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SIBERIAN
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SibFU
HONORS
COLLEGE

Honors College Conference.
Krasnoyarsk 2020

Министерство науки и высшего образования Российской Федерации
Сибирский федеральный университет

HONORS COLLEGE CONFERENCE.
KRASNOYARSK 2020

Материалы II Международной конференции

Красноярск, 27–28 ноября 2020 г.

Красноярск
СФУ
2020

Под редакцией Марии Владимировны Тарасовой

Представлены результаты дискуссии, доклады о развитии программ
элитного бакалавриата в российских и зарубежных университетах, результаты
научно-исследовательской деятельности студентов Honors College.

Предназначены для руководителей программ элитного бакалавриата,
преподавателей и студентов Honors College, а также всех заинтересованных про-
блемами развития образовательных программ для студентов с высокими акаде-
мическими достижениями.

HONORS COLLEGE CONFERENCE.
KRASNOYARSK 2020

Proceedings of the II International Conference
Krasnoyarsk, November 27–28, 2020

Edited by Maria Vladimirovna Tarasova

The proceedings include the results of the discussion on global trends of honors education, presentations of speakers and results of honors students' research.

The edition is aimed at managers, teachers and students of honors programs, as well as at anyone interested in the development of honors education worldwide.

II Международная онлайн конференция

Honors College Conference. Krasnoyarsk 2020

ПРОГРАММА КОНФЕРЕНЦИИ

27 ноября 2020 года

12.00 Приветствие участников II Международной конференции «Honors College Conference. Krasnoyarsk 2020».

● Элейн Торда, президент NCHC 2020, директор Honors программы SUNY Orange (Нью-Йорк, США). **«Приветствие участников «Honors College Conference. Krasnoyarsk 2020». Вызовы и достижения honors образования в 2020 году».**

● Сукету Бхавсар, избранный президент NCHC 2021, директор Kellogg Honors College, Калифорнийский политехнический университет (Лос Анджелес, США). **«Обращение к участникам конференции «Honors College Conference. Krasnoyarsk 2020». Переосмысление дефиниций понятий** *honors education* **и** *honors student*».

12.30 Мария Тарасова, канд. философ. н., руководитель программы SibFU Honors College, Сибирский федеральный университет (Красноярск, Россия) **«Реализация новой модели компетенций в образовательной программе SibFU Honors College».**

13.00 Павел Музыка, руководитель отдела организационного консультирования платформы Modeus, группа компаний Custis (Москва, Россия). **«Как индивидуализация помогает вузам создавать образовательное пространство для талантливых студентов».**

13.30 Виталий Тканов, директор по стратегическому развитию платформы Modeus, группа компаний Custis (Москва, Россия). **«От первых курсов по выбору к массовой индивидуализации: как платформа Modeus помогает российским вузам перейти к новой образовательной модели».**

14.00 **«Диалог студентов и администрации в Школе Перспективных исследований: проблемы, дилеммы и (некоторые) решения».** Круглый стол.

Участники дискуссии:
● Даниэл Контовский, руководитель учебного офиса Школы Перспективных исследований, ТюмГУ (Тюмень, Россия). «*Листая страницы: Когда начинать экспериментировать?*»;
● Ахмед Элгандур, студент Школы Перспективных исследований, ТюмГУ (Тюмень, Россия). «*Академическая поддержка в новом Honors College*»;
● Владислав Сиюткин, Арина Ускова, студенты Школы Перспективных исследований, ТюмГУ (Тюмень, Россия). «*Между идеалом либерального образования и российской образовательной системой: взгляд студентов*».

15.15 Эбигайл Уинтер, наставник Griffith Honours College, Университет Гриффита и студенты Griffith Honours College, Университет Гриффита Уильям Мэйнард, Джулия Хилл (Брисбен, Австралия). «**Год COVID-19: Письменные формы организации рефлексии**».

15.30 Джорджия Хейли, студент Griffith Honours College, Университет Гриффита (Брисбен, Австралия). «**Как представления студентов и выпускников о личностном и профессиональном успехе согласуются с целями Griffith Honours College?**».

15.45 Анна Бухтоярова, ведущая образовательного направления «Academic Writing», SibFU Honors College, Сибирский федеральный университет (Красноярск, Россия). «**Изучение академического письма посредством научно-исследовательской деятельности: достоинства и недостатки**».

16.00 Ю Хан, заместитель декана Shen Yuan Honors College, и Джанг Джианлонг, Йе Джинксин, Гзю Моке, Пекинский университет авиации и космонавтики (Пекин, Китай). «**Принцип взаимообучения студентов Honors College**».

16.15 Гаоле Даи, студент Shen Yuan Honors College, Пекинский университет авиации и космонавтики (Пекин, Китай). «**Дистанционная образовательная программа студентов Honors College в 2020 году**».

16.30 Елена Куркина, зам.директора Центра элитного образования, Александр Дрозин, д.т.н., профессор, директор Центра элитного образования, Южно-Уральский государственный университет (Челябинск, Россия). «**Развитие системы элитной подготовки в Южно-Уральском государственном университете**».

17.00 Михаил Рыбков, ведущий образовательного направления «Основы управления проектами», SibFU Honors College, Сибирский федеральный университет (Красноярск, Россия). **«Проектная деятельность студентов Honors College»**.

17.15 Эдвард Рудницкий, к.т.н., заведующий кафедрой инженерного бакалавриата CDIO, Ольга Шубкина, к.п.н., доцент кафедры инженерного бакалавриата CDIO, Светлана Осипова, д.пед.н., профессор кафедры фундаментального естественно-научного образования, Институт цветных металлов и материаловедения, Сибирский федеральный университет (Красноярск, Россия). **«Разработка и апробация подходов сквозного мониторинга формируемой проектировочно-внедренческой компетентности (CDIO – компетенции) бакалавров»**.

17.45 Елена Ронгонен, ведущая образовательного направления «Личность, конкуренция и карьера», SibFU Honors College, Сибирский федеральный университет (Красноярск, Россия). **«Становление конкурентоспособности и умения управлять будущей карьерой у студентов Honors College»**.

18.00 Юлия Варфоломеева, ведущая образовательного направления «Конструктивное разрешение конфликтов», SibFU Honors College, Сибирский федеральный университет (Красноярск, Россия). **«Конфликт, который нужен: образовательное направление «Конструктивное разрешение конфликтов в программе SibFU Honors College»**.

18.15 Юлия Дзись, кандидат политических наук, ведущая образовательного направления «Participating in international conferences», SibFU Honors College, Сибирский федеральный университет (Красноярск, Россия). **«Будущее образования: новые тренды и цели»**.

18.30 Подведение итогов первого дня Международной конференции «Honors College Conference. Krasnoyarsk 2020».

28 ноября 2020 года

9.00 Приветствие участников второго дня работы II Международной конференции Honors College Conference. Krasnoyarsk 2020.

9.15 Татьяна Седых, кандидат педагогических наук, доцент ИППС, ведущая образовательных направлений «Принятие решений» и «Индиви-

дуальные образовательные технологии» SibFU Honors College, Сибирский федеральный университет (Красноярск, Россия). **«Организация Honors образования в использованием дистанционных технологий»**.

9.30 Джон Субисаррета, Ph.D., президент NCHC 2010, директор Honors программы, Columbia College (США) и студенты Honors программы Columbia College Б. Джордж и М. К. Бейкер. **«Усовершенствование учебного процесса в honors образовании с помощью рефлексивного формата онлайн форумов»**.

10.15 Наоми Йавнех-Клос, Ph.D., президент NCHC 2018, директор Honors Program, Университет Лойолы (Новый Орлеан, США). **«Креативность и соучастие: уроки карантина от Анны Франк»**.

10.45 Михаил Бухтояров, к.ф.н., доцент ГИ, ведущий образовательных направлений «Глобальные вопросы современности», «Критическое мышление», SibFU Honors College, Сибирский федеральный университет (Красноярск, Россия). **«Глобальные вопросы современности и honors образование»**.

11.00 Дискуссионная площадка **«Цели устойчивого развития и honors образование»**.
Модератор: Юлия Дзись, к.полит.н., ведущая образовательного направления «Participating in international conferences», SibFU Honors College.

Участники дискуссии:
● Герман Павел, студент, Юридический институт СФУ (Красноярск, Россия). ***«Политики университетов разных стран в области утилизации и переработки отходов. Сравнительный анализ»***.
● Суздалева Полина, студент, SibFU Honors College (Красноярск, Россия). ***«Single-sex and mixed education: a comparative analysis»***.
● Синякова Татьяна, студент, SibFU Honors College (Красноярск, Россия). ***«Achieving sustainable development goals: use of chemiluminescent tags in ecological environmental monitoring»***.
● Буйда Анастасия, студент, SibFU Honors College (Красноярск, Россия). ***«In focus: transformations to achieve Sustainable Development Goals»***.

12.00 Дискуссионная площадка **«Междисциплинарные исследования студентов Honors College»**.

Модератор: Анна Бухтоярова, ведущая образовательного направления «Academic writing», SibFU Honors College.

Участники дискуссии:

● Любченко Валерия, студент, Юридический институт СФУ (Красноярск, Россия). «*Biases preventing critical thinking: comparing approaches in English and Russian language environments*».

● Василенко Ксения, студент, SibFU Honors College (Красноярск, Россия). «*Social interaction situations as "markers" of insider behavior inclination*».

● Зборовицкая Настасья, студент, SibFU Honors College (Красноярск, Россия). «*Influence of movie trailer structure on viewers' preferences*».

● Сачек Елена, студент, SibFU Honors College (Красноярск, Россия). «*Workplace meals provision as a factor of employee loyalty and motivation*».

13.00 Визуально-мыслительная игра «**Образ мысли = образ места**».

Разработчики игры и модераторы: Ирина Семенова и Настасья Зборовицкая, студенты SibFU Honors College (Красноярск, Россия).

14.00 Jule Kemper, Jessica Teeuw, Maggie Louw, Marta Knopfel. Студенты Windesheim Honours College, Windesheim University of Applied Sciences (Цволле, Нидерланды). Научный руководитель: Наоми Йавнех-Клос. «**The Ecosystem of Care: A Toolbox for an inclusive society**».

14.20 Valerie Knopker, Jana Neleman, Lena Meisinger, Lea Jebali. Студенты Windesheim Honours College, Windesheim University of Applied Sciences (Цволле, Нидерланды). Научный руководитель: Наоми Йавнех-Клос. «**Windesheim Honours College: Introducing Second Stories**».

14.40 Ron Weerheijm, профессор Honors Program, Rotterdam University of Applied Sciences (Роттердам, Нидерланды). «**Co-talent Project in honors education in Europe**».

15.00 Дискуссионная площадка «**Личность, конкуренция и карьера**».

Модератор: Елена Ронгонен, ведущая образовательного направления SibFU Honors College.

16.00 Дискуссионная площадка «**Анализ конфликтного кейса: определение оснований конфликта**».

Модератор: Юлия Варфоломеева, ведущая образовательного направления «Конструктивное разрешение конфликта», SibFU Honors College.

17.00 Дискуссионная площадка «**Проектная деятельность студентов Honors College**».

Модератор: Михаил Рыбков, ведущий образовательного направления «Основы управления проектами», SibFU Honors College.

18.00 Подведение итогов конференции.

Honors College Conference. Krasnoyarsk 2020

PROGRAMME

November 27, 2020

12.00 Welcome to the participants of the II International Honors College Conference. Krasnoyarsk 2020.
● Elaine Torda, President of NCHC 2020, Honors coordinator at SUNY Orange (New York, USA). «**Address to the participants of the Honors College Conference. Krasnoyarsk 2020. Challenges and achievements of honors education in 2020** ».
● Suketu Bhavsar, President Elect of NCHC 2021, director of Kellogg Honors College, California Polytechnic State University (Los Angeles, USA). «**Address to the participants of the Honors College Conference. Krasnoyarsk 2020. Redefining the concepts of honors education and honors student**».

12.30 Maria Tarasova, Ph.D., head of SibFU Honors College, Siberian Federal University (Krasnoyarsk, Russia). «**New model of competences in the program of SibFU Honors College**».

13.00 Pavel Muzyka, head of the consulting department on the Modeus platform, CUSTIS Group (Moscow, Russia). «**How individualization helps universities to create learning environment for talented students**».

13.30 Vitaliy Tkanov, director on strategic development of the Modeus platform, CUSTIS Group (Moscow, Russia). «**From first electives to massive individualization: how Modeus platform helps universities transfer to the new teaching and learning model**».

14.00 Roundtable Discussion. «**A Student – Administration Dialogue at School of Advanced Studies: Problems, Dilemmas, and (some) Solutions**».

Participants of discussion:
● Daniel Kontowski, Head of Education, SAS, University of Tyumen (Tyumen, Russia). «*Turning pages: When to Start Experimenting?*»;

● Ahmed Elghandour, student, SAS, University of Tyumen (Tyumen, Russia). «*Academic support in a new honors college: from margins to center?*»;

● Vladislav Siyutkin, Arina Uskova, students, SAS, University of Tyumen (Tyumen, Russia). «*Between the liberal arts ideal and the Russian Education system: a student's perspective*».

15.15 Abigail Winter, Ph.D., mentor of the Griffith Honours College, Griffith University, and William Maynard, Julia Hill, students of the Griffith Honours College, (Brisbane, Australia). «**Reflective Writing in the Year of COVID19**».

15.30 Georgia Hayley, student, the Griffith Honours College (Brisbane, Australia). Supervisor: Dr A.Winter. «**How do student and alumni perceptions of engagement and success align with the goals of the Griffith Honours College?**».

15.45 Anna Bukhtoyarova, teacher of the honors course «Academic Writing», SibFU Honors College, Siberian Federal University (Krasnoyarsk, Russia). «**Learning Academic Writing by Doing Research: Opportunities and challeges**».

16.00 Yu HAN, Vice Dean of Shen Yuan Honors College, Beihang University (Beijing, China). «**Peer Education for Students in Honors College**».

16.15 Gaole DAI, student, Shen Yuan Honors College, Beihang University (Beijing, China). «**Online Academic Programme for Honors Undergraduates during 2020**».

16.30 Elena Kurkina, Vice Director of the Centre of Elite Education, Alexander Drozin, Ph.D., Director of the Center of Elite Education. South Ural State University (Chelyabinsk, Russia). «**Developing the system of elite training in the South Ural State University**».

17.00 Mikhail Rybkov, teacher of the honors course "Project Management", SibFU Honors College, Siberian Federal University (Krasnoyarsk, Russia). «**Project-based learning in SibFU Honors College**».

17.15 Edward Rudnitskiy, Ph.D., head of the CDIO engineering department, Olga Shubkina, Ph.D., associate professor of the CDIO engineering department, Svetlana Osipova, Ph.D., professor. School of Non-Ferrous Metals

and Material Science. Siberian Federal University (Krasnoyarsk, Russia). «**Conceiving and implementing approaches to monitoring the project management competence (CDIO competence) of undergraduates**».

17.45 Elena Rongonen, teacher of the honors course «Personality, Competitiveness and Career», SibFU Honors College, Siberian Federal University (Krasnoyarsk, Russia).«**Formation of competitiveness and abilities to manage future career in students of the honors college**».

18.00 Yulia Varfolomeeva, teacher of the honors course «Positive conflict resolutions», SibFU Honors College, Siberian Federal University (Krasnoyarsk, Russia). «**Conflict that we need: teaching and learning positive conflict resolutions at SibFU Honors College**».

18.15 Yulia Dzis, Ph.D., teacher of the honors course «Participating in international conferences», SibFU Honors College, Siberian Federal University (Krasnoyarsk, Russia). «**Future of Education: new trends, new goals**».

18.30 Summing-up the first day of the «Honors College Conference. Krasnoyarsk 2020».

November 28, 2020

9.00 Welcome to the second day of the II International Honors College Conference. Krasnoyarsk 2020.

9.15 Tatiana Sedykh, Ph.D., teacher of the honors courses «Decision Making», «Individual Learning Technologies», SibFU Honors College, Siberian Federal University (Krasnoyarsk, Russia). «**Online learning in honors education**».

9.30 John Zubizarreta, Ph.D., President of NCHC 2010, Director of the Honors Program, and Betsy George, Mary Kate Baker, students of Columbia College (Columbia, USA). «**Enhancing Honors Learning with Reflective Online Forums**».

10.15 Naomi Yavneh-Klos, Ph.D., President of NCHC 2018, professor, Honors Program, Loyola University (New Orleans, USA). «**Creativity and Compassion: Lesson of Quarantine with Anne Frank**».

10.45 Mikhail Bukhtoyarov, Ph.D., teacher of the honors courses «Global Issues», «Critical Thinking», SibFU Honors College, Siberian Federal University (Krasnoyarsk, Russia). «**Contemporary Global Issues and Honors Education**».

11.00 Roundtable discussion «**Sustainable development goals and honors education**»

Moderator: Yulia Dzis, Ph.D., teacher of the honors course «Participating in international conferences», SibFU Honors College, Siberian Federal University (Krasnoyarsk, Russia).

Participants:
● Pavel German, student, Law School, Siberian Federal University (Krasnoyarsk, Russia). «*Politics of universities of different countries in relation to recycling: comparative analysis*».
● Suzdaleva Polina, student, SibFU Honors College (Krasnoyarsk, Russia). «*Single-sex and mixed education: a comparative analysis*».
● Sinyakova Tatiana, student, SibFU Honors College (Krasnoyarsk, Russia). «*Achieving sustainable development goals: use of chemiluminescent tags in ecological environmental monitoring*».
● Buyda Anastasia, student, SibFU Honors College (Krasnoyarsk, Russia). «*In focus: transformations to achieve Sustainable Development Goals* ».

12.00 Roundtable discussion. «**Interdisciplinary research of Honors College students**».

Moderator: Anna Bukhtoyarova, teacher of the honors course «Academic writing», SibFU Honors College.

Participants:
● Lubchenko Valeria, student, Law School, Siberian Federal University (Krasnoyarsk, Russia). «*Biases preventing critical thinking: comparing approaches in English and Russian language environments*».
● Vasilenko Ksenia, student, SibFU Honors College (Krasnoyarsk, Russia). «*Social interaction situations as "markers" of insider behavior inclination*».
● Zborovitskaya Nastasia, student, SibFU Honors College (Krasnoyarsk, Russia). «*Influence of movie trailer structure on viewers' preferences*».
● Sachek Elena, student, SibFU Honors College (Krasnoyarsk, Russia). «*Workplace meals provision as a factor of employee loyalty and motivation*».

13.00 Visual Thinking Game «**Image of thought = image of environment**».

Designers and moderators of the game: Irina Semenova, Nastasia Zborovitskaya, students, SibFU Honors College (Krasnoyarsk, Russia).

14.00 Jule Kemper, Jessica Teeuw, Maggie Louw, Marta Knopfel. Students of Windesheim Honours College, Windesheim University of Applied Sciences (Zwolle, the Netherlands). Supervisor of research: N.Yavneh-Klos. «**The Ecosystem of Care: A Toolbox for an inclusive society**».

14.20 Valerie Knopker, Jana Neleman, Lena Meisinger, Lea Jebali. Students of Windesheim Honours College, Windesheim University of Applied Sciences (Zwolle, the Netherlands). Supervisor of reseacrh: N.Yavneh-Klos. «**Windesheim Honours College: Introducing Second Stories**».

14.40 Ron Weerheijm, Honors Program, Rotterdam University of Applied Sciences (Rotterdam, the Netherlands). «**Co-talent Project in honors education in Europe**».

15.00 Roundtable discussion «**Personality, Competitiveness, Career**».

Moderator: Elena Rongonen, teacher of the honors course «Personality, Competitiveness and Career», SibFU Honors College, Siberian Federal University (Krasnoyarsk, Russia).

16.00 Roundtable discussion «**The analysis of a case of a conflict: defining the foundations of a conflict**».

Moderator: Yulia Varfolomeeva, teacher of the honors course «Positive resolutions in conflicts», SibFU Honors College, Siberian Federal University (Krasnoyarsk, Russia).

17.00 Roundtable discussion «**Project-based learning in Honors College**».

Moderator: Mikhail Rybkov, teacher of the honors course «Project Management», SibFU Honors College, Siberian Federal University. (Krasnoyarsk, Russia).

Participants:

Maxim Degtyarev, Anastasia Polupanova, Yulia Okrugina, Sergey Toro-kov, Andrey Kuzmin, Amirdjon Rustanmozoda, students, SibFU Honors College. **«Discussing project ideas».**

18.00 Wrap-up of the II International Conference "Honors College Conference. Krasnoyarsk 2020".

КОНЦЕПТУАЛЬНЫЕ ОСНОВАНИЯ HONORS ОБРАЗОВАНИЯ

РЕАЛИЗАЦИЯ НОВОЙ МОДЕЛИ КОМПЕТЕНЦИЙ В ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ SibFU HONORS COLLEGE

Мария Тарасова

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Введение

В 2020-е годы наступает эпоха массовой уникальности, в которой идея узкой специализации человека становится более не актуальной. Как свидетельствуют данные исследования Центра трансформации образования «Сколково», актуальными выступают такие ценности, как междисциплинарность, компетентностное разнообразие, авторская позиция, самостоятельность и оригинальность. Как утверждает Павел Лукша, основатель инициативы Global Education Futures, автор методики Rapid Foresight и автор курса «Образование будущего» [1] в Московской школе управления «Сколково», в эпоху массовой уникальности талант обладает высочайшей ценностью.

Развитие талантов – задача образования. Для решения этой задачи необходимо отказаться от стандартизированного образования и перейти к высокой персонализации обучения. Образовательный процесс в этих условиях следует фундировать новой моделью компетенций.

В новой модели компетенций двухчастная структура, определенная взаимодействием hard skills и soft skills, теряет свою актуальность. На смену приходит трехчастная модель компетенций, в которой контекстные, кросс-контекстные и экзистенциальные компетенции образуют модель личности. В этой модели ядром являются именно универсальные экзистенциальные, личностные компетенции.

Личностные/экзистенциальные компетенции включают способности адаптироваться к изменениям, способности к самореализации, готовность к жизнедеятельности в сложном обществе стратегической неопределенности. Исследователи выделяют семь базовых личностных компетенций: осознанность, жизнестойкость, решительность, открытость, креативность, эмпатия, самость.

Развитие личностных компетенций новой компетентностной модели входит в число приоритетных задач дополнительной образовательной программы SibFU Honors College. Программа Honors College, созданная в Сибирском федеральном университете в 2017 году, является творческой лабораторией вуза, в которой апробируются инновации теории и практики педагогики, а также реализуются опережающие образовательные технологии.

Результаты деятельности программы SibFU Honors College

Миссия SibFU Honors College связана с развитием инициативной творческой личности студента, готового к активной реализации своего потенциала. Задачи Honors College – предоставить способным, талантливым, инициативным студентам адекватные образовательные возможности для полной реализации их личностного и профессионального потенциала и создать сообщество талантливых студентов, готовых к участию в проекте личностного и социального образования. Образовательная программа SibFU Honors College развивает в студентах качества коммуникабельности, умения работать в команде, лидерства, а также развитое критическое мышление, творческое визуальное мышление, способность к порождению новых знаний, способность к продуктивному разрешению конфликтов, способность к самообразованию и саморазвитию. Если такие способности, как коммуникабельность и умение работать в команде относятся к кросс-контекстным компетенциям, то остальные перечисленные навыки входят в разряд личностных, экзистенциальных компетенций.

Цели и задачи образовательных направлений программы SibFU Honors College – «Эффективная коммуникация», «Ведение переговоров», «Визуальное мышление», «Индивидуальные образовательные технологии», «Психология управления личностными ресурсами», «Конструктивное разрешение конфликтов», «Принятие решений», «Креативное мышление», «Критическое мышление», «Личность, конкуренция и карьера», «Глобальные вопросы современности», «Основы управления проектами» и др. – соответствуют задачам становления целостной трехчастной компетентностной модели при развитии личности студента и выпускника программы Honors College. Так, направление «Визуальное мышление» развивает осознанность, умение управлять своим вниманием. Направление «Психология управления личностными ресурсами» развивает жизнестойкость, умение находить баланс психической и физической жизнедеятельности. Образовательное направление «Принятие решений» связано с развитием решительности, способности действовать в соответствии с собственным волеизъявлением и внутренне сформированным мотивом. «Глобальные вопросы современности» формируют открытость, «Конструктивное разрешение конфликтов» и «Ведение переговоров» тренируют эмпатию. «Креативное мышление» развивает творческие способности. «Индивидуальные образо-

вательные траектории» и «Образовательная навигация» – направления, которые помогают студенту SibFU Honors College развивать компетенцию самости. Более того, вся образовательная программа и способ взаимодействия студентов и ведущих образовательных направлений также закладывают основы и создают условия развития самости – главенствующей компетенции среди экзистенциальных способностей личности.

Учебная деятельность в SibFU Honors College основана на принципах образовательного энтузиазма [2], субъектности, образовательной рефлексии, самоанализа и самоопределения, а также индивидуализации образовательных траекторий.

Элементы образовательной игры структурируют каждое занятие в SibFU Honors College. Организационно-деятельностные, развивающие, деловые игры, а также проектная деятельность, дискуссии, дебаты и переговоры развивают студентов Honors College в качестве энтузиастов своего учебного и личностного жизненного пути.

Концепция, которая реализуется в SibFU Honors College, основывается на принципах энтузиазного образования, определенного задачами развития инициативной личности, готовой к активной реализации своего потенциала, творческому саморазвитию, самостоятельному нестандартному мышлению. Образовательная цель самореализации студента определяет все направления программы Honors College.

Программа Honors College спланирована в соответствии с требованиями и устремлениями, исходящими от субъекта образовательного процесса – самого обучающегося. Руководствуясь научно обоснованными положениями о негативно-фрустрирующем влиянии на личность диктатных образовательных технологий, энтузиазные образовательные программы, подобные программе SibFU Honors College, могут выступить альтернативой традиционным методам обучения и стать закономерной образовательной формой претворения идеала научной психологической культуры в практической деятельности учебных заведений.

Одним из компонентов программы Honors College в Сибирском федеральном университете является образовательное направление «Конструктивное разрешение конфликтов». Согласно конструктивной психологии, конфликт – движущая сила развития. Конфликтная сущность определяет основы устройства психики личности. Актуализация положений психоаналитической теории личности приводит к становлению образовательного идеала конфликтной компетентности в комплексе преимущественно энтузиазных образовательных технологий.

Образовательный процесс призван самой психологической культурой к конструктивному разрешению конфликта, определяющего сущность личностного устройства. Постижение конфликта как внутриличностного принципа развития выступает базой создания образовательных техноло-

гий, направленных на согласование структурных элементов психики человека и стимуляцию его личностного роста. Культурный идеал структурной модели личности, актуализируясь в соответствующих образовательных технологиях, руководит постановкой задач становления субъектности и конфликтной компетентности учащихся. Междисциплинарное пространство Honors College в СФУ расширяет целевую аудиторию субъект-субъектных образовательных программ, ставя на позицию субъекта высшего образования студента всех специальностей. Отношения между студентами SibFU Honors College и ведущими отдельных образовательных направлений определяются принципом, согласно которому студент – это субъект собственной образовательной деятельности.

Образование способно разрешить противоречия, которые возникают, благодаря многосоставности структуры психики, между стремлением к уникальности и к ассоциированности, к гомеостазу и к преодолению монотонности, а также между спонтанностью и принуждением.

Образовательные технологии развития субъектности и конфликтной компетентности определяются теорией игровой деятельности. Игра появляется в условиях ресурсного дефицита, и игровое действие представляет собой «культурно представленный, зафиксированный и передаваемый «по наследству» способ разрешения конфликтов» [8, с. 96]. Существуют специальные игровые конструкции, которые применяются для обучения и решения проблем. В частности, в Сибирском федеральном университете при реализации отдельных образовательных программ и, в частности, дополнительной образовательной программы для одаренных студентов SibFU Honors College, используются технологии ведения организационно-деятельностных игр. «Практика организационно-деятельностных игр убедительно показывает, что ядром напряженной коммуникации с необходимостью поиска специальных средств понимания, кооперации является специально сконструированный конфликт, в котором сталкиваются различные профессиональные (или иные) позиции в попытках преобразования полипрофессионально представленного объекта изменения. Особенностью таких игр является прежде всего то, что они предназначены для решения задач создания новых ресурсов для развития мышления и деятельности» [8, с. 96].

В SibFU Honors College метод проведения организационно-деятельностных игр использовался для решения сложных актуальных вопросов высшего образования. ОДИ была применена как форма дополнительной разработки содержания и границ образовательного пространства Honors College и как метод управления дальнейшим развитием колледжа. Результатом коллективного планирования правил учебного процесса и результатов обучения стало освоение ролей соавторов-соразработчиков собственных образовательных программ, которые апробировали студенты.

Например, задача вводной игры-запуска состояла в создании модели колледжа как системы образовательных отношений студентов, преподавателей, а также университетского, научного и профессионального сообщества. Игра преследовала достижение цели оформления притязаний разных участников Honors College на образовательные результаты и определение форм их согласования. В игре поиск ответа привел к новым способам самоопределения и формулировки образовательных целей для каждого из участников образовательного процесса.

Актуализируясь в образовании, психологический культурный идеал субъектного становления картины мира посредством деятельностной самоидентификации приводит к созданию личности, компетентной в вопросах саморазвития и готовой к конструктивному изменению мира для согласования субъективных и объективных целей развития. Энтузиазная образовательная концепция, созданная на основе актуализации подобных психологических идеалов культуры, развивает личность, способную к самостоятельному проектированию мира, к его содержательной трансформации. И эта модель личности крайне востребована в высшем образовании сегодня, в период, когда способности к инновационной деятельности, нестандартному мышлению, приводящему к свершению научно-технических прорывов, входят в спектр качеств эталонного человека будущего.

Образовательное направление «Визуальное мышление» связано с развитием творческого мышления, способностей проектирования, моделирования и оперирования наглядными образами у студентов Honors College. Обучение проводится при помощи использования произведений изобразительного искусства в качестве схем и продуктов визуально-мыслительной деятельности. Задачи дисциплины состоят в раскрытии произведений изобразительного искусства в качестве моделей мировоззренческого ориентирования человека, овладении практикой создания продуктов визуального мышления – моделей научных, профессиональных и мировоззренческих концептов.

Социально-образовательное действие идеалов художественной культуры в курсе «Визуальное мышление» проявляется в его направленности на развитие личностных качеств, позволяющих совершенствовать творческие, изобретательские способности.

Художественные модели – произведения изобразительного искусства – обладают наибольшей степенью наглядности, поэтому их образовательный потенциал можно эффективно использовать для развития когнитивных способностей студентов. Образовательный потенциал, которым обладают произведения искусства, шире профессионально прикладной области становления студента как специалиста. Основная сфера применения образовательных возможностей произведений искусства заключается в потенциале становления личности студента. Программа дисциплины предпо-

лагает использование образовательного потенциала произведений искусства как носителей эталонных схем действия по формированию индивидуальной картины мира, мировоззрения студента. Образовательный потенциал произведения искусства позволяет развить способности человека к самомоделированию, творчеству.

Развитое визуальное мышление является одним из необходимых компонентов успешной профессиональной деятельности, позволяющим осуществлять проектную деятельность, методологически выстраивать последовательность этапов с целью достижения желаемого, прогнозировать ход профессиональной деятельности, наглядно представлять ее результаты, визуально моделировать конструкты любых явлений и ситуаций, выстраивать коммуникацию с недоступным материалом посредством его наглядного образа и наиболее эффективно познавать исследуемое явление. Визуальное мышление способно выстраивать гармоничное мировоззрение человека, позволяя наглядно представлять целостность мира и его законы, фиксировать свое место, цели и задачи в нем.

Практика образовательного визуального диалога и постижения произведений изобразительного искусства развивает креативность и способствует становлению такой картины мира, в которой гармония взаимной субъектности определяет характер взаимодействия обоих партнеров мироотношения – человека и мира.

Формы проведения занятий включают проблемную дискуссию, конференцию, работу в мини-группах, изучение case-study, презентацию результатов самостоятельной работы, моделирование, творческую работу, создание арт-проектов. Подобные образовательные форматы позволяют реализовать диалектическую образовательную сущность равновесных идеалов культуры, определенных взаимонеобходимостью диктатного и энтузиазного образовательных начал.

Заключение

Анализ показывает, что образовательные направления учебной деятельности в SibFU Honors College связаны с реализацией новой модели компетенций. В практике деятельности ведущих мировых университетов Honors College – один из эффективных способов развития талантов одаренных студентов, имеющих высокие учебные результаты. Осваивая дополнительную образовательную программу Honors College, студенты учатся строить индивидуальные образовательные траектории, принимать решения, реализовывать самостоятельные проекты. Главная задача SibFU Honors College – развитие личности студента как субъекта, открытого для конструктивных отношений с миром.

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КАК ИНДИВИДУАЛИЗАЦИЯ ПОМОГАЕТ ВУЗАМ СОЗДАВАТЬ ОБРАЗОВАТЕЛЬНОЕ ПРОСТРАНСТВО ДЛЯ ТАЛАНТЛИВЫХ СТУДЕНТОВ

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При создании образовательного пространства для талантливых студентов – элиты университета – необходимо учитывать ряд трендов, которые сегодня определяют развитие социокультурной, экономической и образовательной сферы (рис. 1).

Рис. 1. Социокультурные, экономические и образовательные тренды

Социокультурные тренды связаны с социальной мобильностью, индивидуализацией, культом саморазвития и дивергентностью, а также развитием цифровой культуры и общим ростом глобализации, интеграции и мультикультурности.

Экономические тренды определены такими процессами, как цифровизация, роботизация, платформизация, омниканальность. В экономике трендами сегодня являются просьюмеризм, самоорганизация, холакратия, развитие плоских организационных структур. Рост экономики знаний определяет ценность T-shaped специалистов, слэш-карьер, удаленной работы и безусловного дохода.

В образовании тренды связаны с размытием границ вуза, академической мобильностью, сетевым обучением, созданием образовательных платформ. Отток абитуриентов за границу задает тренд глобальной конкуренции, экспорта образования и актуальности мировых рейтингов. Образовательные тренды, определяющие развитие соответствующих технологий для решения этих задач, связаны с разработкой МООК и иных программ, соответствующих задачам проекта Lifelong learning. Создание корпоративных университетов – это тренд, который позволяет реализовать и такие актуальные образовательные технологии, как адаптивное обучение, модульность и междисциплинарность. В образование вводятся новые форматы обучения: «перевернутый класс», игровые форматы, проектное обучение, коворкинги. Персонализация образовательных процессов, кастомизация образовательного продукта указывает на необходимость построения индивидуальных образовательных траекторий (ИОТ) в новой образовательной среде университета.

В трех сферах качестве главных трендов, сходных по своим задачам можно выделить социокультурный тренд индивидуализации, экономический тренд кастомизации и тренд построения индивидуальных образовательных технологий (рис. 2).

Рис. 2. Тренды индивидуализации в трех сферах развития человечества

Изолированные программы более не актуальны. Изоляция программ не позволяет технологично выявлять талантливых студентов. Программы ранжируются по популярности, и наиболее талантливые студенты идут на более популярные программы. Создание отдельных траекторий для талантливых студентов является сверхзадачей. Единое образовательное пространство позволяет встраивать в его механику отбора талантливых студентов по всему набору (рис. 3).
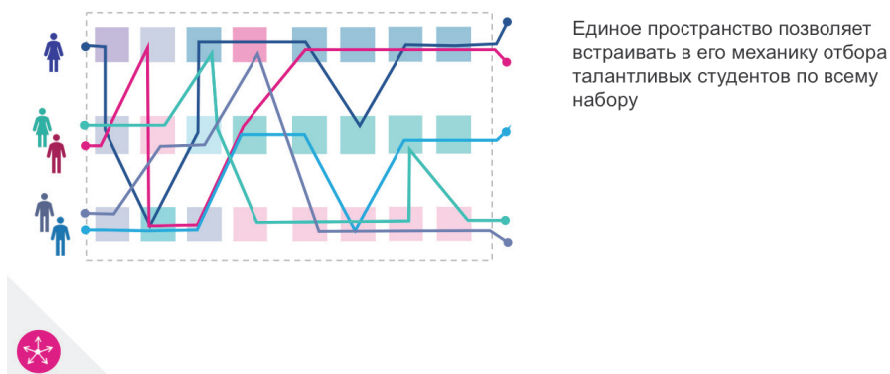

Рис. 3. Единое образовательное пространство

Инструментами перехода к индивидуализации в образовании являются: проектное обучение, предоставление студентам возможностей выбора преподавателей, курсов, программ, а также уровневое обучение (рис. 4).
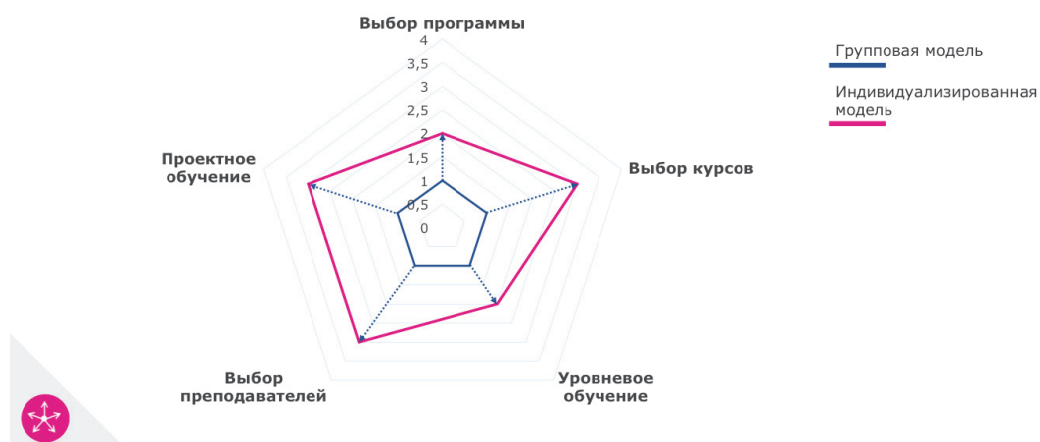

Рис. 4. Переход к индивидуализации

Одним из главных орудий управления процессом индивидуализации образовательных траекторий является создание конкурентной среды – как среди преподавателей, так и студентов. Здоровая конкуренция мотивирует повышать студентов свой уровень, чтобы выделиться; мотивирует преподавателей повышать качество предлагаемого контента. Кроме того, конкуренция оживляет образовательное пространство университета. Прозрачное рейтингование выступает способом стратификации и внедрения принципов меритократии. На создание конкуренции может быть направлен целый ряд механизмов (рис. 5).

Как создать конкуренцию?

CUSTIS

- Создать предмет конкуренции для студентов: куда будут стремиться студенты?
- Создать предмет конкуренции для преподавателей
- Создать систему прозрачных показателей и правил для одних и других
- Позволить им действовать самостоятельно
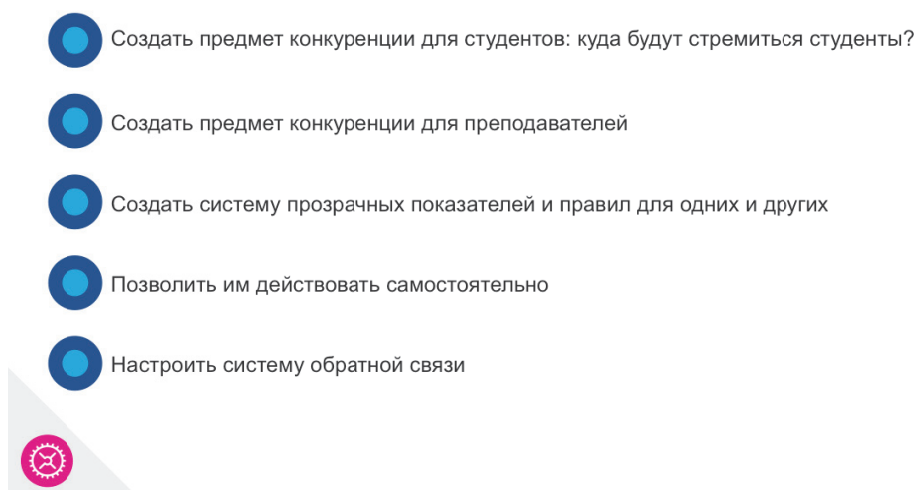- Настроить систему обратной связи

Рис. 5. Механизмы создания конкуренции в образовательной среде университета

Конкуренцию в образовательной среде университета можно создать, если сформировать предмет конкуренции для студентов и преподавателей, организовать систему прозрачных показателей и правил для одних и других и позволить всем участникам образовательного процесса действовать самостоятельно. Кроме того, весьма важно настроить систему обратной связи.

Можно выделить несколько уровней конкуренции (рис. 6). Первый уровень – это конкуренция за попадание в университет. Второй уровень – конкуренция среди студентов университета. Третий уровень – конкуренция среди студентов одной программы.

Движение от изолированных программ к единому образовательному пространству представляет собой принципиальный переход в конструировании образовательной среды как отдельного университета, так и всей системы высшего образования (рис. 7).

Уровни конкуренции

- Конкуренция за попадание в университет
- Конкуренция среди студентов университета
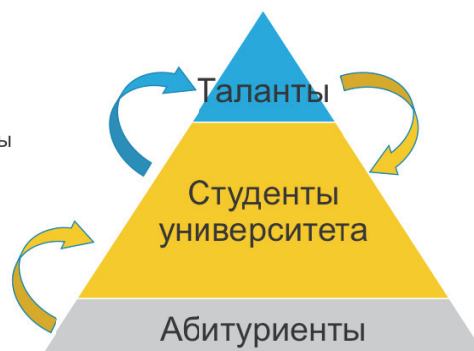- Конкуренция среди студентов одной программы

Таланты

Студенты университета

Абитуриенты

Рис. 6. Уровни конкуренции среди студентов университета

Принципиальный переход

Изолированные программы

Единое образовательное пространство

Отсев студентов

ОП 1   ОП 2   ОП 3

Абитуриенты

Таланты

Студенты университета

Абитуриенты
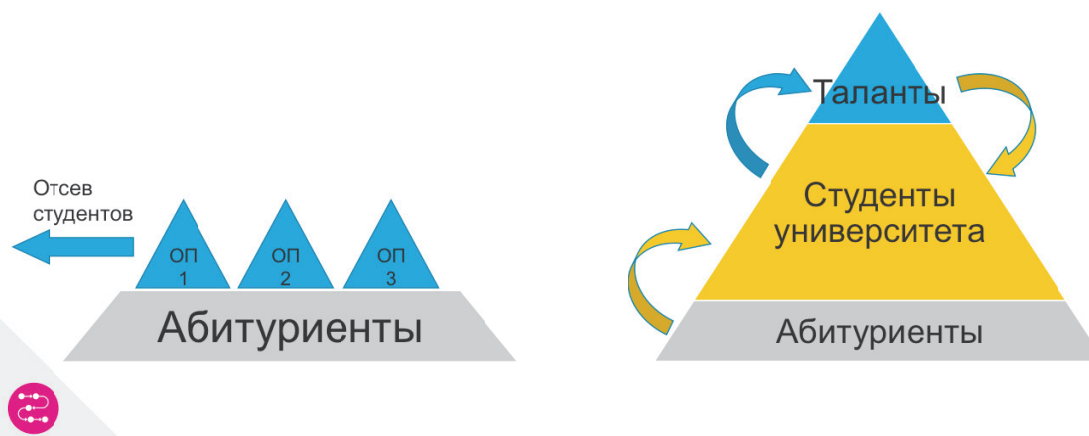
Рис. 7. Принципиальный переход от изолированных программ
к единому образовательному пространству

В структуре единого образовательного пространства вершиной пирамиды студенческого сообщества выступают талантливые студенты. Создание здоровой конкуренции за счет эффективного внедрения системы индивидуальных образовательных траекторий способствует активному взаимодействию среднего сегмента студентов университета с талантами и дает максимально эффективный результат для развития вуза.

ОТ ПЕРВЫХ КУРСОВ ПО ВЫБОРУ К МАССОВОЙ ИНДИВИДУАЛИЗАЦИИ: КАК ПЛАТФОРМА MODEUS ПОМОГАЕТ РОССИЙСКИМ ВУЗАМ ПЕРЕЙТИ К НОВОЙ ОБРАЗОВАТЕЛЬНОЙ МОДЕЛИ

Виталий Тканов

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Принципы индивидуализации и построения индивидуальных образовательных траекторий определяют основу программ элитного образования и вуза, в целом. Реализация этих принципов требует соответствующих инструментов автоматизации, который дают возможность управлять очень сложной массовой индивидуализацией образовательного процесса в университете. Эти инструменты позволяют вузу быть конкурентоспособным в регионе, в стране и на международной арене. Цифровая Платформа Модеус – один из инструментов, обеспечивающих достижение этой цели. Как создавалось ИТ-решение Modeus и что представляет из себя на текущий момент?

Когда университет решает трансформировать образовательный процесс и выбирает для этого индивидуальные образовательные траектории, как инструмент, то возникает необходимость прохождения весьма сложного пути по реорганизации процессов обучения, организационной структуры и регламентов. Неизбежно встает вопрос, как учесть все это множество данных так, чтобы сформировать гибкое образовательное пространство, составить индивидуальное расписание под каждого студента, определить форматы выбора студентами программ, курсов, уровней сложности их прохождения, преподавателей и наставников? И как сделать так, чтобы это все было удобно для всех участников процесса?

В этот момент каждый вуз задумывается об автоматизации, об ИТ-решении, чтобы поддержать всю эту сложность, нечеловекосоизмеримые данные (BIGDATA) и не застопориться на этапе реализации своей стратегии. Без цифрового сервиса, без массовой обработки данных, без такого, в частности, инструмента как Модеус, индивидуализированное образование закончится на 500 студентах, т. к. в ручном режиме, лишь при помощи Word или Excel, это сделать просто не возможно!

Понимая всю сложность и масштабность проблемы, группа компаний Custis в 2016году проанализировала мировой опыт, привлекла экспертов и начала создавать гибкую Платформу на базе современной микросервисной архитектуры, в соответствии с требованиями стейк-холдеров образовательного мира, с учетом мировых трендов и вызовов для российского образования.

Итак, что же такое Modeus? С одной стороны, Modeus является технологическим ядром современного цифрового университета. А с другой стороны, Modeus поддерживает логику трансформации вуза в цифровой университет. Платформа позволяет реализовать любую стратегию развития университета и выступить инструментом для достижения ключевых показателей эффективности программы ПСАЛ или Цифрового Университета.

Modeus необходим тем вузам, которые находятся в состоянии региональной конкуренции. Modeus также необходим вузам, уже включившимся в международную конкуренцию. На международном рынке персональное отношение к студенту является нормой, и студенты выбирают те вузы, где их потребности удовлетворяются лучше.

Элитные школы и проекты Greenfield всегда являлись и являются лидерами образовательной отрасли. Успешные идеи, реализованные в этих образовательных пространства, в дальнейшем тиражируются, становятся более массовыми и постепенно удешевляются. Но сначала все передовые технологии и ресурсы должно получить элитное образование. Технологии построения индивидуальных образовательных траекторий (ИОТ) в первую очередь берут на вооружение различные honors schools. А при тиражировании результатов проекта внедрения ИОТ мы получаем массовое элитное образование, раскрывающее потенциал каждого студента.

Modeus позволяет реализовать любую вариативность, как инструмент автоматизации (рис. 1). Каждый вуз уникален, и наша практика показывает, что модель индивидуализации у всех получается своя, т. к. нужно сохранить идентичность и раскрыть сильные стороны университета, что позволяет быть более привлекательным для студентов конкретного региона, сохраняя и развивая контингент.

Архитектура Платформы Modeus (Module Education System) такова, что в платформе образовательная деятельность декомпозирована до модулей. Главным модулем является «Учебная встреча» – как атомарная функция, как «кирпич», который закладывается в «фундамент» образовательного «дома».

Если в классических ERP системах все завязано на академическую группу, Учебные планы и РПД, то в Modeus – на модуль учебного процесса и студента, которые и стоят во главе угла нашей системы, а только потом Учебные планы и проверка на соответствие требованиям ФГОС. Необходимые выгрузки из системы для отчетности Modeus предоставляет.

Когда мы анализировали рынок ИТ-решений для образования, то быстро поняли, что классическим ERP системам для перехода к индивидуализации нужно менять базовую объектную модель, т. е. всю архитектуру системы. Поэтому мы решили собирать новую гибкую Платформу на базе современной микросервисной архитектуры, под быстро меняющиеся требования стейк-холдеров образовательного мира.
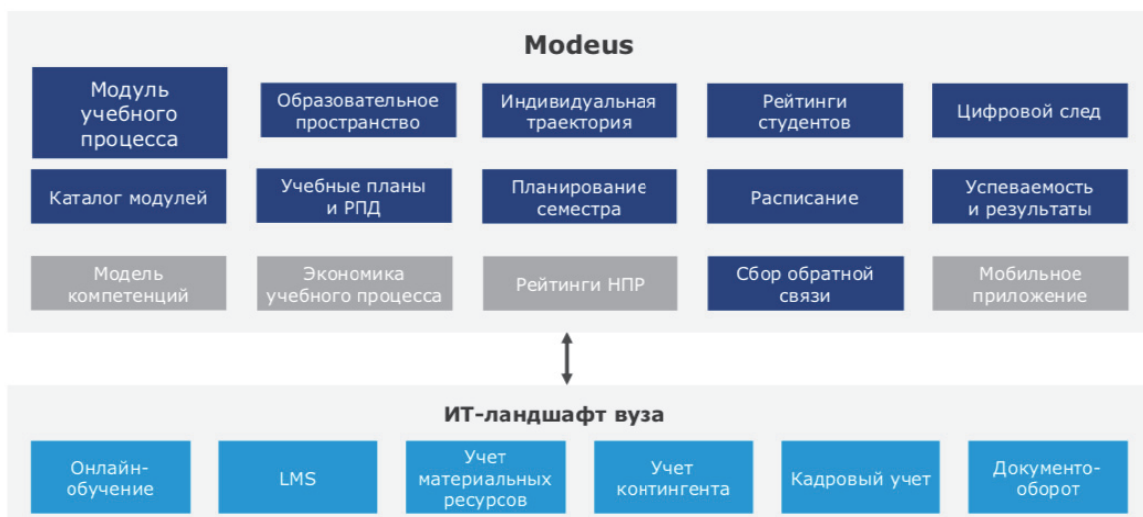

Рис. 1. Возможности платформы Modeus

А набор готовых API позволяет нам бережно интегрироваться в существующий ИТ-ландшафт вуза. Например, получение данных о студентах и ППС или выгрузка учебных планов в системы Университета происходит автоматически после интеграции, что позволяет не вести двойной учет и использовать те системы, которые вуз настраивал годами.

Платформеность и открытость позволяет нам и нашим технологическим партнерам иметь набор модулей, связанных между собой, менять местами, перестраивать, убирать, добавлять новые. Пользовательские интерфейсы Modeus спроектированы, в соответствии с лучшими практиками User Experience (UX)/ User Interface (UI) дизайна, в которых удобство использования так же важно, как и внешний вид. Но мы не останавливаемся на достигнутом и постоянно инвестируем в улучшения User Interface, получая обратную связь от наших пользователей.

Сейчас поступает большое количество запросов на использования Modeus для обучения иностранных студентов в российских вузах, а также для использования за рубежом, поэтому компания Custis работает над переводом Modeus на английский язык, и в ближайшее время можно ожидать нового релиза билингвальной платформы Modeus.

Поскольку Modeus предназначен для трансформации деятельности вуза, а не для автоматизации существующих бизнес-процессов, то простой линейной экономической зависимости быть не может, и эффекты от внедрения Modeus гораздо масштабнее. Вуз становится более востребованным на образовательном рынке среди студентов в своем регионе, по сравнению со столичными вузами, и зарубежными, а его выпускники легче адаптируются к постоянно меняющимся требованиям экономики. Студент становится более мотивированными в процессе обучение, получает уникальный набор компетенций и имеет возможность раскрыть весь свой потенциал в своем родном городе. Профессорско-преподавательский состав приобретает дополнительную мотивацию к созданию качественного образовательного контента. Преподаватель попадает в конкурентную среду, в учебный процесс вовлекаются научные сотрудники. Им тоже становится интересно донести до молодого поколения результаты своей научной деятельности. Конкурентная среда способствует качественным изменениям в любом вузе, осмеливающимся встать на путь глубокой трансформации своей образовательной деятельности.

Для наглядности масштабов и нагруженности платформы можно привести два примера ее использования (рис. 2). На слайде представлены данные Тюменского государственного университета, который является одним из передовиков индивидуализации в России. На текущий момент весь ТюмГУ (более десяти тысяч студентов и одна тысяча сотрудников) использует Modeus. Платформа здесь работает в высоконагруженном режиме, за три года проведено тридцать выборных кампаний, в расписании заведено более ста тридцати тысяч мероприятий, а студенты обращаются к расписанию около семи раз в секунду.

Рис. 2. Статистические данные использования платформы Modeus в ТюмГУ

Другой пример – Уральский федеральный университет имени первого президента России Б. Н. Ельцина (рис. 3). Здесь все пропорционально меньше, только потому что Modeus пока развернут на нескольких направлениях подготовки студентов. Но тем не менее за два года они уже успели провести шесть выборных кампаний, а система отрабатывает запросы пользователей за семь миллисекунд.

УрФУ в числах

Пользователи

1 733	89
студента	сотрудников

Учебный процесс

139	6
модулей в каталоге	выборных кампаний

Расписание

5 745	569 049	1,1	7,1 мс
мероприятий в расписании	запросов к расписанию в неделю	запросов к расписанию в секунду	среднее время ответа

Рис. 3. Статистические данные использования платформы Modeus в УрФУ

Российская платформа Modeus расположена в защищенном облаке и распространяется по сервисной модели. Все данные целостны и доступны онлайн. Modeus сертифицирован по всем стандартам безопасности передачи и хранения данных. В структуру платформы входит более шестидесяти микросервисов, каждый из которых выполняет около десяти функций.

Платформа Modeus предоставляет современным российским университетам такие технологии и инструменты автоматизации, которые делают образовательный процесс более конкурентоспособным.

РАЗВИТИЕ ПРОГРАММ HONORS COLLEGE В РОССИЙСКИХ И ЗАРУБЕЖНЫХ УНИВЕРСИТЕТАХ

DEVELOPMENT OF UNIVERSITY HONORS PROGRAMS AROUND THE WORLD

CREATIVITY AND COMPASSION: LESSON FROM QUARANTINE WITH ANNE FRANK

Naomi Yavneh Klos

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I would like to start by thanking Maria Tarasova and SibFU for this kind invitation, as well as to thank everyone who has chosen to participate in this conference. And I would like to invite you to imagine yourself back in January of 2020. What were you anticipating? What were you looking forward to? Graduation? A vacation? A semester abroad?A family celebration?

When I flew to the Netherlands in January, 2020, to spend six months as a Fulbright Scholar, I never imagined that, only fifty days later, I would find myself again in a now-deserted airport, catching the last flight from Amsterdam to New York City, in the midst of the worst global pandemic since the 1918 flu, or maybe even the Black Death.

I had agreed to teach a required course, "Diversity, Social Justice, and Inclusion," at Windesheim Honors College, but I did not expect that the majority of my meetings -- with students from the Netherlands, certainly, but also from countries like Germany, Bulgaria, Latvia, Gambia, and Hong Kong -- would not occur in the charming town of Zwolle, but instead via Microsoft Teams, online from my home in Uptown New Orleans, Louisiana, in the United States.

My Fulbright fantasy did not anticipate that a novel Coronavirus would lead not only to global shutdowns, economic and educational disruption, an overwhelmed health care system, and hundreds of thousands of deaths, but that it would lay bare deep societal rifts and inequities And even as my colleague Lineke and I prepared to give oral finals in the second week of June, designing questions that would explore the relationship between this pandemic and the diversity and justice issues that were a central focus of my class, I along with the rest of the world was shocked when both our private discussions and the public narrative were no longer dominated by Covid, but by the killing of George Floyd, and by resultant protests.

In the Netherlands, my research was to focus on compassion as a key component and learning outcome of the pedagogy of tolerance and diversity. I was looking forward to continued collaboration with the Anne Frank House in Amsterdam, and to co-leading an international summer school program, "Toler-

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ance, Diversity, and Lessons from the Holocaust for today." I had planned to participate in events commemorating the 75th anniversary of the end of World War II at Memorial Camp Westerbork (from which 107,000 people -- primarily Jewish, but also Sinti-Roma, those with disabilities, homosexuals, and Dutch resisters -- were transported to the death camps). I looked forward to analyzing the structure and ideology of the public monuments my students and I would visit. I could not envision that I would be home in my own country, watching venerated relics of racism be challenged and even removed; that Americans might finally be prepared to have an honest conversation about systemic racism.

I had hoped, too, to be writing about what I call "imaginary friends." These are not companions invented from whole cloth, but rather figures from history, text, and tradition who engage our imaginations with essential questions about empathy, compassion, and lovingkindness. I did not imagine that I would be spending my Fulbright semester in quarantine with Anne Frank.

Of course Anne Frank was part of my research and teaching. But, during the pandemic, my work really began to center around Anne Frank and her story.

Born in Frankfurt, Germany, in 1929, Anne was a young Jewish girl growing up in a modern neighborhood in Amsterdam. After the German invasion of the Netherlands in May of 1940, however, her family's life became increasingly constricted by the Nazis' antisemetic edicts. On July 6, 1942, after Anne's 16 year old sister, Margot, was called up for transport, the Franks went into hiding in the center of Amsterdam, along with another family, in two floors of a warehouse hidden behind Otto's business. When, a few months later, another Jewish man joined them, eight people were confined to fewer than 800 square feet. They remained in that space, hidden behind a bookcase, never going out of doors, until on August 4, 1944, over two years after going into hiding, they were discovered, arrested, and sent first to Camp Westerbork, and then to Auschwitz and other concentration camps in the east. Only Otto lived to return home.

But, although Anne died, her diary survived, locked in a desk drawer by one of the helpers, to be returned to Anne after the war. On the terrible day that Otto Frank learned that both Margot and Anne had died, Miep handed the pile of notebooks and papers to him. *Het Achterhuis*, the diary, was first published in Dutch on June 25, 1947. [The first translation into English was published by Doubleday in 1952, with a forward by former First Lady Eleanor Roosevelt. I could not find when the first Russian translation appeared, but I know that a "new" translation appeared in the 1990's.]

In the early weeks of the current pandemic, Anne's name was repeatedly invoked, whether as a Facebook meme, whining about sheltering in place, or as a stern warning never to forget the unique horror of the Holocaust. But, although Anne Frank is an iconic figure for Jews and non-Jews alike, most of us do not know the nuances of her story or its context in the Dutch experience of World War II. We do not know that the Netherlands lost a higher percentage of its Jew-

ish population than did any other country in Western Europe. We don't know that Anne was not, in fact, a little Dutch girl, but an immigrant from Germany, and that her family -- like so many others -- was denied permission to emigrate to the United States because of America's persistent fear of refugees.

And Americans, at least, don't really learn about the full scope of World War II. For example, Even though the Soviet Union was our ally, we learn almost nothing about the experience and suffering of Russians.

Given these limitations, what can we learn from Anne Frank in a time of anxiety and uncertainty, of social distancing, of deep political division and exposed inequity? Is it a cliche or a usurpation to turn to the diary of a teenage girl killed in the Holocaust? Are we, seventy-five years after her death in Bergen-Belsen concentration camp, diminishing her painful experience if we find a point of connection with it?

Or can that point of connection be a powerful entry to larger issues: a powerful reminder that stereotypes are neither neutral nor flattering, but rather a dangerous form of "othering." That hatred and white supremacy left unchecked lead to death and destruction. Anne's story, like the history of the Holocaust itself, inspires us to ask, not "what would I have done?" but rather, "what will I do?"

I wrote in April, as one of the final posts on my blog, whose title, "An American in Zwolle" now strikes me as a wistful relic of a more optimistic moment, "Anne's story has taken on new resonances, particularly for those of us who are lucky enough to be healthy as we shelter in place." In the early weeks of social distancing, Anne's name seemed to be everywhere. It was invoked, for example, in reminders to keep our own diaries, both to memorialize this unprecedented moment and to tend to our own mental health. A mother told me that her ten year old daughter, who had learned about Anne in school before the pandemic, was now re-reading it. An older friend emailed to describe how, in sharing a delivery of vegetables with an even older neighbor, he had envisioned himself in Anne's world, as both the helper and the cared-for. Re-reading Anne's writing for my own research, as I sheltered in my large, high-ceilinged home, full of light and next to the park, I could identify in a new way with her sense of isolation even as I felt intense gratitude for all the ways in which my own life, thankfully, was completely different from hers. Social distancing is not at all hiding from the Nazis, but I still thought of Anne as I filled my time with reading, research, knitting, baking, and, of course, writing in my diary. And I mourned for Anne as I looked out the window at the branches of not a chestnut tree but my live oaks and palm trees, and gave thanks that I could freely go out and walk among them, and that, wearing a mask, I could still go buy fresh fruits and vegetables.

Meanwhile, a popular meme on Facebook admonished, "Anne Frank and seven other people hid in a 450 square foot attic for 761 days, quietly trying to stay undiscovered, to stay alive." In other words, "Shut up. Anne Frank had it

much worse." Although I smiled at a Curtis cartoon in which the dad responds to his son's complaints about missing pizza parlors and movie theaters, "Anne Frank and her family spent two years in an attic," I found the facebook post unsettling, a bit confusing, and, frankly, a little uncharitable. While certainly perspective is essential -- I and most of my friends on Facebook are in our own homes, with food, internet, and functional plumbing; we are not hiding from the Nazis -- pointing to someone else's suffering as a way of distinguishing our own comparative good fortune ("you think you have it bad? Be grateful you are not in a wheelchair!") frequently engenders a sense of superiority and pity, rather than empathy. It diminishes the other to what Chimamanda Adichie calls "a single story," one that is radically incomplete and unnuanced. And that others have "suffered more" does not invalidate a sense of disappointment and grief at the disruptions and losses of Covid.

This meme and other, more inappropriate quarantine-themed comments about Anne Frank on social media ("I wonder if Anne Frank was this horny" is one unfortunate example) prompted an outcry in some circles about the appropriateness of such name-checking. After a photo of Anne was used to draw attention to the plight of detained refugees during the Covid crisis ("Anne and her sister died of typhoid, not gas"), The Jewish Journal published an editorial, *Leave Anne Frank Alone*, reminding reader sthat the memory of a Jewish girl who died in a Nazi concentration camp -- whether by gas or from typhus -- should be treated tenderly, rather than be used either as the butt of jokes about the tedium of social distancing, or evoked in the name of ICE detainees.

Her story has become symbolic of many things, most of all maintaining humanity throughout horror. Her legacy teaches us that these hard times are not a free pass to turn a teenager of the Holocaust into a talking point.

Still, Anne's story -- not her tragic death, but her family's quotidian life in the attic for over two years -- offer a remarkable model of what scholars term "spiritual resistance" for our own time, as we envision new ways to reconfigure our very disrupted lives.

What do we think of when we hear the word "resistance"? Perhaps armed struggle? Smuggling goods or even people across cities or borders? Sabotaging train lines? Certainly those are important examples of resistance, but when historians of genocide use the term "spiritual resistance," they mean attempts by individuals to maintain their humanity, personal integrity, dignity, and sense of civilization in the face of attempts to dehumanize and degrade them ."

We can see evidence of such spiritual resistance in Anne's diary. The first thing she describes discusses after their arrival at the Annex is how, while her mother and Margot take to their beds despondently, she and her father work tirelessly to organize their space. Once settled, the residents of the attic develop a routine and structure to organize their days, filled with individual reading and other educational activities, cooking, and family celebrations that might remind

of us of our own covid moments baking bread or knitting blankets. They may not have zoom but they take correspondence courses under the name of one of their helpers, and, of course Anne has her diary. Even with their limited resources, they find ways to make birthdays and holidays special with poems, surprises, and gifts of special treats hoarded for the occasion.

* Think for a moment: how have you shown spiritual resilience during this pandemic?

But of course the analogy with Anne Frank breaks down in so many ways, not least of which with the fact that, although we are physically isolated, we have found new -- and I would argue, more meaningful ways, to connect with each other, not just personally but educationally and professionally. One of the first zoom conferences I attended after the pandemic started was an international honors symposium on creating community -- where I also saw Maria Tarasova, the organizer of this conference. And here we are, Russians, Americans, Chinese, Australians, Dutch, Germans,six months later, gathered "in" Siberia.

This creative and generous collaboration is a welcome new norm. For example, although I am physically and officially back at my university in New Orleans this semester, I am coaching two teams at Windesheim Honours College in the Netherlands -- something we never really thought of before the pandemic. And, as you will hear if you join their sessions later today, in their collaborations, people are more willing than ever to reach out and collaborate. It's not simply (or not at all) that folks have more time on their hands, but rather a communal sense that "we're all in this together," and an instant point of connection, because we are all frustrated, we are all isolated, we are all grieving friends and family members, or the family members of our friends, and the lives we used to live. I see students and faculty members finding new ways to be sure everyone is included -- through videos, facetime and a whole assortment of online tools -- and also to be sure everyone is ok. Although it is not new to me to include a moment of reflection or meditation at the start of class, or to pause from "the real concerns" of the class to share strategies for addressing anxiety and stress, I see a welcoming embrace of this practice from my students, who share with me how they have incorporated some of these tools into their lives, or just express gratitude that we are taking time, as a community, to acknowledge and tend to our emotional and spiritual health.

I am also appreciating a willingness not just to adapt the "same old, same old," but to try new things".

For example, as I work with my colleagues at Hanze University to plan our summer school, normally an intensive hands-on program that brings international students to live together for two weeks, touring sites in the Netherlands and Germany as they design projects to build tolerance and inclusion, we made a conscious decision not to apologize for what we could not do -- visit the Anne

Frank House or the Memorial to the Murdered Jews in Berlin -- but rather to focus on how we might re-envision the program in a new way?

One way is enhanced collaborative projects. We have time differences, but we don't have to worry about jet lag, balance of fun and travel, long bus rides. That time will allow students to consult both library resources and a panel of expert consultants, in an enrichment designed to draw them more deeply into an intellectual community. And since we won't have the benefit of communal living and travel to create informal interactions, we will also create more intentional ways for students to share their backgrounds and cultural differences.

We can also strive for more equity in who can participate. When we don't have to pay for trains to Amsterdam and the Hague, an 8 hour bus ride to Berlin, and youth hostels, we can create a truly affordable price -- 150 euros = 180 dollars = 13624.62 rubles. Compare it to 181661.60 rubles = 2400 dollars. When students don't have to pay for airfare, or to take a full three weeks off from a summer job, in order to participate, the narrative of who is welcome changes.

This renewed emphasis on equity and inclusion has been an unexpected gift of covid. For example, 30 years, research has demonstrated that the standardized admissions tests most American universities require (ACT, SAT) are culturally biased in favor of affluent white students whose parents went to college. And even as more and more schools have gone "test optional" (that is, students may choose whether or not they want to share their scores), many Honors programs and colleges have stubbornly clung to this damaged admissions criteria. At my university, Loyola, I spent seven years arguing for elimination of standardized test scores in admissions to the University Honors Program. I was able to get us to reduce our reliance on them, But it took the disruptions of COVID and the blatant lack of access to testing, as well as the conversation about equity, for Loyola finally to announce that we were going not merely test optional but TEST BLIND for all of our students, including honors. Even if you submit your scores, we won't look at them.

Which, in a strange way, brings me back to Anne Frank as a reminder of the power of empathy and compassion. Those of us who have had the privilege of experiencing COVID primarily as a social, educational and economic disruption must not equate our own experience of working and homeschooling children from our own homes, watching Netflix, and Instagramming our baked goods -- even in the midst of a deadly pandemic -- with that of 8 people hiding for their lives, unable to go outside for over two years or even to flush the toilet for hours on end. That lack of analogy must be a starting place for any discussion of Anne Frank in quarantine. But cannot our relationship with Anne Frank open up a space of empathy and connection that allows us to use our own discomfort as a pathway to compassion? That, particularly as we confront systemic racism, can cause us to reflect on justice and the lack thereof in our own world?

What I am calling for is a reframing of Anne Frank in quarantine: not that we say, "I am like Anne Frank, because I am in hiding," but that we use her story as a place of empathy to move toward compassion: "I am thinking about her story and what it might be like not just to be quarantined, but to be hiding because of hatred." How can I help others? How can I draw on my experience to eliminate hatred?

Can we in quarantine consider Anne's experience a call to empathy and courage, in a challenging moment? The Frank family hid, it is true, because they feared for their lives. But the Dutch term for them, *onderduiker* -- not someone in hiding but someone who dives under -- reminds us that theirs was not an act of cowardice. Rather, "diving under" was a choice of tremendous courage at an unfathomably difficult time. When it became clear that neither the whole family or the girls would be able to emigrate the Franks chose to protect their daughters. They and their helpers chose to include a second family. And then, despite the cramped and uncomfortable conditions, the unbelievable difficulty of finding enough to eat, they chose to offer shelter to another man, one most of them did not know.

Remembering the experience of Anne or any of the other *onderduikers* can put our own time in perspective. The challenges of the healthy members of our community, compelled to remain in their own homes in the midst of the current pandemic, are not truly analogous to the travails of both those who went into hiding, and those others who protected them, at great danger to themselves. And yet we are living in a frightening moment: many have lost their livelihoods and even their lives. Healthcare workers, police officers, and grocery cashiers are placing their own health at risk for the sake of others. In the US at least, people of color, people in poverty, people on the margins, are dying at far higher rates than the national average suggests. In times of uncertainty and pain, it is inspiring to be reminded of our own power to make difficult choices, and of the powerful difference those choices can make. In Honors, we have been given the gift of focusing on our own education, and to think about how we can use our talents to make our communities and our world more inclusive and just.

So I would like to conclude my asking you to think of a gift that COVID has brought you, and how you might use this unsettling and even traumatic experience to improve our communities, large and small?

PEER EDUCATION FOR STUDENTS
IN HONORS COLLEGE

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Introduction

Practices suggest that self-education is an effective way for college students to develop the proper values, promote independent study and improve their overall ability. Thus, it is particularly important to explore how to develop the peer education system of honors college students, which plays a crucial role in self-education [1]. Peer education, also known as companion education, the core of which is mutual assistance in the same generation [2], originated from North America in middle and late 20th century, and has been widely applied in how to prevent AIDS and STDs [3]. From 1978 to 1987, the number of universities implemented peer education in Canada increased from a dozen to more than 2,000, which has greatly promoted individual development for special population [4]. Forhonors college, peer education often uses outstanding groups or individuals as good examples to inspire, guide and restrict others, and organizes college students to help and learn from each other in a systemic way.

Objectives

Though, peer education has developed some mature theories and various patterns such as peer advisor, peer counsellor, and freshmen peer education, and has become a beneficial component of honors college education management, [5] traditional peer mentors still have some disadvantages, such as insufficient experience, the underestimate of the future plans for development, inadequate attention to cultivating overall abilities, imperfect effect feedback mechanism etc.

Thus, honors college students peer education seeks a new pattern equipped with outstanding mentor, tougher management and more sound feedback mechanism to enhance students' overall abilities including innovation and teamwork in an all-round way. The mentors are required to have broader vision, abundant academic experience and research ability of analyzing questions, solving problems and utilizing resources. This thesis investigates on this issue both theoretically and practically.

Methods

Background. To facilitate the interaction, integration, mutual learning and achievements among undergraduates and Ph.D. students, Shen Yuan Honors College of Beihang University initiated a whole-new peer education pattern-Development Mentorship where junior doctoral students guide freshmen year undergraduates and achieve win-win results from 2012. Ph.D. students from different science and engineering majors are employed as the development mentors of undergraduates. With broad horizons and bachelor degrees, Development Mentorship provides freshmen guidance and supports concerning academic study, major selection, science and technology practices, and personal development. Meanwhile, this mentorship can develop the leadership and overall abilities of Ph.D. students, and joining the mentorship has been a compulsory part in the training programs for them.

Implementation

(1) Respect both groups and implement two-way selection

Based on openness, fairness, two-way choices and proper adjustment, Shen Yuan Honors College has fixed Development Mentorship selection procedure which are composed of 5 steps: (1) Ph.D. students submit their CVs and relevant materials to apply to be development mentors; (2) The college staff check on the information and select those who are eligible; (3) With their views considered, those mentors are grouped according to their academic experience, professional background and special skills; (4) Undergraduates choose one mentor group first and then choose one development mentor. After this, the mentors make their choices. (5) The final list is announced. A mentor group helps several students and realizes resources integration, while traditional peer education encourages one mentor to support one or more students.

(2) Build interactive platforms and enrich after-class activities

Besides offering daily conversation, psychological support, and academic guidance, mentor groups organize theme activities at least once a month, which is different from traditional peer education. Those activities with various themes aim at encouraging students to develop their views on academic and career, based on special funds provided from the college. For example, with the theme of "those events happened during undergraduate period", mentors guided freshmen to formulate and realize their own academic plan through shared experiences. Lab visits, frontier science and technology lectures and international exchange experience sharing expand horizons, raise awareness of innovation, and increase participation in science and technology practices. These activities not only enrich the life of undergraduate students, but also enhance the leadership, and organizational and communication skills of the mentors.

(3) Regulate KPI system and improve feedback mechanism

Shen Yuan Honors College set out an assessment management method to clarify the fundamental tasks and positioning of the mentors, supervise mentors to fulfil their duties, and regulate practices. According to the assessment management methods, mentors make monthly activity plans at the start of each month, submit activity summary at the end of each month, and present annual work summary at the end of each year. Those plans and summaries will be compiled into Development Mentor Manual for assessment reference. Besides, we have developed mentor online rating system where students can share their suggestion about, make comments on, and grade mentors' work at any time. At the end of service, the college will evaluate their performance, select excellent mentors and award bonuses to them according to the manual, counsellors' assessment, students' assessment and report defense. The integration of routine checkup rules and real-time feedback ensures the effective and smooth progress for development mentors.

Features

Compared with the traditional peer education, this new mentorship has innovative features. First, Development Mentorship is a useful supplement to peer education system. It has reserved some advantages in traditional peer education such as students are less defensive, more communicative and more interactive, and can effectively compensate for the problem of insufficient experience, low standpoint and limited ability in traditional peer education with the advantages of experience-rich and resource-rich. Second, development mentors can provide all-round help. Ph.D. students, whose work is not only about current trifles but also future guidance, have a better understanding on their majors, conduct science and technology exploration and social practices, offer advice, carry out moral and aesthetics education. Third, Development Mentorship is a beneficial attempt to connect undergraduates and Ph.D. students. It breaks down the barrier between undergraduate and post-graduate education, and connects through individual development, making honors education more consistent. This mentorship does not only cultivate the undergraduates but also promote the self-education of Ph.D. students.

Results

Promotes Self-education for Students

To analyze the reality of Development Mentorship, we have made an online questionnaire with the theme of Development Mentorship Implementation Reality Survey where there are two respective parts for undergraduates and Ph.D. students.

The college has released 360 questionnaires for undergraduates in all graduate with a valid return of 335, reaching a valid rate of 93 %. More than

90 % of undergraduates can understand why we have set this new mentorship and believe that the mentorship is helpful which is a proof that our promotion and interpretation of mentorship is effective. More than 70 % of undergraduates regard the mentorship as an effective way to get remarkable help from mentors while the rest believe this mentorship can be further improved, implying that the mentorship plays a relatively helpful role in undergraduate education. 81 % of undergraduates consider the number of activities held reasonable, and others ask for more activities to be held. Besides, more than 80 % of undergraduates deem that the activities are attractive both in form and content. Development Mentorship enjoys a great popularity among undergraduates by turning cramming education into experimental group self-education.

66 out of 80 questionnaires have been returned in a valid manner from the Ph.D. student mentors, with a valid return rate of 83 %. The finding shows that 90 % of the mentors are pretty aware of their key work. Around 80 % of them regard their work helpful to undergraduates and 93 % of them believe the mentorship is reasonable in terms of management, organization and activity patterns. Nearly 98 % of mentors regard this work beneficial to their personal development.

In summary, development mentors have been an important part of undergraduate education. The management and organization of mentorship have won great recognition among Ph.D. students, making it an efficient way to achieve the goal that teaching improves themselves with common progress achieved.

Enriches the College Talent Pool

(1) It promotes the integration of undergraduate and Ph.D. development.

Development Mentorship builds close longer-term peer relationship between Ph.D. students and undergraduates, motivate the students by promoting undergraduate individual development and Ph.D. leadership. As it has bridged the gap between undergraduate and Ph.D. education, this realized and facilitated the integration development of undergraduate and Ph.D. education.

(2) It pushes forward innovative talents development.

With similar ages and experiences, more free time to communicate and lower communication cost, Development Mentorship is endowed with greater vitality as a supplement of traditional peer education mentors and academic tutors. Especially, Ph.D. students dedicate themselves in guiding undergraduates in all kinds of science and technology, creative and academic competitions, pushing forward innovative talents development.

(3) It optimizes major choosing situation based on general education for undergraduates.

Now Shen Yuan Honors College applies general and profession education pattern. To be more exact, the general education will last throughout the whole

undergraduate period and the profession education only will be applied for senior undergraduates. However, most undergraduates are not aware of the professional knowledge in their field in early period so they tend to follow the herd to chose the majors. Thereby, it turns out that the Development Mentorship plays a significant role in this respect with more and more students are satisfied with the proper majors they've chosen.

(4) It accelerates interdisciplinary interaction.

Interaction made by Ph.D. students and undergraduates with different majors will generate sparks of ideas. For this purpose, Development Mentorship is an appropriate platform to promote interdisciplinary interaction in its nature. In recent years, many interdisciplinary innovation achievements have appeared in our college which contributes to the implementation of Development Mentorship.

Conclusion

Peer education is of great importance in college education due to the role it can play. Development Mentorship is an innovative peer education pattern with its unique advantages shown step by step in honors college. Currently, there is still a long way to go in terms of modular mentor training projects and fine theme activities. We will work harder towards this direction and we hope this mentorship will develop both in theories and practices so that it can make greater contribution to talents education.

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REFLECTIVE WRITING IN THE YEAR OF COVID-19

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Introduction

In April 2020, the third author ran two workshops for students of the Griffith Honours College, titled *Reflecting for sensemaking in times of uncertainty*. The first and second authors attended the workshop, and when an opportunity arose a few months later to undertake a paid research bursary on the topic, they applied and were successful.

Objectives

The objectives of this research were two-fold. First, the students involved wanted to gain skills in literature review, survey development, and data analysis. If they could also achieve an academic publication from the project, that would be a bonus.

The second research goal was to investigate the impact of the *Reflective Writing During Covid-19* workshops on the Honours College students who attended.

Methods

The research progressed in two stages. First, during the research bursary itself, then later with the data collection and analysis. In the first stage, the research bursary, the students focussed on expanding their skills in conducting a literature review and on developing a survey for their peers to complete, including receiving university Ethics approval for the survey. In the second stage, the survey was released to the workshop attendees, data collected, and analysed. This paper presents the combined findings from both stages of the research project.

The focus of the workshop was to introduce different methods of reflection and reflective writing to the Honours College students who attended, with a particular focus on Bolton's (2010) *six minute writing*, which is a modified form

of Elbow's (1973, 1998) *freewriting*. Students were taught several different reflection techniques, and invited to think about publishing their reflections as a consequence of the workshop.

The survey was developed a couple of months after the workshop, with the intention of capturing both evaluation data from the workshop and any outcomes that the participants had experienced. Survey questions included:

- What (if any) kinds of reflective practices have you incorporated into your life since the workshop? (e.g. writing, journaling, meditation, etc)
- Has your reflection improved your ability to cope with COVID-19? If so, how?
- What difference has COVID-19 made to the career your degree is preparing you for?

Results

Fourteen responses were received to the survey, and the two research bursary students undertook additional personal reflections.

Research Bursary Outcomes - Julia

Julia's literature review focussed on reflection within musical activities. She found that she had already employed different types of reflection found in the literature review within her musical practice without really knowing. These included Benton's (2013) self-assessment during school performance assessments, and Schön's (1983) reflective practice in action while practicing violin (actively listening to what it sounds like, making a decision on that sound and comparing it to how she wants it to sound, adjusting technique to change sound and trying again) .

Julia had previously trialled the reflective writing practice of journaling, "which started off as helpful when practicing, but then became a bit of a chore after 2 years – I realised that perhaps I had developed better reflection in action and focus through writing my goals and reflections every day, and didn't need to do so anymore."

Research Bursary Outcomes - William

Through writing the literature review more broadly around reflection in academia, William discovered that he tended to ruminate on issues and wasn't reflecting effectively (Maurer, Leheta & Conklin, 2017). "Now I can identify when I begin ruminating and this awareness helps me prevent it."

The literature showed that reflection can help individuals deal with change and stress, and enable learning from these experiences. He also explored the link between reflection and meditation/mindfulness. Used together, they can help tertiary students deal with the many challenges they face.

Survey Outcomes

The majority of students (71 %) said that they had done further research into reflective writing after the workshop. Many students said they hadn't published reflections on social media as they would rather keep them personal. Only 14% of students said they had posted reflections on a website post-workshop. However, as one wrote, "I decided to reflect on a key learning from covid-19 and publish it on LinkedIn. I never thought of doing this but as it was something relevant to my employability I felt it would be appropriate. My actual reflection was messier and detailed but through that process I found the key learning that I could post about on social media. This also gave me a sense of accomplishment. Like a badge for myself!"

Most students said that reflection had helped them through the pandemic. Some said it helped them a lot, others said a little bit. Most respondents also described feeling isolated and missing a sense of connection. As one respondent said, "I don't think I have adapted well. I simply took on more projects as I felt I had more time being at home. To survive I sleep less and don't exercise."

The literature argues that a significant number of university students are not well equipped to cope with challenges (Stoten, 2019). This assertion was supported by the survey data where many students described their struggle in remaining motivated with their studies. One respondent commented "I don't see my friends often which makes me feel a bit isolated, it also makes it hard to be excited and motivated for uni work. Not being able to go onto campus has also been tough as I learn better in a face-to-face environment", while another stated "I reduced my study load to cope with difficulty studying due to lacking motivation". A third respondent commented, "During trimester 1 2020 I felt I was sinking slightly but staying afloat. I promised myself that trimester 2 would be better. Boy was I wrong. Due to jobkeeper I am now working 24+ hours a week. Last week it was 40 hours. I am also signing up to lots of online opportunities which I am interested in … But I'm struggling with juggling everything I am doing and the pressure I put on myself."

Conclusion

There are obvious advantages to teaching reflective writing to Honours College students. Not only were they thankful for the opportunity, even among a sea of other opportunities offered to them, but they are also likely to extend those opportunities into their own considerations of employability and future work.

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ENHANCING HONORS LEARNING WITH REFLECTIVE ONLINE FORUMS

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Introduction

As we search for evidence of significant learning and innovations in higher education, especially during a disruptive COVID-19 pandemic and beyond, we are continually challenged both in person and online to reaffirm proven methods of enhancing students' abilities to engage in critical reflection as a way of achieving higher-level learning and building a community of diverse learners. Reflective thinking, self-analysis, and self-assessment are effective pathways to deep, honors learning, but they demand levels of personal scrutiny, intellectual honesty, and distance, which come with great difficulty. Honors students must have many opportunities to practice such unfamiliar skills. Using regular posts on a collaborative online forum can be a powerful means of creating a safe, challenging environment that helps honors students understand and document their own learning, especially with frequent mentoring and feedback.

Students who engage regularly in written reflection about not only content knowledge but also the meaning of the learning process itself are empowered to make sense of the sources and outcomes of their learning. The gains of such learning goals are especially valuable when teaching and learning are forced to pivot to remote strategies, such as in the time of COVID, though the benefits are equally compelling beyond the adjustments necessitated by the pandemic. In this session, faculty and honors students showcase adaptable approaches to online forums, describe their experiences with forums, share models of forum posts, and invite audience participants to explore additional resources.

Results

The online reflective writing instructions may be exemplified in the following assignment.

Instructions

Remember that the threaded discussion will be a powerful, important component of our collective learning in this honors course; it will also figure prominently in your evaluation and grade. Please pay attention to the following guidelines. I look forward to your engagement.

Ground Rules:

1. Each student should contribute a minimum of 16 entries spread *consistently* and *evenly* throughout the semester. *Four holistically graded, unannounced periodic checks* of your online work are meant to help you remain consistently engaged. These assessments are averaged at the end of the semester for one of your course grades. A second course grade is an *overall achievement* assessment, giving you an opportunity to "make up" lost work and earn an excellent grade despite any inconsistencies in the periodic assessments.

2. Each entry should be at least a paragraph's length, 15–25 lines. My interest is not in counting words or lines but in encouraging development of your ideas. My experience has been that honors students usually exceed the requirements of number and length of entries because they enthusiastically recognize the extraordinary learning that occurs in their threaded discussions.

3. Try to make most entries critical pieces in which you reflect carefully about an idea, issue, text, class discussion, outside reading, related learning in another class – something connected to our class work. Some entries grounded in personal experience or opinions are okay, but the premium is on critically thoughtful pieces that focus on the intellectual content of the course. Even more significant is your critical reflection on learning itself, your self-analysis of not just what you have learned but how, when, why, and what are you doing with your learning.

4. Use specific examples and quotations to enhance your discussions. When quoting texts, practice MLA or APA style to continue good habits of sound, accurate documentation. Personal topics can be useful and helpful, but try to tip the balance toward critical thinking and writing.

5. As much as possible or appropriate, demonstrate your motivation and independent learning by bringing into your discussions references to helpful outside sources. Collaborate with others in finding, analyzing, and evaluating secondary sources that add valuable dimensions to our discussions. If you discover a cogent journal article or chapter in a book or web site, share it!

6. Your entries will be appreciated and evaluated mostly for content, creativity, depth of thought, and critical engagement. Grammar, spelling, punctuation, and mechanics are *not* evaluated, though you should strive to communicate in clear, clean prose of which you can be proud. "Why level downward to our dullest perception?" asks H. D. Thoreau. Not a bad philosophy.

7. The online threaded discussion is a medium for challenging, creative, thoughtful reflection and engagement in intellectual growth and genuine learn-

ing. Let's respect each other as honors scholars and encourage risk, critical inquiry, diversity of perspectives, tolerance, and acceptance.

8. Finally, be sure to *save your entries to a disk or flash drive or make print copies* as insurance against lost or damaged communications. Let me know if you need help in learning how to copy to disk from internet applications. System crashes, email server failures, power outages, delays or glitches in connecting your computer to college network – these and other woes are not acceptable reasons for not completing your reflective writing requirements. Pencil and paper are amazingly trustworthy technologies!

The Student's Voice

Remember that writing in the asynchronous environment of a threaded discussion will be a powerful, important component of our collective learning in this course; it will also figure prominently in your grade. As I have stated earlier, online reflective writing is a medium for challenging, creative, thoughtful reflection, intellectual growth, and genuine learning.

I will share handouts of compelling, thoughtful entries posted by students. Your entries do not necessarily have to be as long or the same in content or style, but the models offer high standards for creative, collaborative, and critically engaging writing. They are excellent examples.

The Teacher's Voice

Several entries in the samples illustrate the kind of feedback you can expect from me. I try hard to respond to every post, though at times I combine entries and reply collectively to several at once. I may be silent for a while, watching with interest and pride as your conversation grows. Still, I want you to know that I read and value each entry written by each of you. Hopefully, my feedback will encourage you to read, think, and write critically and enthusiastically, to contribute often and meaningfully to our community of learners. Reflective learning at its best!

Why a learning portfolio?

Since all of your online writing will be included in your *Learning Portfolio* – along with samples of your formal writing, research, notes, presentation preparations, final project work, and, more importantly, your reflective analysis of your learning throughout the course – I invite you to read my thoughts about the value of reflection and portfolio development at https://www.ideaedu.org/Research/IDEA-Papers-Series. The link will give you insights into our assignment in the course, and I hope that you will understand how important reflective learning is in your intellectual growth as a reflective learner, one who goes beyond the "completion agenda" of checking off courses and earning grades, one who truly learns the skills and habits of deep, meaningful, lifelong learning.

Welcome to cyberspace! And welcome to our online reflective writing forum!

Other samples of student-faculty reflections on online forums show how a culture of reflection can be built to enhance learning.

Student

I'm not exactly sure about whether or not religion comes in the genes, but I have always thought that humans are a naturally inquisitive and questioning creature. I think that somehow humans have the need to try and explain the unexplainable, the mysterious. For example: How Earth was formed? Is there a God? How were the pyramids built? I think it is essential for human beings to want or have the desire to question surroundings or the mysteries of the universe. We feel the need to explain everything around us. I think this comes from the feeling that the unknown is frightening and threatening. Having an answer of some kind is better than having no answer at all. Having an answer and having the option of believing in it tends to make people feel more secure, no matter how 'unreal' that answer, myth, story, idea may seem to be. Isn't it the ability to be inquisitive not only part of human nature but also what makes us human? Myths not only tell interesting childlike stories, but they explain human emotion and behavior, as well as try to answer some of these unanswerable, mysterious questions that the universe poses to us. For example: the Cosmogonies.

I love finding great quotes. They, for me, provoke my mind and understanding. They give me something on which to ponder. Here are a few I found earlier dealing with myths. They are thought provoking...

It is a myth, not a mandate, a fable not a logic, and symbol rather than a reason by which men are moved. --Irwin Edman

There is nothing truer than myth: history, in its attempt to "realize" myth, distorts it, stops halfway, when history claims to have "succeeded," this is nothing but humbug and mystification. Everything we dream is "realizable." Reality does not have to be: it is simply what it is.

--Eugene Ionesco

Faculty

Whoah, KB, you blow me away! Your reflections are astute and mature, the kind of thoughtful exploration and "inquisitiveness" (to cite your own idea!) that reveals a curious, restless, analytical mind. That's honors at its best, isn't it?

A couple of things strike me about your entry. First, I commend the way you respond to your peers' comments. Remember that the threaded discussion is a tool to help us build a genuine community of learners through reasoned, thoughtful, mature, sensitive, intellectual discourse. Without sometimes passing judgment--which is too easy to do in debate as opposed to discourse--we all need to learn to respect different views and understandings. The way you add to the discussion, tweaking ideas here and there, asking further questions, posing additional insights--that's what authentic critical discourse is all about. Cool!

Second, I admire the connection to something you learned in LA 101 and the way you apply it to what you're learning now. That kind of synthesis in learning is what distinguishes a sophisticated intellect, a serious _scholar_ who appreciates learning as a process of connections and applications, not just a bunch of facts. Bravo for demonstrating that what you learned last semester isn't dead knowledge!

Third, I appreciate your sharing additional sources of information that deepen and extend our learning in this class. The quotations you share are wonderfully relevant. The Ionesco passage, especially, is exactly what we've spent our first two days discussing, though he

says it much better than I. Notice his own way of emphasizing how myth is the fundamental expression of our story as human beings, our cry into the dark to say, "I am!"

Notice student's effort to clarify her own thinking, process class discussions, connect her thoughts to insights gained from quotations. Teacher responds with affirmation of peer interaction, connections and synthesis, sharing of external resources with others. Reinforces value of reflection and collaboration.

Faculty

Thanks for the connection to Amy Tan's story, Brittany, a wonderful example of how deep, authentic learning is more than just muddling through the "facts" and "knowledge" of a course and returning them on tests. You go beyond the borders of our class and apply what we've been discussing to other parts of your learning experiences.

When a student can shift gears like that, shift from one learning domain or example to another, then she is truly engaged in higher-order learning. It's not enough to acquire knowledge. We have to be able to analyze, synthesize, apply, and evaluate information to make learning more durable and more significant.

Do you guys know Benjamin Bloom's "taxonomy of learning," a seminal theory about learning? Maybe one of you in education can fill us in! Hint, hint!

Well, my purpose is to follow up what I've said about learning in my responses to Brittany, Miha, and others so far. You may have read my postings and wondered if you were in the right class. Is this an English class or an educational theory and practice class?

Remember that I take very seriously how important it is for you to learn not only the course materials but also how you learn, what kind of a learner are you, when do you learn best, why do you learn--all the questions that make you a "reflective learner," the kind of learner that I believe defines honors. That is why one of your major assignments is this threaded discussion where we can practice reflective thinking, critical judgment, and writing skills. All of these conribute to enhanced, deep, lasting learning.

So . . . every once in a while, you'll see me pause for moments of reflection, moments when we can pull back from content knowledge and examine the learning itself. How am I learning? What am I learning? How do I know I'm learning? Why am I learning? I call these REFLECTIVE LEARNING MOMENTS, and we will engage in such reflection often during the threaded discussion, during class conversations, even in submitting formal papers.

Be ready, then, for the RLM. It's all about learning, folks! What fun!

Faculty

Kristen and others have pointed us in the direction of thinking about how all the different images of the hero suggest a certain kind of "multiplicity" or "relativism" in our thinking about myth. That is, since each image seems so different from that of other cultures and stories, then each must be equivalent to the other, and no one symbol or story or myth or religion is any more value laden than another.

I wonder if there's a limitation to that kind of thinking. William Perry, the pioneer educational theorist, talks about the different levels of knowledge and learning, pointing out that learners go through several defined stages in their intellectual development: dualism, multiplicity, relativism, and commitment. You can read a little about Perry's scheme at http://www-honors.ucdavis.edu/fh/ct/kloss.html.

In a nutshell, we begin our intellectual, moral, and ethical development first by seeing everything as black and white; this is dualism. Then, we advance to multiplicity, which allows us to see different sides of a problem but without the ability to distinguish among them, and

so we are left with the naive perspective that all knowledge is equally valid. Then comes relativism, in which we recognize that new and different knowledge is contextual and colored by previous knowledge, but we are still limited by a dependency on authority of knowledge so that while we recognize that some ideas are stronger or weaker than others, we do not move beyond accepting all ideas as equal. The last and most liberating and sophisticated stage of development is what Perry calls "commitment," when we are free to construct knowledge from a complex reasoning process that makes knowledge our own.

I point out Perry's scheme because it is so relevant to the process of learning in a course such as ours, so rich and heavy with shifting ideas, multiple perspective, and challenges to our received knowledge and ways of thinking of ourselves, each other, our world, our beliefs. Whenever we are challenged to take the hero's adventure in learning, whenever we are called to the adventure of moving from one way of thinking to another, of engaging in a process of transformation, as Campbell puts it, then we are placed squarely on Perry's scheme of intellectual development.

So, I think it's important that we ponder what mythical thinking teaches us that can move us beyond just accepting that different stories reveal different cultures, which reveal different beliefs, which reveal different values, etc. Does mythology help us move to a larger, broader, deeper, more generous vision of ourselves, our world, our spirits? Is there a unity in diverse mythologies? Hmmmm.

What an RLM! You guys with me?

Student

Wow! I am so impressed and motivated by my peers at Columbia College.

I thoroughly enjoyed the film on Wednesday, and I fully intend to watch the remainder of it. I was intrigued from the very beginning when Campbell was presented as a deeply spiritual person. I know this does not suggest any one religion or belief, but I tend to gravitate and trust this. What I took from the film was a much broader understanding and appreciation of the human imagination, spirituality, the unknown, God and the ways they intermingle. I guess what I was really struck by was the patterns, the patterns in stories that are patterned after something else. I have to think that it is no accident or coincidence that so much of what humans create (stories, art, music) that come from our imaginative/spiritual beings echo each other. The parallels are so powerful just as in nature that it is hard for me to comprehend anyone denying someone or something central to the universe in all it's AWEsome (I hope this is not a misuse of the word Dr. Z) complexities. Wouldn't it seem that these are all just reflections,echoes of someone or something that is even more AWEsome, consistent, indescribable, and unfathomable in grandness, wisdom, and might? (Words are inadequate here.)

Kristen, I really enjoyed the quotes and comments you contributed. I especially enjoyed the one by Mary McCarthy, "We are the heroes of our own stories," because I think it is so true and relevant. Campbell expressed myths as "the transformation of consciousness by trials." Isn't this the human experience? We live, we mess up, we have trials and we grow in our consciousness.

I really have never thought seriously before about our conscious and unconscious thinking and their contrast. I thought it was interesting that Campbell described "conscious controlling the unconscious." What is the source of our unconscious? So often the unconscious seems to bubble up in our daily thinking and we temper it with our consciousness. I think it can be exciting, revealing, as well as a little scary to explore this part of us. Sorry for the length of this, but I challenge you all to take time and explore the mystery of your own minds!!

Notice student's willingness to reflect on another's shared thoughts and apply her developing insights not just to specific course assignments but also to her own personal explorations of values and beliefs. Also, note her challenge to peers to "explore the mystery of your own minds," a call for reflection!

Student

Hey everyone! I just want to start out by saying... I know this entry is kind of random, but ever since we talked about the chaos theory and fractals in class, I have been fascinated by the subject ever since. When she told us that she had some examples of fractals on the door in the CLC, of course I had to go look at them. But I mainly wanted to get these ideas out of my head and see what some of you were thinking.

I know a lot of you have probably seen the movie "The Butterfly Effect." Well, when I first saw that movie I thought to myself that there was no possible way for something like that to happen. However, after reading some information on this subject my thoughts have completely changed. It fascinates me that just a tiny change in an initial condition can drastically change the course of events in a long term behavior... "The flapping of a single butterfly's wing today produces a tiny change in the state of the atmosphere. Over a period of time, what the atmosphere actually does diverges from what it would have done. So, in a month's time, a tornado that would have devastated the Indonesian coast doesn't happen. Or maybe one that wasn't going to happen, does." (Ian Stewart, Does God Play Dice? The Mathematics of Chaos, pg. 141)

This idea truly baffles and amazes me! While this idea could stem into hundreds of different topics, I want to address the issue relating to mythology and heroes. So my random thoughts do serve a purpose to our overall topic of heroes. It just makes me wonder... if one hero hadn't followed through with a certain course of events, would we have the heroes we do today? I know I probably sound confusing, so allow me to explain. For example, think about our LA 102 class for a second. Many of us just recently watched the video on Women's History. Think about the whole women's rights movement. If one woman wouldn't have decided that she was not being offered the same opportunities as the men, then we wouldn't have the women figures we do today. What one simple little act that a man did one day, could have led to the entire women's rights movement. Same thing with all heroes. What one hero does could possibly create the course of events for all heroes to come.

I don't know... I'm just still baffled at the whole idea of the chaos theory. It truly fascinates me! And I recommend going to look at the fractals on the door in the CLC. They show how something quite random and chaotic can have an overall pattern. They're quite interesting. I have some web sites for any of you who want to learn more about the chaos theory or fractals: http://www.imho.com/grae/chaos/chaos.html, http://www.mathjmendl.org/chaos. So if any of you have any ideas on my random thoughts, I would love to hear them!

Reflection enables student to range widely over related interests, topics piquing her curiosity after a class discussion. She's making sense of her "random" thoughts. Note sharing of resources, an outcome of her reflections.

Student

I found our discussion about what a hero really is to be very interesting. After thinking about it, I have been able to come up with a few theories about what a hero is.

First, we can say that every single human being is a hero just because of his or her mere existence. True, from a darwinist perspective. Indeed, according to the theory of natural selection, every being who survives the hostility of natural conditions is a winner.

However, some philosophers consider that biological survival is petty unless our life is filled with substance: in other words, unless our existence is inhabited by being. Without attributing to Nietzche the discussion on existence versus being, I still find that he also touched upon the significance of the hero in his philosophical discourse. To him, all heroes are characterized by the will to power. Since biological existence is a given for all humanity and hence is not a distinguishing factor, heroes are those who were born to lead over the weak. The true heroes are the true masters. In Nietzsche's system, a master is someone whose superior nature places him or her beyond good and evil, beyond morality and laws. Nietzsche understands that we can have a human ("the superman") who, by virtue of a self-given, inner right and a superior nature, is allowed to overstep the bounds of morality in order to fulfill an ideal to the benefit of the many or of the entire human kind. The same rationale and structure of the extraordinary man are brought forth by Hegel, too, and the literary embodiment of the theory is Dostoievsky's Raskolnikov, in _Crime and Punishment_.

Last but not least, Mircea Eliade (an interbellic Romanian scholar, founder of the school of thought in Chicago) opines that a hero is the human being who has been "born again" in his or her humanity. Being "born again" means inhabiting our biological life with thought, self-reflection and meditation, with emotion and spirit, with the culture and ideas inherited from our ancestors, thus, with myth and story.

An eloquent illustration of the lack of such self-reflection, of myth and of humanity are typically reality shows such as Big Brother et. al. Here, the audience's need for sex, emotion and excitement is fulfilled too plainly and too directly, too "un-intermediately"; the substance that makes sex and love meaningful is thrown out and only the shell is left: the sign, the symbol have been perverted into mere reflections of vanity, into empty forms and the product is given to an audience who consumes sex rather than live it with a meaning of mythology and magic. Mircea Eliade believes that the most significant things in life, the uplifting ideas, the truest of truths, religion, the three thresholds of the being (birth, marriage and death) are all supported by myths and nourished by and passed on from generation to generation by the collective subconscious.

Faculty

When Miha says that "biological survival is petty unless our life is filled with substance," she captures exactly what our course is all about: a quest for understanding, appreciating, and applying whatever that "substance" is that undergirds, permeates, and transcends our selves and nature. Is that what we mean by myth in the larger, archetypal sense of the concept: the core substance of idea, imagination, and faith that lies underneath, within, above, and beyond what we know and experience as so-called reality? Is our course a communal effort to discover how "existence is inhabited by being?" Ouch, my head hurts!

Miha also brings us back around to the central issue of existential choice as a pervasive theme in monomythic story. The "hero" figure is one who accepts the call to adventure, takes on the challenge of the journey, exerts the force of his/her will against the darkness of denial, defeat, and death: the hero says, "I am," and launches the quest for being within and beyond mere existence. The journey is one of substance, of authentic, existential power and meaning (Miha's very interesting application to "reality shows" is a perfect illustration of counterfeit selves acting out counterfeit dramas without genuine "ultimate concern"--to quote theologian Paul Tillich--or without the essential crisis of a Raskolnikov in _Crime and Punishment_ or Meursault in Camus' _The Stranger_.)

What Miha is helping to reinforce in our discussions is the primacy of being, the signif-icance (there's that all- important root of signif=symbol again!) of choice or "will" (as the philosopher Nietzche--who uttered the shocking declaration, "God is dead"--would put it). The monomyth, in a sense, is a dramatization, a signifying of the human impulse to assert "I am" in the face of an inscrutable universe. We will ourselves to be, an existential act that redeems us, that helps us be "born again" in our humanity, as Miha says in paraphrasing Eliade.

I'll quote Miha again and say that the hero pattern is, in effect, one of transforming "our biological life with thought, self-reflection and meditation, with emotion and spirit, with the culture and ideas inherited from our ancestors, thus, with myth and story." I couldn't have said it better.

Student

Yes, Dr. Z., YES YES YES! Paul Tillich does catch the nature of all this and my, does he expose the vanity of reality shows: They are NOT an ultimate concern!!!

But are you ever a mind reader! :)

An exciting demonstration of how promoting and successfully implementing a habit for reflection among students can produce deep, connected learning. Note sharing of additional sources for the sake of raising the bar in peer learning, taking classroom discussion to deeper levels. Faculty response affirms demonstration of comprehension, synthesis, analysis, collaboration, sharing resources. Student's reply is uncanny in its acknowledgement of power of reflective learning: "But are you ever a mind reader!"

Student

Cunt Cracker Ho Poor White Trash Bitch

How did you feel when you read these words? If your heart skipped a beat as much as mine does when I even read the word "nigger" than maybe you will understand what I'm saying and not give me strange looks when you see me. Some of you will and you'll have conversations about how minorities are overly sensitive about everything but ... One of my favorite books is "The Adventures of Tom Sawyer" by Mark Twain. The book uses derogatory language that was customary at the time including the word nigger. I have read so many books that say derogatory things about minorities and I'm glad to know what goes on in the world around me. That there are people who feel that way. Why, I'll never know. Being in the south I know that a lot of people reading this book know people who use derogatory language or voice stereotypes about black people especially. I'm not saying ANYONE in our class feels this way and I'm not angry or anything I just want to make sure everyone knows that language like this is NEVER okay. When I told one of my friends (who is white/Jewish) what book we were reading she said that she hopes she lives to see the day when we can read books about crackers and whores and for it to be just as okay as reading books with the word nigger in it. I just wish it would all go away. But if artists feel that they must express these things, and if they are drawing from real life, then I feel that these kinds of books should be read with lots of explinations of why this language is being used and always with another viewpoint present (What if an all white class was reading this who thought saying "nigger" was okay?). . . .

I live in a 100 year old, two story colonial home in historic Winnsboro right next door to General Cornwalis' home (not in an old shack) that was probably built by slaves (which I think is very ironic).Once when I was walking down the street to go vote with my cousin a

white boy who was playing basketball in a church yard screamed out "Ku Klux Klan" at us (in fact I have friends who have family members that are in the Klan). I was so scared that we would be murdered in broad daylight. Can you image? That's fear, and yet I'm not afraid to be in an English class full of white people. Why? Because I don't think all white people echo the sentiments of that one person.

I love this book and I think that Kaye Gibbons is a great writer, but I think that its important that everyone who reads this book understands that the main character in this book is uneducated and has been raised in a racist environment (which isn't her fault). Some people, however, might read this book and think its normal to say the word "nigger" (She calls him a nigger and trash... page 21) or even "colored" (some one actually said that to me in this century). Anyway, don't be afraid to talk to me just because I acknowledge something offensive but also be aware that I have traveled around the world, been on Jeopardy !and the Oprah Winfrey Show, and that my parents have their own non-profit organization...oh and I don't eat dirt.

Faculty

Yes, Brittany is absolutely right in reminding us of the offense embedded in some of the language in Gibbons's novel. Generously and astutely, though, she suggests that the author has a clear and strong message in including such language. First and foremost, the language reveals the racist, small-minded attitudes of the characters--and Ellen is not exempt from the indictment, at least at the beginning--attitudes that are obviously depicted as reprehensible by the satirization of behaviors such as those exhibited by the father, his friends (even the black ones!), Aunt Nadine, and others. Evidently, Gibbons wants us to react with revulsion and censure when we witness the actions, values, and language of the racist characters.

Second, the language does sound an authentic or, as Brittany says, a realistic note. Such language, such terrible words, do exist, and one of the challenges of the novel is for us to hear them, react to them, and decide whether they are part of our language or not. Undoubtedly, Ellen makes the right choice at the end of the novel, turning her back on such unkind, inhumane, even vicious language.

Third, the novel's emphasis on the central theme of transformation, regeneration, rebirth is important in helping us understand Gibbons's lesson. Ellen's final values, outlook, language, identity go completely against her own earlier innocence and inherited prejudices. The word "inherited" is critical here, as if Gibbons is trying to show us that our racism is something that we're taught, and we need to wash ourselves clean of unexamined views: we have to BE ourselves and learn the purer values of acceptance, grace, and love. Without such redemptive values, we are no better than the violent, spiteful, hateful father in the story. . . . Isn't one of the purest purposes of great art to engage us in an act that hopefully will redeem us, move us from a lower to a higher state of consciousness? Isn't that what happens to Ellen in Gibbons's novel? Isn't that what happens to us as readers?

Thanks, Brittany, for your powerful, piercing, sensitive contributions to our discussion. I see in your writing exactly why _Ellen Foster_ is a notable work of art.

Does making room for reflection in learning engage risk? The exchange above demonstrates that encouraging and incorporating reflective activities can tap not only deep learning but also deep emotions and potential conflicts within a student and within a community. Does incorporating reflective teaching and learning strategies involve more time for both faculty and students? Yes. Is it easier to assign conventional assessment activities without reflective compo-

nents? Probably. If so, do we miss out on tremendous potential for enriched, poignant, powerful learning in intellectual and personal domains? You decide.

Student

Mary, your entry is quite enlightening! I completely agree with your thoughts. We do, as first year students away from home, feel that we are now somehow 'free'. We think that just because we don't have the constraints of our parents, we are somehow free to live and do as we please. But like you said, it is not until we move out into the world as adults that we are truly free.

The other day I had a disturbing realization. I was thinking about my four years of college and wondering what exactly I was to do afterwards. I was thinking of what I was supposed to do, where I was supposed to go, and who I was supposed to be with. It worried me because after college, we must venture out into the world almost completely alone. This concept ties right into our story that we're discussing in class. As we venture out into the world, it is almost as if we are a stranger all again. We must find out just exactly "who are we", "why are we", just like we were discussing in class. It's a scary concept to think that we will be venturing out into the real world, and become a stranger once more in order to answer these questions. Well I just thought I'd share my some-what disturbing realization with you. But I do know that I am going to enjoy these next three and a half years before I have to begin answering some of these most difficult questions. And just to let you know... I definitely don't feel like a stranger here at Columbia College!

Student

Angela...This is what the college is here to teach us. Even though we are away from our parents and we feel free. We are here at Columbia College to learn how to make it out into the real world. I see these four year as our training wheel years. We will take chances and make mistakes, but we always have something holding us up: the community around us. Yes, in three years you will have to venture out and this time you will take chances, make mistakes, and some of them you will just have to face the consequences, but unlike "The Stranger" you do have family and friends that you can turn to for support. "The Stranger" in a unique way is reminding us of what we do have. We come to realize that we do not want to be a stranger. We want to be the unstrange. So no matter what happens. We are not the loner, we are the people who have the most support. This should be the most encouragement of all.

Perhaps not the most earth-shaking technical analysis of Camus' *The Stranger*, but notice how two students launch from class discussion into some preliminary thinking about their academic careers, purpose for education, challenges in college life, even personal values. Reflection provides a springboard.

Faculty

Hey, critical thinkers, did you catch the RLM? Remember that I'm fond of encouraging students to reflect on their learning, a critical process that enhances, deepens, extends learning. Learning without reflection is useful, but it is often only the acquisition of knowledge, a limited and limiting act. When we reflect on what we're learning, we question its worth, its relevance, its connections, its applicability, its endurance. This kind of reflective learning is what critical thinking is all about: holding knowledge at bay, as I said in class on Monday, keeping it at arm's length so that we can examine it, deconstruct it, ponder its value, review it, and make it real to our lives.

What is critical thinking? How do we learn in deep ways rather than superficial ways? You might want to look into Benjamin Bloom's learning taxonomy; education majors might be able to share what they know about Bloom's ideas. In short, Bloom suggests that learning consists of different stages:

*Knowledge (identification, recall)

*Comprehension (organization, selection)

*Application (use of knowledge)

*Analysis (separation of whole into parts)

*Synthesis (combination, comparison to form new knowledge)

*Evaluation (judgment, decision, value)

The scheme is both heirarchical and circular--that is, the taxonomy suggests an increasing complexity in learning from knowledge to evaluation, but it also allows for a more fluid or circular process wherein we move freely from one modality to another and back.

Critical thinking in its most vital, vigorous form engages us in a process that goes beyond acquisition of knowledge to the other forms of learning. When we are able to activate the entire complexity of Bloom's taxonomy, we become sophisticated learners and critical thinkers. We move beyond simple "declarative" knowledge (what) through the stage of "procedural" knowledge (how) to the higher level of "metacognition" (why, relevance, value).

Now, what does all this have to do with our course? What's the worth of pausing to think about our thinking, learn about our learning, engage in an RLM, a Reflective Learning Moment? Well, the more we can understand not just what we learn but how, when, where, and why, the more engaged we will be as learners and the deeper and more impressionable our learning will be. And, after all, isn't that what honors is all about? *Think* about it.

Example of the teacher building a culture of reflection, encouraging students to be reflective about themselves as learners and how the reflective process supports, sharpens, enhances content learning. The operative word at the end is *think*!

Student

I have to say that I'm surprised that no one has commented on the essay that we had to write...unless I just didn't notice it. Personally, I enjoyed analyzing the movie, looking for examples of Campbell's ideas. It almost like one of those LA 101, "What does it mean to be human?" concepts that you can find yourself analyzing in situations that come up in every day life. Anyway, I was talking with my roommate about this class and what we discuss in it, and the subject turned to the recent essay assignment. My essay was about the animated movie, _Titan A.E._. I don't know how many of you have seen it, but it's your typical...archetypal...story about a young guy in the future that suddenly has the task of saving the world. So, I told her about some of Campbell's ideas and she applied it to a recent movie that she had seen, and now she wants to find out more about it because she thinks it's really interesting. The point is that she isn't in honors, and I think one of the goals of the Academic Achievement Hall (and maybe even one of the goals of the Honors Program) is for the students in the honors program to share their newfound knowledge with some of the students that are not in the program. For example, the Roundtables that are directed toward honors students but available to all. I just thought it was cool that I was able to do this on my own. Now that I have called attention to it, have any of you found yourself doing this with any students that aren't in honors?

Faculty

Kristen, maybe when you finish your graduate degree you can come back to Columbia College and take over the Honors Progam!

Your thoughts about the responsibility each honors student has for helping the entire student body ratchet up the quality of academic expectations and achievement on campus are exactly consistent with the goals of the program. You have special gifts to share with your peers, with faculty, with the entire campus community, and one of the charges I always repeat at honors orientation and beyond is that you should strive to make our whole college aim for the highest standards implicit in honors education. We want *all* our students to be reflective learners!

I'm proud of you! Keep talking to your honors buddies and to other students and faculty about what you're learning; how you are able to make valuable, rich connections in your learning; how you are determined to bring other students into a reflective learning community that respects and celebrates liberal learning, engaged academic conversations. Such efforts are a powerful sign of the importance of our honors program. You're terrific!

And I don't want to end my response to your piece, Kristen, without a quick RLM for the benefit of our class! Notice, everyone, how Kristen has expressed a keen desire to reflect on the value of her learning in writing the recent essay. Most students simply complete assignments, take tests, finish essays, get results, and move on without much thought to the reasons for the assignment, the role of course work in enhancing learning, the value of a particular achievement in a class in a larger framework of deep, lasting learning.

What did you learn from writing the essay? Why did you select your particular topic? How did the assignment help you formulate ideas, synthesize course concepts, practice writing and research skills? How did you apply your knowledge to deepen your learning and make it more durable over time? Have you revised the essay for improvement? What did you learn from revision? These are all critical questions in making you a reflective learner, one who doesn't just take in facts and information to store them briefly for returning them on tests and essays (what a colleague of mine at another university calls "bulimic learning"--ugh!).

So you wrote an essay. So what? Kristen is laying down a challenge for us to be reflective learners, to go further in ensuring that what we have accomplished in our work is really lasting, meaningful, and connected to LA 101 or 102, or science, or math, or religion, or philosophy, or history, or education, or other instances of our learning journey. Bravo, Kristen! Anyone else want to take up her challenge?

Very significant demonstration of the value of engaging students in a culture of reflection. Notice how the student invites peers in the class to reflect on their written work and to share their reflective practice with other students, effectively raising expectations and standards for reflective learning across campus. The teacher's affirmations and added challenges to go beyond completing assignments to reflecting on one's learning outcomes reinforce the value of reflection in deep, lasting learning.

Faculty

What an interesting fusion of personal experience and learning with what we're focusing on in our class, Mary Frances! I applaud the way you bring together an outside reference that, at first glance, doesn't seem to relate to our course discussions but that, with further analysis and reflection, turns out to be very relevant.

One of the virtues of reflective writing is that it opens up the potential for _surprise_ in learning--that is, through the process of writing reflectively, we often discover, by surprise, new avenues of growth in our intellectual, emotional, spiritual development. Learning, indeed, is a journey, and we are often surprised by the diversions and invitations of the "road not taken," the adventure of untapped learning.

So, what have you learned this semester that has surprised you? challenged you? What "doors" have you opened or closed to learning? What roads have you taken or not taken? All of these questions (forgive the metaphors) are keys to unlocking the power of reflection. All of these inducements to reflection are what you should be thinking about as you begin compiling your learning portfolio in the class!

Faculty

Holy cow! I couldn't have asked for a better representation of the value of online reflective writing than Angela's post and Kaleigh's follow up. Look at the way Angela organizes her thinking into logical, coherent paragraphs, practicing key writing skills. Look at the way she shares both academic and personal insights into the novel. Look at the way she engages in collaborative learning by responding thoughtfully and critically to Kaleigh's original post. Look at the way she reveals her discovery with Chelsea of the connections between our class and a TV show. Look at the way she hints of the deep learning involved in her reexamination of received ideas, opinions, positions. [By the way, the issue of "signs" in the novel would make a great paper topic, don't you think?] I'm awed!

Then, look at the way Kaleigh adds another layer of learning by sharing further connections between our class content and current events, tying one of the many poignant stories of the tsunami catastrophe with one of our class discussions about family, choice, existential crisis, the agony of the human condition, etc.

Now, are these students just accumulating facts and knowledge? Well, yes, but are they also going beyond mere acquisition of information for the purposes of a course grade? Are they actually _changing_ their brains, their emotions, their maturity, their sympathy, their vision? You betcha! I'm ecstatic!

Yes, folks, we just had another RLM! You with me?

Notice teacher's continuous reinforcement of the value of reflection in learning, repeated invitations to reflect on both content and process of learning.

Student

I am still reeling from that movie last evening. For those of you who couldn't make it, I would really suggest a viewing. What a powerful piece of art. I kept thinking about our discussion afterward and the part where we disagreed about what made Ada and Baines fall in love. I started digging around the internet and found a site about the movie: http://www.fys.uio.no/~magnushj/Piano/

There are parts of an interview with Jane Campion, who wrote and directed the movie. In it, there is a paragraph about the influences and tones in the movie. The African Queen, one of my favorite movies of all time, is mentioned as an influence. The story of the African Queen is the same as The Piano: the woman thinks she despises the man but they end up falling in love.

Also: The interview says, "The Piano insist on the central role in the narrative of explicit sexuality--unlike Wuthering Heights and African Queen. We see in this insistent sexuality Jane's reading of Freud. The Piano's mood is gothic, its temporal context is victorian (no-

tice the clothes used to hide the legs of the furniture). The scene is New Zealand, but the sexual overtones are decidedly Freudian." That piece definitely made me think about more of the symbolism in the film!

Anyway, these were thoughts floating around in my head. Once they are straightened out, I'll post more later. Take a look at that web site- it plays some of that beautiful music as well....breathtaking. Enjoy!

Faculty

What a great resource, Chelsea! Thanks for modeling for all of us what honors learning is all about. You've taken an extra step not so much to do extra work but to enrich and deepen your own and our comprehension, analysis, and evaluation of the film. You add a serious, scholarly dimension to our understanding of the film's many complex angles. The web site offers different avenues we can pursue to make our appreciation more sophisticated and intelligent.

Okay, it's RLM time! Isn't Chelsea's motivation to learn and her initiative to share in the construction and deepening of our community knowledge exactly what authentic collaborative learning is supposed to inspire in us as learners? Remember that what lies at the heart of genuine collaborative learning is the deconstruction of the authority of knowledge--that is, the student takes responsibility for her own learning and shares in the authority of building knowledge, starting from her own base of received information and changing, growing, deepening her learning through critical observation, reasoned judgment, shared commitment to discourse, and real openness to ideas. She doesn't remain passive in learning, waiting for the teacher to give the "right answer." I told you at the beginning of the semester that our course would be a unique adventure in learning, didn't I? Has it been true?

I would say that Chelsea's effort here reveals collaborative learning in the best sense, wouldn't you? And I have seen the same effort revealed by many of you throughout the semester. Isn't honors inspiring? Thanks to all of you making this such as great class! And thanks for the great web site, Chelsea! (You're right: the musical score is exquisite, lovely!)

Student uses reflective writing to explore her response to a course assignment, go beyond assigned work to find additional resources, share her work with peers, and openly acknowledge that her thinking (learning) is continuing in process. The latter point underscores the dynamic nature of reflection, thinking that informs thinking and stimulates more thinking. The faculty response returns class focus metacognitively to the reflective process exhibited in the student's shared work, continuing to build a shared vocabulary for reflective learning.

Conclusion

Students who engage in a reflective online forum, writing about content knowledge and learning itself, are empowered to make sense of sources and outcomes of their learning. In this session, faculty and students showcase adaptable approaches to online forums, describe experiences, share models, and invite exploration of additional resources.

COTALENT PROJECT IN EUROPE

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Introduction

The European Erasmus+ project "Cotalent: Europe cannot afford to lose talent" is a cooperative and cocreating project from different institutions of higher education in different countries in Europe. The initiative was taken in one of the meetings of the European Honors Council, somewhere 2015. The main idea was that all participants in the Council were, in some way, interested in education focusing on talent development. However, we had to come to the conclusion that there were all kinds of definitions, all kinds of different views and also all kinds of ideas about what talent development was or could (maybe even should) be and mean in higher education. A 'task group' was formed and that group worked in Söro in Denmark in the Talent Center to start making a plan: in what way could the available knowledge in higher education in Europe, be focused on the issue of 'talent development' and with that, share this knowledge to all?

Objectives

The first common idea was that 'talent development' is a broad definition and we found out that different countries have different ideas what 'talent' is and how to make it succeed in education. We did have a common idea on the necessity of the project: "Europe cannot afford to lose talent". That was the aim right from the start.

Methods

By working on a program for the project, different angles came up:

1. The important angle of 'teachers': we all know that a specific teacher can make a difference. So one of the 'products' would be helpful tools for teachers;

2. Also important is to be aware of what can be considered as 'talent'. We agreed it is not only 'learning abilities', but a great variety of abilities which come in handy when working in complex situations in the work field;

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3. Finally we agreed on showing what we all already do and know and what we have experienced and how that works (or not) in class.

Two main starter point were also clear: First, students should be part of the project, preferably in any of the meetings and in all sub-groups in which tools would be developed and in all international meetings. We all experienced the value of student interference and student knowledge in the regular work we do in our institutions. Second, all groups should be international, so all countries would be present in each group. This was to make sure cultural differences would be heard all along the project.

Results

Thanks to the European funding we were able to plan several meetings in all different countries (Denmark, Germany, Austria, Romania, Belgium and The Netherlands). We could also plan different kinds of meetings:

1. *Trans National Project meetings* (about 7); in these 2-days meetings we discussed progress, we exchanged and worked all we did on our tools and the knowledge we gained and wanted to know how others reflected on this knowledge. They were 'working and exchange' meetings between all, in the work groups and also with the presence of students. We soon found out that such an international project absolutely needs this kind of 'physical' meetings: it most be able to shake hands, to talk and eat together and sometimes have firm discussions at the conference table.

2. *Workshop weeks* (2): This was indeed a whole week. Originally it was allowed to have 6 workshops of 2 days, but to focus better and reduce traveling, we comprised it into 2 weeks in which we all worked on the tools and the movies. Students were present to assist the movie making and to discuss about the tools and how to make them visible in the movies. Working on movies needs time and needs experience, so one of the institutions joined with experts on 'how' and 'what' about the movies.

3. *Multiplier events* (about 3): in the multiplier events external participants were invited to join our group and provide us with feedback and comments. Test the ideas, test the thoughts and eventually test the tools. Although they also only lasted 2 days each they were vibrant and everybody was enthusiast and worked hard and lots of discussions were made.

Due to the Corona outbreak, the final Multiplier Event had to be skipped, the Honors Conference in Groningen June 2020. Also the final TPM had to be moved to an online version and will be held December 11 2020. It is felt as a great loss we can not say 'goodbye' life to each other, but that's the way it is. The Conference in Groningen was temporarily moved to 2021.

All tools are available on our website: www.cotalent.eu. One of the tools presented there is Stereotype tool. The tool guides honors teachers and students in the following way.

Stereotype Tool

Introduction

The Stereotype Tool is meant as a classroom assignment providing insight for reflection on your own views towards talent in general and talented students in particular.

You will ask your students how they see you in relation to a number of stereotypical descriptions of teachers. Please note that using this tool and entering into dialogue with your students requires you to make yourself vulnerable to the students' opinions. Students should not be forced to fill in the tool, if they do not feel comfortable doing so. Neither should teachers be forced to use the tool.

In this section you will find:

1. The goal
2. Instructions for teachers
3. Instructions for students
4. Descriptions of stereotypes
5. Scientific background

The goal

The goal of this tool is to provide input and structure for a discussion in the classroom about teaching to talented students. The input is provided through a set of eleven stereotypes of teachers in relation to talent. The scores that your students award you in relation to each of the stereotypes, give you clues about what you could focus on to develop yourself as a teacher. A structured dialogue with the students after filling in the tool is necessary to interpret and better understand the students' opinions.

Before using the tool, note the following:

● Familiarise yourself with the stereotypes by reading them carefully. Also try to score yourself in relation to the stereotypes before you start the classroom exercise. This will come in handy when you compare your own views to the students' views.

● If you think that a discussion in your student group on the basis of the stereotypes will be too confronting either for yourself or the students, or if you otherwise think it might not work, you should not use this tool.

Instructions for teachers

Make sure you have at least 45 minutes available with the students, to allow them to fill in the tool and have a meaningful discussion afterwards.

How to use the tool

In your classroom, you can use the tool in three steps:

1. Introducing the tool to the students
2. Students fill in the tool
3. Classroom discussion about the results

Afterwards the teacher (alone or with colleagues) makes the last and crucial step:

4. Self-reflection based on the first three steps

Step 1: Introducing the tool to students

In this step, you tell your students about your motivation for using the tool – i.e. that you want to improve your ability to give students the best opportunity for fulfilling their unique potentials. Then you either tell them about the use of the tool, or you point them to the section "Instructions for students".

Step 2: Students fill in the survey

You can provide the survey in two different formats: A survey which can be printed on paper to be distributed in class (see appendix). or A survey using Google Docs. The results of the survey will be on your Google-account, and will only be visible to you (and to whom you choose to share it with). This requires that you have a Google account as a teacher, and you need to be able to provide the students with a clickable link.

Step 3: Classroom discussion about the results

The survey is meant as a discussion starter, so now it is time to discuss! If possible, quickly review how the students score you on each of the stereotypes.

● The easiest starting point is the question about which stereotype fits you most. Is this a negatively or positively formulated stereotype?

● Ask students why they picked this stereotype. If it is a positive stereotype, then also discuss the negative stereotype that was chosen most (or the other way round).

● Discuss the stereotype(s) you think suits you best.

You can follow up with questions about your own role or for a more general discussion.

Possible follow-up questions for discussion about your own role:

● What type(s) would you rather want me to be?

● How can I improve my teaching to put more variation in my lessons?

● What do you miss in my teaching and can you find it in the description of one of the stereotypes?

● With what kind of teacher would you feel most comfortable?

Possible follow-ups for a more general discussion:

● Start a discussion about teachers in general. What stereotypes do they see most in other teachers; and what stereotype would they like to see more often and why?

● Is there a stereotype missing or one which they do not recognize at all?

● Broaden the discussion towards handling talent in classroom situations. Ask your students to think of a situation in which teachers have positively recognized their talents. How could this situation be transferred to other situations?

● Ask your students to think of a classroom situation in which the teacher has to handle a talented student. Ask them to write out different reactions, choosing three or four of the stereotypes (including both positively and negatively formulated ones)

● Start a general discussion about the use of stereotypes. Many people dislike stereotypes, because they are an exaggeration of reality. What do you think about the use of stereotypes in general, and in this specific situation?

Reflecting on the results

Step 1. Carefully analyse your students' scores and the following discussion. Is it what you expected?

Step 2. Link the results to pedagogical theory to see where you can develop (see 'Scientific background' below). The three pillars of honors pedagogies can form the basis of a successful talent development program in higher education. The stereotypes are loosely related to the pillars.

Now look back at the scores that your students gave you. Relate your results to the three pillars of honors pedagogies. What is your strong point and what could be further developed?

Instructions for students

Step 1: Introduction of the tool

How does your teacher deal with talented students? Often teachers are not fully aware of their own views towards talent. This exercise, called Stereotype Tool, is meant to make teachers more aware of this. It was developed by a group of European teachers, students and researchers.

The Tool consists of a set of stereotypes of teachers. These stereotypes are exaggerated descriptions of how teachers act in class. Having a discussion about these stereotypes could help teachers realize how they view talent.

We now ask your help. Please think about the teacher, who has given you this assignment and note to what extent he/she resembles the following 11 stereotypes. Keep in mind that your teacher can resemble more than one stereotype.

Step 2: Fill in the survey

Your teacher will provide you with a survey, either in print or electronically. The survey is anonymous, but your teacher will be able to see the results as they come in. Your teacher has asked for your participation in order to improve his/her teaching.

Step 3: classroom discussion about the results

The survey is meant as a discussion starter, so now it is time to discuss!

Your teacher will start discussing the scores and may ask questions about his/her own role, or introduce a general discussion.

Descriptions of stereotypes

The set includes eleven stereotypes of teachers in relation to talent:

1. *Course concentrator*. This teacher is focused on the content of his/her course, and thinks all students should be able to get through the course by working in a focused way.

2. *Dreaming discoverer*. This teacher is focused on letting students explore new things outside their comfort zone, in order to find new talents they might not have thought about before.

3. *Equality emphasize*. This teacher is focused on equality between students. Everyone should have the same opportunities.

4. *Excellence exceptionalist*. This teacher is focused on students who have performed excellent in their studies or in other domains such as sports or arts, and is willing to make exceptions for them.

5. *Formality focuser*. This teacher is focused on making sure that governmental and institutional rules are met while delivering the course.

6. *Freedom fighter*. This teacher is focused on letting students experience as much freedom as possible and encourages them to explore new pathways.

7. *Groupwork guru*. This teacher is focused on excellence in group work, with each student finding the role which suits his/her talents best in relation to the task that lies ahead.

8. *Hierarchy hacker*. This teacher is focused on breaking up traditional student-teacher hierarchy and treats students as fellow researchers or colleagues.

9. *Negative neglecter*. This teacher has a negative and neglecting attitude towards teaching in general and is not really paying attention to the students. In research universities this would be an 'I-only- care-about-my-research-and-not-about-your-education' teacher.

10. *Practice connector*. This teacher is focused on preparing students for 'the real world', always relating teaching to practice.

11. *Problem provider*. This teacher is focused on stimulating complex thoughts, by providing students with difficult problems to solve.

Scientific background

The three pillars of honors pedagogies

Wolfensberger (2012) identified three pillars of honors pedagogies. They are:

● Creating community, concerning teaching strategies 'that create rapport and connectedness between teachers and students and among students; and that create a learning community'

● Enhancing academic competence, concerning teaching strategies 'that enhance the depth and scope of students' academic knowledge, understanding and skills'

● Offering freedom, concerning teaching strategies 'that give students space for experimentation, risk-taking, personal initiatives and pursuit of their interests' For each of the pillars, Wolfensberger identified clusters of strategies and behavior.

Relating pillars and stereotypes

The model presupposes a basic interest in teaching. If this is not the case, the corresponding stereotype is the negative neglecter. The remaining ten stereotypes are linked to the pillars and clusters in the table below. For the three remaining 'negative' stereotypes a loose connection is made on the level of the pillars only. For the seven 'positive' stereotypes, the connection to Wolfens-

berger's work is made at the level of clusters of strategies and behavior. Some stereotypes are linked to several clusters.

Table

Linking pillars, clusters and stereotypes

Pillar	Negatively related to stereotype	Clusters of strategies and behavior	Positively related to stereotype
Creating Community	Equality emphasizer	Interaction, (peer) feedback, active learning	Groupwork guru, practice connector
		Encouragement, joy, inspiration	Dreaming discoverer
		Availability, interest in students, commitment	Excellence exceptionalist, practice connector
Enhancing Academic Competence	Course concentrator	Multi- and interdisciplinary thinking, multiple perspectives	Problem provider, freedom fighter
		Scholarly teaching, academic depth, involvement in research	Hierarchy hacker, problem provider
		Challenging learning tasks, difficulty, and acceleration	Excellence exceptionalist
Offering freedom	Formality focuser	Flexibility, allowing for self-regulation, openness	Freedom fighter
		Innovative teaching, experimentation, fun	Dreaming discoverer
		Professionalism, novice relationship, challenge	Hierarchy hacker, problem provider

Source pillars and clusters: Wolfensberger, 2012, p. 38.

Relate your results to the three pillars of honors pedagogies. Which of the pillars features most prominently, and what could you develop more?

Next steps

Do you need more input from others to see how they view you in relation to talent? Then consider giving this exercise to more people (for example colleagues) or use the classroom situations. Do you think you need to further analyse where your views come from? Then consider using the Roadmap tool. Do you want more insight into the characteristics of your teaching? Then use the Characteristics tool. Visit the e-library to find tools to help you to work with talent in the classroom.

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DEFINING THE FUTURE OF EDUCATION:
NEW TRENDS AND NEW GOALS

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Introduction

In recent years, a large body of research has investigated the various factors affecting child development and the consequent impact of child development on future educational and labor market outcomes.

Objectives

In this work the main trends defining the development of education in the future will be outlined. It will help us answer the question "What kind of education will we have in the future?"

Methods

To conduct this research a number of methods were used, among the main ones there are such methods as comparative analysis, case studies and assessment of expert opinions.

Peculiarities of modern educational trends

Trend 1. Preprimary education: changing the approach

A century and a half ago, pre-school education was barely thinkable. For instance, several decades ago kindergarten was perceived in Russia as an institution designed only to help working mothers. Thus, the number of kindergartens was regarded as sufficient if it was able to accommodate 60 percent of children of working mothers in cities and 40 percent of those in rural areas [1].

Nowadays the situation has changed and kindergartens are regarded as educational organizations. It has been found that cognitive skills are most effectively cultivated in early childhood and that rates of return to investment in hu-

man capital are highest in the youngest age categories [2, p. 699–701]. Early childhood development in groups and teams is extremely important since children can be socialized and master collective learning skills. Such education cannot be replaced by family upbringing or any other programmes.

At present more and more countries are taking steps to create and support an early childhood agenda. Decision makers around the world are recognizing the benefits of investing in children early. Many countries, for example Finland, Sweden, Britain and Australia have devoted more attention to early childhood development and have adopted new programmes and standards for preschool education.

Standards in preprimary education and child care should encompass two kinds of quality features that are important for children's learning and development, they are *structural* and *process* quality features [3, p. 48]. *Structural quality features* are usually associated with greater achievements in children's learning and include safety and support for physical health, such as access to clean water sources, air conditioning systems, central heating etc.; smaller group sizes and lower child/adult ratios; trained and qualified teachers; and adequate variety of print material, toys and other play opportunities. These structural resources help set the conditions for the core of preprimary education quality, which is *processquality* – the instructional and interactive skills of the teacher or caregiver. It is worth mentioning that *structural quality features* do not ensure *process quality features*, that is why special attention should be paid to the ability of teachers and caregivers to provide warm and responsive interactions with children and help children express themselves through psychologically appropriate social interactions.

Trend 2. Secondary education: the need for teaching systematic learning, independence and responsibility

Modern schooling has undergone a shift and now centres mainly on developing students' research skills. Its task is to teach systematic independent learning as well as responsibility. The problem is that not all education systems across different countries have undergone such a shift. For example, almost all Russian schools focus on teaching subject knowledge, much of which is subsequently underutilized. In teaching subject knowledge, the system is quite effective. This is supported by the fact that Russian school students show excellent results in mathematics and natural science literacy [4, 5]. But our students fall behind their foreign peers when it comes down to demonstrating the ability to apply knowledge in real-life situations. That is why according to PISA statistics (the OECD's Programme for International Student Assessment (PISA), which measures 15-year-olds' ability to use their reading, mathematics and science knowledge and skills to meet real-life challenges) Russia shows below average results. At the same time the countries that have made a shift towards research

competency, independent decision-making and self-management skills in choosing educational paths achieve the best results in this international ranking. The prime example is Singapore, and it is worth noting that it took the country 45 years to develop the current educational system.

Trend 3. Higher education: a shift towards creativity and new technologies

By the end of the 19th century, the Humboldt University model (academic freedom and the combination of teaching with research) became dominant around the world. The mission of universities was seen as maintaining and transmitting a system of values. Starting from the 1920s, the world has gradually been departing from this system. Nowadays scientific research is aimed at advancing technology. Due to the challenges of contemporary society, developing an individual's creative potential is an essential precondition for a successful career. Today possessing purely professional knowledge is not enough, and the ability to work on projects, build teams, act as a leader, and to search for and process information are becoming ever more significant.

One more important trend in education is closely connected with technological development. More and more college programmes and courses are being offered today partially or even completely through the use of technology. These methods include courses taught on computers, distribution of materials over the Internet, programmes broadcast on television and with satellite hookups, and various other technologies such as video cassettes and CD-ROM [6]. Educators today pay special attention to Web-based learning systems that incorporate graphics, video, audio, text, and other elements in a comprehensive learning environment. We are convinced that the increased use of technology will definitely continue, that is why there appears to be an inexorable movement toward greater purchases and use of all kinds of technology in the delivery of higher education's products.

Results

In this research we have analysed a number of modern educational trends. Will they be relevant in the future and will they exert formative influence on the developments in this area?

As for ECD (early childhood development) programmes it should be noted that both their structural and process quality features can be improved. It is obvious that ensuring structural quality requires investments in physical infrastructure, teacher training, and learning materials whereas strategies to improve process quality and instruction imply the integration of on-site or technology-facilitated observation and mentoring (or coaching), in addition to pre-service training with opportunities for practice. It is also worth mentioning that media-based interventions have shown positive effects on young children's cognitive

and also social and emotional development. That is why the governments should remember that new developments in media technologies will provide huge opportunities to improve the early learning of children. We are convinced that if ECD programmes and policies are implemented properly, in the future this trend will become the norm.

Talking about the second trend and taking into account the fact that the development and implementation of new educational solutions take approximately 50 years, we can assume that in the future the shift towards the formation of research competencies in different countries all over the world will continue.

The third trend shows that creative thinking is crucial for future university and college graduates as it allows a person to be much more mobile and competitive in the labor market. So, this trend will definitely become one of the most important in the future. The same is true for technological development. Using technology to improve teaching and learning will definitely expand. But it is important to note that before technology can be integrated into every segment of the higher school community, it must be simplified and tailored to different needs.

Conclusions

1. We can say for sure that in the future education will be the driver of a new knowledge-based economy and society.

2. Nowadays countries understand the high return from investing in human capital development at an early stage. Early development through the interaction of the child and the teacher (or caregiver) will become the key component of education in the future. The interaction will take place both in the real world and the virtual one, helping to establish communication with the physical world. At the same time, it is extremely important to take into consideration the fact that improvement in instructional quality of the early primary grades must follow quality preprimary education, or the gains from ECD may be lost.

3. Bearing in mind the fact that school education today is focused on developing students' research skills it is important to develop not only subject knowledge but also problem-solving abilities.

4. Development of new technologies and their implementation in higher education does not mean that these technologies will completely or even substantially replace the traditional lecturer in the classroom, or totally eliminate the need for books and periodicals in a library, at the same time it is obvious that the technological revolution affecting all of society worldwide is going to have a significant effect on higher education.

5. In the future education will help enable individuals to manage themselves, and this will become a focal requirement. It will be equally important for a good specialist to have basic knowledge and to master regulatory, communica-

tive, cognitive, and applied skills to be able to solve real life problems and find unusual solutions. But it is very important to emphasize that the above-mentioned skills should be developed through the entire system of education: early development, primary school, secondary school, vocational training, and higher education.

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РАЗВИТИЕ СИСТЕМЫ ЭЛИТНОЙ ПОДГОТОВКИ В ЮЖНО-УРАЛЬСКОМ ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ

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Введение

За последнее время резко возросла потребность общества в высококвалифицированных специалистах. Одним из способов обеспечения этой потребности нашими вузами является развитие, так называемого, "элитного образования" (honors education). На эту тему сейчас появляются различные публикации и исследования [1–5].

Южно-Уральский государственный университет (ЮУрГУ) начал проводить элитную подготовку студентов с 2016 г. По мере накопления опыта реализации элитной подготовки система постоянно модернизировалась. Сразу было выделено два основных подхода к элитной подготовке студентов.

Модели элитной подготовки. На образовательных программах, на которые поступало большое число абитуриентов с высоким уровнем школьной подготовки, были сформированы отдельные группы элитной подготовки ("*академические элитные группы*"). Программы элитной подготовки, реализуемые в этих группах, состояли из основной образовательной программы и дополнительных факультативных дисциплин, которые не изучают обычные студенты.

Были сформированы 4 группы общей численностью 90 чел. К концу 2019-20 уч. г. в ЮУрГУ обучалось 14 таких групп с 1-го по 4-ый курс с 273 студентами в них. В июне 2020 г. состоялся первый выпуск. 55 выпускников бакалавриата получили "Сертификат об окончании обучения в системе элитной подготовки Южно-Уральского государственного университета".

Однако образовательные программы, на которые поступает большое число студентов с высокими баллами ЕГЭ, составляют малую долю ООП, реализуемых в ЮУрГУ. Поэтому для студентов остальных образовательных программ элитная подготовка осуществлялась на факультативной основе. Студенты, желавшие получить элитную подготовку, посещали свои

обычные академические занятия и, кроме того, обучались дополнительно в "элитных" группах. Отдельные "элитные" группы здесь создавались из студентов не одного, а нескольких родственных направлений ("*факультативные элитные группы*"). По заявкам институтов и факультетов разрабатывались факультативные курсы для "элитных" студентов.

Структура системы элитной подготовки была сформирована следующим образом:

● проректор по учебной работе, осуществляющий общее руководство системой,

● Центр элитного образования университета, занимающийся оперативной работой по элитной подготовке,

● ответственные по элитной подготовке школ, институтов и факультетов,

● преподаватели, ведущие занятия с "элитными" студентами (на условиях почасовой оплаты),

● студенты, желающие изучать "элитные" факультативные дисциплины и хорошо успевающие по своим основным образовательным программам.

Этапы развития системы элитной подготовки

Можно выделить следующие основные этапы для факультативных элитных групп.

2016–2017 учебный год. Предполагалось, что студенты будут заниматься в своих "элитных" группах с первого семестра до конца основного обучения и получать, вместе с дипломом, сертификат ЮУрГУ об обучении в системе элитной подготовки. На первом курсе обучения упор был сделан на фундаментальную математическую и языковую подготовку. Читались такие предметы, как "Избранные главы высшей математики", "Математическое моделирование", "Математика и физика на английском языке". На старших курсах предполагалось ввести дифференциацию, в соответствии с профилем студента по основной образовательной программе. Первоначально к этой системе подключили студентов технических и IT направлений.

Однако к концу учебного года оказалось, что из 171 студента, начавшегося заниматься, к концу первого семестра осталось 48 (28,1 %), а к концу второго семестра – 39 (81,2 % по отношению к началу семестра и 22,8 % по отношению к первоначальному набору). Была проведена большая работа по выяснению причин такого отсева, проведено массовое анкетирование студентов. Основными причинами оказались следующие.

● Перегруженность студента. Он перешел из школы в вуз, где нагрузки на порядок выше. Он еще не адаптировался к ним и с трудом выдерживает нагрузку. Поэтому добавочная "элитная" нагрузка для многих находится за пределами их возможностей.

• Студенты еще недостаточно мотивированы повышать свой уровень. Они не совсем уверены, что посещение "элитных" занятий поднимет их конкурентоспособность на рынке вакансий и в будущей профессиональной сфере.

2017–2018 учебный год. Для исправления ситуации были произведены коррективы.

• Набор в факультативные группы элитной подготовки стали производить не с 1-го, а со 2-го семестра, когда студенты уже адаптировались к студенческим нагрузкам.

• Студенты принимались в "элитные" группы не в качестве полноправных членов, а в качестве вольнослушателей с испытательным сроком в один семестр.

• Факультативные элитные группы стали создаваться и для студентов гуманитарных направлений.

• Разрешили студентам любой "элитной" группы посещать занятия любых курсов, читаемых в системе элитной подготовки.

• Помимо "фундаментальных" дисциплин, стали читаться такие полезные для будущей карьеры предметы, как "Теория решения изобретательских задач", "Конфликтология", "Основы самоменеджмента и планирования карьеры", "Предпринимательское право", "Школа олимпиадного программирования" и другие.

К окончанию 2017–18 уч.г. в системе элитной подготовки университета работало 5 факультативных элитных групп второго года обучения, с 43 студентами.

В начале второго семестра был проведен набор кандидатов в группы элитной подготовки. Было принято 140 человек. По окончании семестра были рекомендовано к зачислению в факультативные элитные группы 53 студента. Студентам, занимающимися в этих группах, было прочитано 17 курсов (1100 часов лекций и практических занятий).

Общая численность студентов, обучающихся в системе элитной подготовки в группах обоих типов (академические и факультативные элитные группы) составило 294 студента в 19 "элитных" группах.

2018–2019 учебный год. В связи с появлением студентов третьего года обучения в системе элитной подготовки встал вопрос о привлечении их к творческой деятельности. Стала прорабатываться идея привлечении их к проектной деятельности. Были отобраны 8 проектов и составлены программы занятий для их реализации.

К окончанию 2018–19 уч. г. в ЮУрГУ существовало 10 академических элитных групп (214 студентов) и 6 факультативных элитных групп (74 студента).

Общая численность студентов, обучающихся в системе элитной подготовки в группах обоих типов (академические и факультативные элитные группы) составило 288 студента в 16 "элитных" группах.

2019–2020 учебный год. Был полностью изменен подход к системе элитной подготовки.

• Отказались от обязательных, общих для всех изучаемых дисциплин. Каждый студент сам выбирает предметы, которые он хотел бы изучить.

• Резко расширен спектр курсов, предлагаемых студентам. В начале каждого семестра объявляется конкурс среди преподавателей на чтение своего авторского курса.

• Широкое использование интернета. Создание специального "облака проектов" на сайте университета, в котором преподаватели и научные сотрудники размещают данные о курсах, которые хотели бы прочитать. Студенты просматривают "облако" и записываются на интересующие их проекты. Расширен раздел элитного образования на сайте университета, на котором размещается вся необходимая сопроводительная информация о занятиях: расписание занятий, инструкции по подаче заявок на чтение курсов, по записи на утвержденные курсы, новости.

• Студенты, прошедшие за период обучения определенное число часов элитной подготовки, по окончании университета вместе с дипломом получают Сертификаты об окончании обучения в системе элитной подготовки Южно-Уральского государственного университета.

Предлагаемые курсы (проекты) разделены на четыре направления.

1. *Мастер-классы*. Формируются небольшие группы студентов (5–10 человек) одного или близких направлений подготовки под руководством опытного руководителя (наставника), который ведет с ними научную или практическую проектную работу. Итогами проведения мастер-классов являются публикации студентов (в том числе совместные с руководителем), участие студентов в конференциях (тезисы), гранты и т. п.

2. "Факультативы". Дополнительные дисциплины для групп (15–25 человек) непрофильных студентов или уникальные курсы для профильных студентов. Итоговые мероприятия: экзамен, зачет, и т. п.

3. Подготовка к олимпиадам. Подготовка студентов ЮУрГУ к участию в олимпиадах регионального, российского и международного уровней. Занятия проводят преподаватели, имеющие опыт в подготовке победителей олимпиад высокого уровня (региональные и выше). Итоговое мероприятие: участие в заявленной Олимпиаде.

4. Семинары работодателей. Узкоспециализированные семинары по передовым технологиям, используемым организациями–работодателями. Занятия (одно/многоразовые), проводимые представителями организаций–

работодателей. Занятия могут носить как лекционный, так и практический характер.

Выполнение одобренных проектов и участие в них студентов оформлялись приказом ректора.

В начале первого семестра было подано 64 заявки от преподавателей на проекты элитной подготовки. На них подписалось 894 студента. Были реализованы 38 проектов с участием 349 студентов.

Во втором семестре 2019–20 учебного года было подано 80 заявок от преподавателей на проекты элитной подготовки, на которые подписался 431 студент. Однако, в связи с пандемией коронавируса, были реализованы только 11 проектов с участием 178 студентов.

К концу учебного года в университете обучалось 15 академических элитных групп с 312 студентами. Состоялся первый выпуск "элитных" студентов. 55 человек получили "Сертификаты об окончании обучения в системе элитной подготовки Южно-Уральского государственного университета".

2020–2021 учебный год. Проведена формализация элитной подготовки. Курсы, которые проходят студенты, автоматически записываются в их ООП, как факультативные.

● Введена новая электронная система подачи заявок преподавателями на выполнение проектов элитной подготовки и записи студентов на эти проекты, которые теперь осуществляются в их "личных кабинетах".

● Усилен контроль за записью студентов на элитные проекты: электронная система допускает только студентов со средним баллом не ниже четырех (на первом семестре первого курса – не ниже 200 баллов ЕГЭ).

В настоящее время начали реализовываться 13 проектов, в которых участвуют 173 студента.

Заключение

Южно-Уральский государственный университет успешно развивает и активно совершенствует систему элитной подготовки, ищет новые формы, которые совмещают «элитность» и демократизацию образования.

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РАЗРАБОТКА И АПРОБАЦИЯ ПОДХОДОВ СКВОЗНОГО МОНИТОРИНГА ФОРМИРУЕМОЙ ПРОЕКТИРОВОЧНО-ВНЕДРЕНЧЕСКОЙ КОМПЕТЕНТНОСТИ (CDIO-КОМПЕТЕНЦИИ) БАКАЛАВРОВ

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Введение

Одна из ключевых проблем повышения (обеспечения) качества инженерного образования заключается в необходимости управлять процессом подготовки (общекультурной, общепрофессиональной и профессиональной) будущего инженера высокого уровня (высококвалифицированных рабочих кадров) [1]. Для этого администрации образовательной программы необходимо иметь методику мониторинга формируемой проектировочно-внедренческой компетентности (CDIO-компетенции) и ее реализовывать на протяжении четырех курсов обучения бакалавра на программе.

Результаты

Инициативной группой преподавателей и администраторов Сибирского федерального университета (А. А. Арнаутов, О. В. Баяндина, Э. В. Березина, В. М. Беспалов, Н. В. Гафурова, Т. Р. Гильманшина, А. А. Демченко, С. И. Осипова, Н. А. Осмоловская, Э. А. Рудницкий, О. Ю. Шубкина) после анализа и обсуждения текущих результатов внедрения стандартов Всемирной инициативы CDIOсформулировано предварительное видение из чего должна складываться проектировочно-внедренческая компетентность (ПВК) и какие составляющие в нее должны входить:

мотивация – это мотивация к проектной деятельности, познавательные потребности, стремление к успеху, настойчивость и уверенность, инициативность, стремление к самореализации;

когнитивная составляющая (знания) – это система знаний о проектной деятельности (важность проектной деятельности, знание способов, содержании и этапах ПД, требования к результату ПД и др.);

деятельность – проявление интеллектуальной активности, самостоятельного мышления, креативности в процессе проектирования;

рефлексия – это контроль и оценка результатов и границ проектной деятельности, осознание продуктивных способов, выявление проблем для совершенствования и саморазвития.

Оценка уровня сформированности компетенции опирается на следующую градацию:

0. *Еще не обладает* (*нулевой/начальный уровень,* НУ) – не имеет реальных навыков; не знает, что это значит, или только сталкивался в прошлом; еще не видит ценности; предстоит полностью изучить.

1. *Базовый уровень* (БУ) – имеет небольшой навык; кое-что знает о компетенции, может описать; осознает необходимость; необходимо гораздо больше знать и практиковать для хорошего владения компетенцией.

2. *Средний уровень* (СУ) – имеет некоторый навык; понимает и может обсуждать компетенцию; начинает присваивать; все еще необходимо больше знать и практиковать, чтобы стать опытным в компетенции.

3. *Продвинутый уровень* (ПУ) – имеет хороший навык; знает достаточно хорошо, чтобы объяснить и продемонстрировать, или натренировать другого; полностью присвоил идею; необходимо дальше совершенствоваться в компетенции.

Каждая из составляющих ПВК (CDIO-компетенции) должна присутствовать минимум на **базовом уровне** у обучающихся со следующем содержанием:

мотивация – выраженная направленность на определенный вид инженерной деятельности;

когнитивная составляющая (знания) – знает некоторые методы познания; раскрывает этапность проектной деятельности; знает отдельные принципы ТРИЗ;

деятельность – осуществляет базовые этапы проектной деятельности;

рефлексия – выделяет отдельные приемы результативной проектной деятельности; выявляет некоторые дефициты в развитии компетентности; оценивает отдельные результаты проектной деятельности.

На данном этапе реализации стратегического проекта СФУ «CDIO – развитие инженерного бакалавриата» разработано несколько локальных документов призванных регламентировать (организовать) организацию проектной деятельности образовательной программы с целью становления и развития проектировочно-внедренческой компетентности (CDIO-компетенции по Э. Кроули [2, 3, 4]) студентов. Второй блок произведенных работ – это разработка оценочных средств в виде:

● анкеты оценки результатов проектной деятельности;

● анкеты самооценки уровня владения ПВК, основанная на таксономии Блума;

● опросные формы обратной связи по результатам краш-теста проектов перед их представлением на выставке-презентации;

● форм оценивания результатов обучения студентов проектной деятельности в рамках проектного модуля учебного плана, как со стороны студента, так и со стороны преподавателя-консультанта проекта;

● форм экспертной оценки социальных, инженерных, исследовательских и технологических проектов в рамках проведения выставки-презентации проектов, выполненных студентами 2–4 курсов;

● студенческих портфолио, учитывающих статистику результатов обучения, паспорта и постеры проектов, список мероприятий, перечень внешних наград (дипломы, сертификаты, благодарственные письма и др.), заметки, посты и публикации, выполненные студентом.

Третий блок работ – это заполнение и анализ анкет, опросников, форм и портфолио студентов с весны 2017 года по осень 2019 года.

Предлагается подход, по нашему мнению, синтезирующий все взгляды и опыт. Логика этого подхода к оценке ПВК выстраивается так: за основу берется покомпонентный состав ПВК, выделяются из УП дисциплины, способствующие её формированию и соответствующие им образовательные результаты CDIO Syllabus 2.0 [5], определяются показатели проявления и диагностический аппарат.

Запланировано пять ключевых точек контроля ПВК за время обучения (2020–2023) с промежуточным мониторингом элементов ПВК. Ключевые точки контроля уровня сформированности ПВК:

● 0 точка – точка входа студента (сентябрь–октябрь);
● 1 точка – окончание 1 курса (май–июнь);
● 2 точка – окончание 2 курса (май–июнь);
● 3 точка – окончание 3 курса (май–июнь);
● 4 точка – окончание 4 курса (май–июнь).

Так же в мониторинг входит сбор и систематизация проявления элементов ПВК каждым студентом в течение всего учебного года с промежуточным подведением итогов в зимней сессии и окончательной в летней сессии. Полученная информация фиксируется в базе данных «Систематизация образовательных результатов и активностей студента (СОРАС) ОП MCDIO», где представлены составляющие компоненты формируемых компетенций студентов, включая ПВК (CDIO-компетенцию).

Таким образом, мониторинг формируемой проектировочно-внедренческой компетентности (CDIO-компетенции) бакалавров позволит по окончании каждого курса студенту в индивидуальном порядке будут представляться его результаты с накопительным итогом в процентном соотношении от максимально возможного результата. Также может быть представлена раскладка по каждой из составляющих ПВК и общий рейтинг студентов как по своему потоку обучающихся, так и с результатами студентов старших курсов. Опираясь на полученные данные, можно развить подходы, и от мониторинга перейти к рекомендациям обучающимся, в ко-

торых будут предложены варианты для повышения «западающих» составляющих ПВК (CDIO-компетенции).

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МЕЖДИСЦИПЛИНАРНЫЕ ИССЛЕДОВАНИЯ СТУДЕНТОВ HONORS COLLEGE

INTERDISCIPLINARY RESEARCH OF HONORS COLLEGE STUDENTS

HOW DO STUDENT AND ALUMNI PERCEPTIONS OF ENGAGEMENT AND SUCCESS ALIGN WITH THE GOALS OF THE GRIFFITH HONOURS COLLEGE?

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Supervisor of research
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Introduction

In August 2020, the Griffith Honours College (GHC) put out a call for its students interested in Summer Research Bursaries. The bursary pays each student $500, and gives them the opportunity to work with a researcher within the university for approximately two weeks. The project discussed here is the research resulting from the topic *What impact has the Griffith Honours College had on its current alumni and recent graduates? A thematic analysis of text and video*.

The GHC has demonstrated a positive influence on the success and continued engagement of student alumni, evident in their professional accomplishments and confirmed by their anecdotal experiences. The universal experience of Honours education sees a value on citizenship equal to academia (Brown et al., 2019). Through exposure to leadership, mentoring and volunteering opportunities, students are pushed to extend themselves both personally and professionally. By broadening their educational environment, students are exposed to a diversity they are not privy to in their traditional discipline-specific learning. This sense of community and the opportunities it creates is an important aspect of honours education (Young et al., 2016).

Founding a sense of belonging supports the relationship between undergraduate co-curricular experiences and student alumni engagement (Aloi, 2020). The correlation between student engagement and institutional success has been investigated within the current study. The research aims to gain insights regarding how student and alumni perceptions of engagement and success align with the goals of the GHC. Specifically, it will investigate whether the key themes of community and belonging, support and mentorship, and alumni engagement identified in the literature as significantly correlated with student engagement

and success (Bowman, 2020; Gallo, 2011) are also prominent within GHC student and alumni perspectives of engagement and success.

Objectives

The goal of this research project was two-fold. First, the students would learn research skills in a two-week intensive mentoring placement, at a minimum learning about conducting a literature review and thematic analysis of a document. Ideally, they would also gain some form of academic publication from the research experience. The second goal was that the Griffith Honours College itself would gain a thematic analysis of its interview recordings.

Methods

The students taught themselves how to use Otter. Ai transcription software, then used it to transcribe five focussed interviews with students, alumni, and the university's Vice Chancellor. The research mentor transcribed the final edited video manually. After discussion, the research team agreed to only focus our research on the four student and alumni interviews, not the Vice Chancellor's.

Once the transcriptions were completed (and corrected, as the technology made some mistakes in transcription), each researcher worked with them to reach immersion and a clear understanding of what was being communicated. One student researcher created a master list of interview questions and copied responses over, thereby organising the data in a logical fashion for her in-depth thematic analysis (Marshall & Rossman, 2011; Peräkylä, 2005). The other student researcher had transcribed the interviews, using that intimate knowledge to reflect on the research question (Schön, 1999) and compare findings to the existing literature.

The research mentor thoroughly read through the transcripts, then used cut and paste analysis to copy key responses from all respondents into a new document, using colour-coding to identify emerging themes (Chase, 2003; Marshall & Rossman, 2011; Winter, 2013). The research team then discussed these themes and refined them to those presented here.

Results

The interviews offering students' perspectives provided many valuable insights on how the GHC has influenced their engagement and success. Common topics that emerged include belonging to a community of like-minded students, mentorship, career development opportunities, job & scholarship application support and university engagement, which can be organised into the previously discussed key themes prominent in the literature: community and belonging, support and mentorship, and alumni engagement.

In order to excel in university, it is vital students feel a sense of community and belonging among their fellow students (Crownie, 2017). A large component of the GHC is the intention to gather a cohort of high-achieving students to network and interact with in professional and casual settings on a regular basis. Many students have credited this aspect of the college as a significant contributor to their success, explaining that the cohort consists of "future world leaders (and) changers" (Ryan), with students who are "like-minded in that everyone has a similar work-ethic and approach to education... (with) incredible diversity" (Eesha). The community atmosphere provides the opportunity to "achieve together, be motivated and driven by each other" (Alana). This idea aligns with the literature, which suggests a sense of belonging within student communities instils connection (Bowman, 2020; Gallo, 2011).

Receiving academic and career-related support during university studies is another important contributor to academic and professional success and university engagement. As well as offering workshops and personal development seminars to improve these skillsets, the GHC addresses this need through their mentorship program, where all first-year students are partnered with a mentor either belonging to their academic field or industry. The positive influence of mentors is attested for by the majority of students involved. According to the 2018 GHC census 80 % of students deemed the mentoring relationship beneficial. Students primarily praise the program for the opportunity to learn from experienced professionals and apply this knowledge to improve their own careers. "One of the best things about mentorship is it gives you some clarity and vision of your academic or industry career. The benefit that I got mainly was some really helpful life advice and wisdom that really directly applied to my academic pursuits" (Tanner). By instilling personal values whilst teaching life lessons relevant to the professional fields, mentors propose significant impact for change (Fleming, 2019).

A final key theme identified in the literature as fundamental to honours colleges students' engagement and success in the program and their career is the relationship between undergraduate co-curricular experiences and a student's engagement as alumni (Aloi, 2020). By curating relationships which last for life, tertiary educators gain a platform for institutional benefit. The GHC maintains strong, reciprocal relationships with alumni by inviting them to share their experiences on behalf of the College while they can simultaneously reach out for assistance in their career where needed. "A couple of years after graduating university, I was struggling to reconcile my academic nature with the business and consulting world. I reached out to the GHC, and Jeanne (then-manager of GHC) very willingly had a coffee catchup with myself to discuss my issues... then connected me with a friend of hers in Sydney" (Alana). This reciprocal relationship is a primary determinant of engaged effort for nonmonetary motivations (Bowman, 2020). Corroborative evidence supports alumni engagement as a

product of relationship strength during enrolment (Bowman, 2020; Gallo, 2011). The honours college achieves this by treating its students with a level of professionalism unseen in general university experiences (Cownie & Gallo, 2020).

The success of GHC alumni suggests they have achieved the goals set out by the program. As 'graduates of influence', the GHC alumni have also obtained the Griffith Graduate Attributes (GGA). Upon graduation, Griffith students reflect knowledge and skill in the following abilities: critical judgement; effective communication and collaboration; innovation, creativity and entrepreneurship; social responsibility and community engagement; cultural capability; and effective when working in an environment of cultural diversity (GHC, 2018 Annual Report). 87% of GHC alumni agree that the Honours College assisted them in achieving the GGA. By attaining this competence, students are well-prepared to make a positive change in the world.

Conclusion

Corroboration between anecdotal student experience recorded via interview and the recent literature supports the connection between student engagement and Honours College success. Thematic analysis of the data revealed a sense of belonging was vital for students to further involve themselves in personal extension opportunities. A combination of mentoring, leadership and volunteering experiences within a community of like-minded people has resulted in strong, positive relations between staff, students and the institution itself. These factors are directly correlated with alumni engagement. As such, student and alumni perceptions of engagement and success align with the goals of the GHC.

A limitation of this research is the use of existing data gathered for the purpose of promoting the GHC, which could potentially be biased in its use of only positive statements about the GHC, some of which were constructed with the guidance of a director. However, it should be noted the students were originally asked to answer questions about the GHC and their careers in their own words prior to the interviews, and the director guided their responses based on their written responses. Future research could examine how the Griffith Honours College improves student and alumni engagement.

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INTERNATIONAL ONLINE ACADEMIC PROGRAMS FOR HONORS UNDERGRADUATES DURING 2020

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Introduction

Shen Yuan Honors College of Beihang University (HCBU) was founded in September 2002, and itwas dedicated to providing excellent science and liberal arts education for future leaders in academics and industry. It has become the cradle for honors students with top-notch talents and a strong willingness for innovation.

For honors undergraduates, affluent international visiting programs are provided to them during their four years of study. It mainly includes 1) summer schools, such as the UK Summer Visiting Program and the Arizona State University summer school; 2) research internships, like the Beihang-UCL internship, Beihang-Harvard internship, and Beihang-Lehigh internship. For the latter one, once accepted, students will carry out several months of researches locally, supervised by renowned professors, and sponsored by the HCBU. These programs could broaden students' horizons, foster global awareness, cultivate scientific research literacy, and prepare them for future careers as researchers, engineers, and entrepreneurs [1–3].

However, due to the pandemic, it is no longer possible to carry out field studies for the international visiting programs during 2020. Putting the safety and health of students first, the HCBU decide to shift these programs online. As an honors undergraduate in the HCBU, I would like to share my experience, results, and feelings about the Beihang-Lehigh online internship during 2020.

Objectives

From a personal perspective, I would like to pursue my Ph.D. degree abroad in the future, and if I can carry out some researches overseas during my undergraduate study, I get the chance to learn how to research, how to argue and challenge ideas, and how to write papers, which is helpful for my future study and researches. I decided to take part in the Underwater IoT project, one of the projects among the Beihang-Lehigh Summer Internship, and the supervisor is

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Yahong Rosa Zheng, a Distinguished Lecturer for the IEEE Vehicular Technologies and an IEEE fellow. In this project, I need to further improve its function and discuss the possibility of further reducing the size of the datalogger.
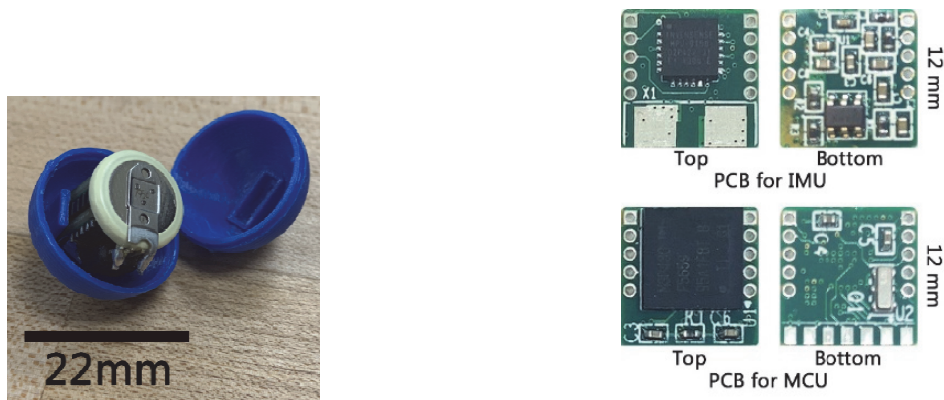
Figure 1. The miniature datalogger and PCB designed by Lehigh University

Methods

Difficulties for the Beihang-Lehigh program

Online research is tough, especially when experiments are necessary. In our research, we need experiments to verify the effectiveness of the designed datalogger and the efficiency of the designed algorithms. The experiments can be divided into two parts: 1) the calibration part; 2) the orientation and position estimation part.

Inertial Measurement Unit (IMU) need calibrations, since errors in these sensors, including bias factor, scaling factor, non-orthogonality, and the like, may harm the accuracy of the collected data. However, the calibration cannot be done once. The accuracy of sensors are subjected to the environment [4], so it is necessary to carry out calibration when the working environment changes, even every time sensors are restarted. Normally, calibrations rely on one more accurate machine to provide references [5], such as a rotating table [6]. However, we do not have such a machine at home. What's more, I even do not have the needed sensors to carry out experiments myself during the first month.

For the orientation and position estimation part, references are also necessary. We get accelerations from the accelerometer and fuse the data from the accelerometer, magnetometer, and Gyroscope to estimate the orientations, thenintegrate the accelerations to get velocity and integrate again to get the path. Now we want to see how well the algorithms work by comparing the path generated by the algorithms with the real path. Unfortunately again: we do not have such a device to track the real path at home, thus it is urgent to design a home experimental method to provide references.

Solutions for parts of the difficulties in the Beihang-Lehigh program

Locking down makes the experiments part challenging, but we used a novel calibration strategy, designed experiments, and collaborated to solve part of the problems.

For the IMU calibration, a sensor-aided calibration strategy was adopted. We first calibrated the Accelerometer, since the direction of gravity force is always pointing to the ground, and its value is already known, which could provide the ground truth. Then we used a calibrated Accelerometer to help calibrate Gyroscope, and then Magnetometer. This kind of calibration method has its high value in applications: using a rotating table for calibration is too expensive and complex for commercial IMU calibrations while sensor-aided calibration is cheap and easy to carry out.
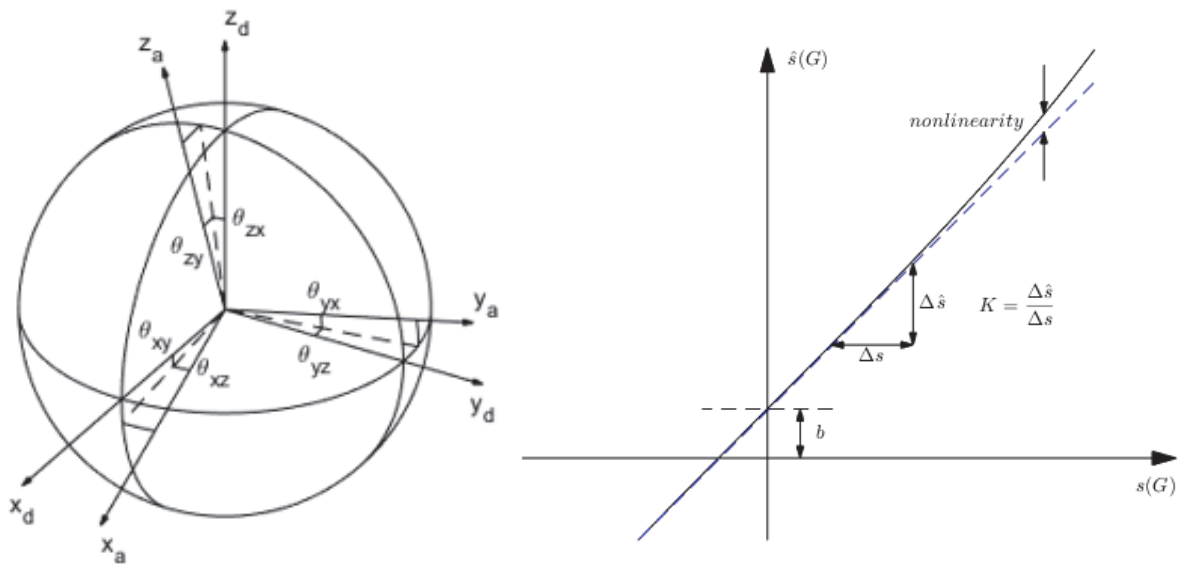
Figure 2. The error of IMU sensors

As for the experiments of orientation and position estimation part, we extracted several points from the path to provide references, rather than using the whole real path as references. The main idea was that we could use algorithms to detect steady-state, and got the estimated position of those steady-state, and compared them with ground truth. The Ph.D. candidate, Xiyuan Zhu, designed a shell for the datalogger and ten matching test sockets for experiments. We pre-designed the experiment path, marked it on the ground (we first tested the device and algorithms on the ground, later in the pools) and selected ten points from the path, and set the sockets to those points. We used hands to control the device to move along the designed path and every time we passed the sockets, we made it stay still on the sockets for around two seconds, and then moved on. In this way, since we knew the ground truth of the positions of those sockets, the performance evaluation of the data fusion algorithms was possible.

Collaboration accelerated our research. Chang Shuai, one lecturer at Tianjin University, offered to help when he knew I need data from IMU sensors but Xiyuan was busy with other projects. He had one idle IMU sensor so we decided to collaborate. I wrote Experiments Instructions and sent it to him, and then he utilized his free time to carry out experiments, following the instructions. Once I got data from him, I ran the algorithms to test. After the first month, I got my own devices and then I also tried to carry out experiments myself.
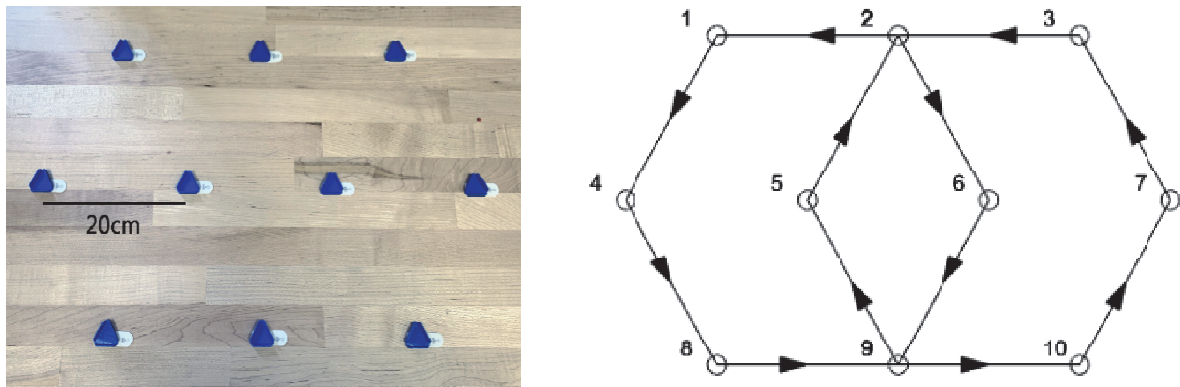
Figure 3. The path and sockets for home experiments

Intractable problems in the Beihang-Lehigh program

Not all the problems cannot be solved at home. The home experiments are still of low accuracy, and if we want more rigorous results, lab experiments are necessary. Also, online researches have a high price of communication. We are in a different time zone: the Professor and Ph.D. students are in America, but I am in China, which means I could not get an instant response when I asked something. And when I demanded something, like when I needed data from Chang Shuai, I hesitated, for I am not familiar with him and I worried about potential disturbance to him. What's more, it is easy to slack off. For me, I do not need papers to graduate, and Prof Rosa is not there urging me to move forward, while Games and TV serials are amusing. Thus there was a Friday symptom: most of my results are obtained on Friday, for there was a Friday night meeting with Prof Rosa, and I needed something to talk about.

Results

Although there are lots of difficulties in this internship, this research experience means a lot to me. First, I improved my communication skills. Although I hesitated to reach out, I needed data or help to move, so I had to ask and communicate. Also, when I had new ideas, I needed to articulate them and make Prof Rosa understand, so I was forcing myself to be as clear as possible. Second, I fostered research habits during this process. I learned how to read papers, write reports, and give academic presentations. Moreover, I got my first publication

submitted: in September, Xiyuan, Prof Rosa and I finished one paper for the OCEANS 2020, Singapore. I wrote introduction parts, built the error model of Gyroscope, and my algorithm results were included. Third, I learned sensor mechanisms, sensor calibrations, data fusion algorithms, and modeling skills. Now I am working in another lab at Beihang University, researching on scheduling/rescheduling on the Industrial Internet Platform, and I am trying to introduce ideas from the data fusion area I learned during the summer Internship into the rescheduling process, and am working hard to finish my first journal paper. Prof Rosa's guidance during the summer internship is really helpful to my whole research career.

Conclusion

International online academic programs encumber difficulties, but parts of problems could be solved by efforts, collaborations, and innovations. For our project, a novel calibration strategy was adopted and carefully-designed home experiments were carried out, and collaborations accelerated the whole process. I got valuable practice in research, communication, presentations, and paper compilation.

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IN FOCUS: TRANSFORMATIONS TO ACHIEVE THE SUSTAINABLE DEVELOPMENT GOALS

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Introduction

By adopting the 2030 Agenda with its 17 Sustainable Development Goals (SDGs) and the Paris Climate Agreement, the United Nations member states have created a framework for national action and global cooperation in the area of sustainable development [1, p.11].

Evidence suggests that international development goals, such as those around public health, can accelerate progress towards complex development goals, but achieving the SDGs will require deep, structural changes across all sectors of society. This raises the critical question of how strategies to achieve the 17 SDGs can be organized [2, p. 135].

Several authors have shown that the SDG outcomes, including the objectives of the Paris Agreement, are interdependent with complex coupling between human, technical and natural systems [1, p. 71; 3, p. 320]. Yet, available studies do not emphasize how the implementation of the SDGs should be organized.

Objectives

First of all, we will highlight the essence of the most dangerous environmental crises that the humanity is facing today. Secondly, we will consider six major *transformations*, introduced by President of the UN Sustainable Development Solutions Network Jeffrey D. Sachs, that will help to organize the SDG interventions to struggle against global crises. Finally, we will outline the dimensions in which these transformations could be implemented.

Methods

In the process of studying this issue we used the assessment of expert opinions as well as analysis of official documents of the UN.

Three mega environmental crises the world is facing today

Agenda 2030 is about transforming the world. Sustainable development is about transforming the way how our economies function. Our global economy that knits together the national economies through trade, finance and technology flows, does a pretty good job of creating economic growth and wealth, but it falls behind in creating social inclusion, that is shared prosperity. It has not been great at ending extreme poverty in certain parts of the world, and it certainly has not looked after the natural environment.

Right now, we are in the midst of three mega environmental crises:

1. human-induced climate change;

2. massive destruction of biological diversity and the weakening of how the ecosystems function;

3. mega-pollution, air and water pollution, oceans filled with litter and microplastics that are now in the fish and in the whole marine food cycle [4, p. 79; 5, p. 303].

From that point, we have to transform the rules according to which the world economy functions, and that is not just about fighting poverty or transforming the economies in poor countries, the Agenda 2030, and the 17 Sustainable Development Goals are a universal agenda [6]. They call on every government in the world to take transformative measures so that every part of the world functions sustainably.

What kind of transformations are needed to achieve the 17 Sustainable Development Goals? We will focus on *six big transformations* that are needed [7, p. 807]. They are the transformations that, if properly implemented country by country and on a global scale, will put national economies and the world economy as a whole on a path to sustainable development.

1) The first of these transformations is closely connected with *education, skills, and jobs*.

2) The second significant dimension of transformation is *health*.

3) Transformation number three seeks to address and urgently needs to address human-made climate change, which is caused by our use of fossil fuels, coal, oil and gas. So, we need a transformation of our *energy systems* and our *industrial processes*.

4) The fourth transformation is *sustainable land use*, especially in the sphere of agriculture.

5) The fifth big transformation is to make our cities work sustainably.

6 The sixth and final of the grand transformations that will be necessary to achieve sustainable development is to harness in a positive way the *digital revolution* that is all around us.

What do all of these transformations have in common?

1. They are *major systemic changes*.

2. They all require *longterm* investments.

3. All of them require a *complimentarity of public and private action*.
4. All of these transformations require *more financing*.
5. All of these transformations require a set of *complimentary tools* [9, p. 48].

Results

Dimensions that can be assessed in each country when making a diagnosis for analyzing the priorities of the Sustainable Development Goals:
● The level of development of a country;
● The level of inclusion of society in terms of linguistic, ethnic, and religious homogeneity, etc.;
● Physical geography;
● The risk of disease that a country faces [6; 7, p. 811; 8].

Based on these dimensions we can then make some evaluations of how those six transformations should be carried out.

Each country needs to be making these diagnoses and to be updating these diagnoses along the trajectory of implementing six transformations from here to 2030 to successfully achieve the Sustainable Development Goals.

Conclusion

The six Transformations require deep, deliberate, long-term structural changes in resource use, infrastructure, institutions, technologies, and social relations that must be undertaken in a short period of time. SDG Transformations must be directed to meet time-bound, quantitative targets, such as net-zero carbon emissions by mid-century.

This area of research is one of the most relevant to date. The future of all mankind depends on the implementation of the Sustainable Development Goals. Many experts are engaged in this issue, every year more and more literary sources appear, the problem of sustainable development is increasingly exposed to public disclosure.

It is necessary to further develop this area of knowledge. It is urgently necessary to implement already existing developments and works in the shortest possible time.

Sustainable development is our future. This is what scientific circles from various fields of science are now engaged in, and this is what the concerns of future generations will be devoted to.

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ACADEMIC SUPPORT IN A NEW HONORS COLLEGE: FROM MARGINS TO CENTER?

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Introduction

The Academic Writing Center (AWC) at the School of Advanced Studies, University of Tyumen, was established in 2019 as a student-to-student support unit. The task of the AWC is to help improve students' academic skills, particularly writing essays and other coursework. With two student-tutors' help in the fall of 2019, we offered students several services: One-on-One Consultations, Online Feedback, Writing-related Workshops, and Core Companion Seminars. Students requested a consultation with a tutor to have a conversation about their course work. But if the students were busy, they cut the meetings' efforts and sent their projects to the tutors who could promptly provide them with feedback. We did not stop here and decided to organize workshops based on various topics that fit students' needs. Finally, students attended companion seminars where they continued working on text interpretations and developing ideas that could be used in their upcoming assignments.

The School's honors philosophy assumed that most students write well, rely on themselves to complete the work on time, and already have a good English command (Shcherbenok, 2018, p. 44). The problem, however, is students kept on abandoning their studies or taking academic leave because of their struggle with either academic writing or coping with English language requirements at SAS. Each year, at least 50% of the students (on average) leave their studies.

With the Center formation, I had high expectations that many students would take advantage of what the AWC had to offer. The reality of the Center operation's first year showed different results. Only a small proportion of the students used the services voluntarily. Only 40 out of 155 BA students used AWC services – asked for feedback on their papers or consulted with a tutor. In light of how many students drop out and how few sought assistance, it showed a

significant divergence and made me think of how important, useless, or wrongly run the Center might be for Russian students. Therefore, at the Center, we decided to test out a new way of maneuvers to give us an inclusive understanding of how peer support can be run at the School.

In collaboration with several teachers, we managed to integrate the tutors' involvement in two corecourses. The tutors' role was more prominent and mandatory than before. We introduced tutors in a way where students understood that they were their peers – their reference for collective and collaborative learning. (Boud & Lee, 2005, pp. 505–506) The tutors occupied such a position since they were seniors/experienced students who went through the SAS curricula purge.

In this paper, I will reflect on the work of the AWC between/within 2020 summer, fall, and winter. More specifically, I will discuss the change in its agenda, actions, and human power. Showing the results and finding of signifying peer learning to the students – a learning form that can add complexity to SAS's pedagogical environment – hoping to give us a clue whether peer support should function voluntarily or compulsory among Russian honors college students.

20' Summer

During the 2020 summer break, we at the AWC decided to meet 25 students of first and second-year cohorts to get an insight into how the work could be enhanced. Trying to understand their first impression, students asked, "Do we really struggle with writing?" This is a legitimate question since the professors usually do not directly criticize the students' academic skills; instead, they can refer to a specific weak spot in their essays. Students pragmatically tend to ignore these comments as far as they are satisfied with or resentful against the grade they receive.

Other essential questions were posed during the meeting: what does peer support entail before joining SAS? Students' answers were centered around three main points: First, their peers had corrected their English grammar mistakes. Second, they thought it had been about doing homework together. Finally, they stated that it had referred to doing homework and copying it. We wanted to know whether this take on peer support after joining SAS had ever changed. Students indicated four aspects: They had occasionally shared notes. Their peers could, and sometimes should, think of a thesis on behalf of them. Their peers had corrected their English grammar mistakes. Eventually, some students firmly admitted that they did not need help.

As laid out by the students, the difference in peer support characterization is not vivid enough to be thought of, but the similarity is interestingly mindful. Students believe that peer support is about doing the work they were asked to do or polishing the materials they are not interested in. In this sense, students seem

to be willingly dismissive of any additional work beyond the compulsory course work. If perceiving the culture of peer support in such a way is confusing, I think that involving the students in the process of its making shall inspire them to reflect differently. Perhaps, our students miss the point that student-to-student learning is undoubtedly essential and different from the conventional teacher-to-student learning approach. Usually, teachers judge and supervise the work; on the contrary, students collaborate, actively participate, and constructively build upon ideas without prior judgment. (MacDougall, 2013, p. 59)

20' Fall

With the start of the 2020/2021 academic year, I decided to change the AWC agenda. After fruitful conversations with the Writing, Thinking, Analysis and Interpretation and Academic Writing corecourses coordinators, we understood that we could integrate the AWC tutors to become complementary and compulsory roles in some courses' design aspects. Also, we understood that such positions would require much more of human resources. Accordingly, with the help of an old tutor, we recruited five student-tutors. The tutors started grading assignments, organizing classes instead of the teacher, boosting the student-to-student learning operation, and conducting workshops on writing-related issues.

Later, in a meeting with the tutors, we thought of the communicated language, and one of the tutors revealed that the word 'consultation' implies that the student either in a poor or weak position and needs help. Consequently, changing the terms was something we wanted to see how students would react to – instead of using the word "consultation," we started using the term "essay conference." This term, by practice, gives significance to the students' work, time, and effort.

After two months, one quarter at SAS, of practicing the new agenda, 50 students used the Center services voluntarily, and in a written reflection assignment in the Academic Writing course, a student admitted, "I did not realize that I needed such a conference." In order to comprehensively keep reflecting on the process, we had another response meeting with 20 students, asking them about their perception of peer support. It appeared that the acuity changed over the course of actions and revealed that students started to view their peers as someone who had the eye that detected what could be improved in their work. Also, their peers could sometimes guide them. Finally, students said that peer support could also be an intensifier to their learning process.

20' Winter

Numbers and impressions after the 1st quarter seem nice and attractive, but they might be misleading. Two crucial factors should be considered and thought about carefully. Not all students' cohorts use the Center's services, and

students who did use the services might have done this out of stress and not genuine interest. In order to test out the second point, the AWC agenda was changed again in the 2nd quarter, November, December, January, focusing on organizing public workshops that address solutions to English language proficiency questions and academic writing troubles. By shifting the agenda, we will see and investigate whether what resulted in the 1st quarter was an artificial demand for the Center's services, or students need compulsory guidance and a support channel navigating their academic work.

Conclusion

The AWC might not be useless for the Russian students after all. A process of reflection is a necessity in the Russian university context. As practice showed us, no matter how writing centers are being conventionally functioned in many universities worldwide, different pedagogical environments require changes, resilience, and innovations. The School's honors philosophy thought was that students had been academically evolved; in reality, students had had the potential but not actualization. The academic revolution did not occur (or happened on a minor scale) because students were passive participants in reflecting upon their learning process. Our goal of integrating peer/tutor students is balancing the SAS curricula requirements and students' background knowledge (where they came from, how they understood education, how they used to approach their course work). Habitualizing peer support in a young institution like SAS might take more time and effort than expected. However, the great cut and the end-benefited-user shall, should, and must be the student whose academic capabilities are being taken great care of.

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BETWEEN THE LIBERAL ARTS IDEAL AND THE RUSSIAN EDUCATION SYSTEM: A STUDENTS' PERSPECTIVE. THE CASE OF SCHOOL OF ADVANCED STUDIES

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Introduction

The institution-student hierarchy in the massified vocational educational system in Russia may likely reduce the learning to the formal execution of instructions. Besides even unsatisfactory preparation for the dynamic labor market, this type of education alienates learners from their studying and disengages them intellectually (Cone, 2018). However, the students of traditional universities are used to this alienation since the type of learning at school was not much different. This harmonious continuity was ruptured for a hundred Russian school leavers when an exceptionally liberal, student-oriented institution called the School of Advanced Studies emerged at Tyumen in 2017. On the one hand, the transition from a rigid educational environment to the Liberal Arts college which SAS is might be an encouraging emancipatory experience. On the other hand, the abrupt transition which requires unlearning the habitus regarding education might be unpredictably disorienting for those trained to follow one's orders.

The Liberal Arts model is said to better respond to concerns about employability (Kuzminov et al., 2019) and address the less pronounced epistemological and ontological anxieties of students (Dirksen et al., 2017; Dekker, 2020). Given that traditional higher education is skeptically treated in Russia (Russian Public Opinion Research Center, 2019), while Liberal Arts offers more positive learning outcomes, the success of transplanting the latter into the former remains an open question.

Objectives

Researchers argue that successful learning outcomes depend on the match between students' expectations inherited from high school and the reality of a

college (Bowles et al., 2014). In turn, unrealistic preconceptions may affect students' perception of their current experience and produce unsatisfactory educational results (James, 2002). The accuracy of expectations including an understanding of the learning type is mostly a product of a prior (usually meaning school) educational experience (Ginns et al., 2007). Although students' approach to learning is not totally defined by their previous educational stage, the theory of habitus assigns school a significant role (Reay, 2004). However, no research has been conducted on the conceptual tension between traditional and liberal educational systems from the students' perspective yet.

The case explored is the School of Advanced Studies (SAS) – the Liberal Arts institution established within the University of Tyumen. Aiming to accomplish the "small scale research with meaning" (Tight, 2017), we focus on SAS since this field is (1) highly accessible, (2) poorly explored, and tightly connected both to (3) federal educational authorities and (4) prestigious Liberal Arts colleges abroad. The research outcomes will be applicable for reflection upon the early results of implementing Liberal Education into a traditional educational environment. Relying on the outcome, changes in branding policy, teaching, and administering Liberal Arts enclaves could be suggested. The experience of SAS will likely attract significant attention in subsequent years due to the anticipatory implementation of individual learning trajectories suggested by the president of Russia (Nazaykinskaya, 2020).

Methods

By now, we have already conducted preliminary research to identify hypotheses for future development. We used the interview as a research method in order to understand the experience of the students and their perception of the educational process. We conducted 6 interviews with 3 senior SAS students. Each student was interviewed once during both second quarters of 2019–2020 and 2020–2021 academic years. In the paper, quotes from interviews will be presented with explanatory information about the respondents, who were given the interview (A, B, or C), the year of the studying (III or IV), and the number of their interview (1 for the first interview and 2 for the second one). We should note that we do not rely on these results as complete patterns or holistic results of the entire study. On the contrary, we use them to form hypotheses and are going to further test them for their relation to a larger number of students.

The interview guides contained questions about elective courses, ranking and median system, and students' perception of group work. The SAS student academic achievement ranking is recalculated every two quarters. The top seven students in the ranking receive a director's scholarship. Moreover, students are evaluated according to the 7-median rule which prescribes a teacher assigning the same number of grades upper and lower than 7. This is a popular reason for complaint among students and faculty because of the distortion this rule creates.

During our preliminary research, we found several recurring student narratives: the students' isolation in the educational environment from the world around them and students' lack of belief in mobility within the ranking.

Results

The students' isolation in the educational environment was described several times. The first respondent associates a change in her attitude both to the ranking system and to the education process with both her personal characteristics and the systemic problems of the institution:

"…I think the problem of such organizations as SAS, specifically, is that ... here we have students' lives in such a way that most of it are SAS. We do not have much interest outside. And it leads to [the situation] that SAS becomes our life, and any setbacks, any problems that occur in SAS, seem to us global. As if I don't pass this essay now, then I'll die tomorrow." (A, III, 1)

Thus, the student sees isolation not as the main goal of the university, but as a side effect of their education. The second respondent mentioned a similar narrative:

"…And I liked to study, so I studied and I did nothing, literally nothing else besides it. Well, some kind of creativity was present in life ... here. And in my second year, I decided that I needed to create a volunteer project because I want to take part in some competitions. And it took up most of the time, because of this, productivity in studying fell." (B, III, 1)

Thus, students are interpreting the total involvement in the educational process as a negative and even limitation factor. University becomes a bubble, requiring as many students' attention and time as possible.

The next narrative was students' lack of belief in mobility within the ranking. However, our students noted that factors for getting into the top or the bottom of ranking may seem predetermined:

"When I entered SAS, I realized that my interests in literature, in history ... this is what I need ... it seems to me that this automatically pushed me forward because I was already on these rails." (B-IV-2)

Moreover, the respondents note the impact of the ranking on students' motivation:

"In the beginning, during the first and second academic year, it [ranking] motivates us ... but when you are at the bottom of the rankings for three or four years... guys have no motivation." (A-IV-2)

"Students who are always at the bottom or in the middle of the rankings do not believe that they can go up… conceptually there is a big hurdle… and from here comes your approach to the working process [studying]. The ranking also has a detrimental effect on students from the top... orientation is not on knowledge, but on grades and comrades." (B-IV-2)

This, we came up with the following explanation of the narrative. According to the students' opinion, getting into the top of ranking depends on the previous educational background and soft skills. Students who are in the middle and bottom of the ranking do not believe in the possibility of moving to the top.

Summarizing the data and findings, we have identified three hypotheses for further research:

Previous educational experience may form an explanatory model for what is happening at SAS. This hypothesis goes in line with the studies conducted on the students' perception-to-outcome relation (Lizzio et al, 2002). However, the case of SAS might complicate the rather simplistic explanatory model of the perception of currently enrolled students. In particular, the transition to Liberal Arts institution from a traditional one apparently requires a more rapid and radical personal transformation. Therefore, we expect to discover the complex interaction between presage attitude towards education and the experience of studying at SAS.

The over-demanding Liberal institution might be perceived as a traditional one (demonization of SAS or so called "suffering discourse"). Since studying at a Russian school usually takes up to the whole day-time of a pupil, SAS could be fairly considered as an equally demanding institution in this regard. The necessity to dedicate a lot of time to study in the university may oppose students whose other activities suffer from the lack of resources.

The isolation and stressful environment might cause demotivation and disengagement. Being in an education bubble can increase stress levels associated with academic performance and students' workload. This factor can reduce the student's motivation to learn and achieve better educational results.

Thus, these hypotheses emphasize the possible discrepancy between Liberal Arts educational design and subsequent student perceptions of institutional design. Therefore, in further research, these hypotheses will play the role of assumptions about the student's perception of the educational process.

Conclusion

In further research, we will study the universality of these hypotheses for a larger number of students. To identify the conceptual frames and shifts, 12 semi-structured interviews will be conducted with volunteers from the top, middle, and bottom of the student ranking published biannually. After that, we will thematically categorize concepts and the ways they evolve. To validate the data obtained and the categorization elaborated we will conduct 4 focus groups with 8 students each and compare results. Each interview and focus-group will be divided into pre-SAS and at-SAS blocks of questions. by the declared methods (12 semi-structured interviews & 4 focus groups with 8 students each). In addition, we want to clarify the time frame for the origin of the above opinions. Are they rooted in the pre-SAS student life, or are they solely shaped by the univer-

sity experience? All these aspects need to be disclosed to understand the results of implementing Liberal Education into a traditional educational environment.

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ECOSYSTEM OF CARE: A TOOL FOR AN INCLUSIVE SOCIETY

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Introduction

The Windesheim Honours college project team realized that gender inequality is a symptom of a more deeply rooted problem. There is a lack of self-awareness, value-based training, and appropriate role models for kids, such as parents and teachers that have *care* as a core value. The team aims to create value in this by providing children with self-awareness training. Accordingly, the teams plan to establish a toolbox with creative learning activities engaging educators, parents, and children, in defining their self and their core values. By doing that, the team establishes an Ecosystem of Change, a self-sustaining collaborative network which introduces synergy in education. As the goal and objective have been defined, the team is employing an iterative development process and feedback loop with its stakeholders. That includes cooperating with global citizens in designing a toolbox, which will have a pilot run as a starting point for the ecosystem of care.

Objectives, methods, results

At first, the team wanted to work on female empowerment. This shifted to gender equality as men also struggle with societal norms regarding to gender. Through research, the team found that some universal strengths and values create more inclusion and balance in our society; vulnerability as a strength, connecting, exploration, confidence, and empathy as innovation (Gerzema, 2013).

In the stakeholder engagement phase, the team had many interviews with stakeholders ranging from teachers, to male students and female empowerment organizations. The topics of child development, education and the lack of role models have come up the most. These have the most lasting impact in fixing societal disbalance if drastically changed or improved.

As outlined in a report by Aflatoun International (2019) about exploring the social and economic empowerment of children and youth, empowered child-

ren have the skills to determine their own future and the ability to address the complex health education, employment and societal challenges they face. By creating educational toolkits, children can be reached and taught how to be more inclusive and help prevent societal issues in the future; to bring up a generation that values gender equality and empowerment for everyone.

Currently, we are in the process of developing the toolbox and collaborative ecosystem. We are doing a focus group discussion to co-create this. And we work with feedback loops to include honours students and primary school teacher students for pedagogic input. Iterative process: developing product based on research & feedback mechanisms. For tool development specifically we use a prototyping approach.

In December, we are doing the first pilot run. After that, we will use the feedback to improve it. We are still looking for people to run the pilot and are interested to bring in their ideas. The main target audience for creating the product are parents, children, and teachers. By ensuring that they collaborate better with each other will lead to an ecosystem of care.

The team wants to create a concept for an *Ecosystem of Care*. The team's vision is a self-sustaining and constantly evolving ecosystem of organizations, parents, teachers and kids that creates and supports the way to an inclusive society where everyone can thrive.

For the stakeholders in the ecosystem (teachers, parents and children), the team will create a toolbox. By using reflective exercises that foster self-awareness and identity building, the interconnected stakeholders may integrate inclusive values into society.

The development of the tools is based on the overall ToolKID model which the team designed with the help of stakeholder consultation & research. The model picks up the approach of different empowerment levels at outlines by CARE (2010). According to CARE, real empowerment can only be achieved if one works on all of the three levels. Otherwise, the empowerment is not sustainable and lasting. The team identified the individual level, the relational and the structural level of empowerment. In the ToolKID model, this is translated into the 'me-level, you-level and the we-level'. Each education sequence starts in the middle of the circle and moves outward throughout the different level. An individual must first be aware of the own position (feelings and emotions) before s/he can exchange about it with others and try to understand their perspective. From there on, one can look at how this plays out on a societal level, the we-level.

The format of these exercises still needs to be decided, however, they should be of a creative, participatory, and engaging nature. It is intended to distribute the tools online, for example via a WhatsApp group. This channel is selected because a very larger population has access to this channel, and it is easy to use. The team may also ask a contribution from the stakeholders to write their

own personal stories or poems which then can be shared and read to inspire. The exercise will be used flexibly to meet the needs of the stakeholders and to connect or interlink them with each other.

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WINDESHEIM HONOURS COLLEGE: INTRODUCING SECOND STORIES

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Introduction

We are Lena, Léa, Valerie, and Janna. An international team of 3d year students of Windesheim Honours College – Global Project & Change Management. This semester is called 'Value Creators' in which we are assigned to address complex issues and create societal value. For this, we want to contribute to changing intersectional discriminating Single Stories to multi-facetted stories.

Chimamanda Ngozi Adichie: "Show a people as one thing, as only one thing, over and over again, and that is what they become." (Adichie, 2009).

The Nigerian author Chimamanda Ngozi Adichie firstly mentioned the term "Single Stories." She learned about Single Stories through the experience of discriminations that emerged from the simplistic perceptions of others about her origins (Adichie, 2009). Single Stories are wide-spread, one-sided, simplistic stories told about individuals, groups of people or countries (Facing History, n.d.). These stories tend to enhance categorical thinking, generalisation, and stereotyping in societies. This can lead to intersectional discrimination of the respective groups and individuals (Adichie, 2009).

Our team addresses the wicked problem of Single stories that fuel intersectional discrimination. A Single Story can quickly lead to exclusion and discrimination of those affected by it. It depends on the Story itself, on its intersectionality, on the included biases and assumptions, but when these narratives and perspectives are kept one-sided, they have a damaging impact on marginalised individuals and groups. Single Stories appear in all dimensions of discrimination, individual, structural, institutional and historical discrimination.

Inclusion of everybody is embedded in almost all the Sustainable Development Goals somehow. The slogan "leaving no one behind" in the preamble shows that the 2030 agenda is trying to approach sustainable development inclusively (UN, n.d.).

However, intersectionality is not mentioned at all in the SDGs, and it seems that the agenda is only addressing multiple discrimination, mentioning

separate forms of discrimination, but does not address intersectional discrimination. Taking an intersectional approach is critical to deal with the complex issue and to tackle new arising forms of discrimination.

Objectives and methods

Together with our stakeholders, we decided that the best way we can create value is to set up an online platform in form of a website as our final product.

With the hashtag *#2ndstories* and the idea to call our platform 'Second Stories' we lean on the expression 'Single Stories' from Chimamanda Ngozi Adichie and expand it. On the website itself, we want to provide space to share stories from individuals in a written format, as well as (if possible) in the form of podcasts and video, to make the stories and the platform as universally accessible as possible. Further, we will provide an overview of educational content regarding Single Stories and intersectional discrimination.

From the conversations with stakeholders, four key points stood out the most:

1. Raising awareness is key
2. Necessity of conversation and collaboration
3. Power of the individual
4. Invisibility is a big issue

This platform, on the one hand provides a safe space for individual and unheard voices, on the other hand can serve as a connection opportunity among those affected by discriminatory Single Stories. At the same time, it gives space to a network of anti-discrimination organisations and activists to collaborate intersectional and to interact directly with those affected by Single Stories. Through this, we ensure the creation of a whole new level of an intersectional network for the fight against discriminating Single Stories. Lastly, the platform can serve as an educational tool for the audience to get familiar with the topic of Single Stories and intersectional discrimination. The importance of raising awareness regarding these topics has crystallized in the conversations with stakeholders, as 'Single Stories' as a root cause of intersectional discrimination are a big problem, but still largely unknown as such.

As the minimum viable product for this semester, the team decided to execute the following key activities:

● Create a space for stories to be shared: This will be achieved through creating the platform

● Facilitate safety for the storytellers: We will write a value codex and monitor the comment and discussion section for potential violation of our value codex

● Explain Single Stories & Intersectional Discrimination: We will provide a section in which we explain the terminology and provide background information

● Visualise & elaborate the benefit of multi-facetted Stories: We will provide a section in which the importance of our value creation is explained

● About us: We will provide a section in which we present ourselves

● Provide further information, like websites, organisations, books, etc.: We will provide educational content for those who would like to learn more about Single Stories and/or (intersectional) discrimination

● Facilitate a conversation, so people can discuss questions or comment on stories: We want to establish a forum in which the audience and the storytellers can interact.

Results

We believe that we can create most societal value with this online platform. Since Single Stories are often told by privileged people, we want to empower people who are less visible in society to tell their stories from their personal perspective. We want to give them the space, rather than speaking for them. We think that this is the most sustainable value we can add because the product can continue and grow even after the semester. The final product will not only be of value for the people telling the stories, but for the whole society. The spread of Second Stories will shift perspectives and create conversations. In a more and more polarising world, telling multi-facetted and intersectional stories helps to connect people and to realise there is not one single truth.

Conclusion

Our Mission is to create a platform for Single Stories to turn into multi-facetted stories.Our Vision is that we envision a society in which we can meet as intersectional individuals at eye-level with each other and break Single Stories.

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УДК 316.4

SOCIAL INTERACTION SITUATIONS AS "MARKERS" OF INSIDER BEHAVIOR INCLINATION

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Introduction

The problem of information security is usually considered from the point of view of the technical component [5]. However, it is impossible to ensure full protection of information systems without including the influence of the human factor on the security level of the system.

In 2018, the InfoWatch Analytical center registered 2,263 cases of confidential information leaks. Of these, 50,5 % of information leaks were caused by the fault or negligence of an internal intruder, and in 39,3 % of cases an external attacker was the cause of the leak. [2]

Thus, the most important aspect of the human factor is the problem of studying the insider threat.

Sabanov A. G. [6] mentions the conference Alladin [1] where the results of a survey of system administrators with a low income level were announced. When asked how much they can get confidential data for, only 10 % of respondents said that they would never commit such an official crime. About half of the respondents are willing to take a risk for a lot of money, and about 40 % are ready to take it for any reward. Thus, these results once again prove the influence of the risk readiness factor on insider activity.

Shaw E, Post J. and Ruby K. [7] in their researches highlight such signs of insider activity as the lack of empathy, anger, hostility to the higher authorities, desire for revenge, estrangement (no ability to work in a team) and the willingness to take risks.

Early diagnostics of a potential insider behaviour based on character observation could help a company to manage their staff so that the leaks would become less common.

Objectives

The task of finding insiders is considered to be the main problem in information systems. The goal of the research was to identify if it is possible to use questions giving the choice of behavior patterns in imaginary social situations as a tool for finding a potential insider. In order to develop such a predictive tool the author first observes how people foresee their behavior in different situations. As people do not usually reply objectively to direct questions the hypothesis is that they would reveal more information about themselves choosing a behaviour pattern in an imaginary social situation. The next step is applying developed social situations to evaluate human behavior. The third step is finding correlation between character traits of the person expressing certain behavior patterns and the tendency to be an insider.

Methods

The literature has been analyzed to study the specific influence of various human factors on the inclination to the insider activity. The possible factors affecting the predisposition to insider activity are embitternment, untidiness, need for attachment, disregard for social values, forgetfulness, concealment, sensitivity, distraction, carelessness, vindictiveness, weak-willed people, negligence, susceptibility to external influences, need for self-affirmation etc. [3] [6].

Then the four most mentioned factors were selected making it possible to generate situations of social interaction. Imaginary social situations around these factors were created providing a person with the choice of particular behavior strategy that reflects his or her particular behavior trait. Then possible responses presenting different behavioral patterns were constructed. Each option was marked 1 if this behavior strategy reflects the presence of the selected behavior factor, otherwise it was marked 0. The questionnaire was formulated so that people would choose their behavior pattern in different social situations or would suggest their own version.

Table 1

The survey

Human factor	Situation	Behavior strategy	1/0
The lack of empathy	Imagine that you witnessed the following situation. The tram ran into a woman on the crossing rails and caused her severe pain or perhaps death as a result of her not paying attention to the warning call or that it was heard too late. What is your first reaction to this event [4]?	I'm gonna scream out and cry. I will remember this event for a long time.	0
		I'll get scared and run away from the scene. I might have to testify in court about the incident.	1
		I'll run closer and see if she needs help. I will address the people around me for help.	0
		I'll take a look at the time on the phone and then I'll move on.	1

Human factor	Situation	Behavior strategy	1/0
		I'll get mad. You can't assign a responsible job like driving to people who aren't paying attention.	1
Anger, hostility to the higher authorities, desire for revenge	Imagine that you own a large business with a large number of clients. One day, a person you have known for a long time begins to threaten your reputation and the existence of your business. How will you act?	I'll tell this person my opinion about his actions.	1
		I'll go to the authorities immediately.	0
		I'll assemble a council from my inner circle to work out a plan of action.	1
		I'll be angry alone and think about the situation.	1
		I'll try to negotiate by myself peacefully.	0
		I won't do anything.	0
Estrangement (no ability to work in a team)	You are fond of mathematics. You have improved the algorithm for solving a certain economic problem in practice. You need to implement this problem. How will you do that?	I'm going to ask everyone I know how this idea can be implemented.	0
		I'm organizing a team, consisting of friends.	0
		I'll investigate it by myself.	1
		I'll ask for advice, but I'll work alone.	1
The willingness to take risks	You're beginning to understand that the profession in which you have been working for a long time brings a profit that you are now dissatisfied with. You have an offer to change your job, but you need to change your city of residence. What will you do?	I'll change my place of residence without hesitation.	1
		I'll think about it a lot, ask for advice, and probably change my job.	1
		I won't even consider this option of change.	0
		I'll think for a long time, ask for advice and, in the end, I'll probably not change my job.	0

Results

The results of the survey are presented in Figure 1. Thus, 28,6 % of respondents has a strongly expressed insider behavior tendency, 14,3 % – poorly expressed and 57,1 % – moderately expressed.
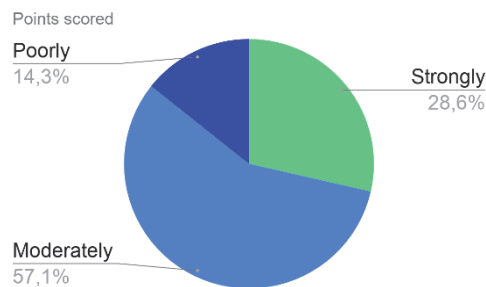
Figure 1. Tendency to insider activity
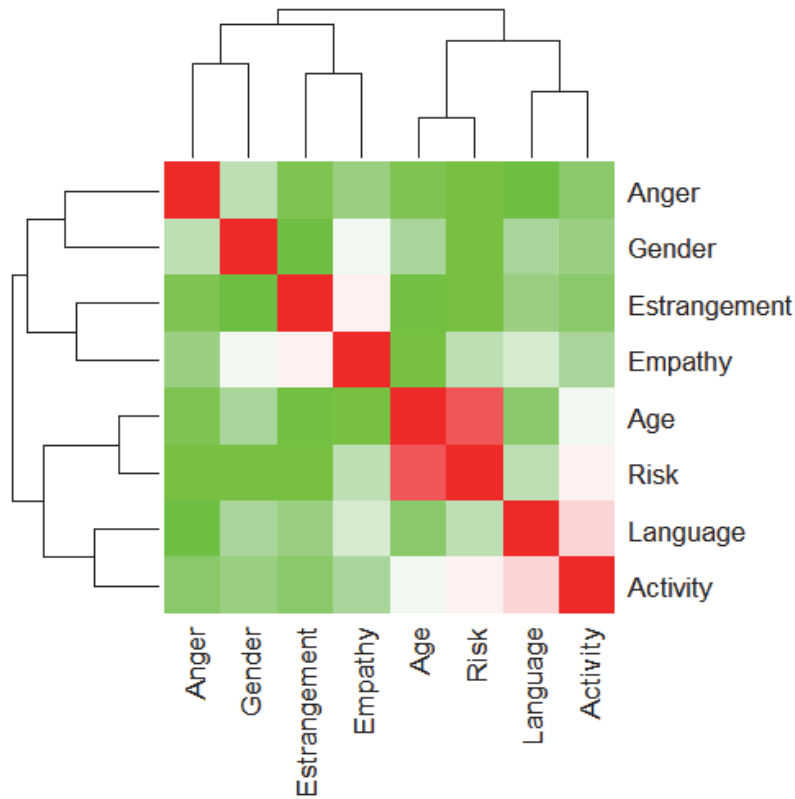
Figure 2. Dependencies between factors.

Figure 2 presents the relationships between the factors selected in the survey. Green indicates a negative correlation, red indicates a positive one. Based on Figure 2 we can conclude that there is a positive correlation between age and a person's willingness to take risks. There is no evidence of any correlation involving gender factor. Other traits of character have either weak or no correlation as well.

Conclusion

As the results could have been influenced by the fact that the majority of survey participants were young people we could come to some conclusions. It seems convincing that the inclination to insider behavior among young people are more likely dependent on their willingness to take risks. This conclusion needs to be studied by comparing the survey results with the responses from people of older ages.

The novelty of this research is practical. The study found that it is possible to evaluate a person's behavior using different situations in the survey and identify questions that will allow you to find out a person's propensities to a particular action. It was found that it is possible to develop questions that provide information about a person's tendency to insider behavior. Therefore, it is possible to conduct an early diagnosis of identifying certain behavioral traits. Thus, it is possible to use situations to assess a person's propensity.

In the future, it is necessary to expand the number of questions, situations and factors considered and increase the number of respondents. It may also be useful to animate situations for greater respondents' involvement so that it would be easier for them to imagine themselves in a particular situation.

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BIASES PREVENTING CRITICAL THINKING: COMPARING APPROACHES IN ENGLISH AND RUSSIAN LANGUAGE ENVIRONMENTS

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Introduction

What is bias in the mass perception according to the language features? What can they be caused by? Or even is there a chance to avoid their impact on us?

As far as we are concerned, biases are based on three dogmatic bases such as decision and judgment making and reasoning. Moreover, it has been made aware of the diversification in perception depending on the language features and cultural environment.

Objectives

So, the field of exploration is enormous and it is quite impossible to disentangle the source since the question and opinions are controversial, and the main issue is devoted to the difference in biases' perception in English and Russian approaches which are uncertain due to the recent appearance of Critical thinking (approximately in the 1970s when Kahneman D. and Tversky A. [1] started thinking of the possibilities of the economic processes sphere).

The issue is the non-existence of the common word for both approaches in biases' researches. In the world community (or better to say society, or global society) scientists are not able to come up with opinions on the matter of this issue. And that is obvious since this phenomenon has its own individual terminology different depending on the language.

We have used 4 different criteria for comparison in this article:
1. Definitions.
2. Frequency of concepts' use.
3. Distortion-related terms.
4. The problems of perception. The causes of the biases.

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1. Definitions

The main aim of comparing definitions in English and Russian approaches is to ascertain what is considered to be bias depending on the language environment.

We have discovered that this phenomenon is conceived to be divided into 3 groups, at least, in English: Implicit bias, Cognitive bias and a bias with the definition connected with the particular perception of the events around a person on their own or a feeling based on not fair judgment.

As for the Russian perception of the term, it is explained as logical traps and systematic mistakes.

2. Frequency of concepts' use

We conduct comparative analysis to identify the fields of study related to each other regarding the bias' perception and particular biases. The goal is to realise how close some of the terms are to the researched object.

3. Distortion-related terms

By this criteria it is supposed to determine what words are supposed to be correlated with biases in both language environments, and if there is a common field or merely differences.

4. The problems of perception. The causes of the biases

Each approach is based on a certain set of beliefs. It is necessary to determine how the term "bias" is perceived depending on the language. One more question is connected with the object: what is supposed to be the cause of the biases? It is verified by the bases of the scientists' research.

Methods

1. The most prominent and credible dictionaries have been used for this research paper such as Cambridge, Stanford and Oxford ones. We draw attention to differences and similarities in representation of biases in English and Russian.

2. It is worth mentioning that biases are studied to varying degrees. This is particularly evident in Google Ngram Viewer how frequently some terms and certain heuristics are used to explain the phenomenon of biases.

3. The bias research has been started recently, approximately in the 1970s, consequently using the works of the scientists of the 20th and 21st centuries we conducted the analysis.

As for the English approach, the researches are based on the groundworks of Kahneman D., Tversky A. [1] who started thinking of the possibilities of the economic processes sphere, therefore biases are being studied with the terms correlated with economics. Moreover, more recent research has been conducted by Das T. K., Teng B. S. [2] who claim that it is connected with strategic decision processing and has an impact on our behaviour making a judgment.

As for the Russian environment, the research papers and fundamental works of Kryukova T., Tolochek V. [3], Kashapova E., Ryzhkova M. etc.are used for the identification of the specific words related to the biases.

4. The works of above mentioned authors served as a support for the determination of the common field in biases' bases and differences either. Analysing the papers of Barnes Jr J. H. [9] and Benson B., we are ensured by the evidence what is supposed to be the cause of the bias and why we react and perceive the way we do it.

Results

1. The definition divides into three groups in English approach, as it was said before.

1) Implicit bias means that individuals can act on the basis of prejudice and stereotypes without intending to do so. It relates to socially stigmatized groups, vulnerable ones which are subject to certain pieces of prejudice coming from the society.

2) Then it comes to the cognitive biases which are considered to be the way a particular person understands events, facts, and other people, which is based on their own set of beliefs and experiences and may not be reasonable or accurate [10].

They influence strategic planning in the way that people come to subjective judgments due to the lack of knowledge or consciousness. So, the efforts at better plans are likely misdirected if the judgments are wrong [2, 8].

Mind cannot take that it is not able to control everything around whereas we cannot take the possibility of our faults or failures.

3) And just a bias with the definition connected with the particular perception of the events around a person on their own or a feeling based on not fair judgment.

As for the Russian environment, there was no information about the directions in bias research but, as we may judge, the scientists rely on logical traps and systematic fallacies to explain this phenomenon.

2. We compared the terms devoted to the biases and, moreover, analyzed which of them are more likely to be used in these two languages. It was clarified that some of the terms were not found in English, others – in Russian. The results may be seen below:

As it was diagnosed that even certain biases had not been found in both environments. Furthermore, the correlated terms are different in both approaches and they had been started studying with different frequency, periodicity and time, as well.
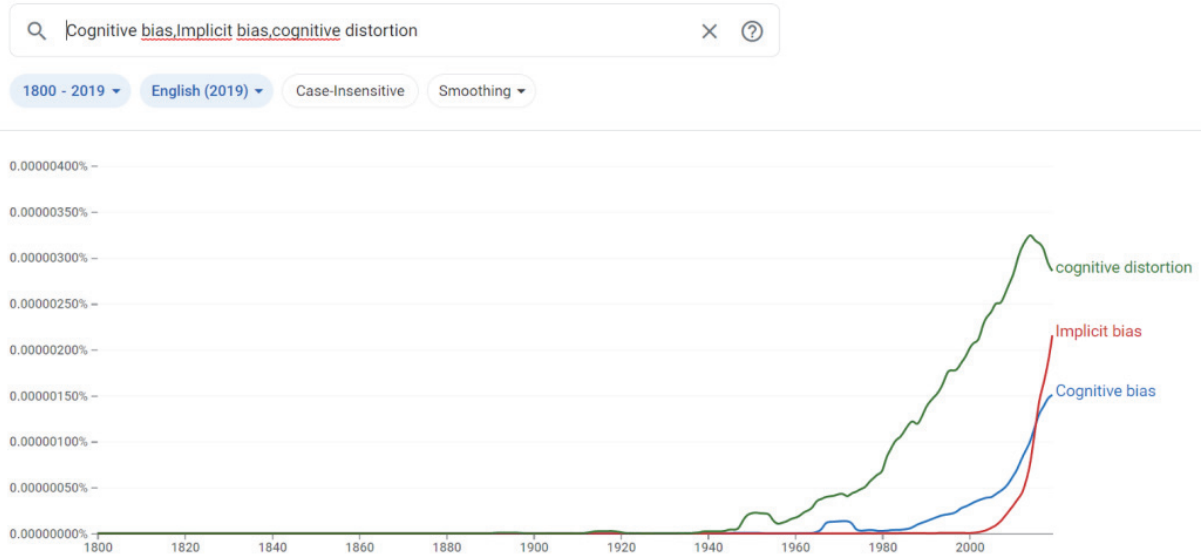
Figure 1. English terms correlated with biases
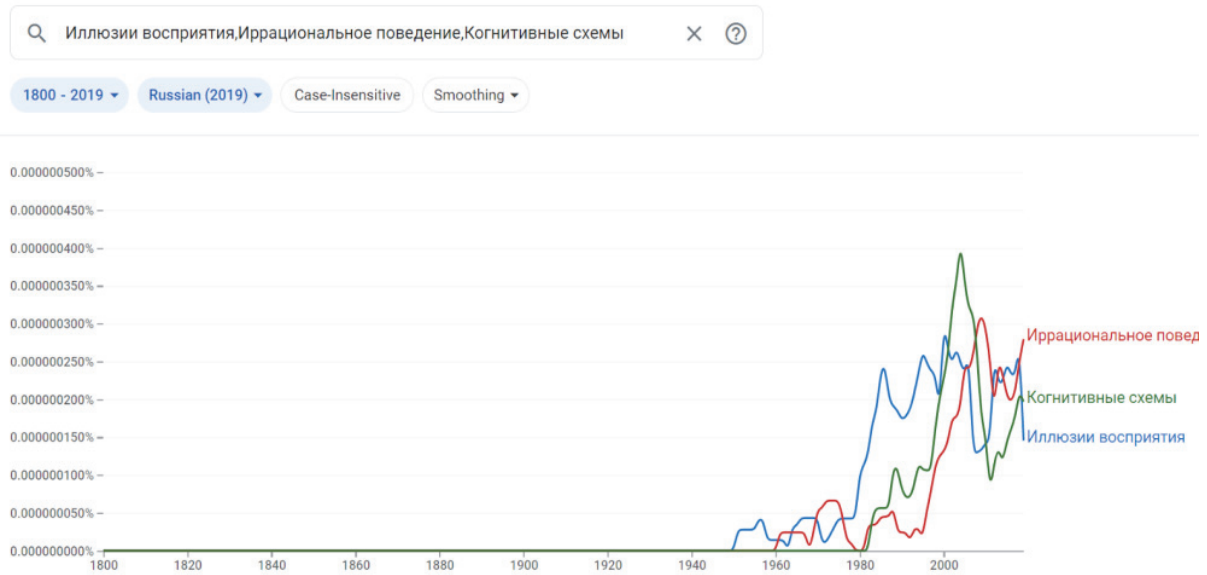
Figure 2. Russian terms correlated with biases
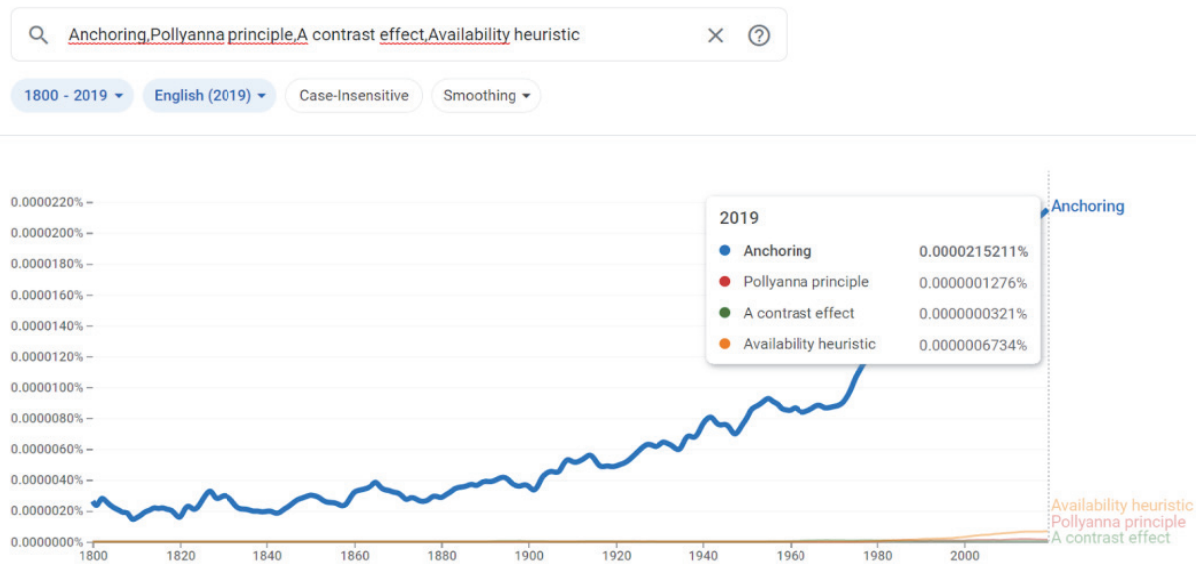
Figure 3. English biases (examples)
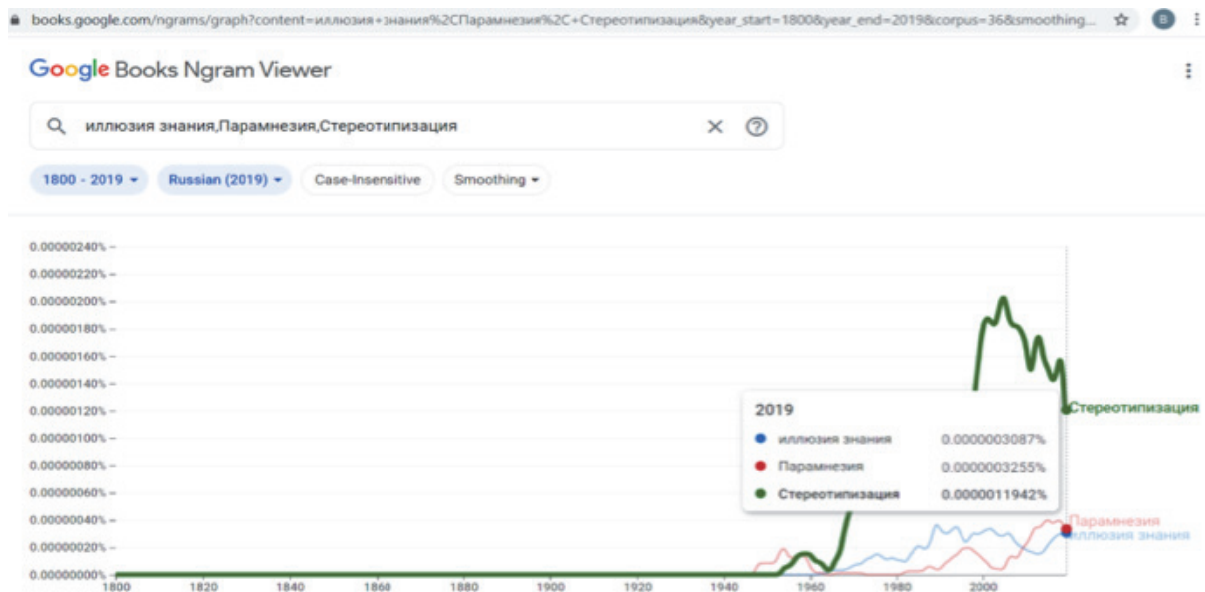
Figure 4. Russian biases (examples)

3. Distortion-related terms were identified by browsing the works of Russian and English scientists. The terminology each author used connected with the field of study with which academics undertook studies.

English	Russian
Neural activity	Self-doubt (неуверенность в себе)
Memory targets	Irrational behaviour (иррациональное поведение)
Psychological discomfort	Mind – chatter (ментальный шум)
Concentration	Distortive cognitive patterns (искаженные модели поведения)
Cue	Deficiency complex (комплекс недостаточности)

4. The causes of the biases are based in identification on the fields either.

We assume that in English it is connected with the overabundance of information, a need for a quick response and internal desire to be distracted by attractive/bizzare/weird stimuli.

As for the causes shown in the researches of Russian scientists, it is mostly correlated with the terms such as Inadequate perception [9] which happens because of blind spots as well, the appearance of false memories causing the traps in our mind (False memories (fuzzy trace Theory), The distortion of the perception of the partner in organizational engagement [3]), Deficiency complex related to the self-doubt especially at work or in the relationship and it is stipulated by catastrophization in personal achievements, labeling in two areas, psychological filters and over generalization (negative events lead to a series of failures in all subsequent interpersonal relationships) [4].

People with a high complex of insufficiency are more likely to be affected by cognitive distortions-it leads to their strengthening and increasing, negative and biased self-assessment [5].

Conclusion

1. To sum up, there is no equivalent for the word bias in Russian language in comparison with English. In English-speaking countries the science of critical thinking appeared much earlier and more research has been carried out, consequently Russian scientists explain the phenomenon of biases only as cognitive bias, in the majority of cases.

In addition, biases are supposed to be understood as logical traps and systematic mistakes in our mind which occur due to the impact of external factors preventing rationality.

2. As for the frequency of concepts' use, some of the biases were not found in English and others – in Russian according to the diagrams. Also, the diagrams illustrate the difference of biases' usage depending on the year of studying and the name of them. So, it means that there is such a gap between researches in these two languages.

3. English approach rely especially on the neurobiology and psychology including the source of appearance such as the influence of cues on the consciousness and our mind triggering various areas and causing the impact of some hormones, whereas in Russian there are common phrases and specific terms devoted to the psychological sphere and self-doubt making us realize the idea in general.

In fact, the similarities are supposed to be and here they are, for instance, halo-effect and bias blind spot. The second one is considered to be the cause of the biases due to the impossibility to concentrate on many things at one time and forgetting about alternative points of view.

4. Our mind is congested with the uncountable number of facts and always distracted by some stimuli; consequently we cannot be 100% rational and effective. Furthermore, it comes to the difficulty of understanding due to the status of the person we speak to, circumstances under which we make a decision etc. Year by year we have less time to come to a conclusion or the best thought which could be suitable for solving the problem, that is one of the causes – trying to handle everything quickly. In a hurry we also have not to forget about the most important and essential things, trying to ignore the stimuli (Pollyanna principle, Picture superiority effect, Bizarreness effect) [10] and remember the key. We suppose that it happens due to the neurotransmitters which have been triggered, increasing the concentration on the object. Probably, the concentration is due to the dopamine from receiving the information that is not difficult to perceive and gives a positive reaction.

Systematic fallacies could be manifested as mental conditioning, and only knowledge may help to avoid or decrease logical traps. It happens because of the existence of choices with limited options and characteristics non-compliant with the complexity.

Errors of perception are caused by insufficient self-observation and reflection, or biased observation of the surrounding reality, although, as far as we know from sociology, any social fact (Durkheim's work) that affects a person is subjective due to individual perception and impact on the individual's consciousness.

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WORKPLACE MEALS PROVISION AS A FACTOR OF EMPLOYEE LOYALTY AND MOTIVATION

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Introduction

Most employees need motivation to feel good about their jobs and perform optimally. Motivation results from the interaction of various factors such as reward and recognition, development, leadership and work environment is also included. Some employees are financially motivated while others find the company's dedication to take care of the employees personally motivating. Workers who are motivated and satisfied about their job conditions are more likely to fulfil their responsibilities to the best of their ability and production numbers increase as a result.

There are different ways employers can use to make workspace more attractive to their employees. One of the possible ways is providing the workplace with meals based on employee's food preferences and requirements.

Objectives

Firstly, the study aims to find out if a company's dedication to take care of the employees seem important to respondents to improve their motivation and loyalty level. The study also aims to analyze the main factors that have an impact on employees' work meals choice and how the provision of the workplace with work meals based on individual worker's food preference and requirements as a part of a motivation system can create a feeling of company's appreciation to human resources.

Methods

This section describes the methodology used in this study. It describes the method chosen for this study. Moreover, this part explains the process of research, design, methods of data collection, sample selection, and ways of analyzing the data. Research is an intensive activity that is based on the work of

others and generating new ideas to pursue new questions and answers. Research is a systematic investigation in order to find information to solve the raised issues [2]. This article uses a questionnaire consisting of 13 questions as a quantitative method. The main purpose of this paper is to identify the factors that affect the employee's work meals choice based on a variety of individual requirements or preferences for food such as dietary, religious restrictions and food allergies to identify the importance of providing the workplace with meals in order to form a high-level employee job satisfaction.

The paper used primary and secondary types of data. The primary data was collected through a structured questionnaire and secondary data was collected from literature sources such as books, articles, online articles, journals, etc.

Results

The structured questionnaire was distributed to the target audience of the research. The target audience of the research consists of white-collar workers (49,1 %), blue-collar workers (11,8 %), students (35,4 %), and business owners (3,6 %).

From the results obtained and presented in Figure 1 and the distribution of the respondents, about 43,6 % do not have any food requirements or preferences, 41,8 % choose meals according to their requirements and preferences for food and 14,5 % think that factor is not highly important for them.

From the results obtained and presented in Figure 2, about 47,3 % would probably support company's meals provision based on their food preferences, 43,6 % would strongly support that action, while only 8,9 % in sum would not like their company providing the workplace with meals based on their individual needs for food.
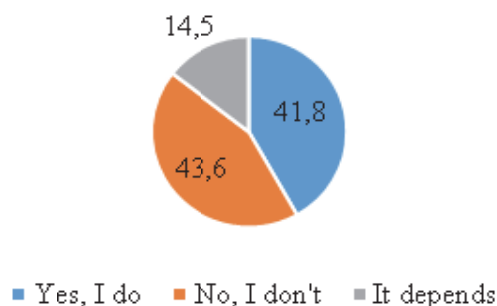
Figure 1. Questionnaire. Question about preferences for food
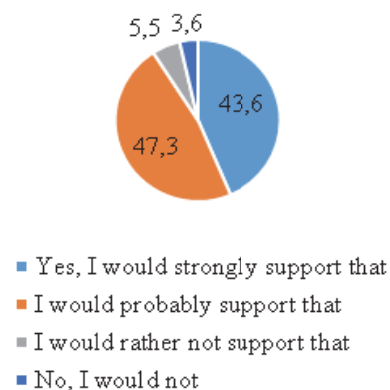
Figure 2. Questionnaire. Question about food provision

From the results obtained and presented in Figure 3, and the distribution of the respondents, about 89,1 % believe that company's dedication to take care of the employees is very important, while 10,9 % find it not important.

From the results obtained and presented in Figure 4, all of respondents strongly believe that offering lunches for the employees is one of the good ways to show company's appreciation.

Figure 3: Does company's dedication to take care of the employees seem important to you?

10,9

89,1

■ Yes ■ No
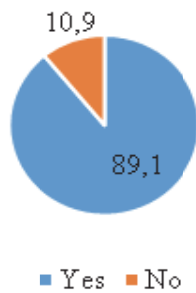
Figure 3. Questionnaire. Question about company's dedication

Figure 4: Do you agree that offering lunches for the employees is one of the good way to show company's appreciation?

100

■ Yes, I agree

Figure 4. Questionnaire. Question about offering lunches

Figure 5: Will meals provided by the company improve the interpersonal attitude?

1,8 1,8

45,5

50,9

■ Yes, it will   ■ Rather yes
■ Rather no   ■ No
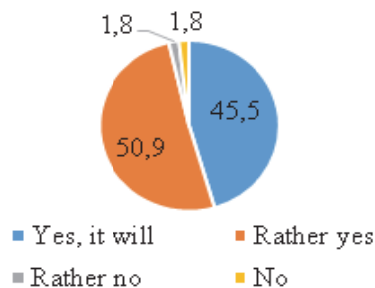
Figure 5. Questionnaire. Question about improving interpersonal attitude

From the results obtained and presented in Figure 5, and from the distribution of the respondents, about 45,5 % think that meals provided by the company will improve the interpersonal attitude, 50,9 % inclined to that opinion, while 3,6 % find that action ineffective to improve the interpersonal communication in the company.

Conclusion

The data and results will provide additional information for human resource managers about developing the employee motivation strategies for a more efficient management in order to increase the quality of work environ-

ment, which in its turn leads to a higher level of employee's job satisfaction, motivation and loyalty. The survey has a strong potential for the food service industry for understanding consumer behavior and marketing strategy development. The study also provides additional information for an education system to study non-standard methods of motivation, the results and effects of their application.

The study highlighted the company's dedication to take care of the employees based on providing the workspace with better conditions as one of the factors that serve as a real drive for employees to be motivated. Identifying employee needs and company responses individual needs influence motivation effects. Thus, motivated employees are more likely to increase their productivity during fulfilling their responsibilities

To sum it up, it is possible to boost employee loyalty and productivity motivating employees by having based on their food preferences or requirements meals delivered to their workspace. That is why exploring and using creative approaches is essential for motivation and loyalty to help employees develop a sense of connection and belonging with the team and company.

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ACHIEVING SUSTAINABLE DEVELOPMENT GOALS: USE OF CHEMIL UMINESCENT LABELS IN ECOLOGICAL ENVIRONMENTAL MONITORING

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Introduction

The most important question of modern ecology is finding new highly effective analytical methods that are suitable for ecology, medical diagnostics, microbiology, genomics, etc. We know that environmental disasters often occur in different parts of the world and this requires a quick response. A typical environmental analysis takes from 1 to 3 days, whereas a chemiluminescent analysis takes on average 30 minutes.

Objectives

The goal of the study is to examine the methods of bioluminescent analysis and the possibility of their use in environmental monitoring. Previous analyses used scattered data about each type of environmental research and applied a bioluminescent or fluorescent label. In this work, we have decided to analyze the effectiveness of each method and identify the most appropriate methods for a particular type of research, what is more suitable for tracking changes in the state of water or soil.

Methods

Among the analytical systems the most important are systems for recording specific interactions of molecular complexes. The main requirements for these systems are their reliability, stability, ease of tagging and registration and the ability to detect ultra-small amounts of target biomolecules. These requirements are fully satisfied by the approaches that use bioluminescent labels.

CA-regulated photoproteins of coelenterates are a stable enzyme-substrate complex, that consists of a protein part and a substrate. The addition of Ca ions almost instantly causes the reaction of intramolecular oxidative decarboxylation of the substrate with the formation of a new type of molecule (coelenteramide), CO_2, and the emission of a quantum of light in the blue region.

Obelin is a convenient bioluminescent marker for the development of test systems for environmental monitoring, as it suits the main requirements for such markers: stability, availability, high sensitivity of registration, low background noise, simplicity of the equipment used for registration. The main methods used in the work are the method of document analysis and the method of evaluating expert opinions.

At the moment, Russia has developed more than 30 different ways to track changes in the state of the environment after the analysis of which the 3 most effective from the point of view of practical output are identified.

Most effective methods of ecological environmental monitoring

1. *Bacterial enzyme system NADH:FMN–oxidoreductase and luciferase*

The bacterial enzyme system NADH: FMN-oxidoreductase and luciferase was used as a soil biotest. The reaction mixture included a 0.05 M potassium-sodium phosphate buffer (pH = 6.9), a set of analytical bioluminescence reagents. After mixing the reagents and incubation, a decrease in signal intensity was observed. By reducing the average maximum intensity of bioluminescence of experimental measurements (I) to the average control, giving the maximum glow (Ik), the intensity of the residual glow was calculated. The value of the residual glow (T,%) was used as an indicator of total contamination. At T > 80 %, the studied soils were considered uncontaminated, 50 % < T < 80 % – polluted, and T < 50 % – highly polluted [1, p. 17].

2. *Probe-fluorometer*

Studying the characteristics of natural phytoplankton in situ requires probe measurements over the entire depth of the photic zone of the reservoir. In addition, the device must have a high sensitivity, since the minimum content of chlorophyll in natural waters can be up to 0.01 micrograms/l. Using a submerged fluorometer probe, it is possible to obtain a depth distribution of chlorophyll without removing water samples to the surface. Therefore, determining at what depth the waste can be drained into the reservoir in real time, these methods provide information about the state of the photosynthetic apparatus, the efficiency of photosynthesis, as well as the daily and seasonal dynamics of these characteristics, and the abundance of phytoplankton in natural conditions [2, p.272]. They allow us to detect the presence of damage caused by anthropogenic flooding, increased solar and UV radiation intensity, lack of mineral nutrition elements, and temperature long before they find their external manifestation, in

particular, a decrease in the number of cells. This is one of the main advantages of Express methods in environmental monitoring [2, p. 279].

3. *Action of heavy metal salts*

To analyze the degree of contamination of seawater, phytoplankton were exposed to heavy metal salts (NiCl2 and CdCl2 concentrations of 10–3 M). After dark adaptation of the samples for 20 min, the stationary level of the delayed fluorescence induction curve treated with NiCl2 solution increases by 6 times, and the maximum value by 50 % compared to the control. The induction afterglow curves of samples treated with Cd2 + ions have a maximum value 4–5 times higher, and the stationary level is 2-3 times higher than the control. A sharp change in the fluorescence intensity of microalgae under the action of heavy metal salts is explained by their toxic effect on the primary processes of photosynthesis. In particular, the action of Ni2+ ions leads to irreversible changes in the structure of chloroplast membranes, and cadmium ions destroy the chlorophyll pigment protein complex. The development of fluorescent methods seems promising for predicting the productivity of phytoplankton, since the number of aquatic microorganisms can be used to judge the contamination of the reservoir [3, p. 32].

Results

The above-mentioned methods have proven to be extremely effective for using in environmental research. Definitely, the undoubted advantages of the luminescent methods are high sensitivity and selectivity.

The disadvantages include the existence of the upper limit of the concentrations, irreversible reactions reagent determined component in most methods, the sensitivity of analysis results to the presence of uncontrolled impurities, the necessity to control temperature, the complexity of hardware design.

Conclusion

During the research more effective methods were selected. The Bacterial enzymatic system NADH: FMN – oxidoreductase and luciferase more fits for the purpose of soil pollution tracking. The method is based on changing emission intensity and spectrometric characteristics. If a sample contains toxic chemicals, emission brightness fails. A fluorometer is better to use for checking concentration of toxic substances in water. It is used to measure parameters of visible spectrum fluorescence: its intensity and wavelength distribution of emission spectrum after excitation by a certain spectrum of light.

There are huge prospects of using fluorometric analysis. In a number of countries, this method is actively used. At present, in the Russian Federation for making effective environmental monitoring that is based on the developed fluorescent methods and equipment, it is necessary to develop a database and adopt documents regulating their use.

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SINGLE-SEX AND MIXED EDUCATION:
A COMPARATIVE ANALYSIS

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Introduction

The gender teaching system is not new: it used to be the norm to separate boys and girls in the learning process. For example, in tsarist Russia there were cadet classes and closed schools for boys. Girls were educated at home or in boarding schools and noble maidens. The same was the case in Europe.

A number of countries nowadays, such as Australia, New Zealand and Ireland, continue to have a considerable number of single-sex schools. In other countries, such as the United States and Britain, there has been a growing promotion of single-sex schools, or more usually of single-sex classes.

Objectives

This article outlines some of the findings from research on single-sex education conducted in some English-speaking countries. It also attempts to provide a critical perspective on some of the key issues involved in comparing the two types of schools.

Methods

In this work a number of methods were used, including the historical and comparative methods, case studies and assessment of expert opinions.

Single-sex and mixed schools: then and now

In the Middle Ages, in Russia and in Europe, only boys were fully educated: at home, in closed boarding schools (for children from wealthy families) or in a parish school (for peasants). The girls studied housekeeping, the basics of family life and raising children at home. Later in Europe, closed schools for girls spread – boarding houses at monasteries.

In the nineteenth century, male and female educational institutions appeared: gymnasiums, real schools, lyceums [1]. The boys took a full course of

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science to make a worthy career in any field. Girls should be mothers and housewives, so they learned fine literature, foreign languages, the rules of etiquette, were engaged in art (music, dancing, painting) and handicrafts.

Nowadays we can identify two sets of countries: countries (such as Great Britain and the United States) in which single-sex schools make up a small, somewhat selective, group and countries (such as Australia, New Zealand and Ireland) which have a considerable number of single-sex schools.

Advantages of single sex schools

Same-sex schools are popular in religious schools and in some schools that believe it offers academic benefits. Advocates believe that same-sex schools help students focus on their studies - especially important, some educators believe, for teens who are helped by same-sex schools to avoid attraction to the opposite sex. Proponents of same-sex schools believe that children can become more competitive when both genders study together, and believe that students may be more likely to have earlier relationships with the opposite sex if they study with them [2].

Same-sex parenting can also make students less shy about potentially gender-sensitive decisions – for example, women are more interested in math and men are more interested in art. It is also well known that learning differences differ between female and male students, so these differences can be used to generate positive outcomes in male and female schools.

Disadvantages of single-sex schools

Some critics of same-sex education have argued that the environment in these schools is artificial and prevents students from developing social skills. The adolescent years are known to be important periods of development, and those who oppose same-sex schools believe that this type of education makes it difficult for children to naturally interact with members of the opposite sex.

Another argument against same-sex schools is that they do not help children prepare for "real life" and the "real world", where, of course, two genders coexist [3]. The same argument is made for universities and the workplace – opponents of male and female schools believe that mixed schools are better at preparing students for university and work life.

Benefits of mixed schools

Some evidence suggests that boys in mixed schools do better academically, as their more responsible classmates encourage them not to "mess around" - but this is obviously a generalization that may be different in specific schools and even in specific grades. Some proponents of blended schools argue that these schools have a better atmosphere because they are not too "bitch" as they

can when a group of girls work and study together, rather than too aggressively, which can happen when boys work and study exclusively together [4].

Drawbacks of mixed schools

Some studies show that girls do better in both male and female schools, so this may be a disadvantage for girls attending mixed schools. However, it is obvious that this again depends on the personal character of each student [5].

Single-sex and mixed education and student outcomes

Great Britain: some studies which have been conducted in Great Britain recently point to interesting conclusions on the effects of single-sex schooling. Sullivan et al. found that girls in single-sex schools had higher chances of obtaining five or more pass grades in the State O-level exam (Ordinary level exam), taken at the age of 16, than girls in coeducational schools, all things being equal. However, the difference was non-significant if other achievement cutoffs were used. Furthermore, single-sex /coeducational differences were not significant in overall grades in the A-level exam (Advanced level exam), a State exam taken at the end of upper secondary education at the age of 18 [6, p. 18].

The Republic of Ireland: the Republic of Ireland is one of the countries with a historical tradition of single-sex schooling, single-sex schools today make up over a third of all secondary schools. Single-sex and coeducational schools differ in their intake by social class background and prior academic ability levels. Taking into account these prior differences, a large-scale study indicated no significant differences in overall academic achievement between single-sex and coeducational schools for both girls and boys at lower and upper secondary levels [7, p. 48].

The US: A number of research studies have been carried out in the United States, where (until very recently) single-sex education was confined to the private school sector, especially to Catholic schools. Comparing Catholic single-sex schools with Catholic and public coeducational high schools, Riordan found a significant achievement advantage to single-sex education for females but no significant difference for males [8, p. 82].

New Zealand: in New Zealand, achievement benefits to single-sex education were found for both males and females, even controlling for background and prior attainments. However, Harker and Nash found no significant differences in English, mathematics and science test scores for female students, all things being equal.

Results

All the above-mentioned studies were focused on the influence of single-sex education on student outcomes and as a whole indicated non-significant differences between single-sex and mixed schools. However, it is also important to

emphasize that the effect of single-sex education is context-specific. In countries, such as New Zealand, the Republic of Ireland and Australia, where the single-sex sector is larger, between-sector differences in achievement are small and mostly non-significant. In contrast, in countries such as Thailand, where the single-sex sector is small and selective, girls do better academically in single-sex schools. And there is one more important moment which is also worth mentioning. In their research Gorard and Smith find strong correlation between the size of the single-sex sector and the proportion of religious schools, reflecting the historical origins of many single-sex schools [9, p. 19].

Conclusion

Ultimately, it all comes down to the issue of the attitude towards school as a whole. For some parents (and their children), school is needed primarily for learning, for others it is an experience of socialization. If in matters of academic performance, the gender composition of the class does not play a big role, then in socialization, separate education is a big minus. The problem is that single-sex education can influence aspects of personal and social development among young people. Coeducation is a more "natural" environment and it encourages personal and social development aspects of people's lives. Even without gender division, a school is an artificial construct: never again, except for the school and the army, will people be surrounded only by their peers. Constantly being surrounded by peers of the same gender is a completely contrived environment, far from real life.

Therefore, the gender approach in teaching looks very outdated in the context of modern educational trends, when teaching becomes personalized depending on the characteristics and needs of each individual student.

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ПОЛИТИКИ УНИВЕРСИТЕТОВ РАЗНЫХ СТРАН В ОБЛАСТИ УТИЛИЗАЦИИ И ПЕРЕРАБОТКИ ОТХОДОВ. СРАВНИТЕЛЬНЫЙ АНАЛИЗ

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Введение

Актуальность работы заключается в том, что проблема экологии все больше находит отражения в нашем общества. Уже в наши дни практически у каждого государства существует свое природоохранное законодательство, вводятся все более строгие нормы по выбросам вредных веществ. Помимо законодательств стран и отдельных регламентирующих документов, все больше растет международное сотрудничество стран в отраслях, связанных с эффективным природопользованием, что можно проследить в ЦУР выдвигаемых ООН [1]. Однако, даже несмотря на эти меры устойчивая тенденция увеличения объемов отходов в мире сохраняется. К 2016 г. объем образования отходов достиг 22 млрд тонн , увеличившись по сравнению с 2015 г. на 5 %. Объем генерации ТКО превысил 1,3 млрд тонн. При этом, согласно докладу Департамента городского развития Всемирного банка, к 2025 г. количество образуемых в мире ТКО возрастет до 2,2 млрд тонн [2].

Проблема переработки и утилизации отходов в наши дни становиться все более актуальной, даже ООН включило данную проблему в область целей устойчивого развития, что говорит о глобальности поставленной задачи [1].

В данную деятельность активно вовлекаться ВУЗы разных стран. В них создаться собственные программы по утилизации и переработке отходов. Каждый университет, в котором создаться такая программа ведёт свою собственную политику в данной сфере. Для проведения сравнительного анализа рассмотрим примеры таких политик.

Цель исследования – изучить соответствие мер, принимаемых университетами в отношении утилизации и переработки отходов на своих кампусах, Целям в области устойчивого развития 11, 12, 13.

В ходе исследования ставился вопрос о том, какие требования и рекомендации университеты разных стран предъявляют к утилизации и переработке отходов на своих кампусах.

Методы и результаты исследования

Метод исследования предполагает сравнительный анализ политик (policies), рекомендаций, правил и иных документов, опубликованных на сайтах университетов, регулирующих деятельность студентов и сотрудников по обращению с подлежащими утилизации и переработке отходами.

Берлинский Университет. В данном университете действует широкая программа по утилизации и переработке отходов, производимых деятельностью университета. Основная концепция, действующая в программе Берлинского университета может быть выражена в девизе: «Avoidance is preferable to recycling, and recycling is preferable to disposal», то есть главной целью университета в данной области становиться предотвращение чрезмерного потребления ресурсов, а не их переработка.

При университете действует собственная организация занимающиеся и контролирующая процесс переработки и утилизации отходов. Помимо явно прослеживающегося экологического аспекта в сферу из деятельности также входит финансовая составляющая данного мероприятия, так как, по заявлению самого университета, около 90 % всех остаточных отходов подлежат использованию путем использования их в качестве топливных ресурсов, путем сжигания [5].

Таким образом экологическая программа Берлинского университета решает целый комплекс задач: начиная с вопросов экологии и заканчивая материальным обеспечением ВУЗа [5].

Намного дальше в этом направлении продвинулся Оксфордский университет. В его программе присутствует чёткая иерархия отходов, в основе которой, как и в Берлинской программе лежит замысел, по которому предотвращение образования отходов есть наивысшая цель всего комплекса проводимых мероприятий.

Из-за большого размера самой организации, Оксфорд активно сотрудничает с другими фирмами по переработке отходов. Сам же университет начиная с 2014 года осуществил 100 % вывоз и утилизацию отходов с мусорного полигона [4].

В университете также существует система электронная система контроля использования материалов – WARPit, которая позволяет корректировать работу всей программы переработки отходов.

Таким образом Берлинский и Оксфордский университеты создали внутри себя программы полного цикла утилизации, переработки, а также предотвращения образования отходов. Экологические программы данных университетов можно условно назвать "программами полного цикла".

Однако подобная политика – не единственно возможная. Так в кампусе Кашива Токийского университета реализован другой подход. В программе университета отсутствуют этапы переработки и утилизации отходов, однако область, связанная с экономией электроэнергии, развита на

очень высоком уровне. Высокотехнологичное устройство внутренних систем кампуса позволяет с большой эффективностью экономить электрического во всех сферах жизнедеятельности студентов и персонала, начиная от "умного" поддержания климата и заканчивая специальными датчиками движения к учебным помещениям и туалетах. И хотя к теме переработки и утилизации отходов подобные технологии отстояться лишь косвенно, проблема недопущения образования отходов, в том числе отходов производимых при выработке электричества, решена в программе Японского университета на высоком уровне, хотя и затрагивает в основном экологический аспект [3].

Подобная политика, направленная на недопущение образования отходов проводиться и в Римском университете Сапиенца. Она регламентируется долгосрочной энергетической программой [6].

Программы Токийского и Римского университета можно назвать – программами, основанными на принципе недопущения образования отходов.

Однако есть университеты, которые не имеют собственных программ, которые так или иначе регламентировали бы процессы утилизации и переработки отходов, процессы предотвращающие возникновения отходов. Вместо собственных наработок они напрямую участвуют в программах ООН для исполнения ЦУР, в том числе тех пунктов, которые связаны с экологией [7, 8].

Примерами таких университетов могут быть Стокгольмский и Сеульский университеты.

Так экологические программы университетов, хоть и весьма условно, можно разделить на три типа:

● программы полного цикла переработки отходов;
● программы максимальной экономии ресурсов и недопущения образования отходов;
● программы, основанные на рекомендациях ООН.

Между данными программами, на самом деле, можно увидеть достаточно большое количество отличий:

Характеристика	Программа полного цикла	Программа максимальной экономии	Программы ООН
Цели	Экономические интересы самого института. Стремление создания благоприятной среды на территории кампуса	Экономия ресурсов, выделяемых университету	Стремление к реализации ЦУР в конкретном регионе. Создание исследовательских групп на базе университетов

Характеристика	Программа полного цикла	Программа максимальной экономии	Программы ООН
Организация	Сложная система мониторинга отходов. В управлении самого университета существует отдельный отдел, реализующий программу утилизации и переработки отходов	Программа включена в устав университета, как правило её выполнение лежит на персонале кампуса и студентах. Присутствуют автоматизированные системы экономия энергии	Отдельное представительство ООН, состоящее из организации, созданной в самом университете
Затрагиваемые аспекты	Экономический Экологический (чистая среда для учащихся и сотрудников)	Экономический (экономия энергии)	Исследовательские (исследование сопутствующих технологий на базе университетов)

Однако несмотря на различия данных подходов, можно выделить и общие черты:

- наличие регламентирующих документов или предписаний;
- высокий уровень экологического самосознания у студентов и персонала, как фактор способствующий реализации программы;
- наличие материальной базы для обеспечения экологического контроля.

Заключение

Таким образом, давая общую оценку деятельности университетов в рамках борьбы за экологию можно сказать, что университеты являются перспективными платформами для экспериментов в области утилизации и переработки отходов. Как правило они обладают достаточно квалифицированными кадрами, они имеют надлежащий административный состав, который может планировать и реализовывать необходимые организационные мероприятия, но, самое главное, что университет и его кампус представляют собой замкнутую самодостаточную систему, которая, как показывает практика, может решать внутри себя многие вопросы, связанные с экологией, без внешнего вмешательства.

В дальнейшем подобные программы, или их совокупность, могут быть использованы не только в рамках других учебных заведений, но и в повседневных реалиях. Так, например, в случае внедрения системы контроля отходов в медицинских учреждениях, то можно сократить нецелевое использование медицинских принадлежностей и препаратов, что

могло бы серьезно облегчить ситуацию в тех регионах, где даже такие вещи как одноразовые шприцы и маски являются серьезным дефицитом.

За счет программ по переработке отходов можно стимулировать экономику небольших по площади регионов, скупая у них отходы для дальнейшей переработки, улучшая тем самым не только их материальный достаток, но и экологическое положение всего региона. Опыт университетов может стать уникальной базой для реализации экологических программ.

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УДК 336.76

БИЗНЕС-КЛУБ СФУ

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Введение

Проблема заключается в том, что нет специализированных курсов для изучения инструментов финансовой грамотности (финансового планирования и т. д.) на базе университета. У студентов есть потребность в получении знаний и опыта о бизнесе, но нет возможности общения с предпринимателями (бизнес тренерами), с кем можно было бы посоветоваться и получить обратную связь связанную с той или иной бизнес-идеей. Опрос показал низкую осведомленность студентов о финансовых инструментах, в том числе инвестиционных. Более 76 % студентов хотели бы заняться своим делом, основными проблемами при этом выделяют отсутствие знаний, опыта, стартового капитала и идей. 76 % студентов нуждаются в получении знаний о финансах и бизнесе. Более половины студентов не знают о специализированных курсах. Многие студенты имеют представление (осведомленность) о финансовом планирование (более 50 % студентов), но лишь 14 % знают методы финансового планирования. Исходя из этих данных можно сделать вывод, что у студентов низкий уровень знаний и навыков в области финансовой грамотности. Более 60 % студентов имеют представление (осведомленность) об инвестициях, но не обладают навыками для сохранения и приумножения своего капитала. В университетах не преподают уроки инвестирования, следовательно, студенты сами изучают это направление, но не весьма успешно.

Цель и задачи проекта

Цель: вовлечение студентов в культуру бизнеса и инвестирования, продвижение и реализация прогрессивных идей в бизнесе, инновационных решений, способствование созданию субъектов молодежного предпринимательства и их стабильному росту, повышение уровня финансовой грамотности среди студентов.

Задачи проекта:

● практика деловой коммуникации;

● развитие предпринимательского мышления среди студентов;

● формирование базовых предпринимательских компетенций среди студентов;

● обучение основам инвестирования и в целом финансовой грамотности студентов;

● обучение основам открытия и эффективного ведения бизнеса;

● поддержка студенческих бизнес-инициатив;

● консультирование студентов в сфере предпринимательства, инвестиций и инноваций.

Методика и методология проекта

Создание площадки (онлайн или оффлайн), где можно будет получить знания на тему создания своего бизнеса, поиска идей, средств для своего дела, а также получения знаний об инвестировании, и в целом повышение финансовой грамотности. Формат: выступление спикеров + дальнейшая дискуссия на тему по повестке встреч Бизнес Клуба. Обсуждения своих идей, получение обратной связи, советов.

Создание студенческого Бизнес Клуба CAR приведет к популяризации предпринимательской деятельности среди студентов, простимулирует инвестиционную деятельность обучающихся, что позволит обеспечить выпуск специалистов, готовых к самостоятельной работе, как в профессиональной сфере, так и в сфере предпринимательства, наукоемкого бизнеса, менеджмента, востребованных на рынке труда.

Результаты анализа рынка и проблемного интервью

С целью выявления реальной потребности студентов в наличии площадки для получения знаний по финансовой и бизнес-грамотности было проведен анонимный опрос. Результаты опроса представлены ниже.
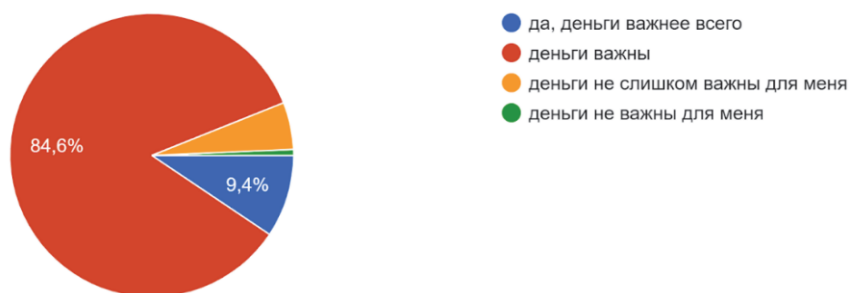
Рис. 1. Опрос о финансовой и бизнес-грамотности. Вопрос 1

Как видно на рис. 1, вопросы финансов в значительной степени важны для студентов.

Откладываете ли вы часть своего дохода в качестве сбережений? И если да, то какую часть?

149 ответов

- Да, около 10% от дохода
- Да, около 20% от дохода
- Да, более 30% от дохода
- Не откладываю средства
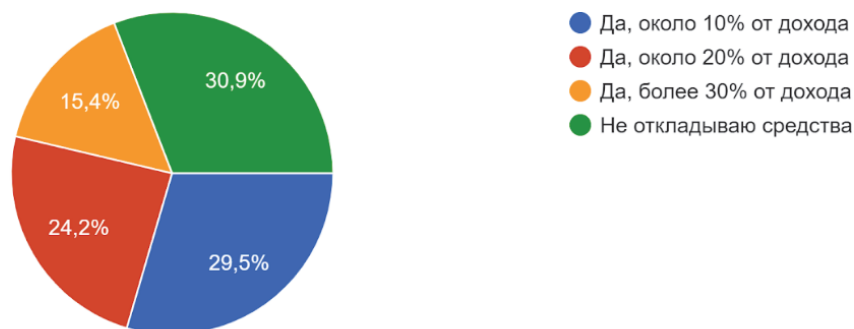
Многие студенты откладывают часть своего дохода, однако более 30 % этого не делают по различным причинам, в т. ч. из-за отсутствия навыков управления бюджетом, что показывает следующие данные (рис. 2).

Оцените уровень ваших знаний о финансовом планировании (в т.ч. личном и семейном)

149 ответов

- Не планирую личный и семейный бюджет
- Имею представление об этом (осведомленность)
- Знаю методы планирования (знание)
- Имею опыт планирования (навык)
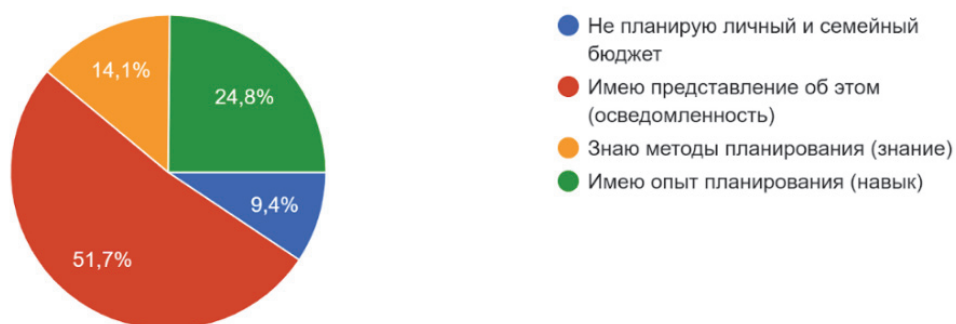
Рис. 2. Опрос о финансовой и бизнес-грамотности. Вопрос 2

Также опрос показал, что большинство студентов владеют крайне ограниченным числом финансовых и бизнес инструментов (рис. 3).

Также, большинство студентов предпочитают сберегать средства, а не преумножать их (рис. 4).

Это связано с низким уровнем владения инвестиционными инструментами: рис. 5 показывает, что студенты либо не знакомы, либо имеют поверхностные знания об этом инструменте.

Какими финансовыми продуктами (услугами) Вы пользуетесь (умеете пользоваться)? (выберите один или несколько вариантов)

149 ответов
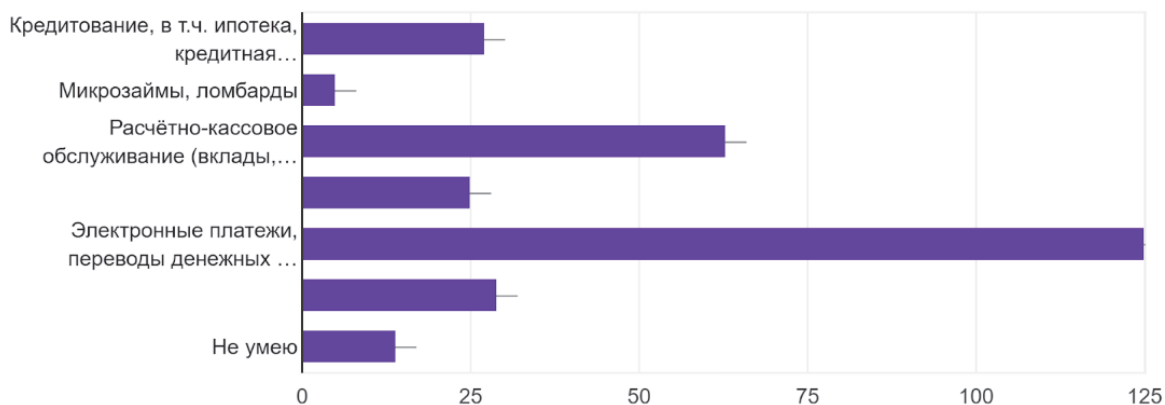
Рис. 3. Опрос о финансовой и бизнес-грамотности. Вопрос 3

При распоряжении финансовыми средствами, какой установкой вы руководствуетесь?

149 ответов
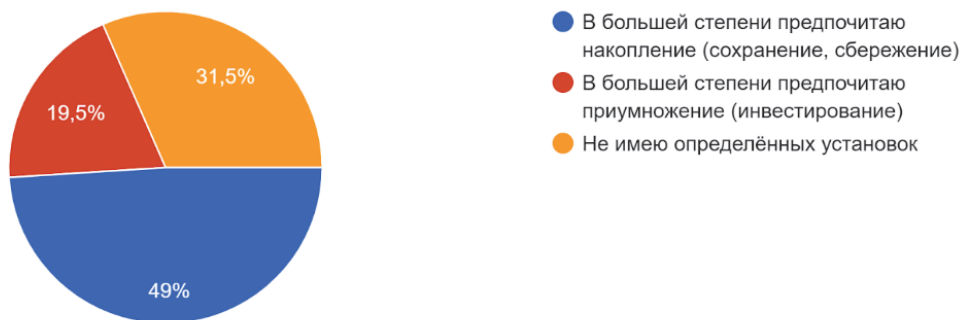
Рис. 4. Опрос о финансовой и бизнес-грамотности. Вопрос 4

Оцените, каков Ваш уровень знаний об инвестировании?

149 ответов

Рис. 5. Опрос о финансовой и бизнес-грамотности. Вопрос 5

Однако, большинство студентов желают или желали когда то открыть свое дело, что показывает высокую заинтересованность в вопросах о бизнесе и финансах (рис. 6).
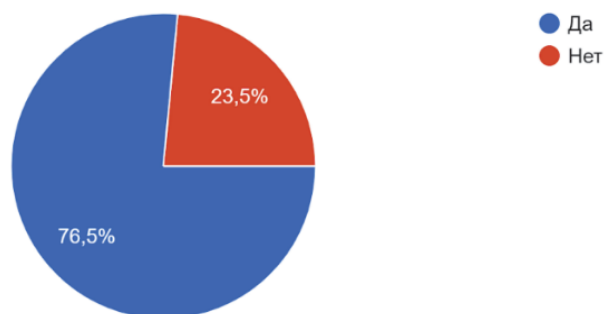
Рис. 6. Опрос о финансовой и бизнес-грамотности. Вопрос 6

Основными причинами возникновения трудностей с открытием бизнеса студенты назвали следующее (рис. 7):
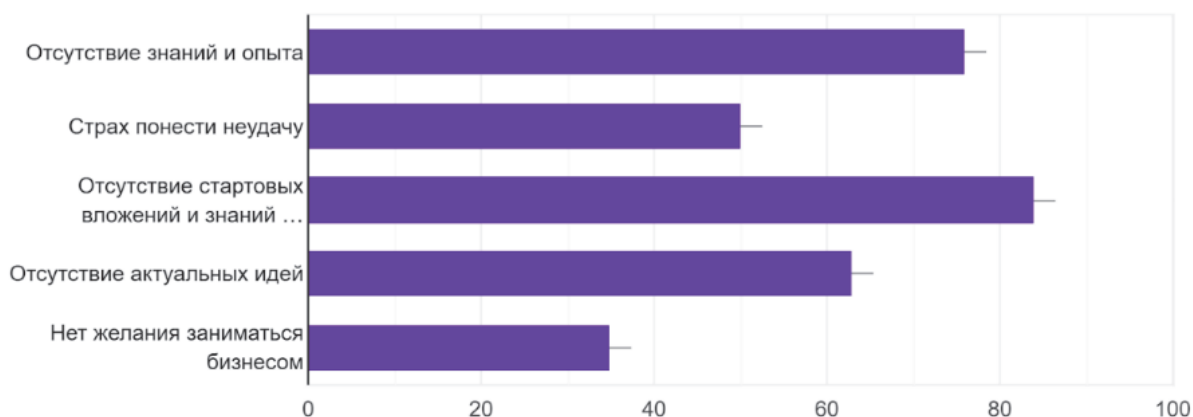
Рис. 7. Опрос о финансовой и бизнес-грамотности. Вопрос 7

Таким образом, в значительной степени студенты нуждаются в получении знаний и опыта о бизнесе и финансовой грамотности в целом, возможности получения финансирования своих бизнес-проектов, а также обсуждения актуальный идей для своего дела, получения обратной связи и советов. Это подтверждается следующими результатами опроса (рис. 8, 9).

В ходе работы также был проведен анализ уже существующих площадок на данную тематику, их функций и особенностей. Анализ рынка ввелся в различных направлениях внутри университетский "СФУ", среди других университетов, техникумов, колледжей г. Красноярск, а также различных частных бизнес-площадок г. Красноярска.

Нуждаетесь ли вы в получении дополнительных знаний о бизнесе, финансовых инструментах и улучшении финансовой грамотности?
149 ответов

- да, это сейчас важнейший вопрос для меня
- Скорее да
- Скорее нет
- Не интересно

16,1%
8,1%
59,1%
16,8%
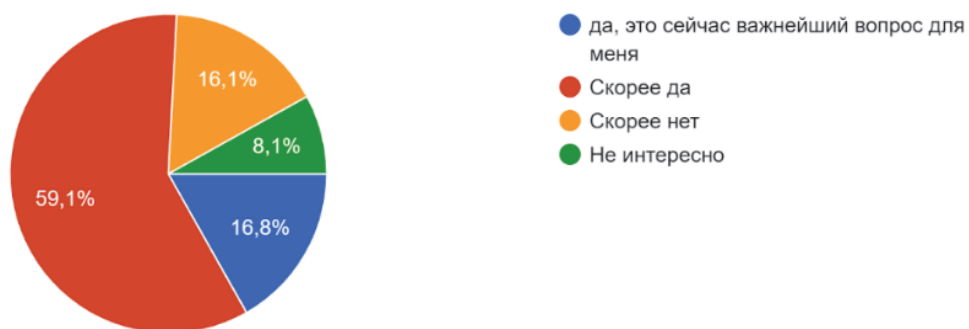
Рис. 8. Опрос о финансовой и бизнес-грамотности. Вопрос 8

Что вы предпринимаете (хотели бы предпринять) для повышения уровня своей финансовой и бизнес грамотности?
149 ответов

- Самостоятельно изучаю доступную информацию (Интернет, СМИ, издания)
- Обучение на специализированных курсах (учебные заведения, лекторы и пр.)
- Хотелось бы повысить уровень финансовой грамотности, но не знаю, как и где

30,9%
17,4%
51,7%

Рис. 9. Опрос о финансовой и бизнес-грамотности. Вопрос 9

Внутривузовский анализ СФУ показал, что однажды была организована площадка, где приглашались спикеры, которые рассказывали о финансовой грамотности и обсуждали бизнес-идеи, но данная площадка была разовым проектом, либо уже не регулярно проводит мероприятия.

Среди других университетов Красноярка на данный момент не было выявлено подобных площадок, которые проводят мероприятия с целью повышения и осведомления уровня финансовой грамотности своих студентов.

Частных бизнес-клубов в городе оказалось довольно больше, чем в вузах. Эти площадки описаны подробно ниже.

Бизнес-клуб "Миллиард" – это клуб, который организовывает мастер-классы и закрытые встречи на тему: повышения финансовой грамотности, различных стратегий ведения бизнеса и инвестиционного портфеля. Целевой аудиторий, которой являются стартаперы, начинающие инвесторы, но посещать могут все желающие (посещение платное) [1].

Клуб "Аллигатор" – схожий клуб с "Миллиардом", но здесь еще предлагают различные курсы по данной тематике, тоже платно [2].

"Like" – отличие этой площадки от других вышеуказанных в том, что здесь основной спикер Аяз Шабутдинов, который ведет лекции 2–3 дневные на такие темы, как развитие своего дело, либо нахождений нищ и тестирования гипотез. Данная площадка предлагает свои курсы в различных ценовых категориях [3].

Помимо частных бизнес-площадок был проведен анализ некоммерческих, государственных площадок, описанных ниже.

"Критби" – это красноярский региональный инновационно-технологический бизнес-инкубатор. На наш взгляд, это место, где помогают развивать идею, стартапы, т. е. начинающих предпринимателей. Но здесь мало говорится на тему финансовой грамотности [4].

Выводы: В СФУ и других вузах не выявлено площадок, на которых ведутся регулярные мероприятия на тему повышения финансовой грамотности хотя бы базового уровня для студентов, т.е. молодого поколения страны.

Планируемые результаты

1. создание коммуникационной площадки обмена опытом между студентами, преподавателями, экспертами, тренерами и действующими предпринимателями;

2. формирование у студентов компетенций, способствующих разработке и запуску предпринимательских проектов на основе собственной коммерческой идеи, мобилизации ресурсов для их реализации, а также развитие навыков эффективного командообразования и лидерских качеств;

3. создание и укрепление связей между студентами разных групп, институтов, а также преподавателями и предпринимателями;

4. создание системы самоуправления в формировании, подготовке и самореализации студенческих лидеров.

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ВИЗУАЛЬНО-МЫСЛИТЕЛЬНАЯ ИГРА
«ОБРАЗ МЫСЛИ = ОБРАЗ МЕСТА»

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Введение

В программу II Международной конференции «Honors College Conference. Krasnoyarsk 2020» была включена майевтическая арт-игра «Образ мысли = образ места», разработанная студентами SibFU Honors College Настасьей Зборовицкой и Ириной Семеновой. Игра выступила частью научного студенческого исследования «Педагогический потенциал искусства в honors образовании», отмеченного грантом международной ассоциации NCHC (National Collegiate Honors Council) в 2020 году.

Сценарий игры «Образ мысли = образ места»

Как мысль изменяет мир? С чего начинается образ кампуса и зачем ведущим вузам мира произведения искусства? В визуально-мыслительной игре "Образ мысли = образ места" вы найдете ответы на эти вопросы и сможете сами создать проект будущего!

В командах от 4 до 14 человек мы приглашаем Вас принять участие в игре! Для раскрытия всех возможностей игры желательно наличие двух устройств.

I. Начало игры (организация игрового состояния)

Введение (5 мин)

Текст вводного слова

Есть утверждение, что мысль материальна, когда продукт нашего сознания становится реальным. Если результат мысли реален, можно ли его увидеть? А как Вы думаете, влияет ли то, что мы видим на то, что мы думаем? Мы попробуем ответить на этот вопрос в нашей визуально-мыслительной игре. (Начинается легенда)

Легенда игры

На почту одного из членов Honors-сообщества пришло на почту письмо. В ближайшие несколько лет международная ассоциация Honors College будет создавать свой университет. Место где он будет расположен еще обсуждается, уже сейчас идет активная проектировочная работа над обустройством кампуса университета. Одни команды проектируют здания кампуса, другие разрабатывают благоустройство. Создатели университета надеются создать такой дизайн кампуса университета, который бы демонстрировал новый образец студентов и одновременно влиял на учащихся там. Вам, как членам сообщества, поручена миссия в составе проектной группы поучаствовать в создании облика кампуса университета...

Переход 1: от речи к делению на команды

II. Организация игрового взаимодействия

Часть 1

Разделение на группы

Ведущий: Руководства других институтов мира предложили помощь в создании проекта скульптуры и предоставила образцы двух своих скульптур. Теперь проектировщики разделяются на две равные команды и уходят в сессионные залы. Там вас будет ждать письмо с первым заданием от представителей международного Honors сообщества. По результатам обсуждения участники поделятся своими мыслями с другой командой.

Ведущий: среди вас есть представители пресс-службы студенческого сообщества, они собирают информацию о проекте для газеты и имеют право задавать вам вопросы.

Студенты делятся на равные группы и уходят в 2 зала. Ведущий объявляет задание каждой группе и отправляет в чат презентацию и ссылки.

Возможные вопросы майевтиков (часть работает на определение художественной идеи, другая часть на формирование суммы образа студента и университета)

1. Как вы пришли к этой идее? (Когда формулируют суждения)
2. Что указывает в произведении на это? (Интерпретация)
3. Что скульптуры говорят об этом университете?
4. Хотят ли они на что-то настроить учащихся?
5. Могут ли вызывать определенные чувства?
6. Есть ли сюжет в этой скульптуре?
7. Какую историю рассказывают эти врата?
8. О чем может думать этот персонаж?

9. Связано ли тело персонажа с его мыслями? Почему мыслитель физически развит?

10. Почему продукты мысли персонажа находятся на его голове и в голове?

11. Как может студент быть связан с персонажем скульптуры?

12. Что (кого) трансформирует эта скульптура? Почему так много разных культурных отсылок?

13. На что похоже произведения?

14. Можно ли смотреть это произведение с одного ракурса?

15. Есть ли намек, что персонаж движется?

Переход 2: предложение обсудить то, что надумали каждая из команд:

III. Организация игрового действия

Задания

Текст Задания 1. Для обеих команд (10 мин)

Посмотрите пример университетской скульптуры и выделите её основную мысль: **подумайте, что это произведение может говорить студентам и рассказывать о студентах.** Какими бы словами, сообщениями это можно было выразить? Внутри вы найдете ссылки на справочные сервисы, вы можете смотреть панораму кампуса, фото со всех ракурсов в презентации и 3D модель.

Студенты смотрят материалы, пытаются понять послание произведений, стараются найти в них образ студентов. Они сопоставляют место (университет) и образ (сюжет, идею) скульптуры. Студенты видят, что идея произведения – создание, развитие мысли человека и ее воплощение

Возможные ассоциации, визуальные понятия, сформулированные студентами

Роден О. "Врата ада"/"Мыслитель"	Намдаков Д. "Трансформация"
Обдумывание	Создатель
Размышление	Голова
Молчание	Мышление
Одиночество	Мыслитель
Уединение	Часть природы
Напряжение	Рукотворный
Взгляд в себя	Каменный
Речь	Необработанный
Мысль	Камень, глыба
Движение мысли	Образцы культуры
Физическое движение мысли	Движение
Рефлексия	Устремление
Творчество	Преобразование

Сожаление	*Изменение*
Отчуждение	*Изменение мысли*
Спокойствие ума	*Ход мысли*
Беспокойство тела	*Прошлое и настоящее*
Скопление силы	*Опыт*
Подъем	*Сибирь*
Приготовление	*Природа*
	Шаманизм
	Череп
	Объект
	Творчество

Задание 1.2. Совещание (5 мин)

Переход 4: вступительное слово перед первым обсуждением и что они будут делать:

Ведущий: Итак, вы познакомились с двумя разными университетскими произведениями искусства, нужно подумать, как можно использовать опыт этих университетов в создании вашей собственной идеи произведения для Honors университета. Теперь команды проектировщиков приглашаются в общий зал на совещание, чтобы поделиться своими идеями с другой командой.

Студенты возвращаются в общий чат и обмениваются мыслями, приходят к одной теме видят 2 разных способа моделирования образа университета, влияния на студентов (оригинальное произведение и копия-репрезентант). = Произведения говорят одно и то же.

2 часть игры

Переход 5: конец первого совещания и деление по группам на художников и комиссию

Ведущий: Итак, у вас получилось найти общие темы и образы в этих скульптурах. Обе они говорят о силе мысли человека, способности преобразить реальность вокруг себя и оба они транслируют эту идею студентам, что они способны изменить мир, их идеи можно воплотить в жизнь. Скульптура как и архитектура тоже модель определенной картины мира, образ того или иного человека. А каким бы мог быть образ Honors университета? Теперь мы предлагаем вам придумать этот образ. Для этого теперь команда 1, работающая с "Вратами ада" подключится в зал команды 2, и наоборот.

Студенты меняются местами и переключаются в другой зал

Задание 2. (10 мин)

Ведущий: (Команде 1) Теперь вы – **команда художников**-проектировщиков. Ваша задача спроектировать (нарисовать) предполагаемую скульптуру для университета. Как бы вы показали студентов и университет будущего? Какое сообщение Вы бы передали учащимся? (Сообщение в чат) Предлагаем вам рисовать вместе в Draw.chat, перейдя по ссылке.

Задание 2.1. (параллельно с заданием 2. 10 мин)

Ведущий: (Команде 2) Теперь вы в роли сотрудников университетской комиссии. Команда художников сейчас трудится над созданием эскиза университетской скульптуры. А Вам предстоит принять решение по принятию эскиза проекта. Как бы вы оценили проект? Какие бы требования Вы бы составили для проекта университетской скульптуры? Составьте список из 3–5 критериев, по которым Вы бы оценили эскиз.

Команда 1 формулирует подходящее визуальное понятие, идет в Draw Chat и старается в команде нарисовать произведение. Все участники видят процесс и участвуют.

Команда 2 старается создать подходящие критерии для оценки как формальные, так и идейные.

Предположительные критерии

● Ясность, читаемость изображения
● Соответствие концепции honors образования
● Репрезентация образа студента honors института
● Соотношение с местом (университет) и его концепцией
● Четкость и читаемость идеи
● идеи мыслительной преобразовательной деятельности
● визуализация творчества как результата мышления

Часть 3

Задание 3. Встреча с комиссией, защита (5 минут)

Ведущий: Настало время совещания с комиссией. Обе команды приглашаются в общий зал. Уважаемые Художники, представьте свою работу Комиссии. Объясните основную мысль вашего произведения. Комиссия – попробуйте оценить произведение. На выступление даётся 5 минут.

Художники встречаются в общем чате с комиссией и демонстрируют на экране свой проект, кратко рассказывают, что представлено на изображении и отвечают на вопросы комиссии. Комиссия рассказывает критерии оценки и обсуждает работу и принимает свое решение утвердить\не утвердить.

Переход 5: От обсуждения к рефлексии:

IV. Выход из игры

Рефлексия, пресс-конференция (слайд или ведущий:) Поздравляем, ваш проект принят! Студенческое и городское сообщество хочет узнать, что получилось у проектной группы, комиссии и художников. Сообщество студентов организовало пресс-конференцию, на которой вы сможете высказаться и поделиться своим опытом, а студенты, журналисты и все желающие смогут задать вам вопросы.

В чат приходят зрители, майевтики и все остальные. До 5 вопросов задают майевтики, 5–10 вопросов ведущие и зрители.

3.1. Рефлексия (пресс-конференция) (7–8 минут) (итого ~ 43 минуты)

(**Журналисты-майевтики, преподаватели, ведущие, зрители**)

В: какие у вас впечатления от работы? Что чувствуете?

В: расскажите, как продвигалась ваша работа в командах?

В: что было сложно, что легко? Были ли понятны задания?

В: помог ли просмотр произведений для создания своего проекта? Стало ли понятнее второе задание?

В: сложилось ли у вас некоторое общее впечатление об университетах, произведения которых вы смотрели?

В: пригодились ли вам дополнительные материалы, карточки? Интересно ли было работать с 3D моделями и картами?

В: как вы пришли к конечной идее?

В. участникам обеих команд: как вы принимали решения? Был ли лидер или вы принимали общее решение?

В. художникам: как продвигалась работа по созданию эскиза? Все ли получилось, какие были трудности?

В. комиссии: Какое ваше впечатление от эскиза? Как вы разрабатывали критерии оценки? Была ли возможность отклонить эскиз?

В: были ли технические сложности, справлялась ли техника? Как вы организовывали работу в залах, показывал ли кто-нибудь экран?

Выводы:

Ведущий: Поздравляем! Вы приняли участие в создании концепции арт-объекта для будущего Honors университета, и в фундамент будет положен ваш проект! Вы научились визуализировать свои идеи, читать идеи других, тренировались в ведении диалога, развивали критическое и визуальное мышление. Спасибо за участие в игре!

ОГЛАВЛЕНИЕ

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