Differentiated feedback in collective academic supervision using audio recordings and screencast

Program text

EDU-IT elements in a dialogical approach to feedback: Students' audio recordings, and audio and text recording (screencast) of supervisor feedback at play in collective academic supervision.

Abstract

The purpose of this development project was to strengthen differentiated feedback in collective academic supervision (CAV) on MA in General Education (DPU/AU), integrating it in a dialogical approach to feedback. The project was a part of AU's EDU-IT intervention, developed by teachers/supervisors in collaboration with CUDIM/AU and DPB library. It thus included aspects of organizational learning, triggering reflections on the roles and interactions between champions of 'professional guidance and EDU-IT' and 'teachers as learners' in EDU-IT supported development. Below we focus on two of the EDU-IT elements in play in the project, students' audio recordings, and audio and text recording (screencast) of supervisor feedback.

The student's audio-recording, presenting themselves and their topics of interest, was used as an 'ice-breaker' in the first workshop, giving us an opportunity to reflect on the 'implicit student' in the curricula descriptions, and the expectations of 'real life' students. The use of the screencast tool (screencast-o-matic.com) required a thorough preparation in order to give a short and precise feedback. The students experienced the combination of written and oral feedback in the screencast as meaningful, and the use of the recordings in the supervision workshop groups provided an input for students' reflections and discussions, and a sustainable use of the feedback.

The audio EDU-IT tools worked well in our organization of supervision in small student groups, while it in larger groups may have limitations in relation to continuing the dialogical approach to feedback with feedforward on students' reflections on their feedback. Technological IT literacy skills was not a hindrance in the project, but we somewhat underestimated the need for an explicit student guidance and scaffolding of all didactical parameters of the EDU-IT elements, not only in relation to the purpose and content of each element, but also in relation to how, whom, when and where.

Authors

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Literature

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