

# Shoot for the moon

## Implementing the Personal Development Plan (PDP) and Mentoring in the Honours Science Track

G.C. (Cornelise) Vreman – de Olde

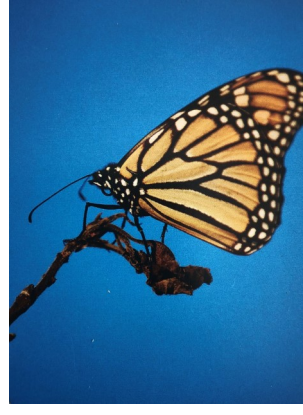
UNIVERSITY OF TWENTE.

### Team

prof.dr.ir. M. Boon  
prof.dr.ir. H.J. Broersma  
prof.dr. M.C. Elwenspoek  
prof.dr. J.L. Herek  
mr.dr. G.J. Hospers  
dr. J. Alers  
dr.ir. G.C. Vreman  
F. Donkelaar  
H. Mülder  
S. Schöttler

### Step 1: Exploring Excellence

- Give students the opportunity to think deeper; give them flexibility so that they are able to play with different situations
- Encourage big ideas
- They want to understand; have critical mind about what is being taught



Card from Talent game

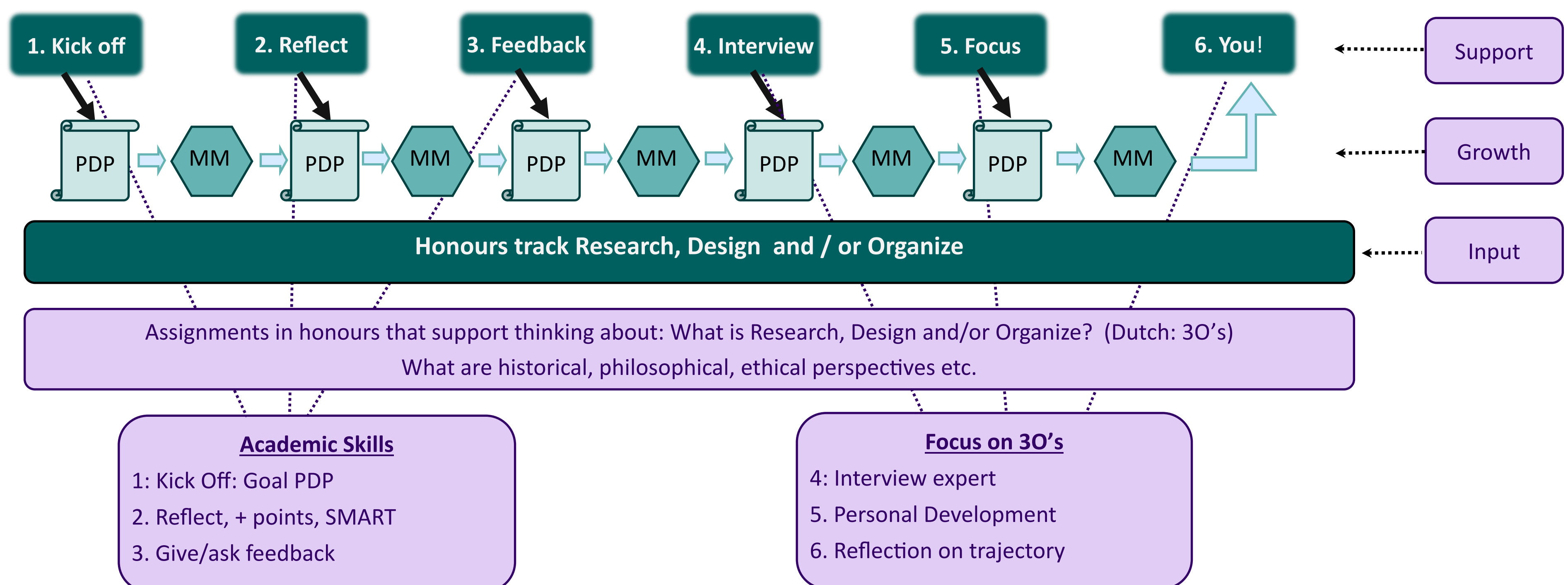
### Step 2: Provide evidence for claim:

*PDP and mentoring in ATLAS support students in Self Directed Learning*

- Literature: PDP and mentoring are tools that stimulate the self-responsibility of students, but need to be combined with reflection [Mittendorf, K. et al (2008)]
- Focus group with ATLAS students: “PDP is helpful in structuring the program and in the assessment of learning”

### Step 3: Design of intervention: PDP and Mentoring for the Honours Program

(recommendation, based on this study)



PDP: Personal Development Plan; MM: Mentor Meeting. Three O's: Onderzoeken = Research, Ontwerpen = Design, Organiseren = Organize

Workshops to Support students in how to write and reflect on PDP; Mentor group meetings to discuss Growth;

Input: Focus on academic skills in quartile 1-3; Focus on one of three O's in quartile 4-6;

Honours track as input for the development in one of the three O's (in progress)

### Step 4: Results of implementation

- Two Manuals: students and for mentors
- Three Workshops: Kick off; How to reflect and improve; How to give feedback
- Intervision sessions with mentors
- Redesign for second cohort
- Questionnaire on Self Regulated Learning

“Students think about their strong and weak points, and acquire more self-knowledge”

Mentors

### Step 5: Evaluation

“Students think about what they want to choose (e.g., minor, master)”

**Conclusion:** Spreading out a culture of excellence demands more than just implementing a successful teaching method from one program into another; at least the context and conditions should be taken into account.

The Exchange Team Method supported the team in designing, implementing and evaluating the intervention. The perspectives of the different team members (staff, lecturers and students) contributed highly to the quality of the products.

“We would recommend it to others”

Students

“Don't make it mandatory for all”

“It is helpful in setting and realizing goals”