

SAVE THE DATES
for upcoming online events

Talent Development in Higher Education: Inclusivity, Interdisciplinarity & Honours

Please join us for three keynote events and a PhD event aimed at bringing together those who are interested in talent development in higher education. Each stand-alone event touches upon an aspect of this theme.



Are you a teacher, student, researcher, or in another capacity interested in talent development in higher education? Please join us for:

Keynote events (online and free of charge)

Transdisciplinarity in educational programs

February 3rd, 4 - 5 pm CET

By Anders Malthe-Sørenssen, University of Oslo, Norway

Inclusivity and accessibility of honours programs

February 17th, 4 - 5 pm CET

By Elanor Kamans, Hanze University of Applied Sciences, the Netherlands

Selection in higher education & fostering fairness and diversity

March 21st, 4 - 5 pm CET

By Susan Niessen, University of Groningen, the Netherlands

Additionally, we offer a **PhD event (online and free of charge)**, specifically aimed at PhD candidates and their supervisors.

March 24th 2022, 12 - 5:30 pm CET

The main aim of this event is to help improve (PhD) research on talent development and to expand and strengthen the international network of researchers who focus on the topic of talent development in higher education. Together with experts and other PhD candidates, you will work on content, methodology and other matters, based on your own predefined questions. This is an excellent opportunity to improve your knowledge and gather useful input for your research project.

>>> [Click here to sign up](#) for the events <<<

The events are brought to you by the Professorship Talent Development in Higher Education and Society.

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We will use your contact information only to keep you informed about the events that you expressed interest in.

Anders Malthe-Sørenssen; February 3rd, 4 - 5 pm CET, online

Trans-disciplinary training from bachelor to PhD at the University of Oslo

The University of Oslo has developed several interdisciplinary programs spanning the natural sciences, the humanities and the social sciences. For example, in 2019, we established a cross-disciplinary honours-program, directed towards ambitious students who want to obtain a cross-disciplinary perspective in addition to an individually adapted disciplinary bachelor degree. At its inception in 2019, the program became the most competitive study program in Norway, sparking a broad national debate about the legitimacy of study programs for talented students, and the content of honours education in particular and the state of higher education in general. In 2021, we initiated a cross-disciplinary PhD program focusing on training PhD-students across the natural sciences in computational and data science skills before embedding them in domain-specific research groups. Both the bachelor program and the PhD program combine training in general transferable skills, computational skills, domain specific skills, and interdisciplinary skills. All aspects are brought together in data-driven, interdisciplinary group projects.

The development of these study programs uncovered underlying differences in educational practices and cultures. In this talk, I will provide experiences from the development of the programs, with a particular focus on how to build a learning culture where students dare to participate in interdisciplinary discussions and how to use training in computational skills as a tool to bridge disciplines.

Elanor Kamans; February 17th, 4 - 5 pm CET, online

Inclusivity and accessibility of honors programs

In the Netherlands education is perceived as the great equalizer and meritocratic values are omnipresent. Yet non-traditional students (i.e., low parental education background, low SES, migration background) remain underrepresented in higher education. Selective honors education also carries the risk of unintentionally promoting inequality. In my keynote I address the non-formal obstacles first generation students (i.e., students that are the first generation in the family to attend higher education) might perceive that are likely to threaten inclusivity and accessibility of honors education. Taking a social psychological perspective, I will talk about processes that potentially affect the decision to participate in honors and the experience of studying in honors.

Susan Niessen; March 21st, 4 - 5 pm CET, online

Selection in higher education: Predicting academic performance & fostering fairness and diversity

I will discuss research findings, challenges, and recommendations on designing selection procedures in higher education that result in valid and fair admissions decisions. Specifically, I discuss the pros and cons of using cognitively oriented selection criteria, challenges in measuring non-cognitive characteristics such as personality and motivation, and bias and fairness in selection procedures. I demonstrate that designing selection procedures that tick all desired boxes it is very difficult. However, curriculum-samples (small, representative 'samples' of the study program) have high predictive validity, can contribute to self-selection, are perceived positively by stakeholders, and seem to show little bias, at least in terms of gender. Hence, this approach to selection in higher education seems to have the most advantages.