Course Descriptions None 2013-2014

Course Title	Study Coaching Trajectory
Course Code	EBC4099
ECTS Credits	4,0
Assessment	None

Period

Period	Start	End	Mon	Tue	Wed	Thu	Fri
1	2-9-2013	25-10-2013		X		X	
2	28-10-2013	20-12-2013		X		X	
4	3-2-2014	4-4-2014		X		X	
5	14-4-2014	6-6-2014	C				

Level	Advanced
Coordinator	Jeanette Hommes For more information:j.hommes@maastrichtuniversity.nl
Language of instruction	English

Goals

Objectives
The goal of this trajectory is to support the development of learning competencies and encourages reflection on this development. As such, it leads specifically to the development of learning skills, self-regulation and self-management skills.

Didactical concept
The activities in the SCT follow a returning cycle of goal-setting, planning of activities and reflection on study-activities.
Goal setting: based on a self-assessment and an identification of the competencies that wants to be developed, the students develops a personal development plan (PDP)
Planning: based on the goals the student makes up a planning of study-activities and possible resources.
Reflection: The student describes the influence of the activities on the development of the competencies. The acquired or developed competencies are proven. All these elements are part of an individual eportfolio.

The coaches are senior staff members.

Assessment: The portfolio is assessed by a team of assessors (general criterion: is competence development shown?). This team of assessors includes at least one member of the professional field.

Description

Content
Through the Study Coaching Trajectory students are supported in the development of academic competencies as described in the profile of the programme.
Depending on the competencies a student has taken from his/her prior education, his/her personal situation and the educational activities that are offered, students design a personal development and activity plan.

This means that this trajectory focuses on 1. questioning one's own and other's ideas, and 2. giving and receiving feedback in a constructive manner. To reach this goal, the trajectory consists of three levels. First, students design a personal development and activity plan. Then, the SCT offers a development structure in which students obtain insights in their own and other's mental models. Furthermore, a theoretical layer offers students the cognitive understanding of challenging mental models.
The SCT-coaches support students in their plans and encourages critical reflection; in other words, they scaffold the self-regulation of the students.

Literature	no specific handbook. Specific articles when necessary
Prerequisites	No specific prerequisites required
Teaching methods	Assignment / Groupwork
Assessment methods	Final Paper / Oral Exam
Evaluation in previous academic year	For the complete evaluation of this course please click http://iwio-sbe.maastrichtuniversity.nl/rapporten.asp?referrer=codeUM

This course belongs to the following programme / specialisation

Master Management of Learning	Compulsory Courses