

Personal and Professional Development of Students: Academic and work trajectories of ACPA- and premaster students in Pedagogical Sciences



Lonneke de Meijer

Associate Professor

Lonneke de Meijer is assistant professor in Educational Sciences at Erasmus University Rotterdam (EUR). Her research is in the field of diversity issues in education, especially regarding working and professionalizing in culturally diverse teaching settings. Lonneke's Ph.D. research was on diversity issues in personnel selection, looking at applicant, selection measure, and assessor effects on score differences of various selection measures between native Dutch applicants and applicants with a migration background in The Netherlands. Lonneke is a fellow of the Center for Learning & Innovation (CLI). CLI is a knowledge network that supports innovations in higher education at the EUR.

Main goal of the project

Studying and mapping the experiences and achievements of students who follow, or alumni students who followed, a non-traditional educational track (i.e. a premaster or academic teacher program (ACPA)) within the bachelor programs of Pedagogical and Educational Sciences. We also want to look at the execution of both tracks and the experiences of staff. This project runs from September 2019 until September 2021.

Setup of the project

More specifically, in our proposed Community for Learning and Innovation (CLI) project we are:

- a) Creating a longitudinal dataset which entails comparing information between premaster, ACPA and 'traditional' bachelor students:
 - Information from a questionnaire filled in by students who are planning to start at the Pedagogical and Educational Sciences
 - Overviews of the enrolment, retention, and success
 - Overviews of the course and practical evaluations
- b) Organizing input for the program committee and organizing focus group interviews about experiences during the premaster and ACPA tracks with:
 - Academic teacher students
 - Premaster students from different specializations and from both the evening and day track
 - Coordinators and tutors from different bachelor years
- c) Organizing interviews with alumni students from both tracks to talk about their perceived added value of the trajectories and their transition into the work force



Aike Dias-Broens

Ph.D. candidate

Aike Dias-Broens is a Ph.D. candidate in Educational Sciences at the Erasmus University Rotterdam (EUR). Her main interest and research theme is diversity and (in)equality in education within the urban context and her Ph.D. project is focused on the sense of belonging of diverse students in higher education. She also works for the Center for Learning & Innovation (CLI) fellow project of Lonneke de Meijer, focused on studying the experiences of students who follow a non-traditional educational track within the bachelor and master programs of Pedagogical and Educational Sciences.

Preliminary results

- a)
 - So far we managed to add relevant questions to the 'Instroommonitor' (questionnaire students fill in before entering the bachelor of Pedagogical and Educational Sciences). In 2020, 191 bachelor students, 37 premaster students and 33 ACPA students filled in this questionnaire and these data will be analyzed. We created overviews of the enrolment, retention, and successful graduation of premaster and ACPA students from 2013 until 2020.
 - Overviews of the evaluations of the courses in 2019-2020 (pre-Covid 19) were analyzed and combined for bachelor, premaster and ACPA students.
- b)
 - During the academic year 2019-2020, input from the CLI-project was shared with the program committee of pedagogical and educational sciences.
 - 2 day premaster students and 3 evening students participated in focus group interviews.
 - 2 ACPA students from year 1, 3 students from year 2-3, and 3 students from year 4 participated in focus group interviews.
 - 3 tutors and 3 coordinators from several bachelor courses and years participated in focus group interviews.