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T3.2 Workshops for the academic and visiting staff of Veterinary Medicine programmes

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Development of Veterinary Faculties at Georgian HEIs
to Create a New Pool of Young Veterinary
Professionals in Georgia



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CV

- Study
 - 2000 DVM
 - 2001–2010 University of Helsinki, Dept. of Food Hygiene and Environmental Health
 - 2013–2015 Estonian University of Life Sciences (EMÜ), PhD study
 - 2016 PhD *Campylobacter* spp. and *Listeria monocytogenes* in poultry products in Estonia
- Work
 - 2000–2001 EMÜ Animal Clinic
 - 2004–2010 EMÜ Dept. of Food Hygiene (food quality, food safety and food hygiene, human nutrition)
 - 2011–2015 EMÜ Dept. of Food Science and Technology (food quality, food safety and food hygiene, human nutrition)
 - 2016–... EMÜ Institute of Veterinary Medicine and Animal Science, Chair of Veterinary Biomedicine and Food Hygiene (general and special microbiology, basics of veterinary public health, biosecurity, head of the national reference laboratory for bovine tuberculosis in Estonia, polymer nanocomposites – antimicrobial properties)

Agenda I

Group work

- What is group work?
- Components of group work
 - 1. Goals of group work
 - 2. Preparing and conducting group work
 - 3. Presentation, feedback and evaluation of group work results
- Group work methods and techniques
- Problems during group work
- Group work example

What is group work?

- Cooperative learning, collaborative learning, team learning, group work, study teams, work groups
 - Group work is a general term that refers to a range of methods and techniques that can be used to organize and manage student learning.
 - Group work should be carefully planned, precisely planned and guided to the necessary extent.



<https://www.mcgilltribune.com/opinion/collaborative-work-develops-valuable-skills-02202018/>



<https://www.istockphoto.com/illustrations/teacher-drinking-coffee>

What is group work?

- Short group work
 - Group work during a lecture, seminar or practicum.
 - The goal is to actively involve students, to focus their attention on the material being studied, to support learning motivation, to interpret and make sense of the material being studied or to summarize what has been learned.
- Long-term group work
 - Team work, in which learning takes place in a group that works together for a longer period of time (larger project, whole semester) and students' independent work and the development of cooperation skills play an important role.
 - Groups operate independently between classroom gatherings (meeting face-to-face or online).

What is group work?

- The success of group work requires that students take responsibility for their own learning, have prepared for group work and are active in the learning process.
- In the context of learning, both the end result of the work (e.g. a jointly completed project, object, analysis, solution, program) and the learning process itself (each group member must acquire new experiences, knowledge and skills, make an effort and contribute individually) are important in the context of learning.
- In order to achieve better learning results, it is worth considering the purpose, structure and tasks of group work, as well as summarizing and reflection methods, and preparing specific and detailed instructions for group work.

Components of group work

- 1. Goals of group work
- 2. Preparing and conducting group work
- 3. Presentation, feedback and evaluation of group work results

1. Goals of group work

- All participants must be clear about the purpose and how the specific group work is done.
- Is the content of the subject or the process of group work more important in group work?
 - Content - attention is paid to the development of academic and intellectual skills (making connections, evaluating and solving a problem, using professional language, presenting arguments, understanding and defending one's point of view).
 - Group work process - the focus is rather on learning professional and personal skills (communication skills, listening skills, personal development, cooperation skills, skills for working towards a common goal, the ability to be a co-author).

1. Goals of group work

- Underestimation of group work - that group work is done to acquire cooperation skills.
 - Learning depends on how we organize and evaluate group work.
 - Several learning outcomes can be achieved simultaneously during one group work.
 - As an added value, group work can help students integrate socially and academically into university life.
 - Students' group work experiences and emotions related to doing group work depend very much on how well lecturers guide group work.

1. Goals of group work

- Group work can have several goals, and a suitable group work method or technique can be chosen to achieve each goal:
 - acquisition of new information (mosaic, mutual teaching)
 - development of analytical skills (debates, case analysis, simulations)
 - development of social skills, promotion of cooperation, formation of democratic habits (group discussions, snowball rolling, discussions, aquarium)
 - bringing out and acknowledging different experiences, perceptions, viewpoints and attitudes (academic debate, role-playing, interview, world cafe)
 - generating and implementing new ideas and solutions (brainstorming, case analysis, projects)
 - creating opportunities for students to learn about themselves (reports and self-analysis during group work)
 - better understanding of the future profession (role plays, case studies, simulations, projects)

2. Preparing and conducting group work

- When planning group work, you have to consider the necessary activities in the different stages of group work:
 - preparation for group work
 - forming groups and launching activities
 - directing the activities of groups
 - presenting the results of group work
 - directing work following group work
 - feedback on group work
 - assessment of group work

2. Preparing and conducting group work

Preparation for group work

- Activities: plan the goal and the expected learning outcome, set the task, form students' readiness for group work, prepare the necessary materials for group work and plan the work process.
- The teacher should coordinate the goals set for the group work with the students:
 - Why is this task done in the form of group work?
 - How do students benefit from group work?
 - What do learners need to learn during group work?

2. Preparing and conducting group work

Preparation for group work

- The group task should be suitable for group learning.
 - There is no point in giving the group a task that requires individual work or is too easy.
 - A complex and multifaceted task is suitable for solving in a group.
- In order to conduct group work, both the lecturer and the students must have a clear idea of the specific group work process:
 - how groups are formed
 - what are the milestones and deadlines
 - how the result is formalized and presented
 - what kind of reporting is expected
 - how the evaluation is done
- In the case of a longer project, a group work guide will be prepared.

2. Preparing and conducting group work

Preparation for group work

- There is no reason to assume that students can learn in a group.
 - Students need social skills.
 - Introductory exercises can be done to acquire the skills necessary to participate in group work (pair work, teach discussion management skills, etc.).
 - It is important to get students to trust each other, to bond with the group, to take mutual responsibilities and to fulfill the group task with satisfaction.

2. Preparing and conducting group work

Forming groups

- Principles of group formation: people sitting close to each other, random selection, interests, friendship, leaders, skills, prior knowledge level.
 - Students achieve better results when they are in a group with likeable peers, with whom they enjoy learning and are easier to get along with.
 - It is not reasonable to start regrouping groups even at the first difficulties or complaints, as this will deprive students of the experience of conflict resolution, crisis resolution and group dynamics.
- Building trust (dating tasks).
- A group size of 4-6 people is recommended for cooperative learning.

2. Preparing and conducting group work Environment

- When creating a group work environment, it is important to find a suitable space:
 - Is there enough space for group activities?
 - Can everyone sit around the table?
 - Can people sit so that their positions are equal?
 - Can there be trouble due to excessive noise?
 - If I conduct group work in the auditorium, can I myself access all the groups if necessary?
 - How are the student discussions organized in the case of a longer group project (meetings in the auditorium, e-environment)?

2. Preparing and conducting group work

Environment

- Creating a suitable working atmosphere - agreeing on basic (behavior) rules (meeting deadlines, not interrupting others while speaking, etc.).
- For group work in the auditorium, set time limits very clearly (time pressure rather than time for chatting).
- In the case of longer group work (done outside the auditorium), interim deadlines are agreed upon and must also be strictly adhered to.

2. Preparing and conducting group work

Directing the activities of the groups

- Roles in group work change:
 - students change from passive listeners to active leaders of their own learning.
 - in group work, the lecturer is more of a student supporter, relationship manager, process guide, skill developer.
- The group work in the auditorium allows the lecturer to observe the students' discussions and get feedback on how the students understand the topic and, if necessary, give explanations and make corrections immediately during the work.
- Longer group work that takes place outside the auditorium can be divided into stages and interim reports can be used to make sure that the work has started in the groups.

2. Preparing and conducting group work

Directing the activities of the groups

- Monitor relationships and communication within the group.
- Share roles or change them if necessary.
- Roles for students (with a short role description):
 - group leader
 - agenda follower aka content manager
 - time watcher
 - recorder (note taker)
 - questioner (asks questions that would take the discussion to a deeper level)
 - interim summary maker
 - responsible for materials (ensures that the group has the necessary materials for work (texts, markers))
 - verifier (monitors that the evaluation criteria of the task have been achieved)
 - observer (e.g. monitors adherence to agreements, communication in the group, etc.)

3. Presentation of group work results, feedback and evaluation

Presentation

- Presentation of group work can be done in several ways: oral presentation, poster, model, productions, press conference...
- Agree on the general principle of the presentation (how? who? how long?) at the beginning of the process.
- A large number of groups
 - presentations can become tedious and time-consuming - set a very precise presentation time and make sure not to repeat what previous groups said.
 - hold a poster exhibition.

3. Presentation of group work results, feedback and evaluation

Feedback

- The teacher should make summaries, generalizations and conclusions from the group works.
 - Not doing them is one of the most frequent complaints that students make about group work!
- It is also important to give feedback to the participants both about the result of the work and the process that took place.

3. Presentation of group work results, feedback and evaluation Assessment

- Students must know the method, procedure and criteria for group work evaluation right at the beginning of group work (discuss with students).
- When planning the evaluation of group work, the following must be decided:
 - whether to evaluate at all
 - whether to evaluate the end result or the process
 - whether to evaluate the whole group equally or to consider the contribution
 - whether only the lecturer evaluates or the students also evaluate each other
 - whether to invite experts
 - whether to make the presentation of group work a public event

3. Presentation of group work results, feedback and evaluation Assessment

- It can be estimated by
 - lecturer
 - lecturers involving students
 - each group evaluates its own project or each other's projects are evaluated
- The evaluation of group work does not have to mean the same marks for all group members, but individual contributions can be taken into account.

3. Presentation of group work results, feedback and evaluation Assessment

- Student analysis - How did I contribute to the group's results?
 - I worked together during joint meetings.
 - I was able to work with others.
 - I fulfilled the tasks entrusted to me.
 - I completed tasks on time (I was there on time).
 - I helped my group mates complete their tasks.
 - My ideas were used in group work.
 - I didn't waste other people's time arguing.
 - I felt supported by others in the group.
 - I encouraged and motivated my group mates.

3. Presentation of group work results, feedback and evaluation Activities following group work

- 1. Individual tasks can be planned for each student to do after a specific group work in order to consolidate what they have learned or to further develop the ideas of the group work (e.g. independent search and reading of additional materials, writing a summary, essay or report).
- 2. The teacher analyzes what happened during the group work and plans changes for the next group work.
 - Review the notes taken during group work and analyze what happened (task, materials, process, learners' preparation) based on them.
 - Group work can be analyzed together with some colleagues or information about group work can be collected (feedback from students) from others.

Group work methods and techniques

- Mosaic
- Buzz groups
- Snowball rolling
- Joint working groups
- Press conference (educational drama)
- Circulating review
- Brainstorming groups
- Thinking caps
- Aquarium
- Changing groups
- Academic controversy
- Socrates' Walk
- Problem Solving Groups
- Pair study
- Mutual polling
- Spontaneous cooperation
- An interview
- Silent discussion
- World Café
- Project

Buzz groups

- Students are given a topic, question or problem.
- During a certain time (a few minutes), the students exchange ideas (e.g. write down three reasons...).

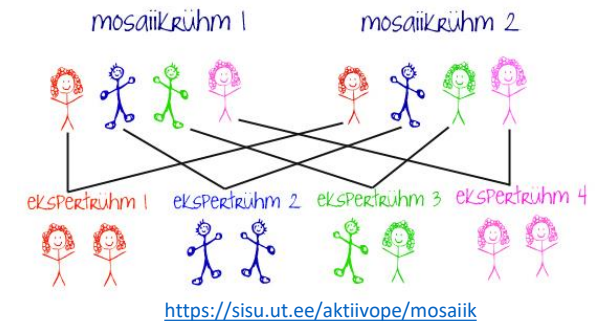
Pair study

- Two students work together to solve a problem or hone a skill (e.g. lab, computer assignments).

Joint working groups

- Each group is given a task (e.g. a problem or a case), which is planned in such a way that its solution can be based on both theory (textbook, materials shared by the lecturer, articles) and students' daily life experiences (so that everyone can have a say).
- Group activities can start in one room and, if possible, continue in separate rooms. The results will be presented again in one room.
- Each joint working group makes a summary report of its discussion.

Mosaic



- Each student works in two different groups: in the expert group he learns the material for himself and in the mosaic group he teaches it to others.
- Example:
 - A general topic has been agreed upon, and the lecturer has chosen 4 articles on the topic.
 - Students are divided into groups, and the members of each group work through one article at home.
 - In the seminar, students who have read the same article gather first (an expert group is formed) and check their understanding of the article, agree on which main points of the article should be presented to fellow students (who have not read the corresponding article) in the mosaic group.
 - Then, mosaic groups are formed in which students who have read 4 different articles present the read articles to each other.
 - When all the articles have been reviewed in the mosaic group, a topic-specific summarizing task (poster, mind map, test) is done.

Socrates' Walk

- A pair of students is given a task.
- They go for a walk.
- They solve the task within a certain time/journey.
- A joint discussion in class follows.

Problems during group work

- How to avoid problems associated with group work?
 - Rules, explanations.
- What to do if students contribute to group work to different degrees?
 - Procrastinator vs lack of experience - lecturer contributes to group work.
- What to do if a student does the entire group's work by himself?
 - Division of roles and tasks, analysis of group work process and individual participation.

Problems during group work

- What to do if the group work in the auditorium becomes very noisy?
 - Give a notification - when the group work is over, that it is time for the lecturer's comment (the lecturer raises his hand, the time is on the slide).
- What if the groups finish the task at different times?
 - Set clear time limits.
- What to do if group members cannot communicate with each other?
 - Develop clear rules and agreements, carry out a discussion of goals and explanations about the specifics of working in a group (changing the composition of groups).

Problems during group work

- What to do if the logistics of group work does not work out?
 - The reason may be some other problem (lack of motivation, messed up relationships).
- What to do if students doubt the necessity of group work?
 - Maybe the students are right?! => Use diverse teaching methods in teaching. Give students the opportunity to make suggestions for group work and make rules together.
- What to do with the material that cannot be covered in lectures because group work takes so long?
 - Interweave group work with learning material. Teaching staff as authority - let teaching staff be involved.

Group work example

General microbiology 4 ECTS, 1st year spring semester

- Introductory lecture
 - Introduction of the subject and organization of the subject
 - To complete the course, learners must:
 - prepare a report based on the results of group work and present it to fellow students.
- Assessment - Group work
 - Non-differentiated assessment: Group work is passed if it is prepared according to the instructions and presented in front of an audience.

Group work example

- Long-term - working together in groups for a longer period of time
 - Purpose: creation of educational material
- The topic of the group work is given by the lecturer.
 - 8 topics => 8 groups (formed on a voluntary basis)
 - The topic is chosen randomly.
- In the course of group work, a presentation is prepared based on the literature (the presence of several literary sources, including scientific literature, and correct referencing) is required, which is presented to fellow students in seminars. => Study material is being prepared.
- The length of the presentation is 20 min + answering questions (3 questions for the audience) and discussion.
- A group work contract is concluded.

Team Contract

Team number: _____ Date: _____

GOALS: What are our team goals for this project?
What do we want to accomplish? What skills do we want to develop or refine?

Empty space for writing team goals.

EXPECTATIONS: What do we expect of one another in regard to attendance at meetings, participation, frequency of communication, the quality of work, etc.?

Empty space for writing team expectations.

POLICIES & PROCEDURES: What rules can we agree on to help us meet our goals and expectations?

Empty space for writing team policies and procedures.

CONSEQUENCES: How will we address non-performance in regard to these goals, expectations, policies and procedures?

Empty space for writing team consequences.

We share these goals and expectations, and agree to these policies, procedures, and consequences.

Team member name

Team member name

Team member name

Team member name

Team member name

Group work example

- Specific dates:
 - Presentation agenda => first feedback
 - Send the agendas of the presentations to the lecturer on 21.02.
 - Presentation (in progress) => second feedback
 - Send the presentation to the lecturer no later than 1 week before the presentation (see presentation dates in SIS).
 - Ready presentation => presentation in the auditorium
 - Send the presentation to the lecturer 2 days before the presentation.
 - Presentations in seminars: 11.03., 25.03., 08.04., 29.04.

Group work example

- Presentation time 20 min.
- Students make notes in the study diary.
- Immediate feedback from the teacher:
 - I praise, recognize and tell what was well done.
 - Then together we review the slides/concepts/topics that are particularly important and that will also be included in the exam.
- Assessment - non-differential (everyone's contribution to group work?)
- Finally, we review the group work agreements again and the students give their own comments.

Performer evaluation sheet

- The presenter is at the time of presentation
 - nervous
 - calm
- The performer maintains eye contact with the audience
 - often
 - slightly
 - no eye contact
- The performer's voice is
 - too quiet
 - appropriate
 - too loud
- Recommendations for the presenter:

Agenda II

Final thesis

- Roles of the supervisor and the student preparing the thesis
- Supporting the student in the research process
- Stages of the research process
- The role and possibilities of feedback in research supervision

Roles of the supervisor and the student

What is supervision?

- Supervision in the broadest sense is a comprehensive activity that supports the learner throughout the study period.
 - Supervision includes both academic and personal support (rules of the academic community, study planning, study skills, personal growth, etc.).
- In a narrower sense, tutoring is the supervision of students' written work.
- Compiling student papers and supervising students is a part of the learning process.

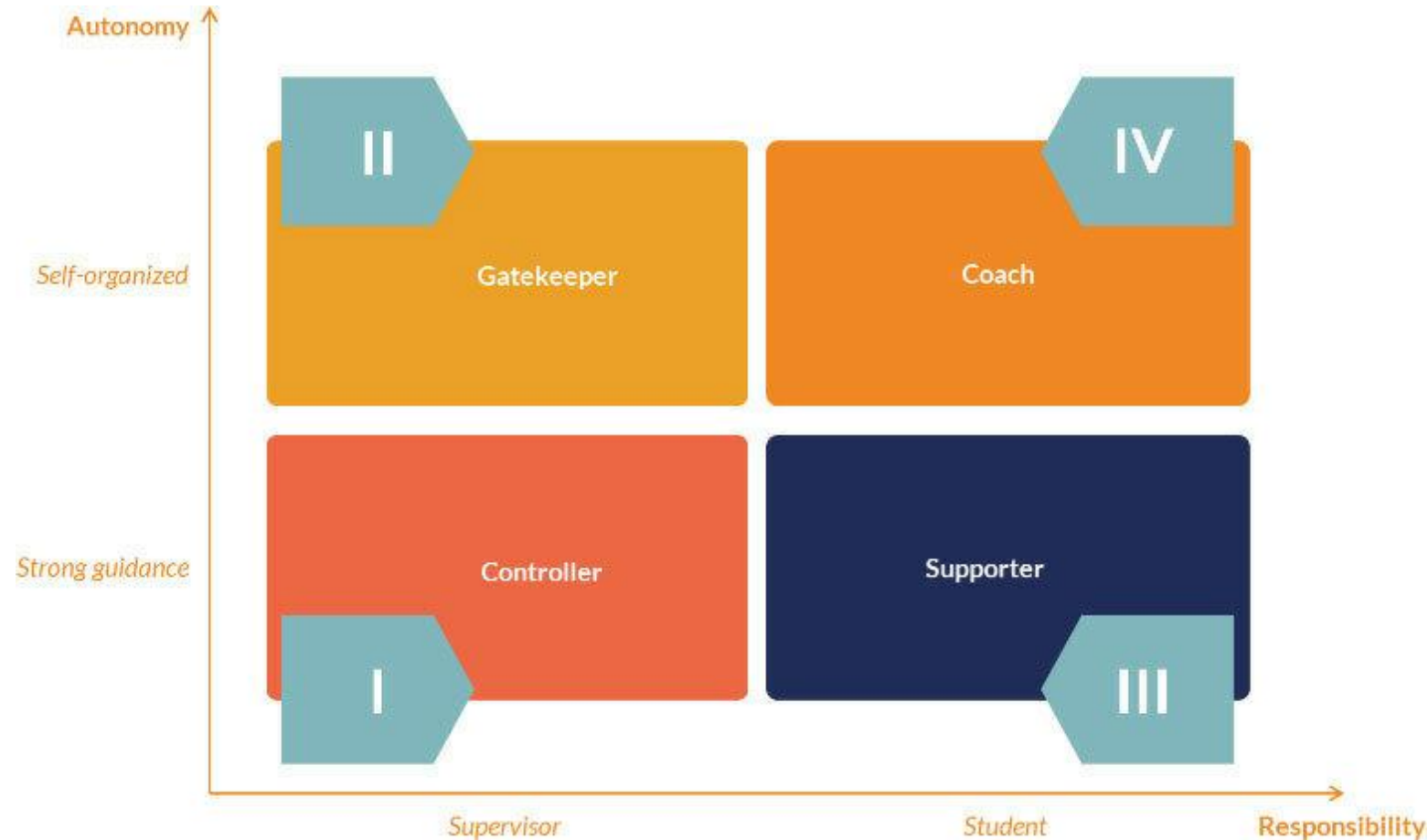
Roles of the supervisor and the student

Supervision process (Armitage, 2006)

- 1. The beginning of the supervision process
 - The starting point - establishing a relationship, making cooperation agreements
- 2. In the course of the supervision process
 - To keep the process going – the development of communication norms or customs in compliance with the cooperation agreement (if necessary changing them)
- 3. The last stage of supervision
 - The end is in sight - relationships have been formed, planning for further cooperation

Roles of the supervisor and the student

The four supervisor types (Schefer-Wenzl and Miladinovic 2022)



Roles of the supervisor and the student

Roles in supervision (Brown & Atkins, 1988)

Supervisor	Student
Guru	Disciple
Master	Servant
Teacher	Pupil
Guide	Explorer
Project manager	Team worker
Editor	Author
Doctor	Patient
Professional colleague	Colleague
Friend	Friend

Roles of the supervisor and the student

Factors affecting supervision

- Expectations for the graduate (higher education standard)
- Curriculum outputs, content and structure
- Institutional context (rules and understandings of the university, faculty, department, chair)
- Supervisor's understanding of learning, teaching, supervision, thesis; the supervisor's own experiences as a student
- Perceptions and actions of the supervisee

Roles of the supervisor and the student

Agreements related to the supervision process

- What are the rules of the institute (work plans, schedule)?
- What is the design of the study?
- What is the exact schedule?
- How do we communicate?
- How often do we meet?
- What preliminary work do I expect the student to do before meeting?
- Who summarizes the discussion?
- When and how do I give feedback?

Supporting the student in the research process

How to support?

- Guidance meetings during the research process
 - Purpose of the meetings
 - Frequency of the meetings
 - Method of the meetings (how? with whom?)
 - Content of the meetings
 - Recording the meetings
 - Planning of post-meeting activities

Supporting the student in the research process

How to support? (Morss, Murray 2005)

- Summary of the meetings
 - Name of student
 - Supervisor's name
 - Date
 - Subject(s) of the meeting
 - Activities between the previous and current meeting
 - Following the objectives
 - Activities of the student
 - Supervisor's tasks
 - Next meeting date

Supporting the student in the research process

The role and responsibility of the student

- Responsible for the completion of their work
- Shows initiative when communicating with the supervisor
- Adheres to deadlines and agreements
- Informs the instructor if they plan to change something (topic, research question, questionnaire...)
- Makes corrections in their work following the supervisor's recommendations

Supporting the student in the research process

The role and responsibility of the supervisor

- To adhere to the meeting times agreed with the supervisee
- Contribute to and support adherence to a reasonable time frame for conducting research
- Give feedback
- Notify the supervisee if the process of completing the thesis does not go as expected (if necessary)
- Be familiar with and take into account the organizational and formal side of making/presenting/defending theses
- Prepare the student for the defense

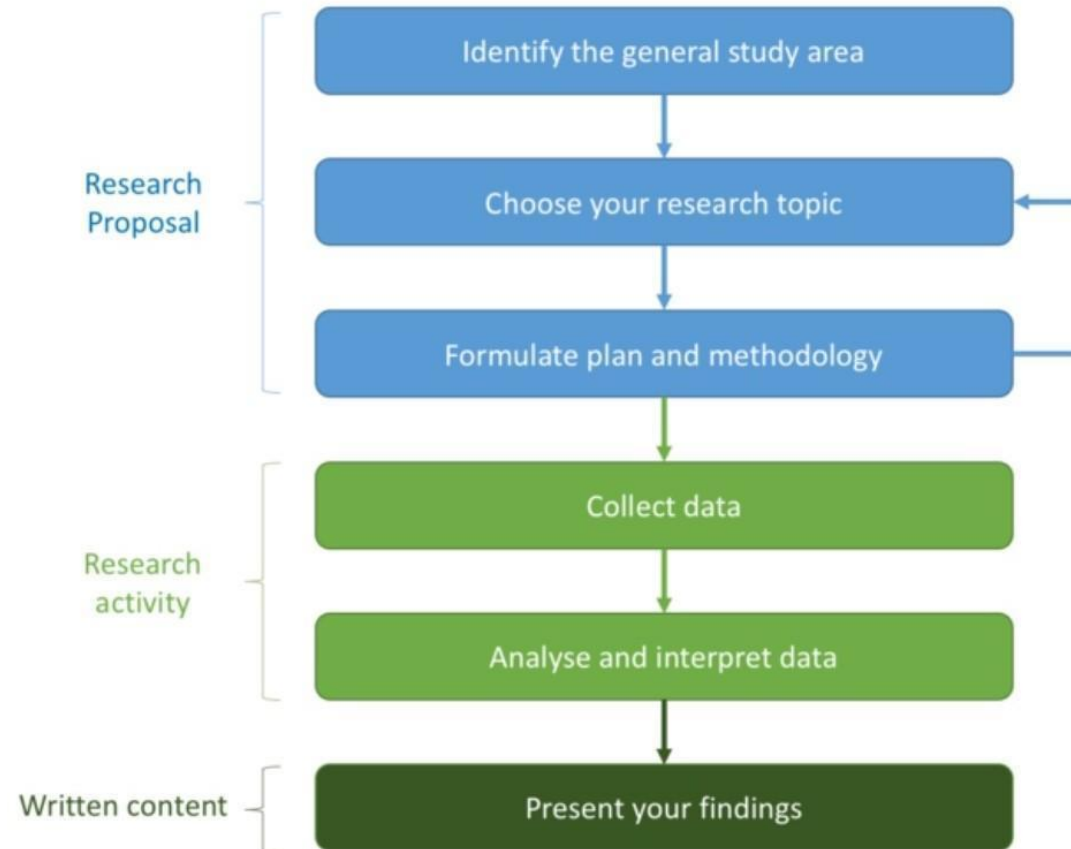
Supporting the student in the research process

Dispute Resolution Agreements

- What do we do if one party does not keep to the agreements?
- How do we stop coaching?

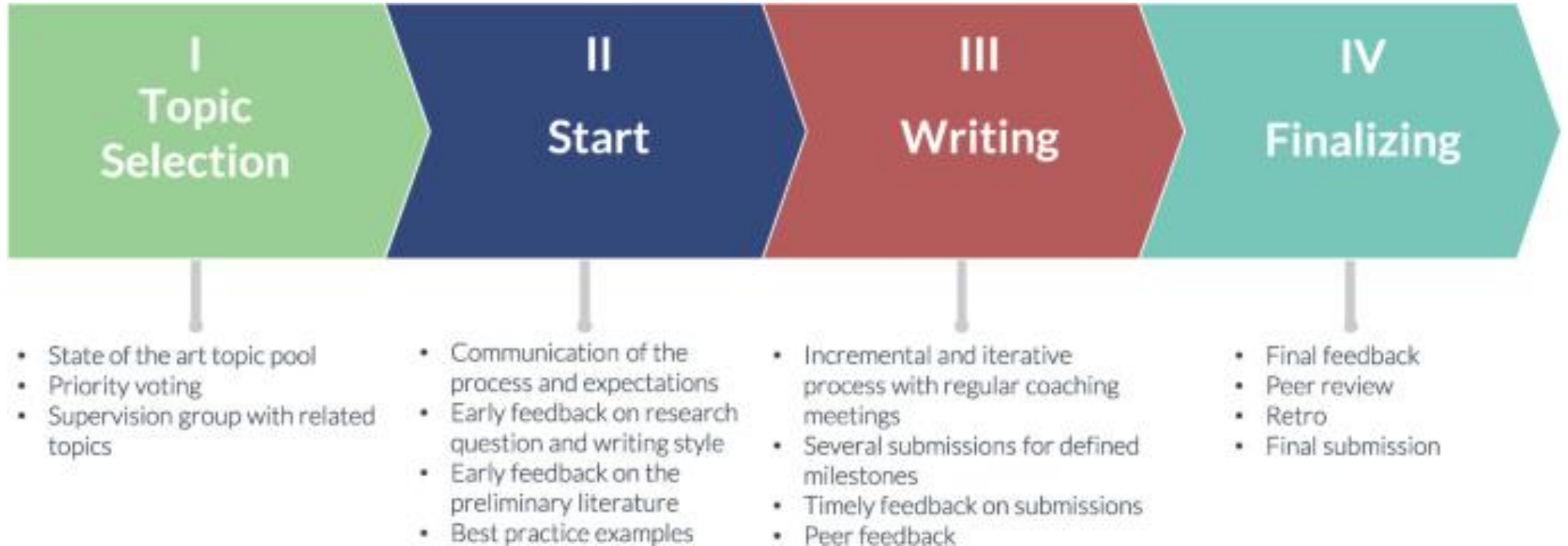
Stages of the research process

Rummel, J. F., Ballaine, W. C. (1963). *Research methodology in business*. Harper & Row.



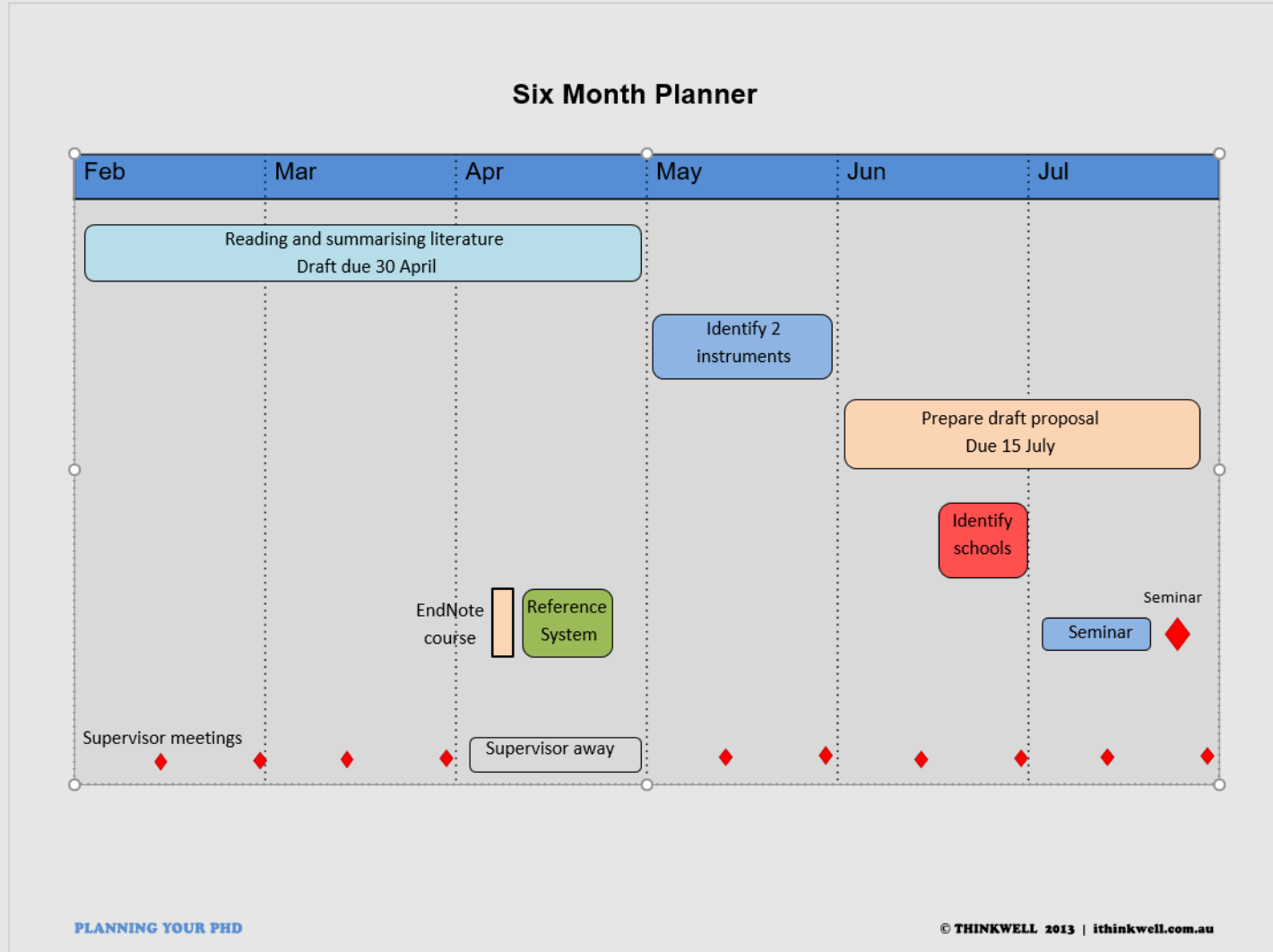
Stages of the research process

The four phases of continuous thesis supervision (Schefer-Wenzl and Miladinovic 2022)



https://link.springer.com/chapter/10.1007/978-3-030-90677-1_30

Pisipildid



The role and possibilities of feedback in research supervision

- Which statement best fits your purpose when giving feedback:
 - A. feedback is to point out the learner's mistakes and errors
 - B. feedback is to express an opinion about the learner's work as a teacher
 - C. feedback is to support and encourage the learner in his development
 - D. feedback is to reduce the gap between current and desired performance

The role and possibilities of feedback in research supervision

Effective feedback (Ashwin *et al.*, 2016)

- What information does the student need (is the student able to express a wish/need)?
- In what form is the feedback given?
- When is feedback given?
- Who gives feedback?
- How is feedback implemented? Can the student apply the feedback?
- How do we know the feedback has been useful?

The role and possibilities of feedback in research supervision

Effective feedback according to the students is

- fast
- non-judgementally descriptive
- constructive – making suggestions for improvement
- given in the work process - the possibility of updating and correcting errors
- related to work objectives and evaluation criteria
- specific, justified
- the opportunity to be in dialogue, to discuss

The role and possibilities of feedback in research supervision

Oral or written?

- Oral dialogue
 - leads to learners' knowledge orientation and more effective learning/work improvement (Esterhazy and Damşa 2019).
 - leads to greater motivation of learners (Hawe and Dixon 2017).
 - supports learners' self-analysis and more adequate decisions about their work (Hawe and Dixon 2017).
- Written feedback without a dialogue may be insufficient for learners to understand the information contained in the feedback (Steen-Utheim and Hopfenbeck 2019; Pitt and Norton 2017).

The role and possibilities of feedback in research supervision

Written feedback

- Phrase your comments as opinions rather than questions.
- Explain your comment.
- Be sure to mention the places that are good and why, as well as those that are not so good and why.
- Draw attention to places that can be understood differently (incorrectly) and analyze them.
- Mark and highlight irrelevant or missing content.
- Be specific and suggest alternative wording where changes should be made.

The role and possibilities of feedback in research supervision

What to avoid when giving feedback

- Marks in the text without an explanatory comment
- Writing "good" without explanation
- Comments in the form of question marks and questions
- Too much feedback
- Sarcasm, irony, rude expressions, too emotional or jocular comments
- Controversial or incomprehensible vocabulary
- Unclear recommendations e.g. "Expand your argumentation", "This needs a deeper analysis"

The role and possibilities of feedback in research supervision

In summary

- Start and end your feedback with positive observations.
- Focus on the main points (not all sorts of aspects of the work that could be commented on).
- Tell what should be developed further in the future.
- Avoid excessive encouragement (especially if the work is not very good).
- Avoid giving equal weight to minor strengths and major weaknesses in student work.
- Avoid too many negative comments (focus on a few important ones).

Thank you for listening!



<https://www.apendum.com.ar/crowdfunding/>