Pedagogics of internship supervision

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PermaIntern

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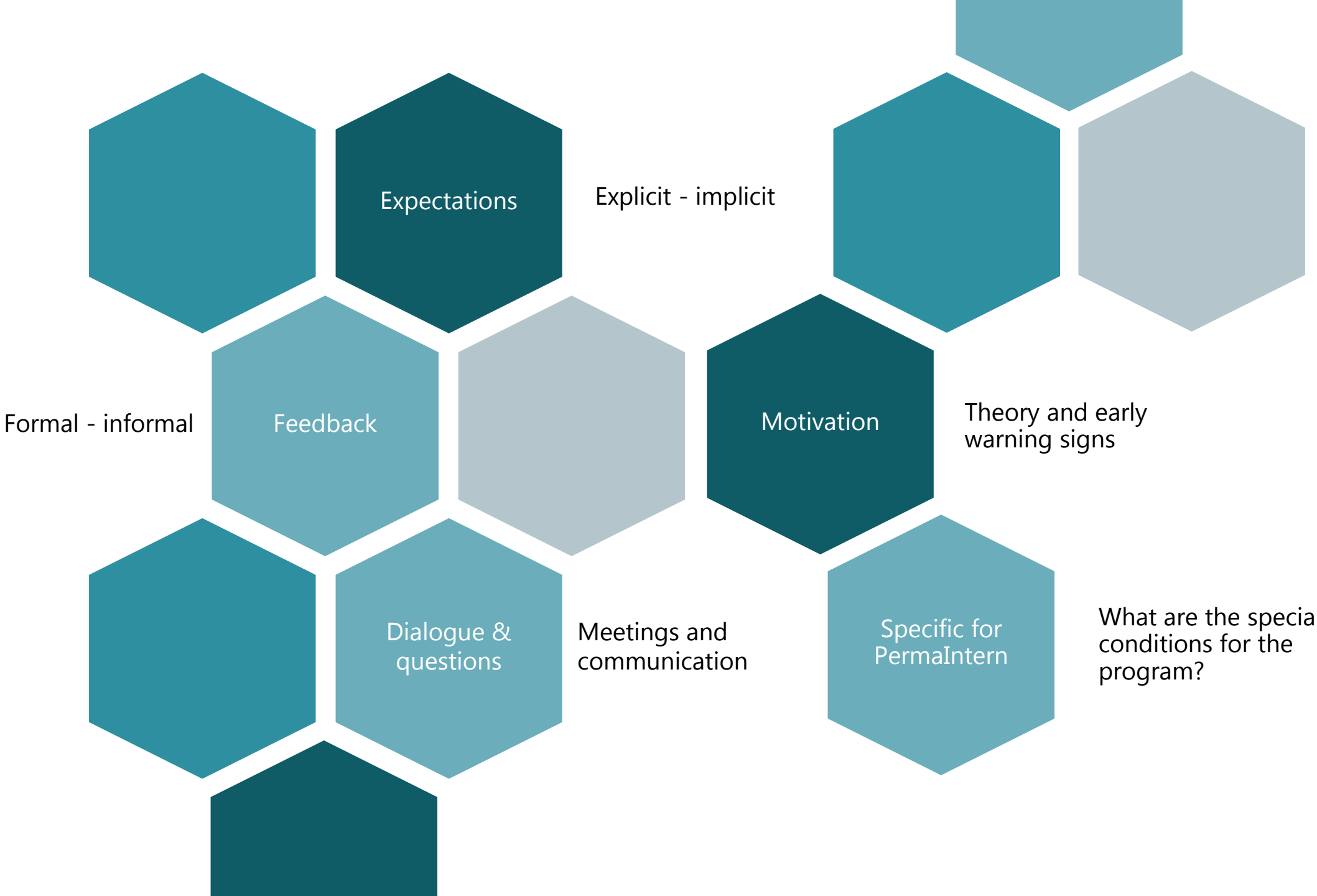

Expectations
Explicit - implicit
Formal - informal
Feedback
Motivation
Theory and early warning signs
Dialogue & questions
Meetings and communication
Specific for PermaIntern
What are the special conditions for the program?

Managing expectations: explicit and implicit

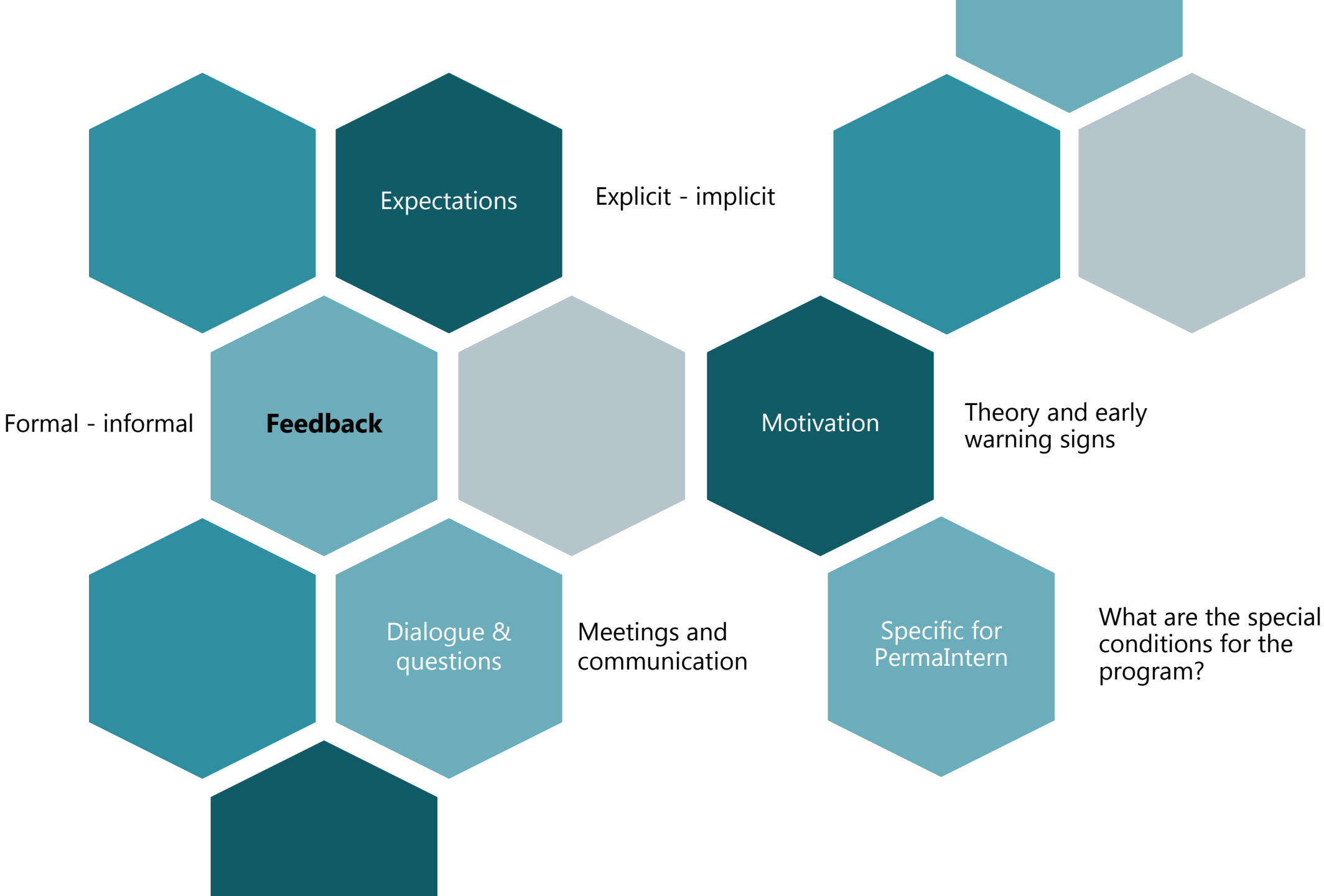
Specify what you expect. Try to formulate implicit expectations (what do you really expect) and communicate openly

Consider the limits to what you will offer students

Consider whether any of these limits are relevant to be explicit about in writing or oral communication

Exercise: what works well in supervision?

Phase	Students / Supervisor **experiences**	Students / Supervisor **expectations**
Establishing the project, research questions/problem		
Planning		
Execution: practical work, reading, writing		
Evaluation, reflection		
In general		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What we know about feedback

Feedback is the most effective component of learning.

Feedback is effective if students act on it to improve their future work and learning.

Helpful feedback:

- is frequent, timely, sufficient and detailed enough;
- can be linked to the purpose of the assessment task and criteria;
- is understandable, given the students' level of sophistication; and
- focuses on learning rather than marks by relating explicitly to future work and tasks.

Glover, C., & Brown, E. (2006). Written Feedback for Students: Too much, too detailed or too incomprehensible to be effective? *Bioscience Education*, *7*(1), 1–16. https://doi.org/10.3108/beej.2006.07000004

The two sides of feedback

FORMATIVE
Assessment *for* learning/development

- Pointing forward
- Emphasis on the process
- Failure is a possibility for progress and should be used constructively
- Advising and counselling

SUMMATIVE
Assessment *of* achievement/performance

- Pointing back in time
- Emphasis on the product
- Failure is a disadvantage and should be hidden
- Controlling

NB: Although the assessment is summative, the feedback can still be formative

Based on slides by Jens Dolin

Key features of quality feedback

It is *formative* rather than *summative*

It is *criterion based* rather than *norm based*

It is *specific* rather than *general*

It is *timely*

Most importantly: used by the student

All three types of feedback are important in the supervision process

Supervisor feedback	Self-assessment	Peer-assessment

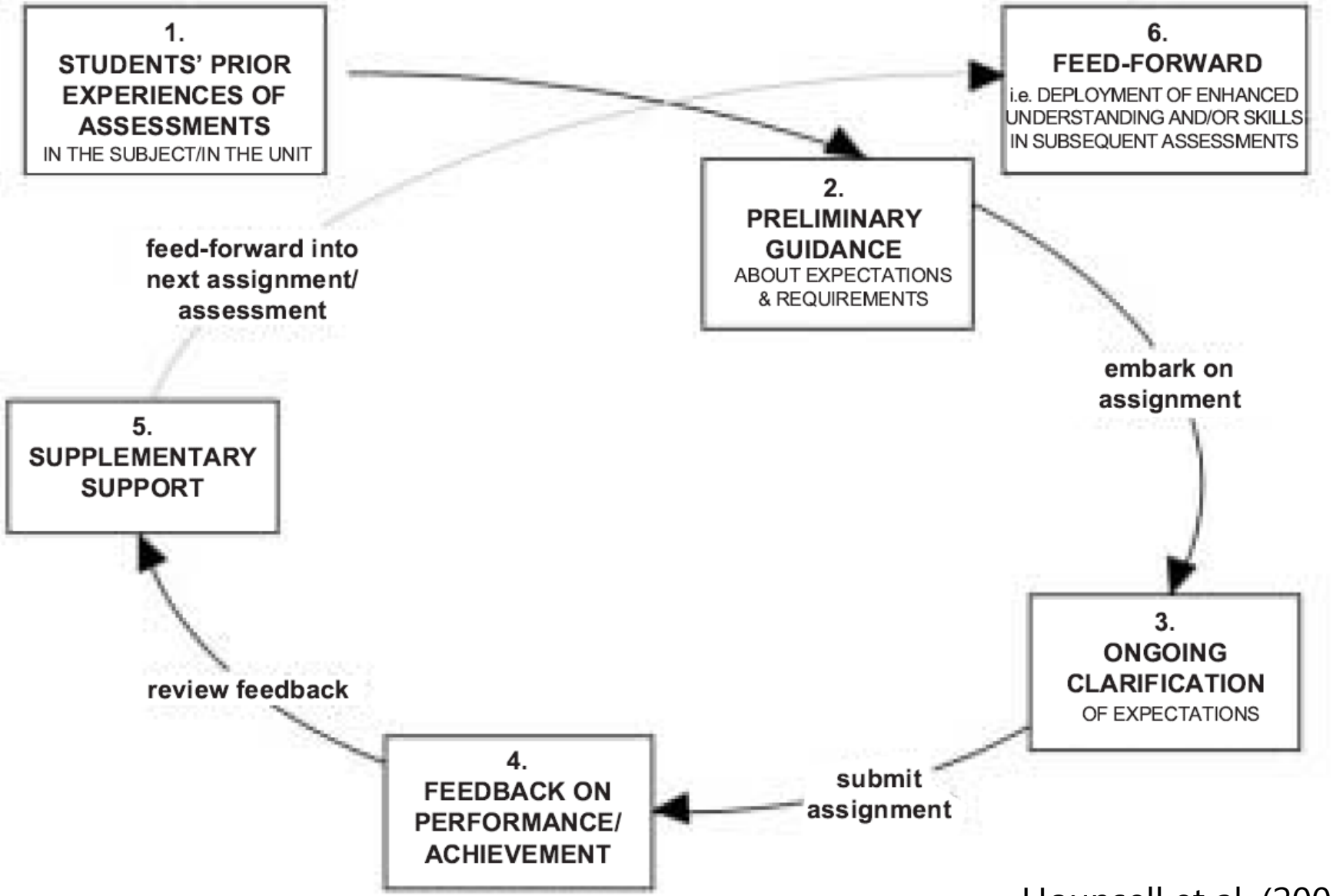


Figure 3. The guidance and feedback loop: Main steps.

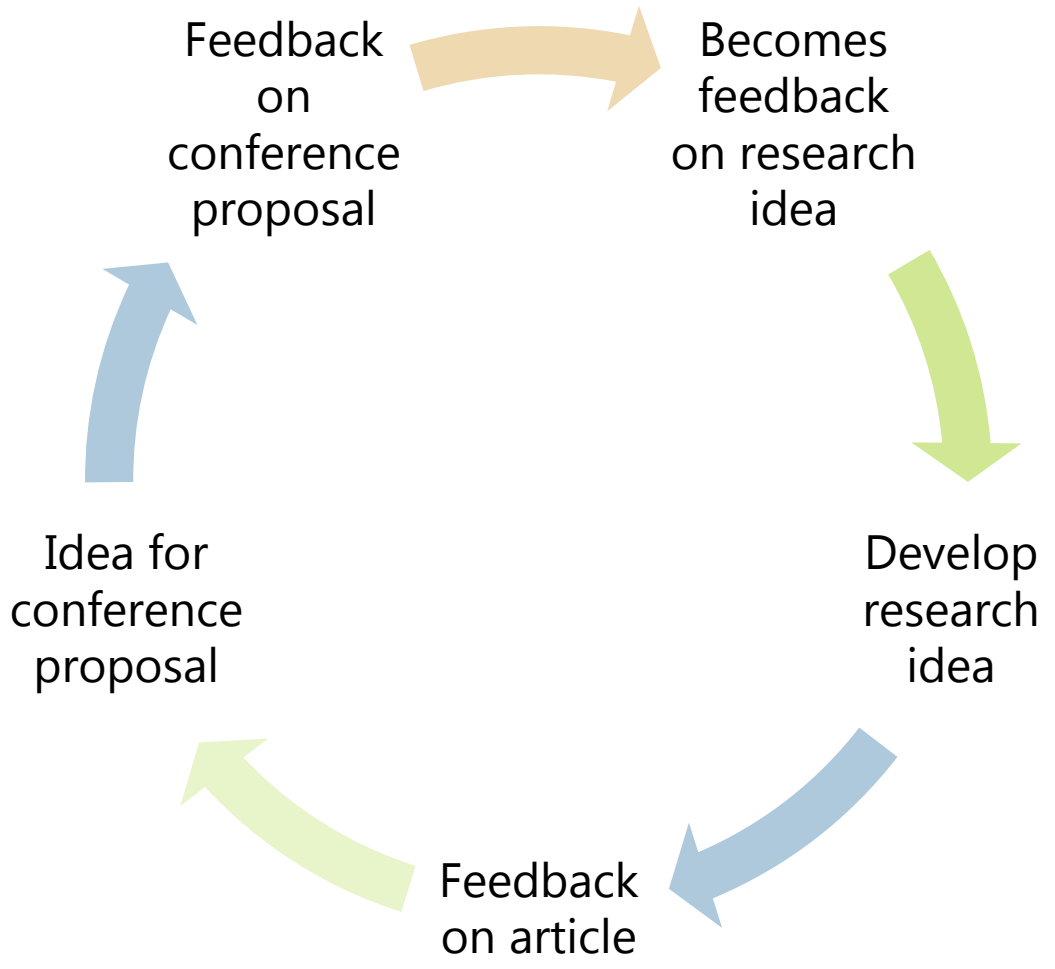
Hounsell et al. (2008). The quality of guidance and feedback to students. *Higher Education Research & Development* 27(1) (55-67)

What we tell PhD students about feedback

… from Introduction Course

Main points about feedback

- Feedback has different purposes and forms. We should be conscious about this when offering feedback
- Feedback is a two-direction thing: You give and receive feedback; and feedback needs to be dealt with actively
- Feedback can be offered by a variety of people. This is both an advantage and a challenge
- Feedback is a core element of your communication with your supervisor



Take ownership, and get the feedback you need

- Set a meeting agenda and keep the order of it
- Send a meeting input -discussion paper
- Prepare questions to be posed at the meeting
- Meta-communicate: Examine what you are talking about –ensure that both of you are sharing same ideas of what you are talking about
- Wrap up the meeting and send a short summary
- Make a reading-guide if you send a draft
- Consider what kind of feedback you will need
- Frequently evaluate your expectations and roles

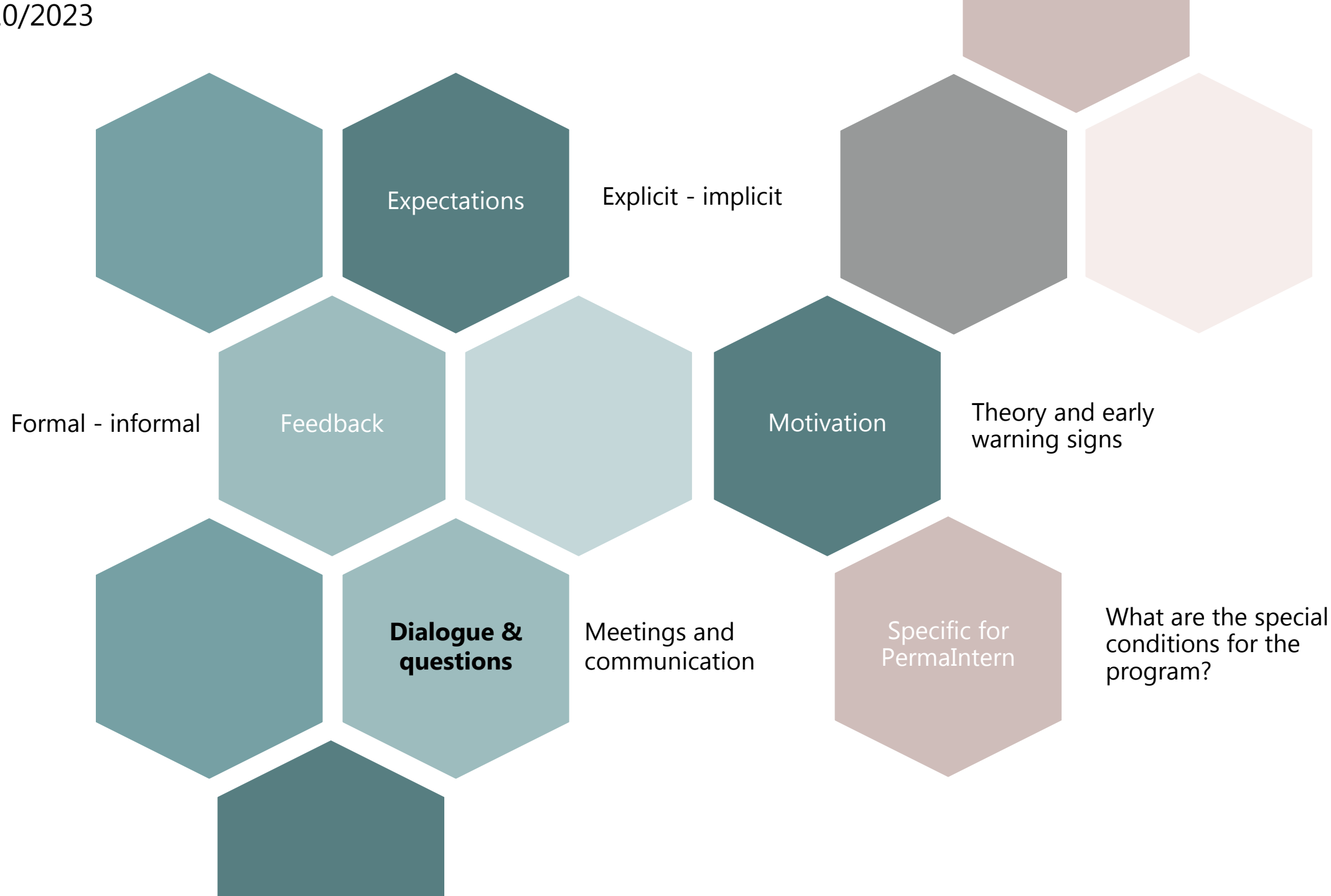
Lauvås Per & Gunnar Handal, 2005: *Optimal use of feedback in research supervision with master and doctoral students*. Nordisk Pedagogik, Vol 25, pp. 177–189. Oslo. ISSN 0901-8050.

Online tools for improving feedback

OneNote, Teams, Slack to have a continous log of activities, previous feedback given and allowing for students' takeaways, self-assessment etc.

May also be used for "cluster" supervision and peer feedback

Screen capture tools allowing you to e.g. switch between criteria, key points, the students' text and e.g. references – with practice these tools can save you time and provide more timely feedback to students.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Karl Tomm's four question types 1/2

Clarifying questions: inquire students' needs and expectations. Help developing shared insights about the student's situation

- What does your work plan look like at the moment?
- How much of your analysis have you completed?
- You talk about extra tasks that are not related to you project. What are they
- Who asked you to take these extra tasks?

Examining questions: inquire students' motivations and argumentations for specific choices. Enable supervisor to understand student's understanding

- How serious is your situation?
- Why do you think you take on the other tasks?
- Why do you find it hard to say no?
- Do you have any ideas of how you will get your private life and work life to fit together?

Karl Tomm's four question types 2/2

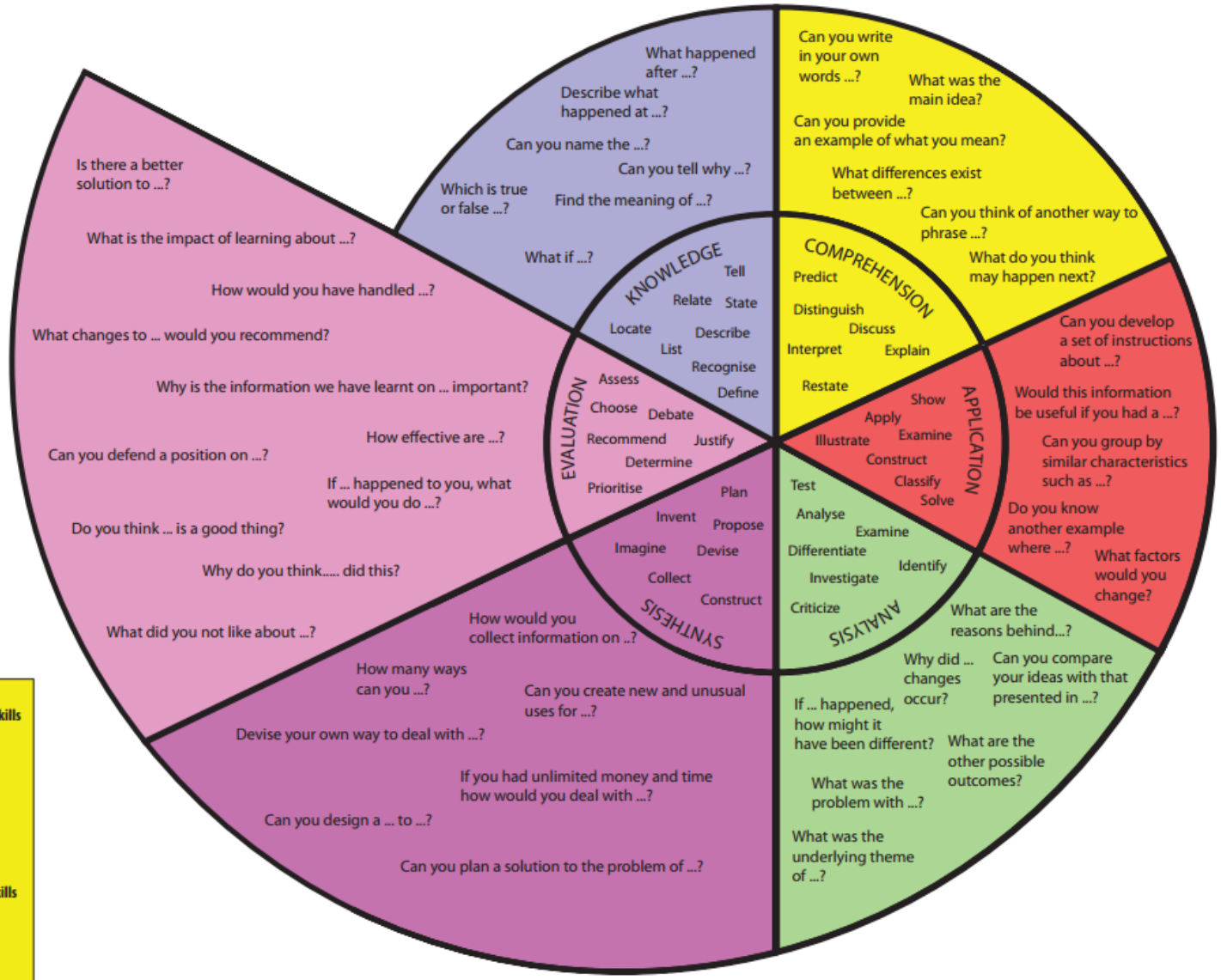
Challenging questions: prompt students to challenge
own assumptions and consider alternatives

- What do you think are your options for solving this problem?
- How do you think your best classmate would deal with this situation? Is that a strategy you could use?
- It sounds to me like you need some protected time devoted to your project. What keeps you from taking it?

Evaluating questions: sustain main take-aways from session

- Next time we meet, what would you like to have achieved?
- What will you do if it does not go as planned?
- How can I help you in the process?
- What should we follow up on next time?

Sandringham Questioning Wheel



Bloom's Taxonomy

Higher Order Thinking Skills

Evaluation

Synthesis

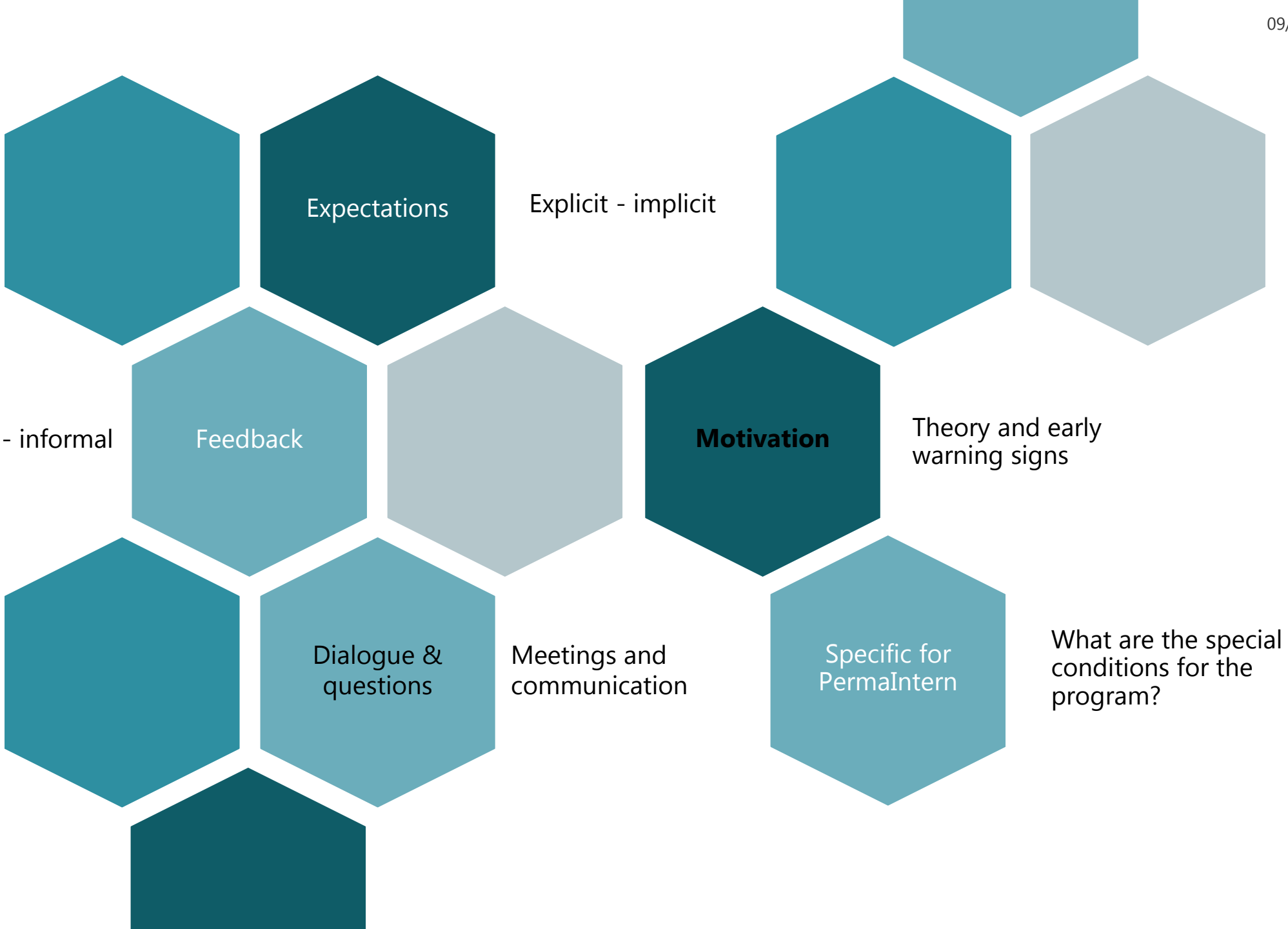
Analysis

Lower Order Thinking Skills

Application

Comprehension

Knowledge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Self-efficacy

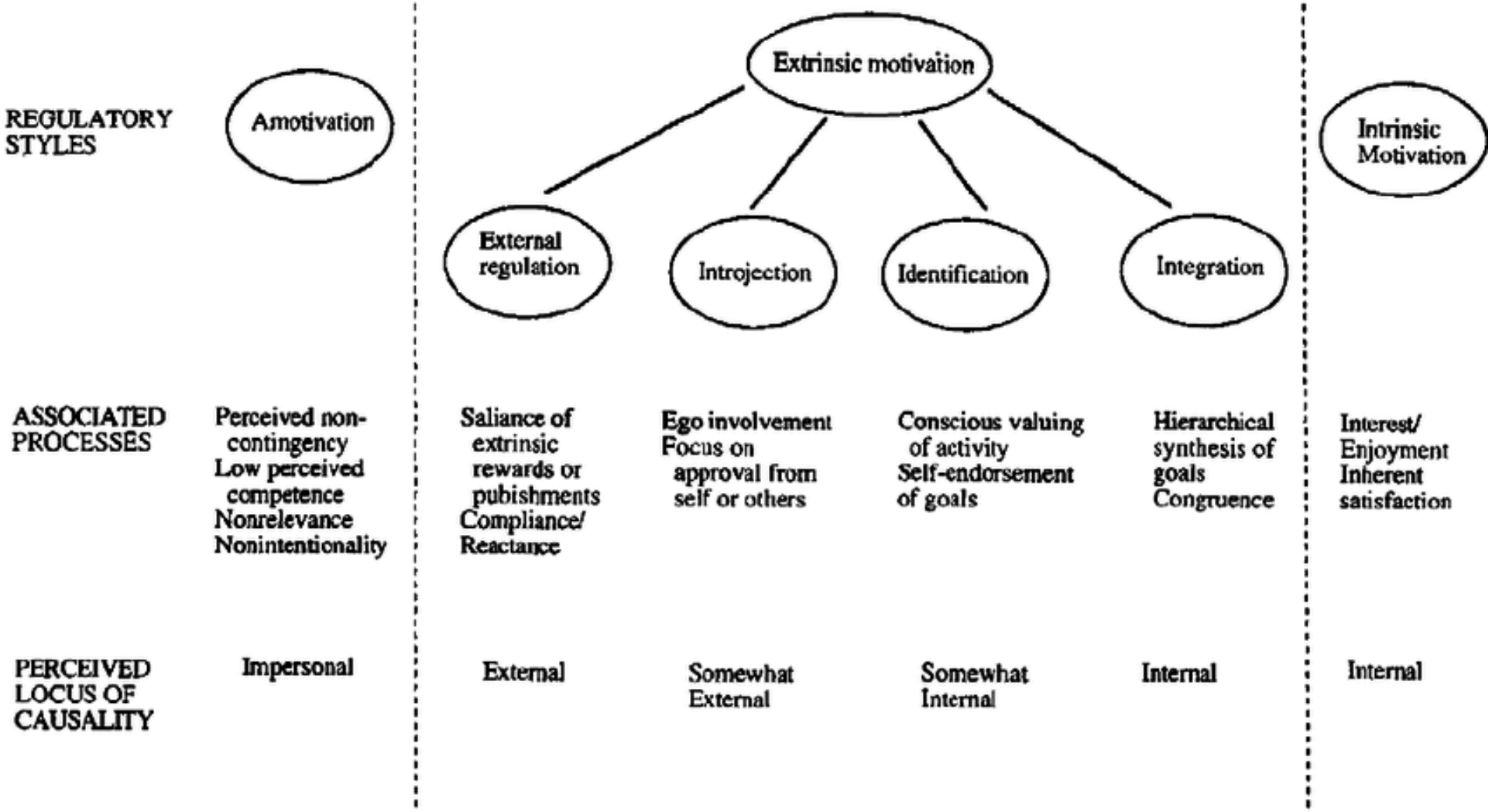
The belief one has in **one's ability to perform well with respect to a specific activity** e.g. teaching, solving math problems, organising a project work.

- High self-efficacy beliefs are strongly correlated with ability to perform well with respect to the activity in focus.
- Self-efficacy is not self-confidence and not motivation – but self-efficacy may *precede* motivation.

Factors influencing self-efficacy

- Mastery experience
- Vicarious experience
- Reliable, trustworthy, feedback
- Physiological response

Motivation of students – a spectrum



Ryan & Deci, 2000

Motivation: early warning signs - types of behaviour

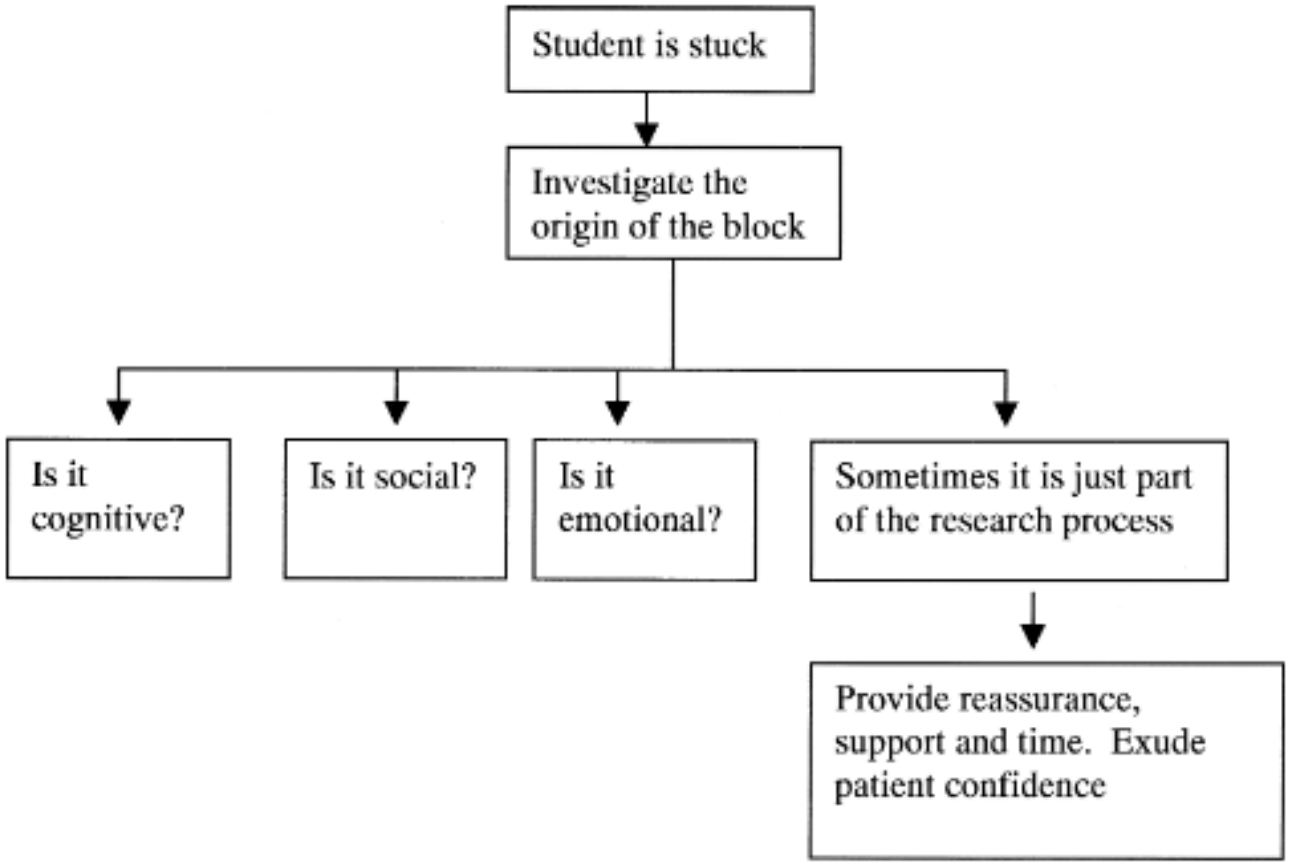
“ 1. constantly changing the topic or planned work;

2. avoiding all forms of communication with the supervisor
   - failing to keep appointments, not answering communications, and generally avoiding contact with the supervisor.
3. isolating themselves from the school and other students;
4. avoiding submitting work for review. “

Manathunga, C. (2005). Early warning signs in postgraduate research education: A different approach to ensuring timely completions. *Teaching in Higher Education*, *10*(2), 219-233.

Working with supervision

Figure 1
Domains Where Blocks Can Occur



Ahern, K., & Manathunga, C. (2004). Clutch-Starting Stalled Research Students. Innovative Higher Education, 28(4), 237–254. https://doi.org/10.1023/B:IHIE.0000018908.36113.a5

Working with supervision

Solutions for supervisors

Regular (scheduled) meetings	Pedagogical focus on supervision	Building students' confidence	Providing students with access to research culture

Specific for PermaIntern

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