

Future-Focused Student Guiding Program

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It All Started With a Desperate Teacher...



- The problem:
Pupils are **bored**
in school, they
skip classes, they
do not care
about school or
grades, they have
no interest in
school material
or future studies
- They see no
connection
between **NOW**
and **FUTURE**

How Students Choose Their Further Studies

- „Wheel of Fortune“: Choice often based on random **suggestions from parents or peers**
- **Making last minute decisions**
- **Simple heuristics** (*e.g. „Go study abroad, it is better!“*)
- **No first-hand contact**
- Result? **High drop out rates** among first-year college students
- **Contrast: they** make excellent choices in other areas

Step 1: Brainstorming

What can we do about
this problem?



Brainstorming Session With Psychology Students



College Students Are
Perfect For This Job!

- They have **recent experience** with the process
- They have the experience, yet **can still relate** to secondary school students
- They have access to an **extensive network** (collectively they can get a contact person in ANY AREA OF STUDY)
- Inspiration: The Granny Cloud by Sugata Mitra

The Window Shopping Metaphore

We should put pupils into an **active** position

Their guides should not push, they should **nudge**

Get them to **start thinking** about what comes next in their lives

„**Window shopping**“ several viable options of where to study

Step 2: Designing

We designed a program
with 3 components

The Program

1. **Motivational talks**
2. **Self-awareness program**
3. **Peer guiding**

Step 3: Testing

Our desperate teacher
let us have her class

Guides:
College
Students

Participants:
Secondary
Students

Talk and listen to their students

Identify their fields of interest

Introduce them to university lectures, academic events, discussions

Arrange meetings with students or lecturers in the chosen field

Befriend their students

Experiment! But What To Measure?

Motivation

Values

Self-efficacy

Continuity of Future
Self

**Consideration of
Future Consequences**

Methods

Sample: 36 students
Aged 15-16 years

Experimental group (22)
Control group (14)

Quantitative scale: Consideration
of Future Consequences
(*Stratham et al., 1994*)

Qualitative methods: **fictional**
CVs written by students and
reports written by tutors

Step 4: Results

It Seems to Work!

Results

- **Quantitative:** Pupils in the experimental group scored **higher in Consideration for Future Consequences**
 - Interest in future consequences of present actions, perseverance and self-control, academic results
 - Focus on future
- **Qualitative:** Pupils in the experimental group had **more realistic and detailed expectations** about their future

Results: One Year Later

Quantitative

- **Before:** 35.59 (SD=6.15)
- **After:** 38.55 (SD=6.26) [*adjusted for followup: 38.7 (SD=6.76)*]
- **One year after:** 38.6 (SD=8.83)

Qualitative

- **CVs** more diverse and more specific
- **Reports:** mentees saw benefits - even those who did not, they reported elimination of some possibilities

Benefits For Guides As Well As Participants

What Now?

- Test again, bigger sample
- Focus on the guiding element
- Try to incorporate as many schools as possible

Summary

The program **helped** pupils consider future consequences

Benefits for both parties

Further research: test the peer guiding principle separately

Vision: **scaling out** („How To Set Up Your Own Program“)

Could this concept be **extended** to areas other than career choice?