Public forum

Kata Dósa, PhD

Centre for Teaching and Learning

VISION

By the end of the first semester, our students become **confident, connected, and capable** university learners.

First-year experience: the *intentional, coordinated set of curricular and co-curricular supports* that help new students transition into university learning and citizenship.

A designed ecosystem around **a first-year seminar** and **related structures**, aimed at persistence, engagement, and confident learning.

A high impact practice.

Related structures: Navigator, Welcome Week, student counseling, mentoring programs etc.

National Resource Center for The First-Year Experience and Students in Transition. (n.d.). *National Resource Center for The First-Year Experience and Students in Transition*. University of South Carolina. Retrieved November 26, 2025, from https://sc.edu/about/offices_and_divisions/national_resource_center/
University 101 Programs. (n.d.). *University 101 Programs*. University of South Carolina. Retrieved November 26, 2025, from https://sc.edu/about/offices_and_divisions/university_101/
American Association of Colleges and Universities. (n.d.). *High-impact practices*. In *Trending topics*. Retrieved November 26, 2025, from https://www.aacu.org/trending-topics/high-impact

First-year seminar: a course intended to enhance the academic and/or social integration of first-year students by introducing them

(a) to a variety of specific topics, which vary by seminar type,

(b) to essential skills for college success, and

(c) to selected processes, the most common of which is the creation of a peer support group.

Keup, J. R., & Petschauer, J. W. (2011). The first-year seminar: Designing, implementing, and assessing courses to support student learning and success: Vol. 1. Designing and administering the course. Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

What's in it for...?

Students	Instructors	University
- enhanced academic preparedness & success	- more prepared students (esp. transversal skills)	- meaningful retention
- peer community building	- strengthened connection with students	- thriving, diverse student community (esp. underserved) with a shared skillset
- closer relationship with faculty	- professional community & development	- institutional rep-utation and culture

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Team

Academic staff:
- Dósa Kata (project owner, Centre for Teaching and Learning)
- Sándor Eszter (CTL)
- Újvári Gábor (CTL)
- Vinczéné Fekete Lídia (CTL)
- Futász Réka (project manager, CTL)
- Budis Imola (Educational Quality Assurance and Analytics)
- Rozsos Réka (Student Wellbeing and Community Centre)
- Török Lilla (Student Wellbeing and Community Centre)
- Kőrösi Krisztina (Library)

Faculty:
- Vaszkun Balázs (Program Director of BSc in BM)
- Szabó Zsolt Péter (Head of Department of Psychology)
- Stanley Ward (Department of Communications and Marketing)
- Cziráky Fanni (Department of Psychology)
- Halmos Alexandra Anna (Department of Psychology)

Students:
- Hiba Hosni (student)
- Palotai Péter (student)
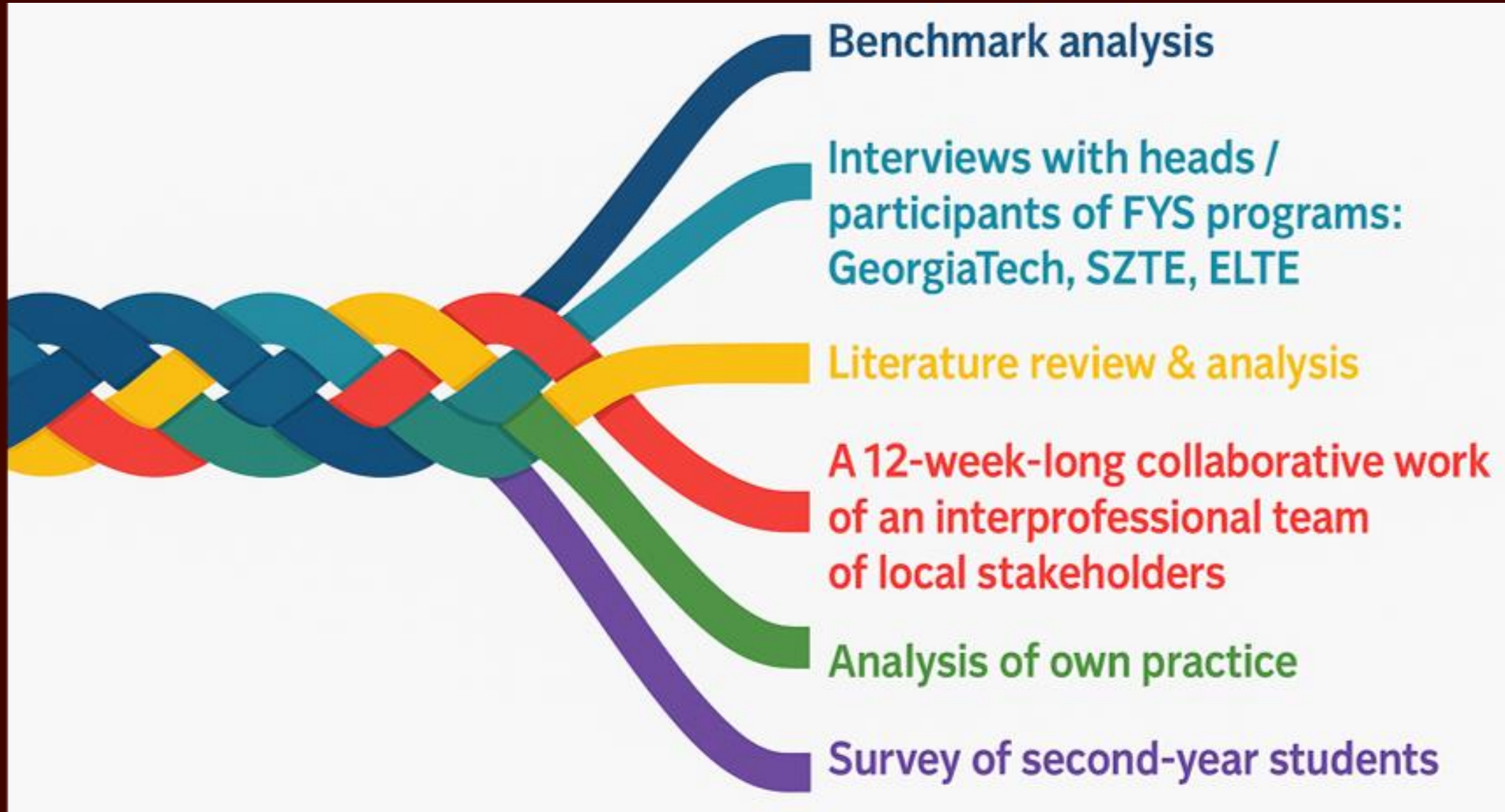- Rónay Boglárka (project assistant, student)

Process

1. Kick-off: goal setting, SWOT
2. Literature review, data collection
3. Ideation workshops
4. Form working groups
5. Thematic work
6. **Community feedback**
7. Summary and resource plan
8. Concept paper (Dec 31)
9. Curriculum development,instructor & peer recruitment andtraining: Spring 2026
10. Launch: Fall 2026

How?

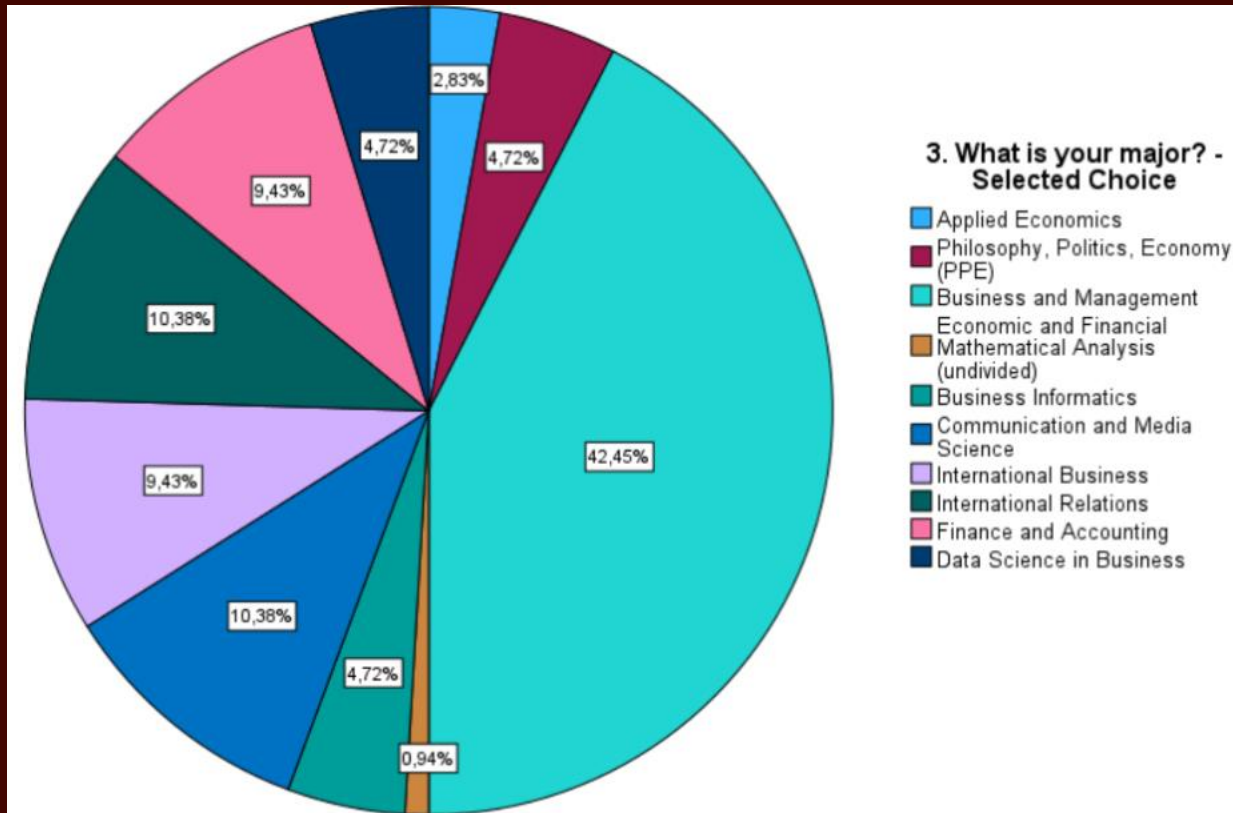## Highest impact = **Best practices** + Institutional context

1) offered for academic credit;

2) are centered in the first-year

curriculum;

3) involve both faculty and student affairs professionals in a program

design and instruction;

4) include instructor training and development as an integral part of the program;

5) compensate or otherwise reward instructors for teaching the seminar;

6) involve upper-level students in seminar delivery; and

7) include ways of assessing their effectiveness and disseminating these assessments to the campus community

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How?

Benchmark analysis

Interviews with heads / participants of FYS programs: GeorgiaTech, SZTE, ELTE

Literature review & analysis

A 12-week-long collaborative work of an interprofessional team of local stakeholders

Analysis of own practice

Survey of second-year students

How?

Highest impact = Best practices + **Institutional context**

3. What is your major? - Selected Choice

- ■ Applied Economics
- ■ Philosophy, Politics, Economy (PPE)
- ■ Business and Management
- ■ Economic and Financial Mathematical Analysis (undivided)
- ■ Business Informatics
- ■ Communication and Media Science
- ■ International Business
- ■ International Relations
- ■ Finance and Accounting
- ■ Data Science in Business

Paired student - instructor survey (Fall 2025)

Second-year BA/BSc students (n=106)

All faculty (n=73)

Items focusing on perceived need for:

- Extended orientation
- Academic skills
- Basic study skills
- Preprofessional

Cornerstones

- Start: 2026 Fall

- All incoming BA/BSc/long-cycle 1st year students (~2000)

- Regular semester (12 weeks)

- 20-person, program-specific groups

- Taught by selected faculty + staff

- Supported by peer mentors

- Contact hours + online modules

- Grading scheme includes "related structures" (#3)

- Active learning teaching methods

LO1. Self-Regulated and Self-Directed Learning

Students will be able to plan, monitor, and adapt their own learning processes, applying time management and metacognitive strategies to reach academic goals effectively.

This corresponds to *how they learn* (learning-to-learn, study planning, growth mindset).

LO2. Academic Literacy and Integrity

Students will be able to recognize the value of credible sources and ethical learning practices, demonstrating responsible use of information and emerging awareness of academic integrity.

This corresponds to *how they engage with knowledge* (critical thinking, AI literacy, sources).

LO3. Academic Culture and University Navigation

Students will be able to navigate the systems, expectations, and norms of university life, understanding the responsibilities and opportunities of being a member of an academic community.

Scope: Neptun, Moodle, communication norms, academic honesty, policies, expectations.

Example evidence: email writing exercise, "university scavenger hunt," reflection on academic expectations.

LO4. Belonging and Community Engagement

Students will be able to build supportive academic and social relationships, contributing constructively to a learning community that values diversity, collaboration, and mutual respect.

Scope: teamwork, communication, peer learning, mentoring, intercultural awareness.

Example evidence: group micro-project, peer feedback, mentor meeting reflection.

LO5. Reflection, Resilience, and Wellbeing

Students will be able to reflect on their experiences and challenges, demonstrating resilience, growth mindset, and strategies for sustaining wellbeing and motivation in academic and wider life.
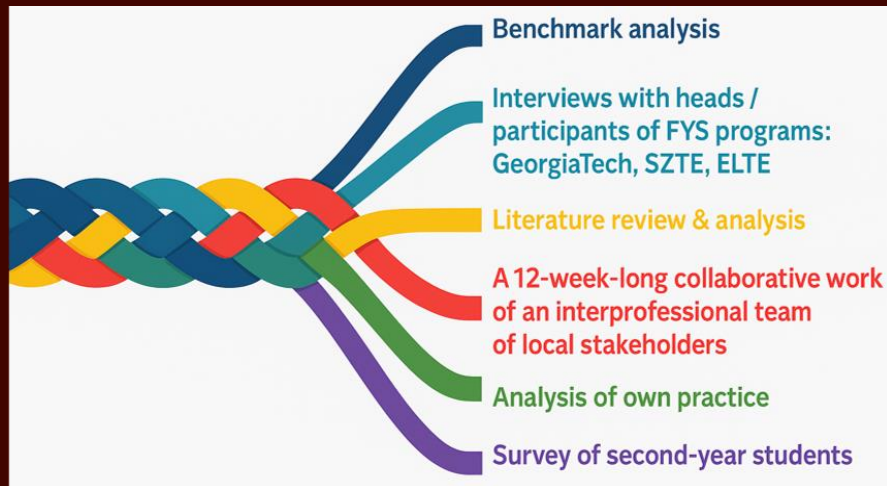
Scope: self-awareness, mindset, dealing with failure, wellbeing, goal-setting, motivation.

Example evidence: reflective journal; "what I learned from failure" discussion; stress and energy mapping.

Instructor recruitment and training

Design based on:

Benchmark analysis

Interviews with heads / participants of FYS programs: GeorgiaTech, SZTE, ELTE

Literature review & analysis

A 12-week-long collaborative work of an interprofessional team of local stakeholders
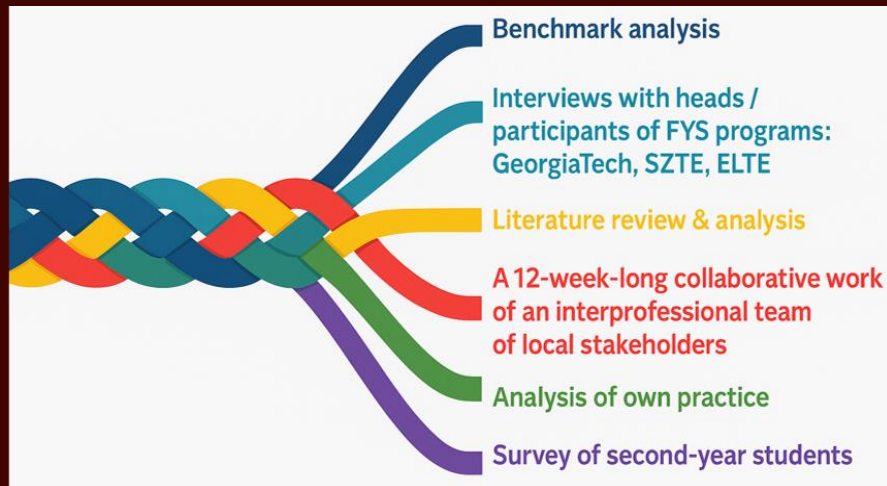
Analysis of own practice

Survey of second-year students

- Application open to all faculty and qualified staff
  - selection process (interviews) starts in Spring
  - focus on attitude & soft skills

- Support & Faculty preparation
  - 1-2 full-day workshops
  - biweekly coordination meeting
  - end-of-semester knowledge sharing forum
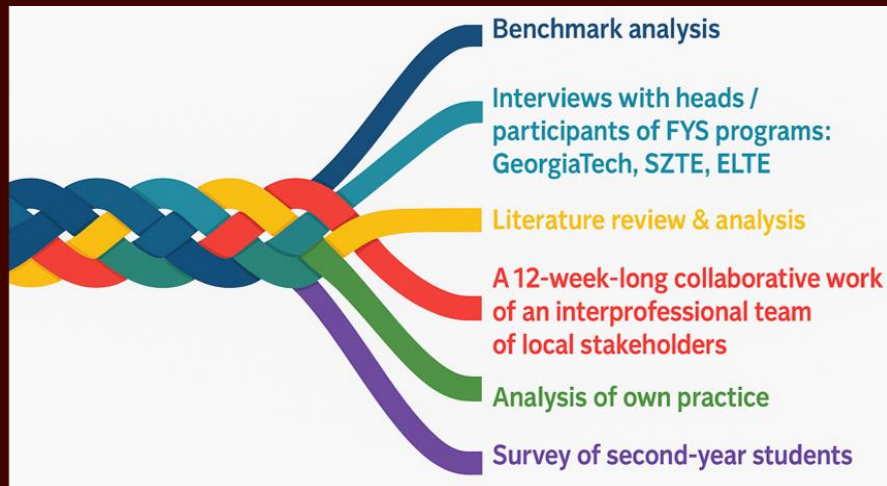
Peer recruitment and training

Design based on:

- Full-time coordinator responsible for mentor training & supervision

- Independent from existing Corvinus mentoring schemes

- Mentors receive course credit

- Mentors facilitate sessions outside of the classroom, at pre-determined points of the semester

Logistics, administration and governance

Design based on:

Benchmark analysis

Interviews with heads / participants of FYS programs: GeorgiaTech, SZTE, ELTE

Literature review & analysis

A 12-week-long collaborative work of an interprofessional team of local stakeholders

Analysis of own practice

Survey of second-year students

- Full-time coordinator

- Proposed course leader: Zsolt Szabó (Dept. Of Psychology)

- 3 active learning classrooms full-time

- Yearly course review conducted by a stakeholder group (faculty, students, professional staff)

If you want to get involved in the development process (Spring 2026):

Please reach out to
Réka Futász at reka.futasz@uni-corvinus.hu

If you are interested in teaching the seminar, signal us here:

Questions? Suggestions? Concerns? Compliments?

Kata Dósa, PhD