acee. "Learning strategies." *Learning and cognition in education* (2011): 137-143.

### Course content-related study coaching

- transdisciplinary supervision groups guided by student-supervisors
- interactive support using Ufora
- by appointment

### Assessment moments

continuous assessment

### Examination methods in case of periodic assessment during the first examination period

## **Examination methods in case of periodic assessment during the second examination period**

### **Examination methods in case of permanent assessment**

Assignment

### **Possibilities of retake in case of permanent assessment**

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 assignment and participation on the supervisions and activities.

### **Calculation of the examination mark**

The score is based on the evaluation of the assignments and peer-evaluation on the supervisions/activities.

### **Facilities for Working Students**

We can discuss all necessary reasonable accommodations