

Collective Academic Supervision

A workshop on dilemmas in supervisory practises.

Kristina Mariager-Anderson, professor II USN

Lis Montes de Oca, Ph.d. Fellow, USN

Shared Interests

1. Introduction:

Briefly introduce yourself to your workshop team (name, workplace, and where you are from) and share what currently interests you in career guidance and/or supervision

2. Shared Interests:

Each group has 5 minutes to identify three shared interests or experiences in career guidance and/or supervision

3. Presentation:

Each group shares one of their shared interests or experiences with the entire room.



Collective academic supervision



- is not the same as group guidance!
- Students work on different projects and are supervised jointly
- Integrates and creates a dynamic interplay between different perspectives
- Promotes synergy between oral and written argumentation.
- Builds key academic skills, like focusing, arguing, and feedback, through group dialogues. Group diversity drives critical analysis of theoretical perspectives, enhancing both analytical and reflective skills

It is the tension between diverging voices that creates the potential for new understandings. (Dysthe, Samara & Westheim, 2006, s. 314)

Results from Denmark

Motivation, writing enthusiasm, and critical reflexivity

Quality in supervision – visibility and clarity =
Who is responsible for what / involving students in the process

Community and inclusivity as part of academic formation

Fewer lonely and stressed students

Generic work-oriented skills





Theoretical perspectives

- Socio cultural learning theory (Lave og Wenger 1991)
- Dialogical theory (Bakhtin 1981), (Igland & Dyste 2003)
- Scaffolding, Zonen of proximal development (Vygotsky, 1978))

THE VISION

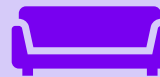
- Collective academic supervision



To qualify university supervision – didacticisation



To create a positive social environment



To create an inclusive university

The CAS project at USN 2022-2025

Collaboration:

The research group in Career Guidance and the Career Guidance subject area team, the research group in Social Science Didactics and the Social Science subject area team, the research group on Supervision in Professions and Education, together with Master's students in Career Guidance and Master's students in teacher education/social sciences.

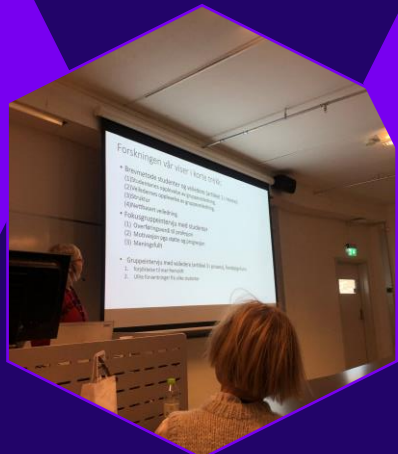


The CAS Project aims to try out and evaluate an innovative collective supervision practice within two master's programmes: the Master's in Career Guidance and the Master's in Teachers Education / Social Sciences.

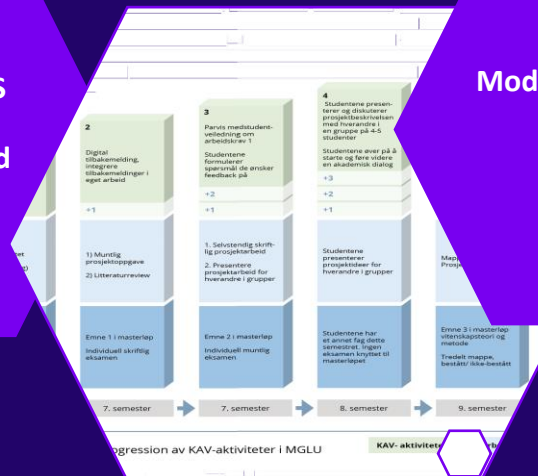
Object: Our objective is that collective academic supervision will lead to a more inclusive learning environment, increased student independence, and enhanced confidence in their written and oral academic competencies.

Budget 9.600.000 NOK. Funded by the *Directorate for Higher Education Norway*, program for student active learning: 4.999 896 NOK from 2022 to 2025, including a ph.d. scholarship

CAS Konferences



Integration of CAS activities in semesterplans and curriculum



Modifikation in policy documents

§

Avtale om kollektiv akademisk veiledning (KAV) for mastergradsstudenter ved Universitetet i Sørøst-Norge

Innhold og formål

§ 1. Formål

§ 2. Etliske spørsmål

Veiledning

§ 3. Innhenting av veileder

§ 4. Veileders kvalifikasjoner

§ 5. Veiledningens innhold

§ 6. Veileders tidbruk

CAS-workshop students



Ressursbank

...in undervisning • Veiledning • Kollektiv Akademisk Veiledning

Kollektiv Akademisk Veiledning

Kollektiv Akademisk Veiledning betyr felles veiledning av studenter som utfører ulike oppgaver. Det er et nyttig supplement til tradisjonell individuell veiledning.



CAS-Ressurcebank

CAS - Competenceworkshops for supervisors



Dilemmas in CAS

Dilemma 1: Enhancing the quality of feedback

Dilemma 2: Unconscious biases

Dilemma 3: When supervision turns into teaching

Dilemma 4: Structure versus flexibility

Dilemma 5: Balancing belonging and time

constraints



Dilemma Workshop

1. Read a dilemma out loud
2. Reflect, discuss and note
3. Repeat



Agné, H., & Mörkenstam, U. (2018) Should first-year doctoral students be supervised collectively or individually? Effects on thesis completion and time to completion. *Higher Education Research & Development*, 37(4), 669-682

Anderson, C., Day, K., & McLaughlin, P. (2006). Mastering the Dissertation: Lecturers' Representations of the Purposes and Processes of Master's Level Dissertation Supervision. *Studies in Higher Education* 31(2): 149–168

Cho, K., & MacArthur, C. (2011). Learning by reviewing. *Journal of Educational Psychology*, 103(1), 73-84.

Dysthe, O., Samara, A., & Westrheim, K. (2006). Multivoiced supervision of Master's students: a case study of alternative supervision practices in higher education. *Studies in Higher education*, 31(03), 299-318.

Hvass, H., & Heger, S. (2018). Brugbar tekstfeedback: Instruksjon og træning før de studerende selv skal give og modtage. *Dansk Universitetspædagogisk Tidsskrift*, 13(25), 59-70

Holen, R., Ashwin, P., Maassen, P., & Stensaker, B. (2020) Student partnership: exploring the dynamics in and between different conceptualizations, *Studies in Higher Education*, DOI: 10.1080/03075079.2020.1770717

Nicol, D.J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218.

Nordentoft, H. M., Thomsen, R., & Wichmann-Hansen, G. (2013). Collective academic supervision: a model for participation and learning in higher education. *Higher Education*, 65(5), 581-593.

Nordentoft, H.M., Hvass, H., & Mariager-Anderson, K. (2019). *Kollektiv Akademisk Vejledning. Fra forskning til praksis*. Aarhus: Aarhus Universitetsforlag.

Rørtveit, G. (2006). Forskningsmøter som kollektivt veiledningsforum. I: Olga Dysthe & Akylina Samara (red.) *Forskningsveiledning på master- og doktorgradsnivå*. Oslo: Abstrakt Forlag, pp: 65-79

Samara, A. (2007). Group supervision in graduate education: a process of supervision skill development and text improvement. *Higher Education Research and Development*, 25(2), 115-129.

Simonsen, K.B., & Wichmann-Hansen, G. (2019) Udvikling af studerendes selvstændighed: stilladsering i bachelorvejledning. *Dansk Universitetspædagogisk Tidsskrift, Nr. 27*, 136-154.

Thomsen, R., & Nordentoft, H.M. (2012). Kollektiv akademisk vejledning: et bud på en ændret organisering af vejledningen på universitetet. *Dansk Universitetspædagogisk Tidsskrift*, 7(12), 106-116.

Topping, K. J. (2017). Peer Assessment: Learning by Judging and Discussing the Work of Other Learners. *Interdisciplinary Education and Psychology*, 1 (1), 1-17.

Wichmann-Hansen, G, Thomsen, R., & Nordentoft, H.M. (2015). Challenges in Collective Academic Supervision: supervisors' experiences from a Master Programme in Guidance and Counselling. *Higher Education*, 70(1), 19–33



Universitetet
i Sørøst-Norge