



RUHR-UNIVERSITÄT BOCHUM

SKILLS DEVELOPMENT AND SUCCESS MANAGEMENT THROUGHOUT ALL STAGES OF STUDY

Quality Dialogue 2024: “Accessibility, Dropout Rates, Academic Success”

THIS IS WHAT IT'S ALL ABOUT

- How can we prevent dropouts and facilitate successful transitions?
- How should we respond to varying skill levels and prior knowledge?
- What constitutes successful expectation management?
- How can skills be specifically developed?
- What solutions are available for diverse student groups?
- How can we constructively address (perceived) “failure”?

PRACTICAL INSIGHTS

Successfully supporting transitions with regard to skill development and expectation management, taking into account diverse target groups:

- Mental and physical challenges in managing daily life and academic studies
- Drops in academic performance resulting from failure, anxiety, crises of self-esteem and identity, etc.
- Educational background, situations faced by first-generation college students, educational history
- International studies
- Immigration history
- Specific situations faced by women*, men*, trans*, and inter* individuals
- Double burden of caregiving responsibilities and other stressful family matters and relationship issues

(Excerpt from the target group preamble, Peer Quartier)

Student Lifecycle Services Department

KAoA

Next Career
(MKW NRW)

School-
University
Team

University Team
Central Student Counseling

(Career Service, Germany
Scholarships & Alumni
Service)

Young University,
including FWJ

What2study (MKW)

mycareer@RUB (MKW) &
FIT Without Borders
(DAAD)

Financial Aid and Scholarship Counseling

Talent Development Team (Talent Scouting)

Taler tKolleg Ruhr
Hagen (MSB)

& MINTalents (BMBF)

Psychological Counseling Team

Peer Quartier
P2P-Inclusive
Lore Agnes Projects

HIGHLIGHTS

- Expectation Management & Self-Reflection: Counseling & Peers (e.g., RUB Guides) – Digital Tests & Courses
- Academic Orientation: Prevention is key; trying things out (e.g., FWJ), talent scouting to promote equal opportunity
- Accounting for heterogeneity: “Performance/competence in context/thinking from the perspective of talent”
- Skill development before college: extracurricular learning environments such as the Talentkolleg/MINTalents, preparatory courses, tutorials
- Teaching: Peer learning, strengthening collaboration (preventing isolation), fostering academic identity, flexibility in challenging situations
- A culture of feedback from instructors, and: How far does expectation management go?
- Academic advising & (psychological) counseling (self-regulation, stress, test anxiety, doubts, procrastination...)
- “I’m not alone”: through central group offerings in the Peer Quartier
- Highlighting the connection to the professional field, the lasting significance of teacher training
- Only through collaboration and coordination within degree programs/universities and at the transitions to school and work can academic feasibility and success be achieved

EXCHANGE & THESES

- How can we avoid disruptions and facilitate successful transitions?
- How should we respond to varying skill sets and prior knowledge?
- What constitutes successful expectation management?
- How can skills be specifically developed?
- What solutions are available for diverse student groups?
- How can we deal constructively with (perceived) “failure”?