Creating a Learning Community for Master Students
Collaborative Supervision

RannUng and Rannsóknarstofa um starfendarannsóknir
Seminar on collaborative supervision
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Hafdis Guðjónsdóttir, Karen Rut Gísladóttir
and Svanborg R. Jónsdóttir
University of Iceland School of Education
Collaborative supervision

• We, three teachers in the school of education arranged a collaborative supervision with collective supervisory meetings
  • Breaking out of the isolation of master’s projects – for students and supervisors
    – To respond to the situation of extended teacher education from three to five years M.Ed.
    – Using self-study to better understand our progress and inspire our development as supervisors
Learning community
building on student and teacher resources

• Meetings, two hours every three weeks – in person or online
• Designed around students’ needs and the requirements of the master’s projects.
  – Average attendance was 14 students – 2–4 online.
  – Students are either supervised by one of the three supervisors or two in collaboration – but at the meetings they are all “our” students
• The meetings were structured around three main parts.
  1. Our input about practical matters and different knowledge the students need.
  2. Two or three short formal presentations of students’ projects and discussions with the whole group. Changed in 2014-15 to a poster seminar in one meeting.
  3. Small group work or informal workshop working on issues students had pointed out, or issues with which we saw them struggling.
• TOCs
  – what they had learned and what they wished to learn more about.
  – organized the meetings jointly as a response to TOCs from students and discussed the process at our RPMs.
Key emphasis

• Building on different resources (strengths, knowledge, experience…)

• Self-study of teacher education practices
  – gathering data
  – constant reflection and analysis
  – TOCs – an important “thermometer”
  – responses
Students’ TOCS

Today I take with me from the meeting

It was good to get information on data (overheads) and guidance/chat. Didn’t quite understand what was meant by “stories” but now I understand. Thank you! 😊

A very useful meeting and I got an idea how to organize the chapter on findings.

I need to be open as a researcher, not to predict beforehand.

Next time I would like to learn more about:

Which is better to have more or less Data for Action Research? Can too much Data make the study too complicated?

The findings. The relationship between the themes and writing.

I would like to be in a group of people working on a similar topic. I also need to find a research friend, myself.
The Rocky Road

**Students’ benefits and challenges**

- **Students found the meetings**
  - helpful as they worked on their master projects
  - supported each other
  - the loneliness that many students had experienced diminished
  - helped them keep pace

- **Students challenges**
  - research methodology
  - theoretical framework
    - Linking to their projects
  - writing pathway
  - time
    - have other tasks
    - one term
Multiplication and expansion of resources
Dual learning community

Teachers´ professional learning community – with self-study

- Collaboration – sharing resources/ strengths
- Shared values Empowering pedagogy
- Constructing bridges

- Support of peers and specialists
- Active participation

- Building on student resources
- Reflecting practice and theories
- Constructing professional identity

Students´ learning community
Empowering participation
Expanding efficacy in collaborative supervision

• Resources
  – drew on each other’s resources
  – shared resources strengthen ourselves
  – we expanded our resources

• Collaboration
  – strengthened our collaboration and trust
  – improved our collective supervisory efficacy
  – trust and collective vision

• Reflection
  • in and on our practice
  • developed our professional identities
Using self-study to develop a third space for collaborative supervision of master‘s projects in teacher education

Contact

hafdgud@hi.is  Hafdís
svanjons@hi.is  Svanborg
karenrut@hi.is  Karen Rut