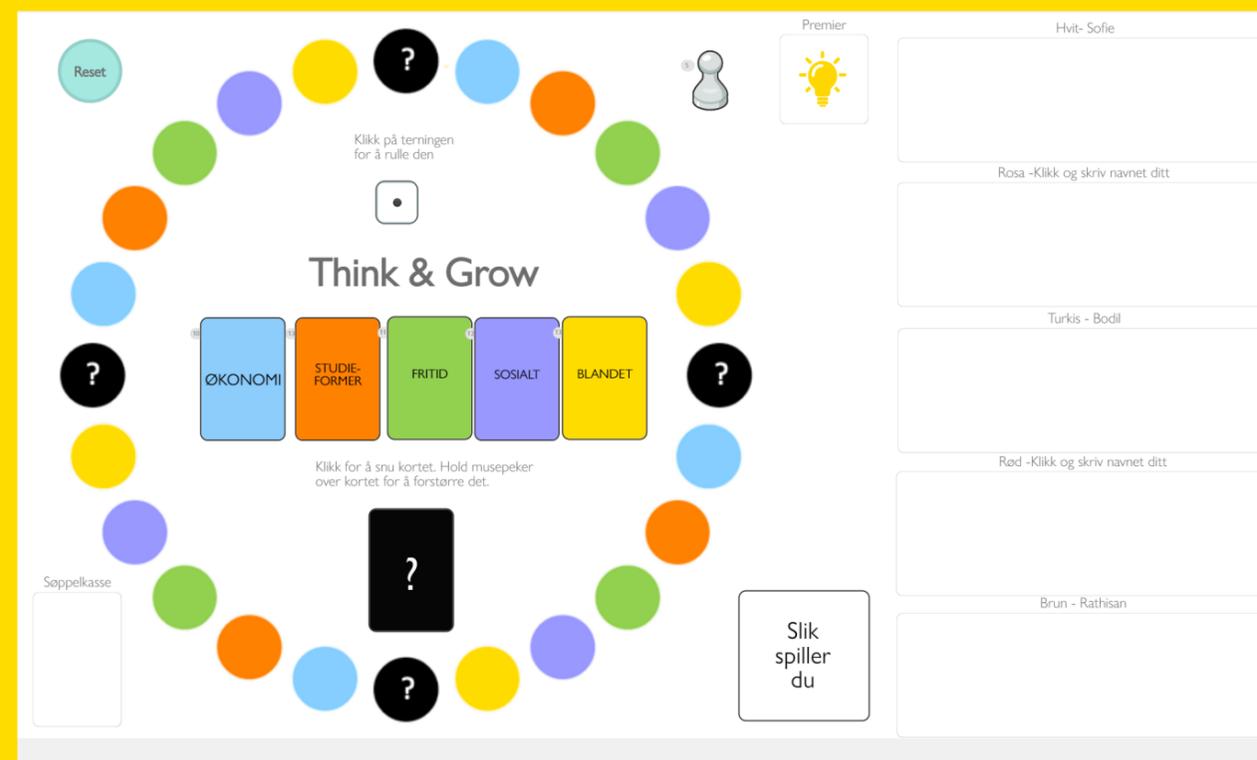


# How can Universitys support student in transitions, by using Digital board-game based on reflective-team methodology?

NUAS - Uppsala 13. – 15. June 2023

Sonja Susnic – OsloMet, Norway



## Sonja Susnic

University Lecture at OsloMet – Norway  
 Faculty of Education and International Studies (LUI)  
 Department of Vocational Teacher Education (YLU)



### Education:

- Master in Career Guidance University of South - East Norway, 2019  
 Master's thesis «**The transition from pupil to student, seen with the eyes of students in higher education**»
- Primary and lower secondary school and middle school teacher education from Eik Teacher Training College, 1988- 1993  
 Main subjects: Science, Youth Studies and Sport  
 Bachelor thesis "**The relationship between children's movement skills and cognitive skills**"

### Work experience:

- University Lecture at OsloMet since July 2021  
**Developed: "Think&Grow"** - Digital board game 2022 - 2023
- Career Guide at Career Center Vestfold 2009 - 2021  
**Developed: "Model for problem-solving in transition phases"** 2019 – 2020
- Supervisor in the Norwegian Welfare Agency helping different target groups into work 2003 – 2009
- Teacher and environmental therapist in School for the Deaf 2000 - 2003
- Teacher in lower secondary and middle school in Sandefjord Kommune 1993 - 2000

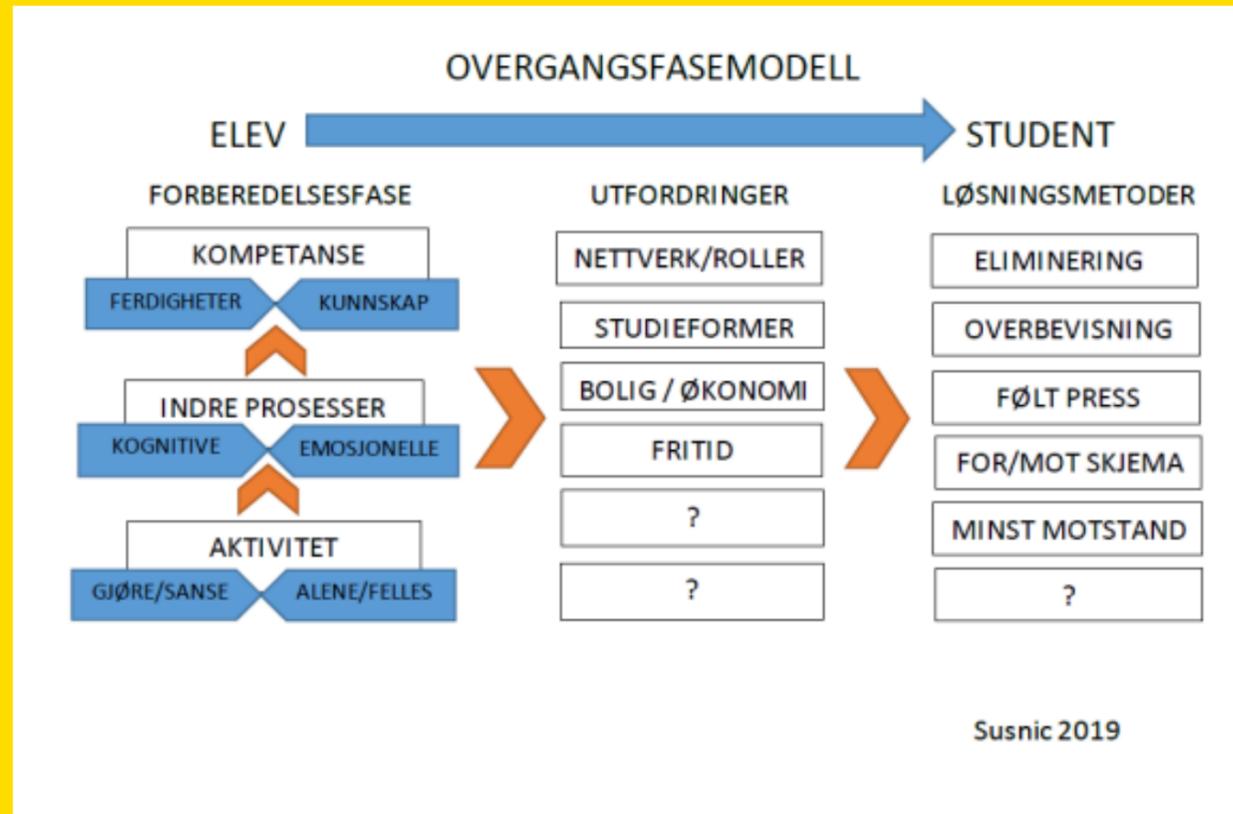
# From master's thesis to digital boardgame

<https://veilederforum.no/sites/default/files/public/overgangen-fra-elev-til-student.pdf>

## First version of the game: - new students

Fakultet for humaniora, idretts- og utdanningsvitenskap  
 Mastergradsavhandling  
 Studieprogram: Master i karriereveiledning  
 Vår 2019

SN  
 Sonja Susnic  
**«Overgangen fra elev til student, sett med studenter i høyere utdanning sine øyne»**  
 En kvalitativ studie av studenters erfaringer og meninger om karrierelæring i videregående skole og om overgangen fra elev til student.



Reset

Klikk på terningen for å rulle den

### Think & Grow

ØKONOMI | STUDIEFORMER | FRITID | SOSIALT | BLANDET

Klikk for å snu kortet. Hold musepeker over kortet for å forstørre det.

Søppelkasse

Slik spiller du

Premier

Hvit - Sofie

Rosa -Klikk og skriv navnet ditt

Turkis - Bodil

Rød -Klikk og skriv navnet ditt

Brun - Rathisan

# WHAT ARE THE CHARACTERISTICS OF TRANSITIONS?

Often, problems become apparent in transitional phases when people moves from something familiar and safe to something foreign and unsafe. Because many changes happen at the same time.

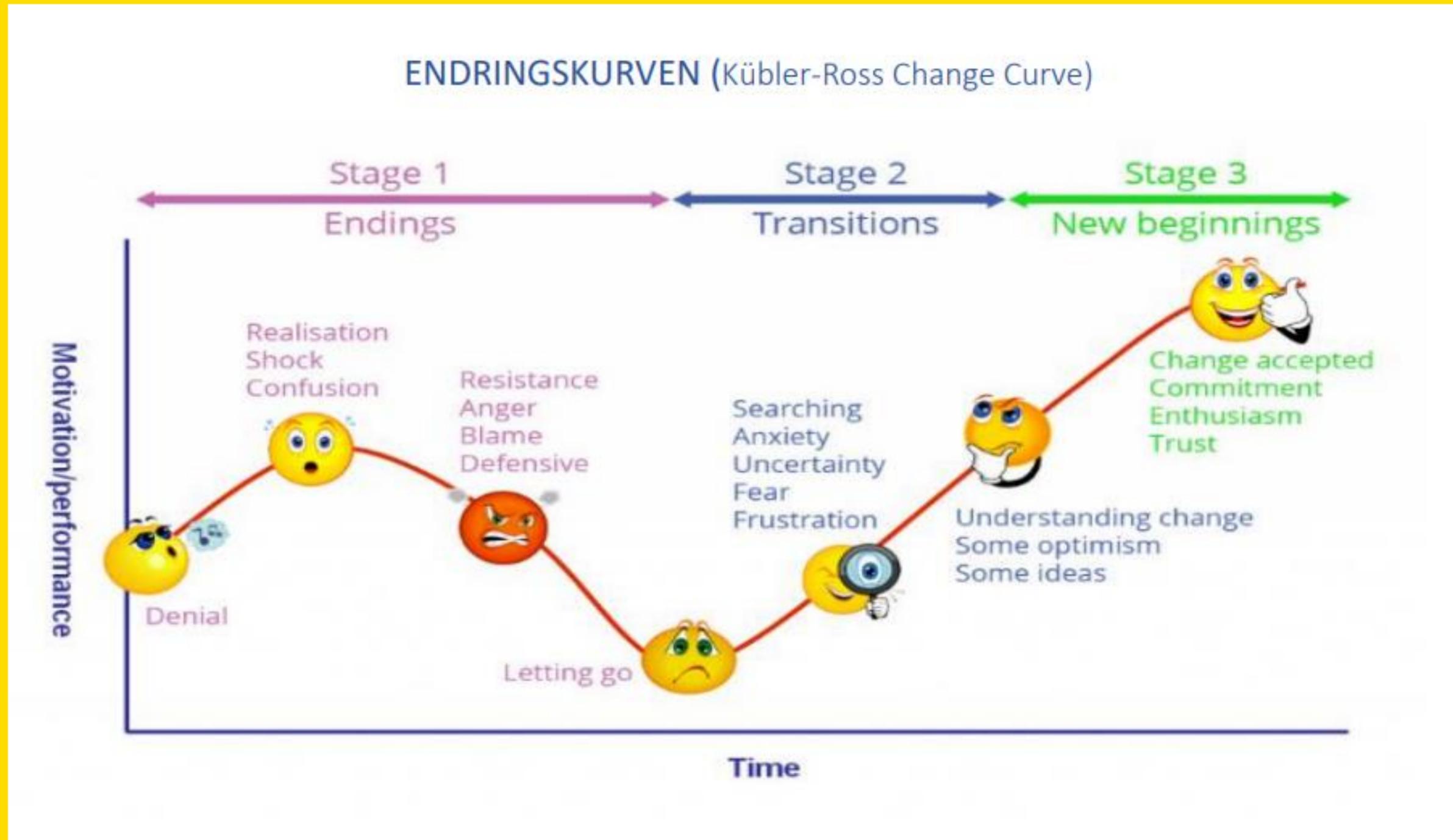
In a transition, you finish one phase and then move into a new one.

Transitions can be normative or quasinormative.

A quasinormative transition is a transition that is not enshrined in law, as the normative is.

(Kloep & Hendry, 2003)

# Change curve



# Master's thesis

«The transition from pupil to student,  
seen with eyes of students in higher education»



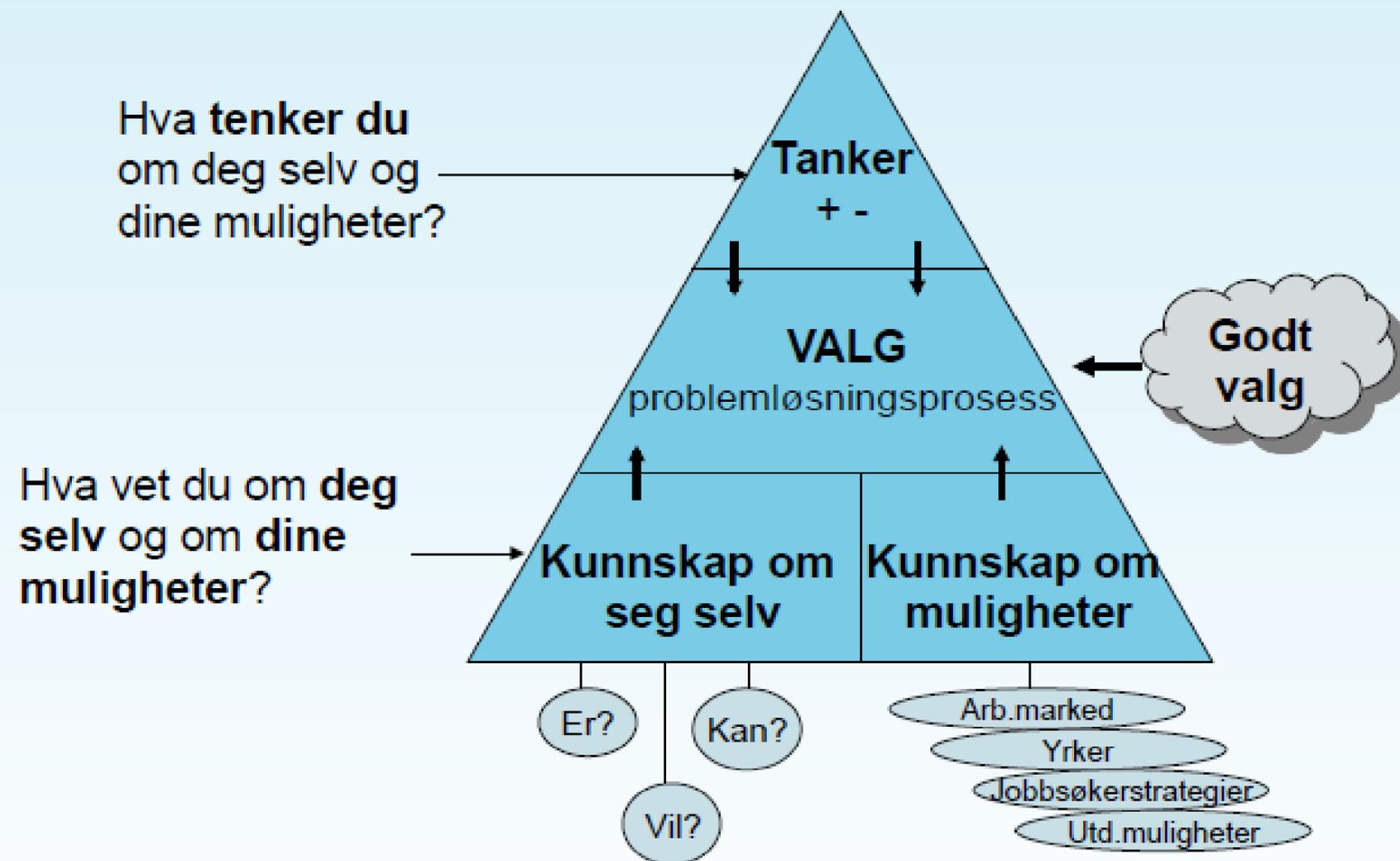
<https://veilederforum.no/sites/default/files/public/overgangen-fra-elev-til-student.pdf>



# Theories

- Phase and development theories
- Cognitive learning theories
- Neuroscience
- About emotions/change
- Career guidance theories
- Learning theories
- Problem solving theories

## CIP = Cognitive Information Processing - en måte å sortere tankene dine på



Kognitiv psykologi handler om hvordan vi oppfatter, lærer, husker og bruker informasjonen vi har innhentet og satt sammen (Sternberg, Sternberg & Mio, 2012)).

Sternberg sier i teorien «**The Tripartite Theory of intelligence**» at intelligens er summen av analytiske, kreative og praktiske ferdigheter. Han sier det er tre nivåer av kognisjon.

Det første nivået er metakognisjon som handler om overordnede prosesser, som å planlegge og evaluere.

Nivå to er prosesser som handler om å gjennomføre, som det å ta et valg.

Det tredje nivået er læringsprosesser for å løse problemer, det kan være å lære om seg selv og muligheter.

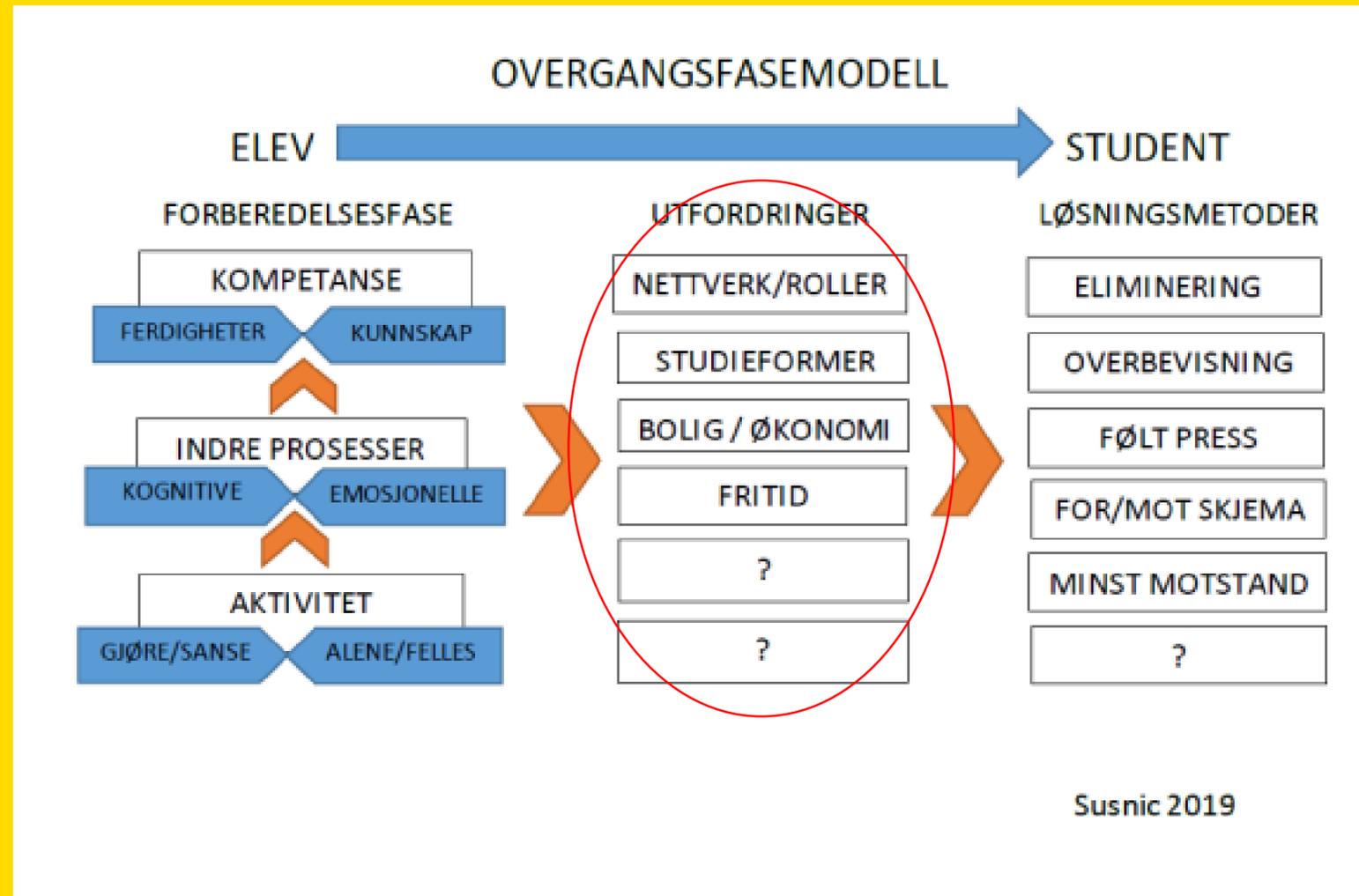
De tre nivåene henger tett sammen (Sternberg et al., 2012, s. 20-22).

Sternbergs pyramide blir ofte brukt som et bilde på denne teorien og består av disse elementene: kunnskap om seg selv, kunnskap om muligheter, beslutningskompetanse og metakognisjon

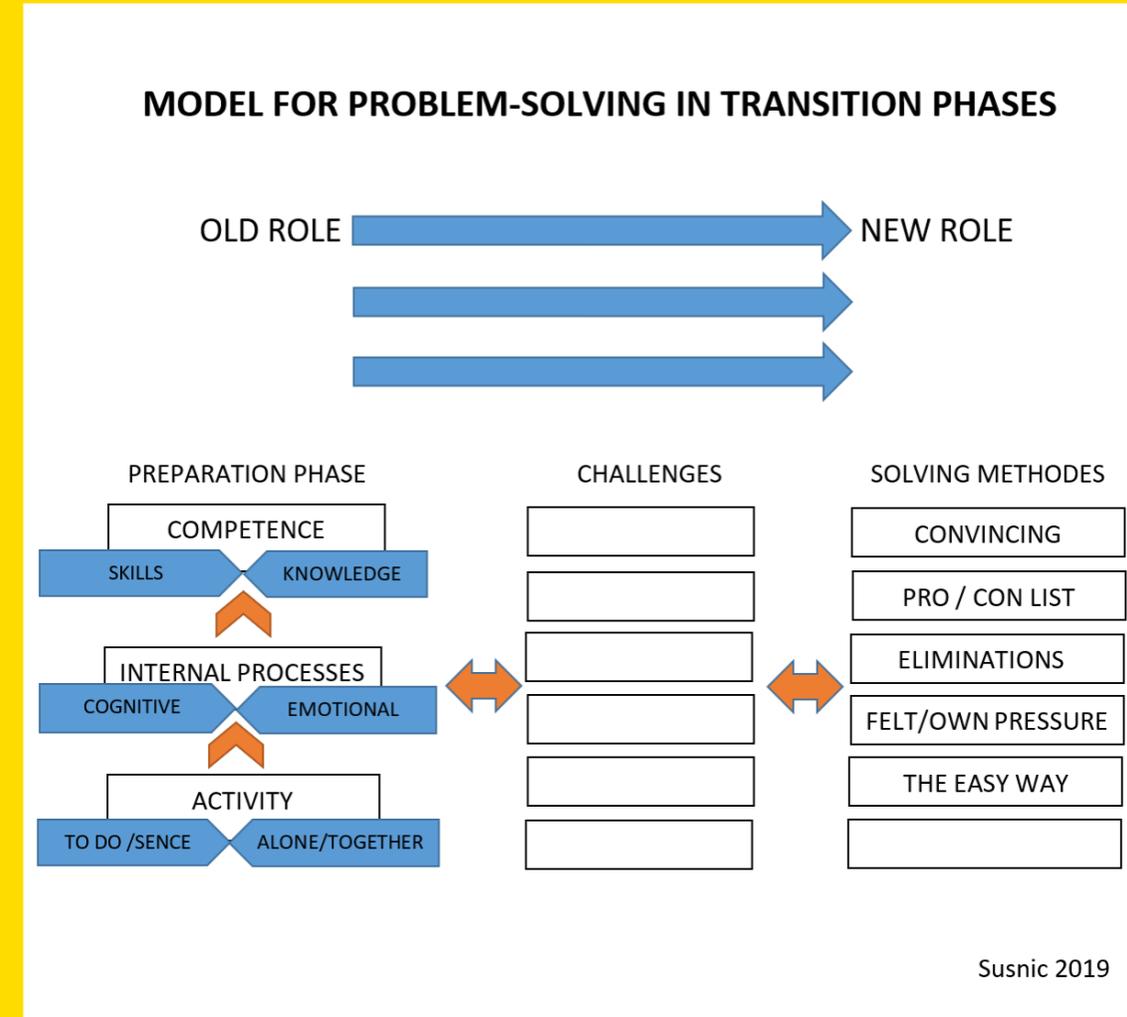
(Højdal & Poulsen, 2012, s. 169).

# Modell for problem-solving in transition phases

Fist model from Master's thesis

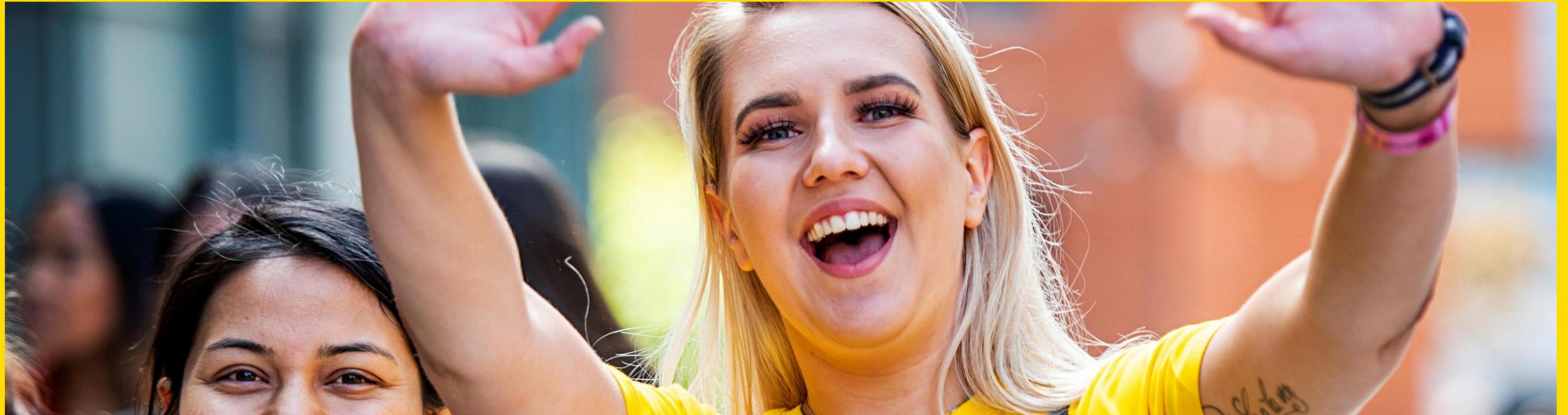


Further developed universal model



# «The great student experience»

Project: “Get ready for worklife - career learning on the schedule “



## To strengthen students:

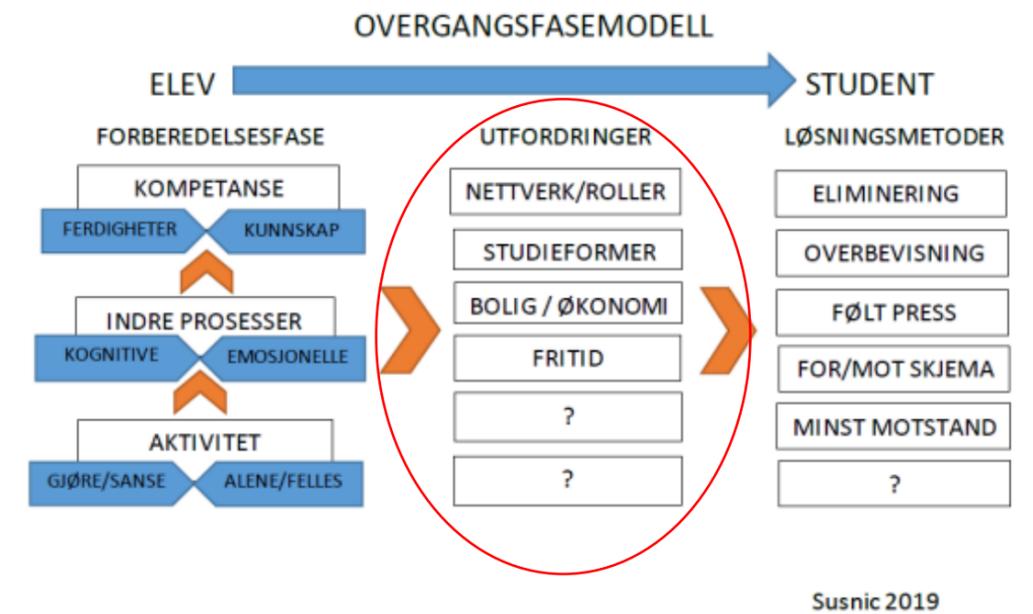
- Academic quality
- Learning environment
- Well-being

## Background of the project



- A more complex working life in constant change
- Students are struggling more than before (SHoT- survey)
- High dropout rate at universities and university colleges
- New National Quality Framework for Career Guidance – 5 career-buttons / career skills.

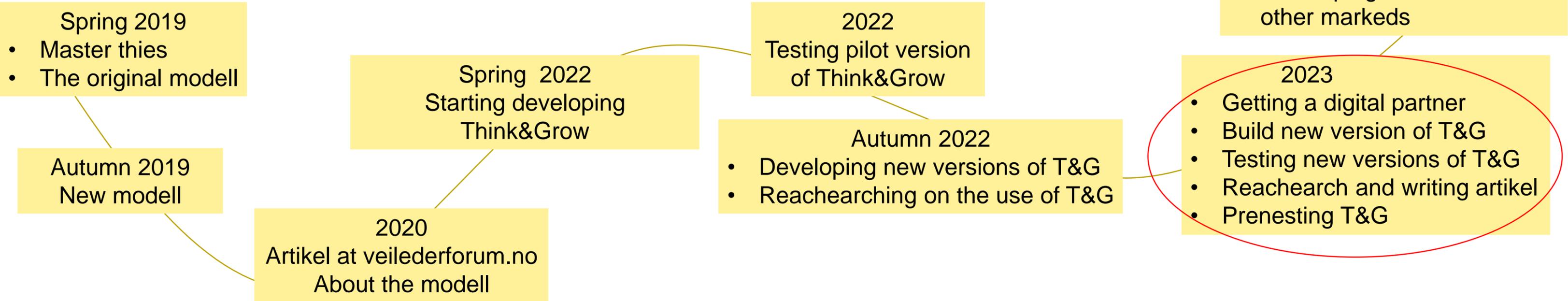
# First version of the game - new students

Based on: - Reflective team methodology from Handal and Lauvås  
 - Susnic`s findings and model from Master thies  
 - Various theories from Master thies

# Timeline 2019 – 2024

From master's thesis to digital boardgame



# Development, testing and evaluation of the game

- Parts in the project:  
Manager in the project Bodil Innset, DIGIN, student assistants from various study programs and classes and the The Media and Communications Department.
- Workshops developing and testing of the game spring 2022, together with the student assistants.
- Making introduction video to inform about why and how to play the game.
- Approx. 500 nursingstudents and 80 elementary school teacher students and 80 Biomedical laboratory science students tested the game at start-up in fall 2022 and they responded to a survey.
- Workshops developing new versions of the game atumn 2022, together with the student assistants and former students who have gone through that transition.
- 2023: New digital platform, further research, apply for funding for development, mapping new customer groups, make the game known in various public and private markets.

# Why play the game?

- Reflect and find solutions to challenges related to the transition you are in
- Contribute to own and others' learning, coping and development
- Get to know the other students in the class
- Feel a sense of community with other students by having some of the same challenges
- Contribute to inclusion, respect and understanding of each other
- Contribute to good communication, security and solidarity between students in class

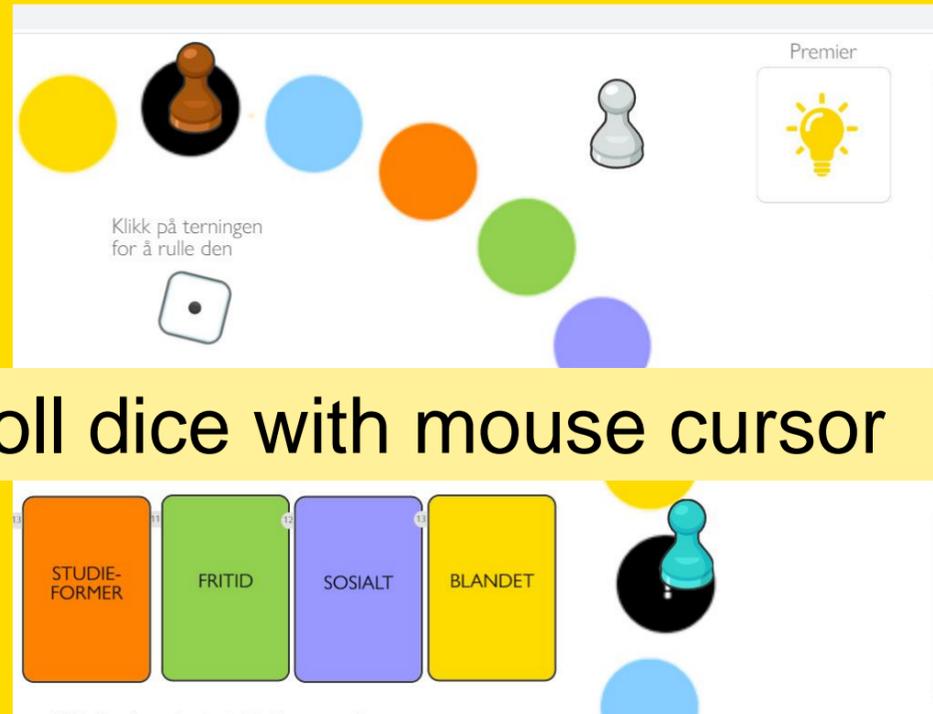
# How to play the game in pilot version?



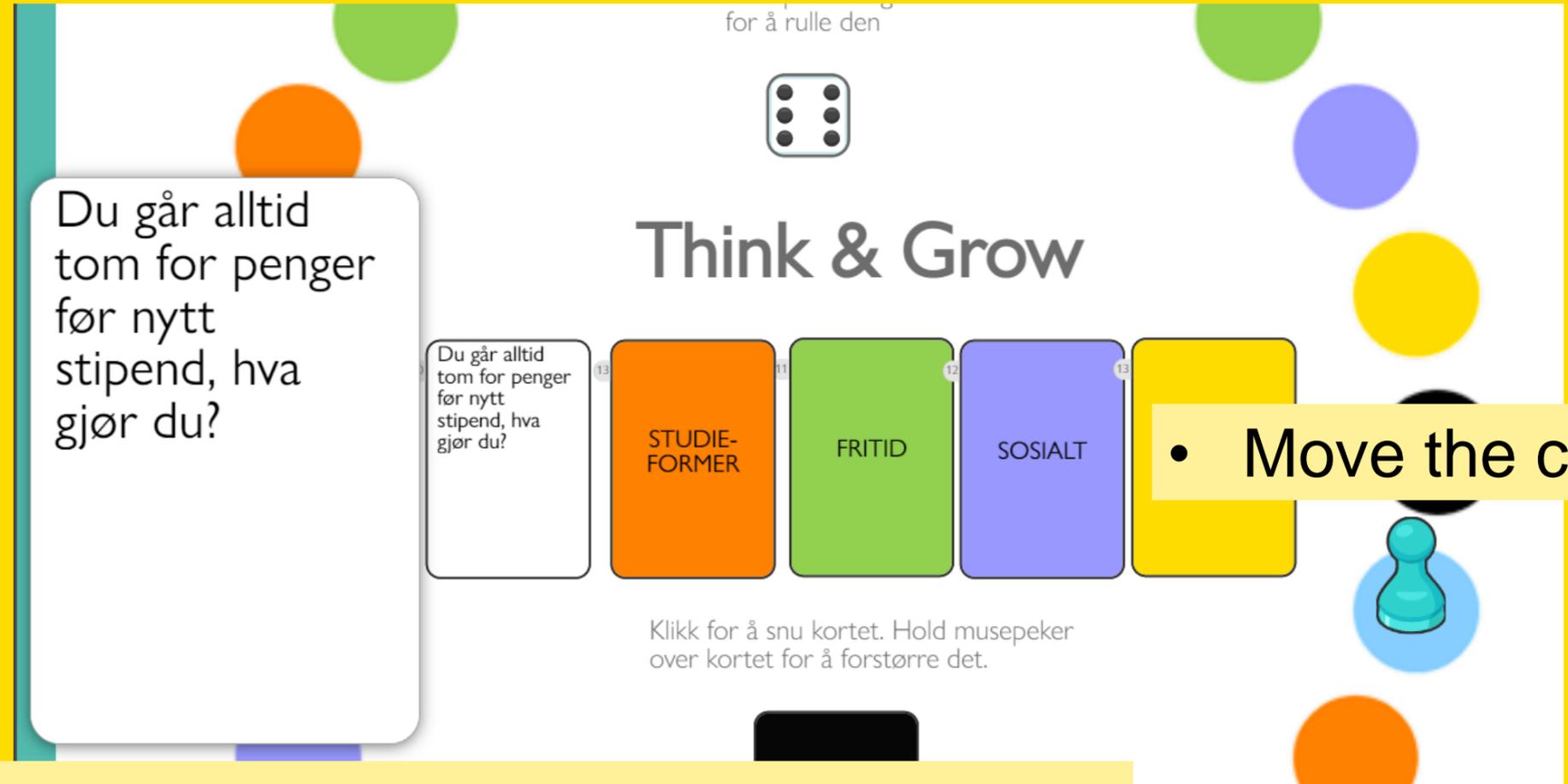
- Watch an introduction video
- Each group of 4-5 students gets a unique link to one boardgame
- Place the pieces out on the board with the mouse pointer
- Read the game rules by clicking "how to play"



# How to play the game?



- Roll dice with mouse cursor



- Move the chip

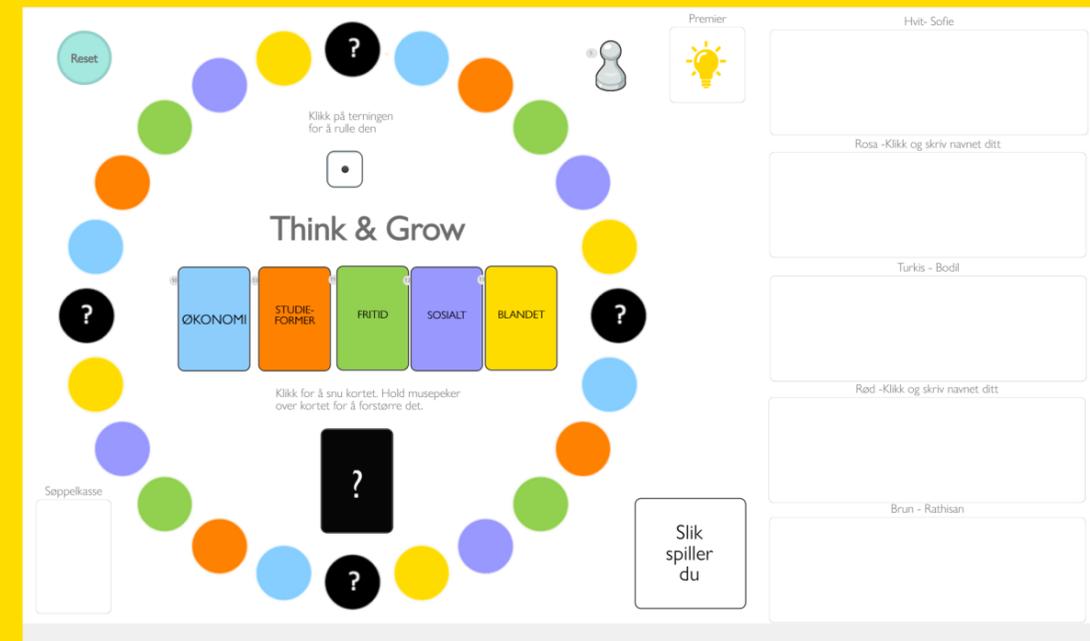


- Click on cards in the appropriate category and read the card
- At the Problem-solving fields you win or lose a prize for doing something good or bad 😊

# How to play the game?

## Reflecting team – leaning circle as the pedagogical method

- First player draws a challenge card and reflect on the challenge. If the answer is good the player keeps the card.
- After on all the group members shall provide their answers and advice at the same challenge. The best answer gets a prize.
- The group can take several rounds of experience sharing, advice and questions in connection with one card.



# My research on use of the game

- A survey conducted with about 600 nurse- and elementary school teacher students.
- Pedagogical observation and 20 students in a classroom.

## Results of the student survey:

- 205 students answered the survey: Three quantitative questions and four qualitative questions

### Alder

Antall svar: 205

Svar	Antall	% av svar	
Over 35	13	6.3%	 6.3%
30-35	7	3.4%	 3.4%
25-30	19	9.3%	 9.3%
20-25	94	45.9%	 45.9%
Under 20	72	35.1%	 35.1%

## Results of the student survey:

### Question 1: How well did T&G work as a conversation and reflection game?

Hvor godt fungerte Think&Grow - spillet som ett samtale- og refleksjonsspill? (5 er best) ^

Antall svar: 205

Snitt: 4.18

Median: 4

Svar	Antall	% av svar	
5	86	42%	42%
4	80	39%	39%
3	30	14.6%	14.6%
2	8	3.9%	3.9%
1	1	0.5%	0.5%

## Results of the student survey:

### Question 2: To what extent did the game help you reflect over your own challenges?

I hvilken grad bidro spillet til at du fikk reflektert over egne utfordringer? (5 er best) ^

Antall svar: 205

Snitt: 3.80

Median: 4

Svar	Antall	% av svar	
5	43	21%	 21%
4	95	46.3%	 46.3%
3	55	26.8%	 26.8%
2	7	3.4%	 3.4%
1	5	2.4%	 2.4%

# Results of the student survey:

## Question 3: How improving has it been to play T&G?

Hvor lærerikt var det å spille Think&Grow - spillet? (5 er best) ^

Antall svar: 205

Snitt: 3.69

Median: 4

Svar	Antall	% av svar	
5	45	22%	 22%
4	81	39.5%	 39.5%
3	53	25.9%	 25.9%
2	22	10.7%	 10.7%
1	4	2%	 2%

## Results of the student survey:

**Which of the categories in the game are most challenging for you as a new student?**  
Choose a maximum of three categories

Hvilke av kategoriene i spillet er mest utfordrende for deg som ny student? Du kan velge maksimalt tre kategorier

Antall svar: 205

Svar	Antall	% av svar	
Blandet	57	27.8%	27.8%
Fritid	39	19%	19%
Netteverk	55	26.8%	26.8%
Økonomi	89	43.4%	43.4%
Nye studeiformer	106	51.7%	51.7%

# Some results of the student survey:

## In what way did the game help you solve your challenges as a new student better?

**Below 20:** Hearing how others learn is inspiring for how I can solve things myself and learn as a new student.

Made me aware of challenges I've gone through and which ones I might face. Learn how I can live more economically.

Easier to manage stress. Made me see things in a new way so I can find good solutions and try them out

**20 - 25:** Hear other people's reflections, perspectives, opinions, suggestions and views.

Got to know people I can ask about things later. Good communication, dialogue, and discussion between students.

That I had the same challenges as other students.

I'm going to make "to do lists" to define goals to work more purposefully.

The fact that there are no definitive answers to how to solve challenges, but that there are more contrasts and a sea of opportunities.

I feel better equipped to start my studies via the others' input on dealing with various challenges.

**25 - 30:** Got good suggestions and perspectives on my own and others' challenges.

Listening and being more active in a group. Many relevant issues were highlighted via the various cards.

That it's nice to reflect and think things through and be positive about the study.

**Above 30:** Communicate, discuss, reflect, share experiences and find solutions together with other students.

Contributed to openness and understanding of each other through communication in the groups. The threshold for asking others for advice was lowered. Use each other as a resource. Liking and supporting each other.

## Some results of the student survey:

### What did you learn from playing the game?

#### Below 20:

To reflect about different themes, choices and actions. Understand how others think and get other perspectives. Improve communication with other students. Got to know other students. How to solve common challenges. More about myself. Talk to the others about things we wouldn't have talked about otherwise. The importance of being kind and smile at new people. That those who seem socially strong and have an easy time making friends actually, find it just as difficult as I do. That there isn't just one solution to solve a challenge or situation. How to live more economically. To listen and be more open. Study habits and study skills. Living by myself. Got a better overview of everyday student life.

#### 20- 25:

Learned about my fellow students. Reflecting on situations and choices in everyday life I haven't thought about before and becoming more aware. How to work in a team and solve problems together with a group. Finding a balance between school and leisure time. Good study techniques. That I'm not the only one who feels stressed because of the transition we're in. Become more reflective of how choices affect study everyday life.

**25- 30:** Insight into other people's challenges and thoughts on solutions on different problems. Dare to speak and speak my mind. More conscious on my own characteristics and reflections. Be open and respectful of the thoughts of others.

**Above 30:** Listening to and get insight into the opinions of others. How to get through a challenging study. Peace of mind and getting to know other students. That there are different ways to solve problems and there are different views at one challenge.

## Results of the pedagogical observation:

- Pedagogical observation in one classroom with four groups playing the game - 20 students
- Categories:
  - Interaction
  - Reflection on challenges
  - Learn from each other and problem solving
  - The game's function as a reflection tool
  - Game rules and functionality

## Results pedagogical observation:

- **Interaction** : Good atmosphere and dialogue in the groups.  
Studenetne shows interest and empathy for each other.  
The students are generally good at listening and asking each other follow-up questions.  
There was a lot of engagement and laughter, and there was never silence in the groups.  
Students share personal items and get to know each other fairly quickly.  
The random composition of the groups led to getting to know people you normally dont choose to be in a group with.  
Students experience a sense of community by having the same challenges.
- **Reflection on challenges**: The students shared professional reflections related to the challenges that are relevant to their studies.  
Students take the time to think and give good answers.  
Students articulate what they think, and they are forced to reflect.  
Students find solutions together to the challenges when they share their reflections and they got new thoughts by listening to other students reflections by taking several rounds.

## Results pedagogical observation:

- **Learn from each other and problem solving:** Several people have many different opinions and ideas, that gave new impulses and learning from sharing these with each other. The students shared good study tips for learning and strategies for remembering. Sharing experiences provides learning. The students gave each other good advice and tips on specific challenges. Helped to cope with frustration better.
- **The game's function as a reflection tool**  
Many varied and relevant topics. Many topics they not have thought of talking about. When they took many rounds, they had to listen to others, and got new ideas. There is no definitive answers. You can share the experiences you have. You get new perspectives
- **Game rules and functionality**  
The students liked the game and quickly figured out the rules. Studentents has provided input on further improvement of the game.

## Employees at the university says this about the game:

"The game quickly generated enthusiasm. Everyone participated, even those who might not otherwise have said much. The game is a good tool to help students get started with networking already at the start of their studies and I will definitely recommend the game to other educators."

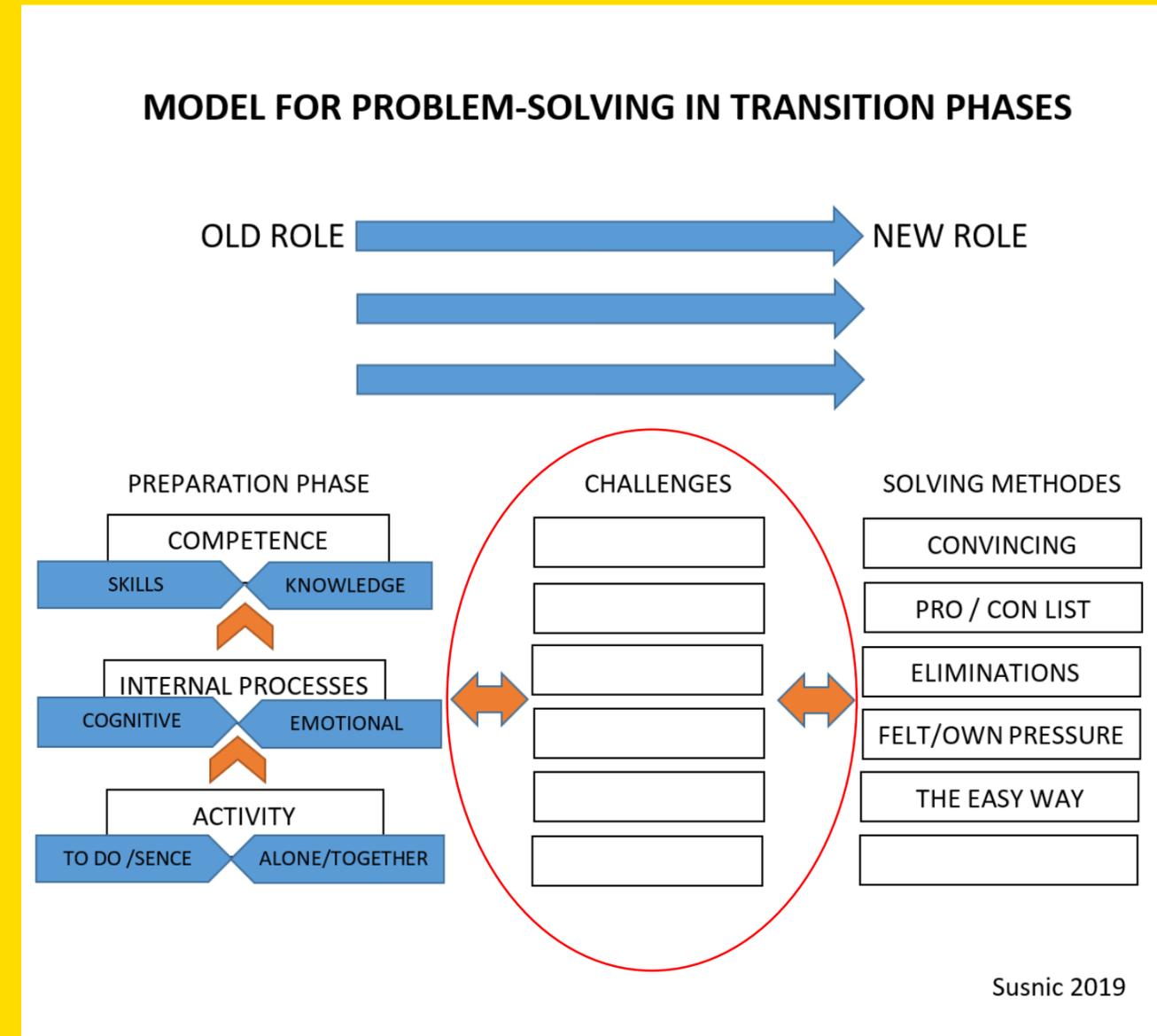
Associate Tone Nygaard Flølo – Nursing education

"This was very successful 😊: They have enjoyed the game and I see that many of the questions can be transferred to theirs work as a teacher as well. Very good talk in the groups and good atmosphere 😊»

Lecturer Lise Lynum - Primary and lower secondary teacher education

# Universal model – making new versions of the game

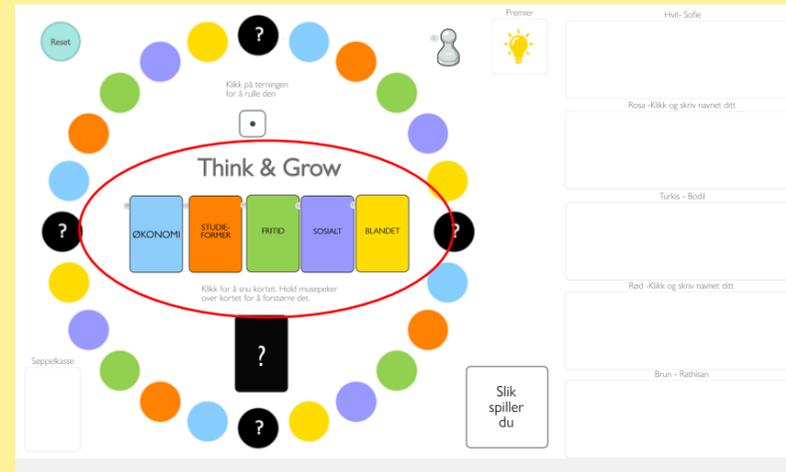
- In transitions we change roles.
- Different transitions have different specific challenges that must be solved in order to optimize the opportunities.
- Individuals from the same group may have different challenges in the same transition.
- The choice of solution methods should be adapted to the individual and the transition.
- Sometimes you need to learn something new before you can solve the problem/challenge



## Further plans for the game

- Create games for other groups related to learning, problem solving, challenges and transitions, based on the "Model for problem solving in transition phases"
- Creating multiple versions of the game for student groups in other transitions, such as from student over to:

- work
- practice
- internship
- exchange



- The different versions should have different categories because challenges in one transition are different than in another transitions.
- Arranging workshops for different target groups when preparing new versions of the game.

# WHAT DOES THE OECD SAY? - 'Career guidance works'

Source: veilederforum.no of Helene h. Ruud 13. August 2019 Anthony Mann's symposium in Tromsø. Mann is a researcher and expert in career guidance etc. for young people in the OECD.

Career guidance is more important now than ever, because young people study more and have to make more and more difficult choices, and because working life is changing rapidly.

Career guidance and Career learning must start early and be a natural part of the school.

Regular and mandatory Career guidance and Career learning gives the best effect. Volunteering often does not reach those who need it most.

Important to learn outside the classroom via study visits, job shadowing, company visits and job fairs.

Career learning through many different activities in combination with each other gives the the best learning effect.

Career guidance combined with Career Learning is most effective.

