Group supervision of student term papers - final report

Persson, Anders; Andersson, Gunnar

2002

Citation for published version (APA):

General rights
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

• Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
• You may not further distribute the material or use it for any profit-making activity or commercial gain
• You may freely distribute the URL identifying the publication in the public portal

Take down policy
If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.
Group-tutoring of essays

Abstract

In Swedish: Boken "Coaching och handledning av grupper - inom universitets- och högskoleutbildning" ges ut av www.studentlitteratur.se/universitet/.

In the Department of Sociology, Lund University, nearly 200 students have in recent years annually begun to write essays on the bachelor or the master level. The scope of the essays has varied but generally their quality is good. There is low productivity, and a very small proportion of the students finish their essays in due time. From 1998 the admission is restricted, so only 80 students are accepted annually for the bachelors level. On the masters level there is still free admission and about 40 students are accepted annually. Thus in the foreseeable future about 120 students will begin to write essays annually. In recent years measures have been taken to increase the productivity with the quality of essays being kept intact. The payment for tutoring has been raised. Different supporting activities for the benefit of the students have been introduced. By the composition of official evaluation criteria the arbitrariness at the examination of the essays has been reduced. Now we wish to go further by developing a system of tutoring students in groups.

The project aims at developing group tutoring of students who write essays on the bachelor and master levels in undergraduate studies in sociology. We wish to do that by introducing group tutoring while "coaching" and continually educating the tutors for this task. We apply an approach of learning by doing and action learning. Group tutoring should increase the productivity while maintaining the scientific quality of the essays.
The project "Group tutoring of papers" received funding from the Council for Higher Education during the period 1999 - 2001. With minor variations, the project has been implemented in accordance with the original plan. The project’s first term, autumn 1999, was preparatory in as much as group supervision was carried out on a voluntary basis. During the two following terms group supervision was compulsory for the students, as were timetabled meetings with the coach for the supervising tutors. During the project’s final term, spring 2001, a substantial report was compiled on the project. While Anders Persson was on leave of absence, acting as principal secretary for a government enquiry, the project came under the leadership of Dr Gunnar Andersson.

We have reported the results of the project at a seminar on pedagogical ideas at the University of Lund, and the project has received attention in an article in Lund University’s staff magazine LUM no. 5/2001. We are also presenting the results of the project in an article in the National Agency for Higher Education’s newsletter Nyheter & Debatt (News and Debate) (3/2002). The publisher, Studentlitteratur, has accepted the manuscript of our book Coaching och handledning av grupper (Coaching and supervision of groups), which will be published in the autumn of 2002 (the book’s table of contents is attached as an appendix). We regard this book as the actual final report from the project and in what follows we therefore provide a concise account of the background to the project, its organisation and its results.

**Background to the project**

In the early 1990s the Department of Sociology – in common with many other departments – was able to record both a substantial increase in student numbers as well as in resources available to run undergraduate studies and development work. A substantial evaluation project occupied the department for several years and in 1998 resulted in a complete change to the entire structure of studies in sociology. One of the objectives of the new undergraduate studies was to increase the input of written work at a lower level, in order to provide a better

---

1 The Council was informed of the temporary change of project leader and the change was approved 071099.
preparation for writing term papers at the undergraduate level. The situation was namely one in which the majority of the students successfully got through 50 points (2.5 terms) of ordinary study courses at the same time as a significant number then dropped out on account of writing term papers. That group who were therefore sometimes known among the students as "the fifty point proletariat" was gradually increasing and the number of students who either never finished their studies or who lagged behind for a long period in writing their term papers was becoming an ever more acute problem. The problem of low rate of throughput has long been recognised – so well-known that many teachers had incorporated it within the system and quite simply maintained that: "...it is not possible to write a good term paper in the prescribed ten weeks" – and it was probably largely the same at many other social science departments in the country. A strongly contributory reason for the situation in Lund was that the paper was the most important factor when it came to differentiating those applying to graduate studies, which is why the required level of the papers was raised among all those who wrote papers – not only among those who intended to apply to do graduate studies. Low rate of throughput was a financial problem for both the department – whose allocation of resources varied to a certain extent according to completed degrees – and the student – whose period of study was thereby considerably lengthened and who was therefore forced to finance a long drawn-out period of work on a term paper with study loans.

It was known that there were a number of other academic institutions where the study period had successfully been shortened, and with them in mind, as early as the beginning of the 1990s, various trials were instituted that involved the usual, individual way of conducting supervision being supplemented with elements of collective supervision. These trials were, however, voluntary in the sense that it was up to individual teachers to put them into practice and participate in them. In conjunction with a number of new Masters level courses in sociology starting in the early 1990s, attempts were made to introduce compulsory elements of collective supervision. This resulted in vigorous opposition from the department’s teachers along the lines of a kind of libertarian position emphasising the students’ free choice of subject, supervisor, level of ambition and period of study. The trial came to nothing. Collective supervision therefore had to continue as a kind of voluntary option, often with great success in terms of fewer students dropping out and shorter periods of study. The writers of this report, for example, completed a very successful Masters level course in social psychology, in which elements of collective supervision were available (resources seminars,
tuition in problem formulation, requirement for writing essay plans and so on) that contributed to an increased rate of throughput and term papers of good scholarly quality.

In addition to these voluntary trials with collective supervision, a large number of organisational changes which had an effect on writing term papers were instituted at that time in the Department of Sociology in Lund: the allocation of hours to the supervisors of term papers was raised by 60%; a "performance system" was introduced which meant that 40% of the supervisor’s compensation were paid when the supervision commenced, and the remainder when the student was examined; an external evaluation of, among other things, the term papers showed that their quality did not deviate from term papers at other departments of sociology in the country; a project was subsequently instituted in collaboration with the Department of Sociology at the University of Göteborg in which a selection of term papers from the respective departments were graded by the other department’s examiners, giving approximately the same results as the external assessment; a supervisors seminar was also initiated with the aim of raising the level of expertise among the supervisors of term papers; criteria for assessment of term papers were drawn up, to which the students also had access.

During the mid-1990s almost 200 students a year began writing term papers at the BA and MA levels in sociology. The rate of throughput was very low and barely 10% of students completed their term papers within the prescribed time, i.e. half a term for a BA paper and a term for an MA paper. From the beginning of 1998 restrictions on admissions were introduced and a maximum of 80 students per year were admitted to the 41-60-point level. Entry to the 61-80-point level remained open.

Research on the organisation of term paper writing in 17 undergraduate courses of study within the social science faculty at Lund University was carried out by one of the authors in the mid-1990s. The study revealed that term paper writing organisation varied along a scale, with endpoints labeled "freedom” and "regulation”. The Department of Sociology and another department constituted two of the most typical representatives of these opposites. The sociologists organised the task of writing term papers in a liberal manner, while the other department’s organisation was directed at regulation. The perception that writing term papers

---

2 A detailed account of the research can be found in Persson, Anders 1996 Nyfikenhet, kritiskt tänkande och kvalite (Curiosity, critical thinking and quality). Lund: Evaluation unit, Lund University.
should take place in private and in complete freedom from all restrictions was solidly established at the Department of Sociology.

In the spring term of 1998 a follow-up study of students who had not completed their term papers within the allotted time was carried out. 258 students were asked to complete a questionnaire and of the 115 who replied, a large number pointed out that an important reason for the non-completion of term papers was solitude/isolation. One student wrote quite simply that “writing term papers is pure solitary confinement”\(^3\). Several students maintained that they had a need for a support group in writing term papers.

The conclusion that was drawn from both of the above-mentioned studies was that a libertarian-individualistic culture to a large degree characterised the task of writing term papers in sociology. In tangible terms it was expressed by the fact that the production of term papers was organised with its point of departure in the different choices on which the student and the supervisor agreed. However, the follow-up studies also show that the students wanted to have considerably more support and less work on their own in writing their term papers than what was the case.

As has been shown, several attempts had been made to change these conditions. The results had been good but unfortunately only lasted as long as those enthusiastic individuals who had taken the initiative were personally involved – to then return to “the normal situation”: high scholarly ambitions and low rate of throughput, great individual freedom for students writing term papers, and widespread solitude without support.

The development project "Group tutoring of essays" emerged against this background with the objective of developing forms of group supervision of student papers at the BA and MA levels. The project was supposed to make a contribution towards changing the culture that characterised term paper writing by introducing group supervision for the students and at the same time to "coach" and thereby gradually train the supervisors for this task. What the supervisors did and what they learnt would consequently be integrated and the endeavour was thereby characterised by “learning by doing” and ”action learning”. Group supervision was

\(^3\) The follow-up study was carried out by the then assistant director of studies in sociology Margareta Nilsson Lindström.
expected to increase the rate of throughput, at the same time as maintaining the quality of the term papers at a reasonable scholarly level. Furthermore, group supervision was supposed to improve the regulation provided to those students who write term papers at the same time as ensuring their freedom in terms of, for example, choice of subject matter and method of working.

**Concrete organisation of the project**
The aim of the project was to develop a mode of supervision that allows individualised essay projects, with all the positive aspects of individual, motivated choice that that involves, and that simultaneously constitutes a social network in which students are able to maintain social support and collective supervision. At the same time we wanted to test whether this new organisation of supervision could shorten the study period for those students who wrote term papers, without lowering the requirements for a reasonable level of scholarly quality.

In concrete terms, the project was structured in the following way:

1. **Group supervision:** Supervisor was selected by the director of studies for undergraduate studies. At the same time, the students’ option of choosing a supervisor was removed. Groups of 5-7 students were assembled and assigned a supervisor. The supervisor’s compensation was reduced from 24 to 18 working hours per term paper (for a 10-point paper) and recommendations on how supervision resources should be used were distributed to and discussed by the supervisors;

2. **Coaching and supervision training:** A coach, i.e. a supervisor who supervises supervisors, was appointed and regular meetings between group supervisors and the coach were timetabled for the entire term. The meetings were oriented towards the problems that supervisors experienced in their supervision groups and became a kind of supervisors training. The supervisors were compensated the equivalent of 18 working hours during one term for participation in the coaching sessions;

3. **Evaluation:** A special evaluator was appointed to follow the project from beginning to end. The evaluator took part in the meetings that the coach organised and gradually evaluated the

---

4 Gunnar Andersson has acted as coach during the entire period of the project, for one term together with Anders Persson.
group supervision by means of interviews and questionnaires with the students and
supervisors. The evaluator also carried out follow-up studies based on study statistics. The
purpose of the evaluation was to illustrate the way in which the relationship between
throughput and scholarly quality, in terms of the individual and the group is affected by group
supervision.

Preparation for the development project took place during the autumn term of 1999 by means
of a number of supervisors having the opportunity to supervise students in groups. The
compulsory group supervision supported by the coach commenced in the spring term of 2000
and continued autumn term 2001. The project was evaluated on a continuous basis during
these two terms. Group supervision with coaching was made permanent from the beginning of
the spring term 2001 and since then has been running without special project funds.

Neither students nor any other group of participants have been involved in the management
team or the reference group for the project, due to the fact neither body existed. However it
should be mentioned that in a study of student influence that was undertaken in 1998 at the
Department of Sociology it emerged that uncertainties regarding requirements and "codes"
were a very important aspect of the students’ experience of lack of influence and alienation
(see further Persson, A. 1998 Studentinflytande i massuniversitetet. (Student influence in the
mass university) Lund: Evaluation unit, Lund University.) This pertained not least to students
who were writing term papers. The project has led to a part of the "hidden curriculum of
study" involved in the work of writing term papers being made visible, which we assume has
reduced the experience of arbitrary treatment that characterises the subordination of students
in higher education. Students’ views, as well as the views of other involved parties, of the
project’s organisation and results have been obtained in the evaluations of the project that
were carried out.

The project’s results
One of the aims of the project was to change the supervision culture in the Department of
Sociology and we will therefore provide an account here of what that change involved. We
are doing this against the background of the enquiry into different ways of organising the task
of writing term papers within the social science faculty’s undergraduate courses that was an
important prerequisite in terms of knowledge for the project and that showed among other
things that there were two almost pure ways of organising supervision of student term papers,
which were called the cultures of "freedom" and "regulation". The culture that is now under development in the Department of Sociology represents a synthesis of freedom and regulation. The chart below describes the three supervision cultures.

Figure 1: Supervision culture

<table>
<thead>
<tr>
<th></th>
<th>X</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free choice of subject?</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Free choice of supervisor?</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Free choice of student?</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Is there a requirement for an essay plan?</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Are there deadlines?</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Examiner &amp; supervisor same person?</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

The X-culture is identical to that which was previously described in terms of regulation. It is based on placing restrictions on a number of freedoms and could also be called a culture of compulsion. The Y-culture is that which previously characterised the task of writing term papers in the Department of Sociology in Lund. It has previously been described using the word freedom, however since it is based on individual choice it could equally well be called a culture of choice. The Z-culture is a kind of synthesis of both of the others and describes the way in which group supervision in the Department of Sociology has been organised within the framework of the development project.

Group supervision is organised such that the student chooses the topic of the term paper but not the supervisor. Neither does the supervisor choose the student. The relationship between supervisor and student consequently comes about as a result of external forces that they do not control. Group supervision also involves the introduction of the requirement for an essay plan, in other words a concept and a plan for the term paper that the student writes at an earlier stage. Various deadlines are also introduced, what they actually are may vary between the different supervisory groups, however, the idea is that the students should proceed at the same pace towards the objective of completing the term paper at the designated time. Finally, the system of having a separate examiner and supervisor is retained, which gives the student considerably more security than where these roles are combined.

The development project has not met with an especially high level of initial resistance, which may be to do with the fact that it went hand in hand with a total change in the external
framework of the established supervision culture: selection of supervisor and of student was
done away with in one stroke and replaced with a system in which the supervisors were each
allocated a group of students. This has meant that some supervisors have taken the old
supervising culture along with them into the new situation, and consequently, either
consciously or unconsciously, struggled against certain aspects of group supervision. This
reluctance has however been worked on in the continual meetings with the coach with the
result that while there was a certain amount of reluctance during the project’s first term, the
project’s second term was to all intents and purposes free of this. To judge from the
evaluation report where the views of students, supervisors and examiners on the project have
been documented⁵, it appears however that opposition has been given expression in other
arenas, not least in the evaluation itself.

Nevertheless, the results of the project have been extremely good: the rate of throughput when
it comes to BA and MA papers at the Department of Sociology in Lund has increased from
under 10 % to over 50 %, with no negative effects on the scholarly quality of the term papers.
After the two years of the project, the Department of Sociology in Lund has made permanent
the way of working that has been developed in the project - group supervision of students;
coaching of supervisors.

---

⁵ Written by Dr Berit Andersson, Department of Sociology in Lund, and to be published in our book Coaching
and supervision of groups.
Appendix: Table of contents in the book manuscript *Coaching and supervision of groups* (for publication autumn 2002 by Studentlitteratur)

**Contents**

1. **The development project**
   Background to the project  
   Concrete project organisation  
   Supervision cultures  
   Aim and outline of the book

2. **This is the way we worked**
   A timetable for the work of writing term papers  
   Web site  
   Resource seminar  
   What is group supervision?  
   What is coaching?  
   *The coaching meeting*  
   *Preparations for the first group supervision session*

3. **Group supervision– creating and maintaining a constructive group atmosphere**
   Social attentiveness in the situation  
   Socially attentive over time  
   Conversing in groups  
   Group pressure and group dynamics  
   Social welfare  
   Reflections on the supervisor's role and the group's mode of functioning

4. **Coaching – supervising the supervisors**
   Requirements on the coach  
   *Experience of supervision and teaching*  
   *Process knowledge*  
   *Prestige consciousness*  
   *Subject knowledge*  
   *Patience and some pleasure in sorting things out*  
   *Reasonable pay*
   
   The coach's style of supervision  
   *Clarity*  
   *Focussing*  
   *Solving problems with the help of the group*  
   *About the task – follow up!*  
   *Remember what each supervisor has said- follow-up*  
   *Remember how the student groups are constituted*  
   *Note changes in the student group*  
   *Note changes in the supervisor group*  
   *Note changes in individual supervisors*  
   *Praise and challenge! Support and demand*
5. Changed roles
Mass education’s pressures to change
  Contents: tension between scholarly knowledge and utility
  Form: tension between freedom and regulation
  Students: tension between individualisation and mass existence
  Teacher: tension between pedagogical amateurism and professionalisation

Changed roles
  Supervisor role
  Student role
  The role as supervised and reflecting colleague

6. Right level of quality
Quality concept within higher education
  Quality as character
  Quality as performance
  Quality as standard
  Multi-dimensional quality
  The relationship between the properties and dimensions of quality in the work of
  writing term papers
  What is the right level of quality?

7. Reflections on the project's results
The results of the evaluation
  The structure
  The supervision culture
  The supervisor and the group
  The group supervisor

Organisation for co-operation

8. Guide to getting started
Getting started
Main features of group supervision
Main features of coaching

References

Appendix 1: Berit Andersson: Evaluation report
Appendix 2: Criteria for assessing term papers
Appendix 3: Compensation for the supervisors
Underlag för pressmeddelande om boken Coaching och handledning av grupper

För några år sedan genomfördes ett förändringsprojekt vid Lunds universitet som syftade till att förkorta studietiderna utan att uppsatsernas vetenskapliga kvalitet påverkades negativt. Resultatet blev synnerligen lyckat: andelen uppsatser som blev färdiga inom den tidsram som föreskrivs i kursplaner ökade från under 10 % till över 50 %; uppsatsernas vetenskapliga kvalitet försämrades inte. Nu kommer boken där projektets resultat och arbetssätt beskrivs och problematiseras: Coaching och handledning av grupper - i universitets- och högskoleutbildning.

Författare är:


Projektets arbetssätt innebär att samtliga kandidat- och magisteruppsatser handleds i grupper om 5-7 studenter. En alltigenom frihetlig och individualistisk kultur - där studenter valde uppsatsämne, handledare, studietid etc. och handledare valde studenter - ersattes av en mer
omhändertagande kultur där studenterna väljer uppsatsämne och handleds i grupp i syfte att få flera studenter att lyckas skriva sina uppsatser och göra detta på en avsevärt kortare tid än tidigare.

Parallellt med grupphandledning innebär projektet att coaching av handledarna infördes. Den innebär att handledarna fortlöpande handleds av en kollega och "utbildas" i grupp samtidigt som de själva handlera sina studenter i grupp. Learning by doing således.


Gunnar Andersson är anträffbar på 046-2229573 eller mail: gunnar.andersson@soc.lu.se och Anders Persson på 040-109509 eller mail: anders.persson@niwl.se