
EFFICIENT ONLINE SUPERVISION CALLS FOR DIGITAL SKILLS AS WELL AS PEDAGOGICAL SKILLS



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BACKGROUND

Frequent supervisor contact and timely feedback are some of the key features of successful supervision (Engebrechtson et al 2008)

However...

- Limited time !
- PhD by distance !

MAIN ARGUMENT

- Supervisors need to apply flexible and efficient strategies (Pearson & Brew 2002)
- Digital tools can potentially increase flexibility (Phelps et al 2006)
- Supervisors' digital skills are lagging behind their students (Maor et al 2016, Dawling & Wilson 2017)



TAKE HOME MESSAGE

Efficient use of online tools calls for development of supervisors' digital skills as well as pedagogical skills

(Koehler og Mishra 2009)



OUTLINE

1. Online tools for *oral* communication (supervision meetings)
2. Online tools for *written* communication (text feedback)
3. Example of how to train supervisors

ONLINE MEETING TOOLS

Web-based video software that enables an embodied dialogue by use of camera are the most effective media for supervision meetings

(Andrew 2012, Albein & Erwee 2011)



WHICH TOLLS ARE RECOMMENDABLE?

- ✓ [Web.skype](#)
- ✓ [Adobe connect](#)
- ✓ [Google Hangout](#)
- ✓ [Appear.in](#)



WHY THESE TOOLS?

Two criteria
(Preece et al 2002)



```
graph TD; A[Two criteria  
(Preece et al 2002)] --> B[Usability]; A --> C[User experience];
```

Usability

- Operative
- Efficient to use
- Easy to learn and to remember


User experience

- Aesthetic
- Attractive
- Pleasant to use

USABILITY

	Login to create a room?	Login to participate?	Max. participants?	Record meeting?	Share documents + live camera
Web.skype	Yes	No	10	No	Yes
Adobe Connect	Yes	No	100 (if license)	Yes	Yes
Google Hangout	Yes	Yes	10	No	No
Appear.in	No	No	8	No	Yes

PEDAGOGICAL ADVICE

- Don't use online meetings consistently throughout supervision
- Build a positive and trustful relationship through physical meetings before introducing online meetings
- Restrict online supervision meetings to specific questions and academic issues
- Begin each meeting with 'small talk'
- Prepare and structure the meetings (agenda, time-frame, etc.) 
- Meta-communicate during the meeting
- Minimize your own camera ... but remember that you are not invisible 😊

ONLINE TEXT FEEDBACK TOOLS

- [Google Docs](#)
- [Kaizena](#)
- [Screencast-O-Matic](#)



GOOGLE DOCS

- An efficient way to share text between student and supervisor, especially in team supervision!
- Students do not have to keep track of different stored versions of the text.
- You can comment and edit *directly* in the text asynchronously



PEDAGOGICAL ADVISE

- Establish the relationship through face-to-face meetings *before* you start giving written feedback.
- Combine your written comments with face-to-face meetings.
- Assure students that you do not “spy on” them while they write
- Discuss your writing habits



Example – peer feedback in group supervision

Til specialegruppe 8. okt...

Sikker | <https://docs.google.com/document/d/1HI3SsNBULUwPMwGb7r2hB18a7LhNWkylDScpEnFzc94/edit>

Til specialegruppe 8. oktober - Selma.docx

Filer Rediger Visning Indsæt Formatér Værktøjer Tabel Tilføjelser Hjælp Sidste redigering blev foretaget 8. oktober 2015 af Anita Bruun

100% Normal text Times New ... 12 B I U A

oldsfartegnelse x

pecialegruppe 8. okt...

rganiseret/desorien...

dan betragtes det i ...

rganiseret/desorien...

mers betydning – d...

involverer en opdeling i flere personligheder eller en bevidsthedsændring, samt hvorvidt og i hvilken udstrækning dissociation kan siges at være en tilstand, der placerer sig på et kontinuum.

/

Hvordan betragtes det i dag? Alternativt: Dissociation anno 2015

Nyere teorier om dissociation involverer i højere grad end tidligere et fokus på den fænomenologiske oplevelse frem for den strukturelle ændring i personligheden (neo-dissociation, structural van der Hart og Neijenhuis...). Ligeledes er fokus på dissociation som et kontinuum mellem almindeligt forekommende ændringer i bevidstheden til psykopatologi som multiple

selma lind 6. okt. 2015 Luk

Find artikler

Fra importeret dokument

Helle Spindler 7. okt. 2015 ✓ x

Tilføj: "Indholdsmæssigt fornuftigt, men jeg savner lidt mere stringens i fremlæggelsen - oplever lidt at vi ..."

Anita Bruun 7. okt. 2015 Luk

Alternativ overskrift: "D.-tilknytning og psykopatologi"

Morten Aarsleff 7. okt. 2015 Luk

Virker lidt til at være en gentagelse af informationer, som både er blevet præsenteret i afsnittet om generel tilknytning og desorganiseret tilknytning. Her syntes jeg godt at det kan skæres lidt ind til benet. Der er

ONLINE TEXT FEEDBACK TOOLS

- [Google Docs](#)
- [Kaizena](#)
- [Screencast-O-Matic](#)

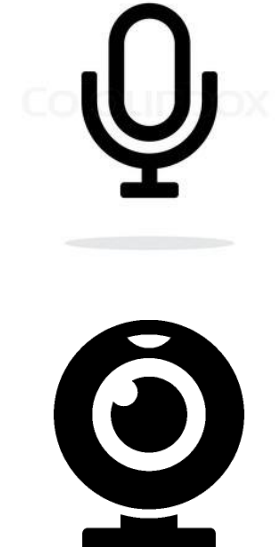


Audio and video commenting tools!

AUDIO AND VIDEO COMMENTING TOOLS

- It is time-saving to *record* a comment compared to *writing* a comment
- Students experience the feedback as personal and interactive despite the physical absence of a supervisor

(Mathisen 2012)



EXAMPLE: KAIZENA

The screenshot shows a chat interface with a green header bar. The header contains a file icon and the text: "You added a file to this conversation: Teaching/Learning Activities January 29th 2016, 1:39 pm". Below the header, there are several chat messages. The first message is a video player showing a 0:07 duration. The second message is a video player showing a 0:15 duration. The third message is a text message: "De skal vel bare have en google konto :D". The fourth message is a text message: "Jeg tænker måske også at man bliver nødt til at lave flere grupper til de studerende. Altså, så de er tre i en gruppe og de har så en gruppe sammen på kaizena". The fifth message is a text message: "Hvordan mon man lettest får 50 stud. herind?". The sixth message is a text message: "De skal vel bare have en google konto og en kode :D". The seventh message is a text message: "Underligt at din kommentar Tobias, kommer to gang?".

Teaching/Learning Activities

(Citation and figures from Fink, L. Dee (2005): Integrated Course Design, Idea Paper #42, University of Oklahoma)

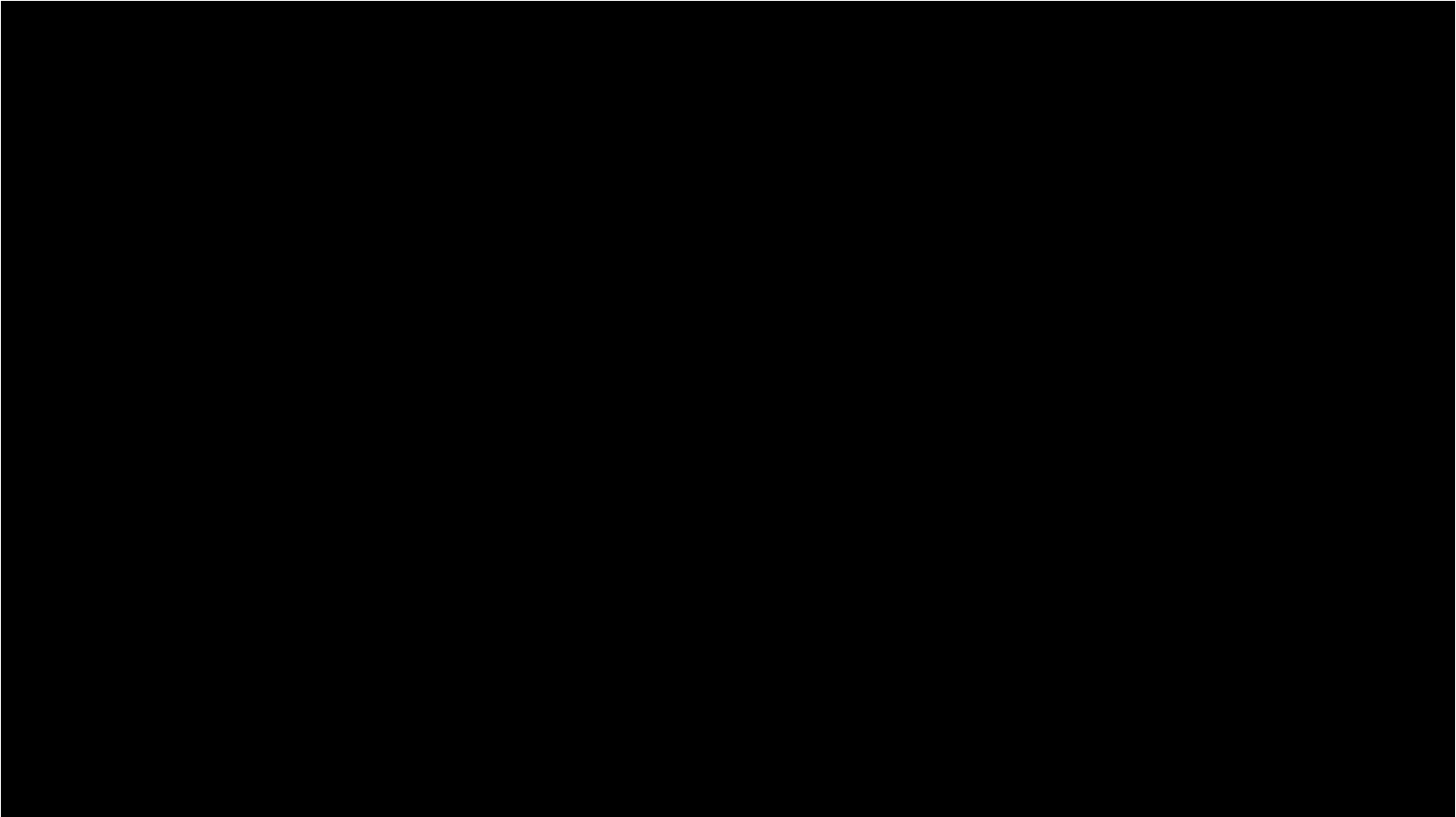
"In the past, the higher education literature focused attention on the instructor and the ways in which the subject matter could best be presented to the student. The emphasis was on "lectures" and "discussions" and the assumption was that learning consisted of a passive activity in which learners received information and ideas from authoritative sources. Although foundational knowledge, principles, and theories are essential, research over the past several decades has challenged the potency of passive learning as an exclusive approach; an impressive volume of studies has shown that students learn more and retain their learning longer if they acquire it in an active rather than a passive manner. Bonwell and Eison (1991) describe active learning as "(involving) students in doing things and thinking about the things they are doing." "Doing" refers to activities such as debates, simulations, guided design, group problem solving, and case studies. Thinking refers to reflections about the meaning of what students learn or about the learning process itself. To create a complete set of learning activities capable of fostering significant learning, a comprehensive view of teaching/learning activities is needed. This is shown conceptually in Figure 4."

"In selecting learning activities, two general principles should be followed. First, they should include some from each of the three categories shown in Figure 4 (Information and Ideas, Experience, and Reflective Dialogue). Second, insofar as possible, they should rely on direct rather than indirect learning activities. The following table illustrates the variety of options available." Flip page to see the table.

Figure 4 • A Holistic View of Active Learning

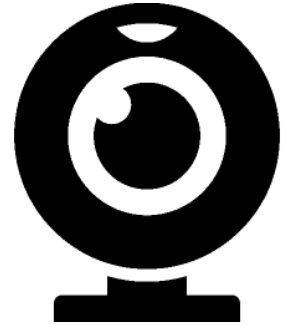


EXAMPLE: SCREENCAST-O-MATIC



PEDAGOGICAL ADVISE

- Use track-change, if necessary, before recording
- Use comment-coxes in case of specific information, e.g. a reference
- Limit the playing time (max. 10 minutes)
- Put your webcam level with your eyes or slightly higher.
- Mind your background
- Minimize your camera picture when you point at specific text parts



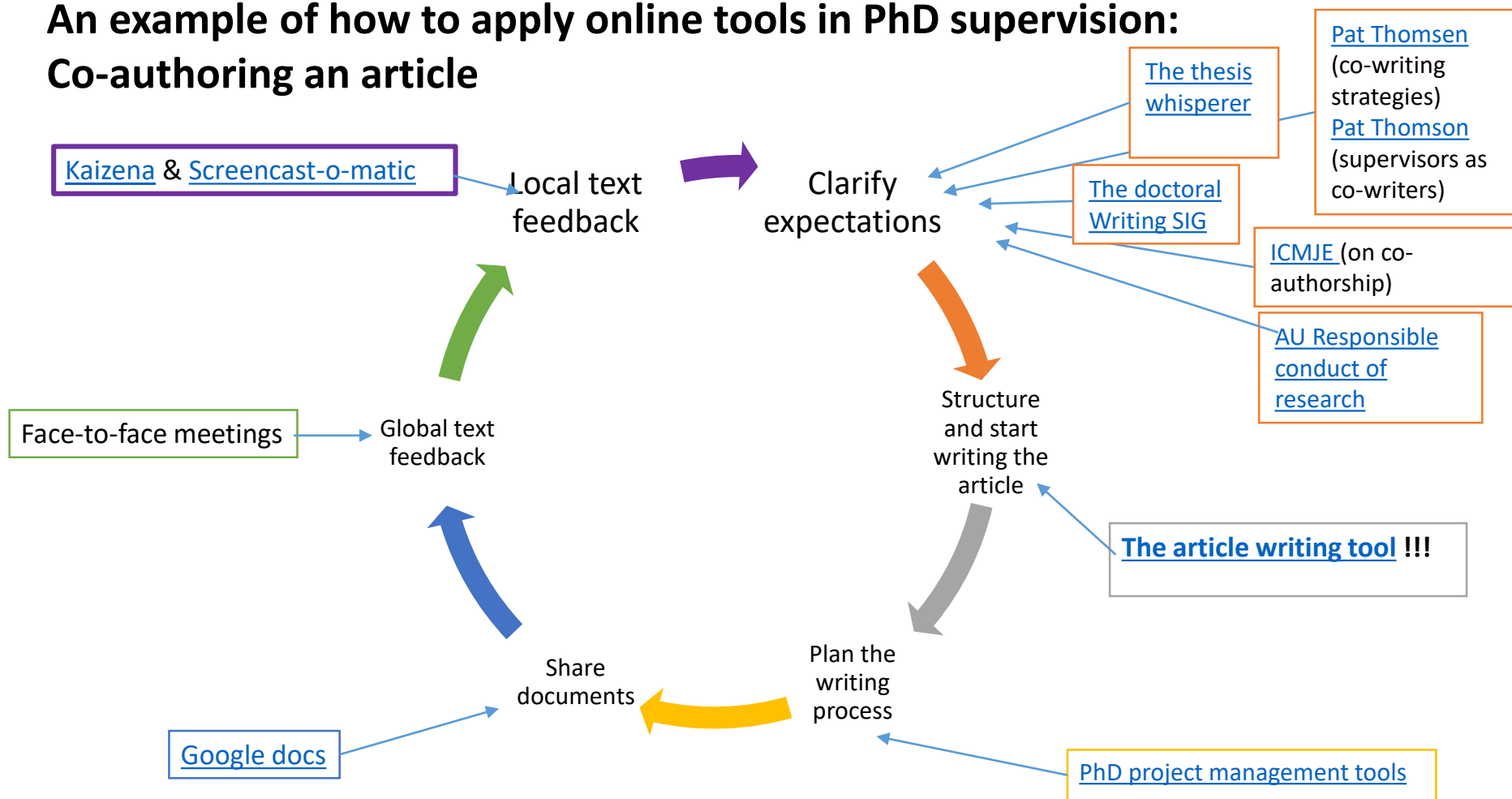
How to improve supervisors' online skills?



3 HOUR WORKSHOP

Minutes	Content
15	Share experiences with using online tools
30	Become familiar with the tools (presentation)
75	Try out the tools
40	Apply the tools: design a supervision process with use of online tools
20	Evaluate the tools: peer-feedback on designs

An example of how to apply online tools in PhD supervision: Co-authoring an article



STRATEGY

- Part of a long-term [course](#) on Master and Doctoral Supervision (60 hours)
- Mandatory for all associate and full professors at the Faculty
- Based on a strong incentive structure:
- 21 course seats pr semester (3 seats for each of the 7 departments)
- If the Head of Department does not make use of the 3 course seats, the Dean withholds 7.000 Euro from the department's budget (deficit)
- Each participant is given a bonus (1500 Euro)
- Has been running regularly every semester since 2008 (258/315) participants)

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THANK YOU

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