

## Coaching and Diversity (H001977)

Course size (nominal values; actual values may depend on programme)  
Credits 3.0 Study time 90 h Contact hrs 25.0 h

### Course offerings and teaching methods in academic year 2018-2019

A (year)	Dutch	guided self-study	7.5 h
		fieldwork	7.5 h
		seminar	10.0 h

### Lecturers in academic year 2018-2019

Van Hove, Geert	PP10	lecturer-in-charge
Van Keer, Hilde	PP06	co-lecturer

### Offered in the following programmes in 2018-2019

	crdts	offering
Bachelor of Science in Engineering: Architecture	3	A
Bachelor of Science in Civil Engineering	3	A
Bachelor of Science in Computer Science Engineering	3	A
Bachelor of Science in Chemical Engineering and Materials Science	3	A
Bachelor of Science in Electrical Engineering	3	A
Bachelor of Science in Engineering Physics	3	A
Bachelor of Science in Electromechanical Engineering	3	A
Bachelor of Science in Public Administration and Management	3	A
Bachelor of Science in Business Administration	3	A
Bachelor of Science in Economics	3	A
Bachelor of Science in Business Economics	3	A
Bachelor of Science in Veterinary Medicine	3	A
Bridging Programme Master of Science in Industrial Engineering and Operations Research	3	A
Bridging Programme Master of Science in Fire Safety Engineering	3	A
Bridging Programme Master of Science in Industrial Engineering and Operations Research	3	A
Master of Science in Engineering: Architecture (main subject Architectural Design and Construction Techniques)	3	A
Master of Science in Business Administration (main subject Commercial Management)	3	A
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 Business Administration (main subject Finance and Risk Management)	3	A
Master of Science in Business Administration (main subject HRM and Organizational Management)	3	A
Master of Science in Business Administration (main subject Management and IT)	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 Educational Sciences (main subject Special Education, Disability Studies and Behavioral Disorders)	3	A
Master of Science in Business Administration (main subject Taxation)	3	A
Master of Science in Engineering: Architecture (main subject Urban Design and Architecture)	3	A
Master of Science in Biochemistry and Biotechnology	3	A
Master of Science in Industrial Engineering and Operations Research	3	A
Master of Science in Civil Engineering	3	A
Master of Science in Chemical 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 Fire Safety Engineering	3	A
Master of Science in Industrial Engineering and Operations Research	3	A
Master of Science in Sustainable Materials Engineering	3	A
Master of Science in Engineering Physics	3	A
Master of Science in Chemical Engineering	3	A
Master of Science in Engineering Physics	3	A
Master of Science in Economics	3	A
Master of Science in Sociology	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

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- and tutoring competencies.

While looking for local/small/particular solutions for diversity challenges in 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:

- History of migration, regulations of residence, participation of specific groups in Higher Education
- Disability awareness

- 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

#### 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.
- Solorzano, D., Ceja, M., Yosso, T. (2000). Critical Race Theory, Racial Microaggressions and Campus Racial Climate: the Experience of African American College Students, The Journal of Negro Education, vol.69, 1/2, 60-73
- 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 the score based on the evaluation of the practice based work.

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.

In order to pass the course students have to obtain a final score of at least 10/20 and have to obtain at least the equivalent of 8/20 on all parts of the evaluation. In that case, final scores of 10/20 and above will be reduced to the highest fail quotation (9/20).

Students will not be deliberated if they obtain an equivalent of 8/20 on at least one part of the evaluation. In that case final scores of 8/20 and above will be reduced to the highest non-deliberative quotation (7/20).