

Staff and Student Development Resources

Output 13

Multiplier event, 14th July 2021 (11.35u-11.50u)

By Artevelde University of Applied Sciences

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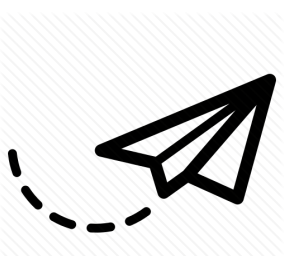
Prompts



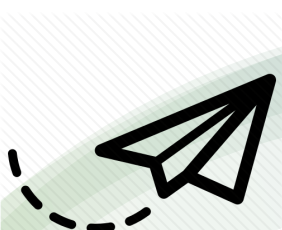
Communication



Action



1. Which **conditions communication** with students must meet to ensure
 - that students are made sufficiently aware of their situation,
 - that they are stimulated to take action to improve,
 - and that they understand the importance of their actions?
2. How **data and learning analytics** can be used in communication with students?
3. To **which point**?



Current situation, strenghts & challenges

- [Summary Report Output 6](#)
- [Individual Reports Output 6](#)

Literature review study advising

- [Report Output 4](#)

Case studies

- [Summary Report Output 9](#)
- [Individual Reports Output 9](#)
- Summary Report Output 12 (soon online)
- Individual Reports Output 12 (soon)



Current situation, strenghts & challenges

- [Summary Report Output 6](#)
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Literature review study advising

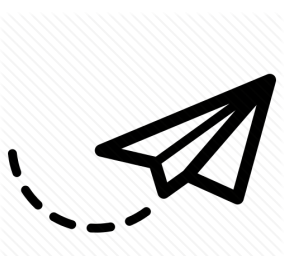
- [Report Output 4](#)

Case studies

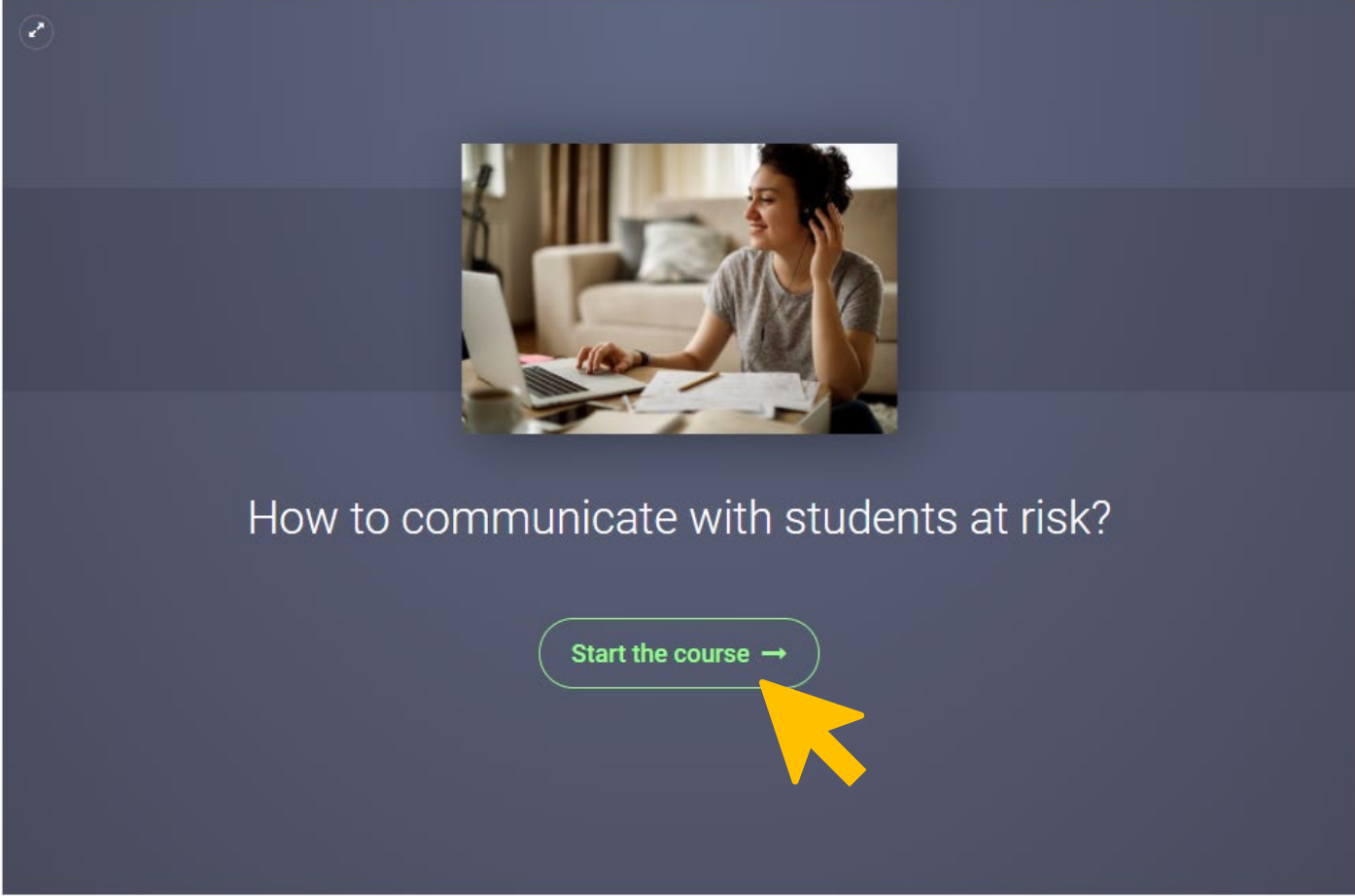
- [Summary Report Output 9](#)
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- Individual Reports Output 12 (soon)

Tools

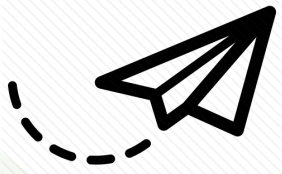
- How to communicate to students at risk
- Four questions to offer a student a warm referral to more specialized help



Tool 1: Communicating with students at risk



A screenshot of a dark blue course page. At the top left is a small share icon. In the center is a photograph of a woman with dark hair, wearing a grey t-shirt, sitting at a desk with a laptop and talking on a mobile phone. Below the photo, the text "How to communicate with students at risk?" is displayed in white. Underneath the text is a green button with the text "Start the course →" and a yellow mouse cursor pointing at it. In the bottom left corner, there is a "Reuse" icon and text, and in the bottom right corner, there is an "H-P" icon.



Tool 1: Communicating with students at risk

How to communicate with students at risk? Proceed >

How

there is
meeting
likely to

Further
more e
NTU-st

Want to kn
information on the research design, the methodology and the detailed results.

Which medium for contacting students would you consider?

- I would contact my student by email. →
- I would contact my student by telephone. →
- I would send a letter to my student. →
- I would contact my student via an administrative platform the students and staff members are familiar with. →

Reuse H-P




Tool 1: Communicating with students at risk

How to communicate with students at risk? Proceed »

However...

there is meeting likely to

Further more e NTU-st



Excellent choice!

Proceed »

Want to know more about how we came to these conclusions? Just click on the links in square brackets. They will take you to our [reports](#) containing all information on the research design, the methodology and the detailed results.

Reuse

How to communicate with students at risk? Proceed »

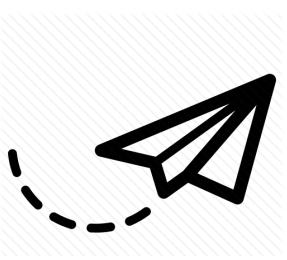
Excellent choice!

Email seems to make the most sense to communicate with students, because it is a **workable and an accustomed method of communication!** [read full report, O4]

When students were asked in the NTU's Student Transition Survey 2019 how they would like to be contacted if the dashboard shows they might be in need, students were most likely to say they would like to be contacted by email **to their institution's email address** (83%). Recent interviews with NTU- and Artevelde students confirms this and adds that students perceive the communication by email as an added value compared to communicating through an administrative platform, like their student tracking system (SVS) or their dashboard. According to some, the communication is more clear, more transparent, and more structured. [read AHS-report 09 & NTU-report 09/B]

Want to know more about how we came to these conclusions? Just click on the links in square brackets. They will take you to our [reports](#) containing all information on the research design, the methodology and the detailed results.

Reuse H-P



Tool 1: Communicating with students at risk

Guidelines	
Timing 04, NTU 09/B,D	<ul style="list-style-type: none">- 10 days? 14 days? 21 days?- Differentiation
Messenger 04, AHS 06,09, NTU 09	<ul style="list-style-type: none">- Institution? Personal tutor? Dashboard member?
Medium AHS 09, NTU 09/B,C	<ul style="list-style-type: none">- Dashboard? Telephone? Email? Letter?- One medium or differentiation?
Content AHS 09,12 NTU 09/B	<ul style="list-style-type: none">- Address personally?- Personal or group communication?- Tone?- Include aids & tools?- With learning analytics or without?
Follow up 04, NTU 09/B,C, AHS 012	<ul style="list-style-type: none">- Initial communication sufficient?- Importance conversation?- Content?



Tool 1: Communicating with students at risk

1. **When** do you intervene?
2. **Who** should contact the student?
3. **Which medium** for contacting students would you use?
4. Would you **vary** your methods of communication?
5. How would you **address** your student?
6. What **tone** do you adopt in your communication?
7. **What** will you say?
8. Do you reference the **data source** that causes you to reach out?
9. After this initial communication, would you schedule a real **conversation** with your student?
10. Would you include insights from **learning analytics** in this conversation with your student?

How to participate?



WEB

- 1 Connect to www.wooclap.com/OFLA
- 2 You can participate



Current situation, strenghts & challenges

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Literature review study advising

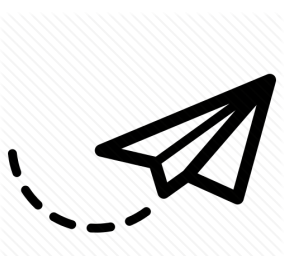
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Case studies

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Tools

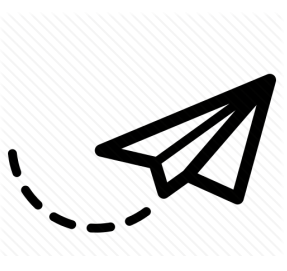
- How to communicate to students at risk
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Tool 2: How to offer students a warm referral?

What is a 'good referral'?

1. Targeted referral
2. Warm referral
3. Effective referral



Four questions to offer a student
a warm referral to more specialized help



What do I do?



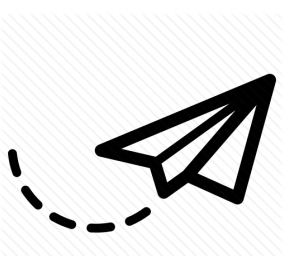
How do I respond?



How do I refer?



What can I expect?



Four questions to offer a student
a warm referral to more specialized help

Watch out
7 conversation killers

A white outline of a banana on a brown background.

What do I do?



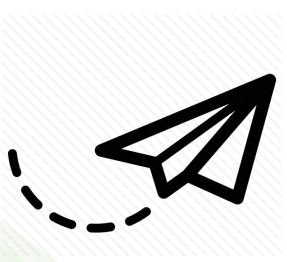
How do I respond?



How do I refer?



What can I expect?



Where to refer to?

Where to refer to?



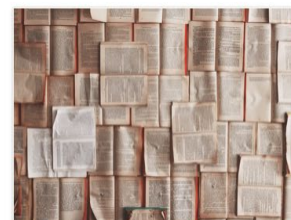
Ik zoek begeleiding bij



mijn functiebeperking



mijn studiemethode



mijn taal



mijn bijzonder statuut



mijn studiekeuze & loopbaan



mijn studievoortgang

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