9fed Gynhadledd Dysgu ac Addysgu

 9th Annual Learning and Teaching Conference

29 Mehefin – 2 Gorffennaf | 29 June – 2 July 21

# Crynoldebau / abstracts

Dialogic feedback in online group tutorials

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This case study presents an approach to tutoring that provides rich dialogic feedback to students through online group tutorials. We used the affordances of MS Teams to promote inclusion and build a learning community in which students feel comfortable sharing with and supporting their peers. This model is adaptable to small group tutorials at any level of study, from first-year undergraduate modules through postgraduate taught and research programmes.

In this session, we explore how the process worked for our groups and how it could be adapted for other teaching contexts.

Chi, Roy, and Hausmann (2008) found powerful evidence showing that students can learn vicariously when they observe other students being tutored. We used this principle in our assessment tutorials for the PGCTHE module, **PDM0530 Action Research and Reflective Practice in Higher Education**.

From past experience, I knew that many of my students would need extra support in designing the evaluation questions for their action research projects, and that the most effective way to provide such support is through consultations where we discuss the specifics of their projects. Previously, this took place through individual consultations in my office, after which I would send a follow-up email to reinforce key points.

Since the lockdown in response to Covid, I have been running these as small group tutorials online. We use the affordance of Teams to provide rich feedback and capture the dialogue as it develops. Students can refer to the text chat later for details, and thus don't have to rely on their own notes. Students have said that they not only learn from the portion of the session in which we discuss their own projects, but also from the discussion around their peers’ projects as well.

Several factors are key to implementing such a session effectively. Active listening (Rogers, 1987) and strength-based feedback (Louis, 2015) are essential for building trust and inclusion. In our conference session, we will hold an interactive discussion to explore ways that these principles can be applied in your own teaching contexts.

## Sources cited

Chi, M. T., Roy, M., & Hausmann, R. G. (2008). Observing tutorial dialogues collaboratively: insights about human tutoring effectiveness from vicarious learning. *Cognitive science*, *32*(2), 301–341. <https://doi.org/10.1080/03640210701863396>

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Rogers, C. R. & Farson, R. E. (1987). Active Listening. *Communication in Business Today*. Ed. R. G. Newman, M. A. Danziger, and M. Cohen. Washington, D.C.: Heath and Company. Excerpted in *Wholebeing Institute*. <https://wholebeinginstitute.com/wp-content/uploads/Rogers_Farson_Active-Listening.pdf>