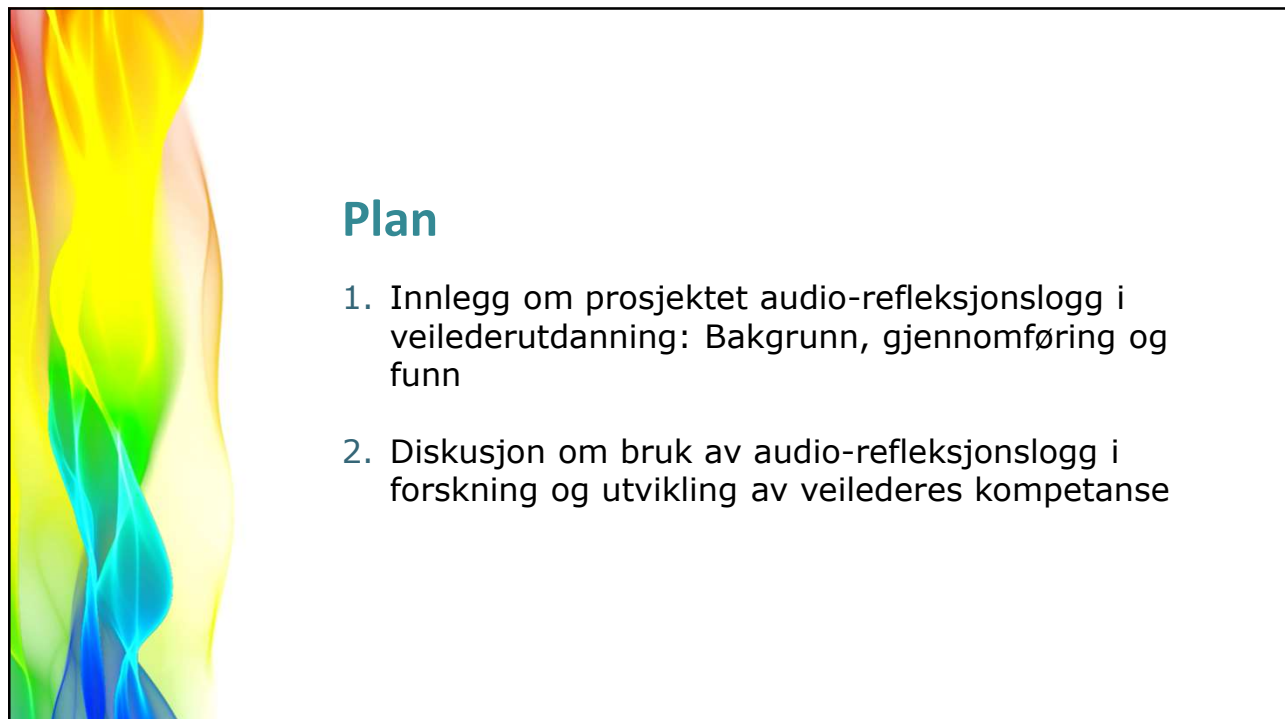





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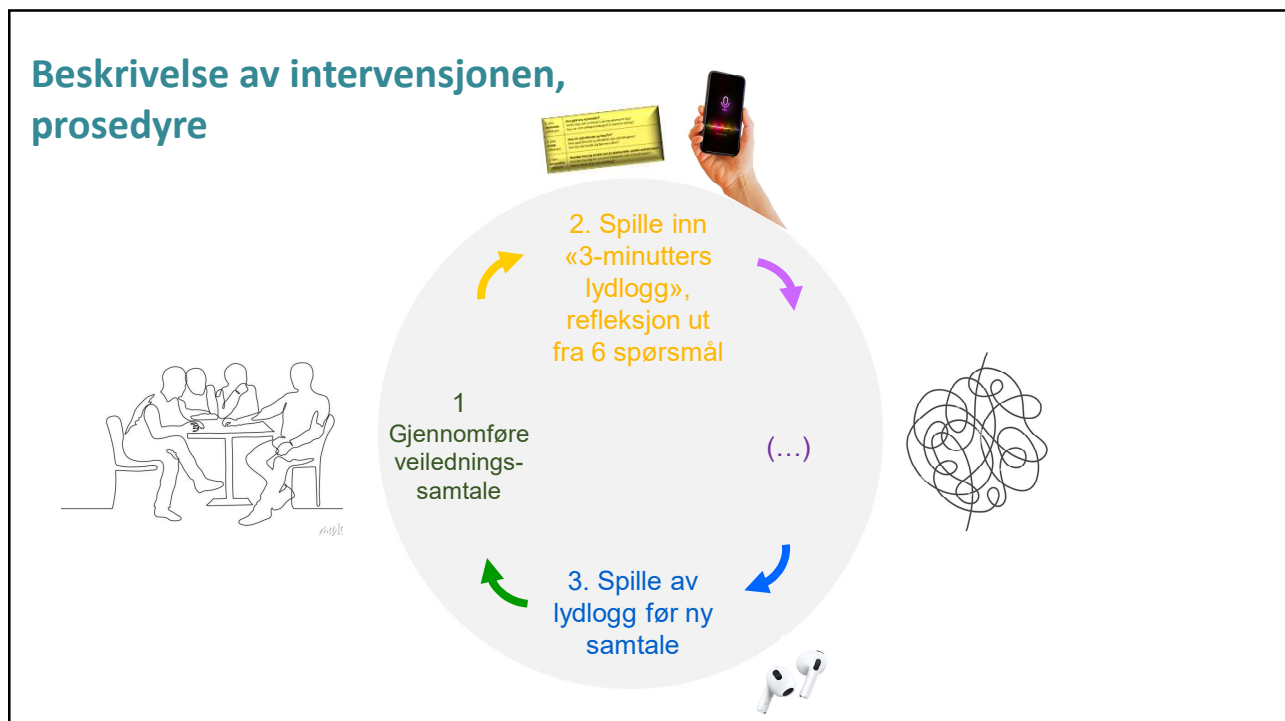
2



## Intervensjonens bakgrunn, erfaringer:

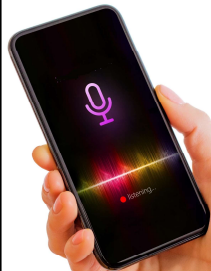
1. Skrivning av refleksjonslogg kan dabbe av
2. Vellykkede intervensjoner med ulike refleksive redskaper har en tendens til å forsvinne over tid
3. Generell utfordring ved å finne tid til refleksjon i skoler og andre hektiske arbeidsmiljøer

3



4

## “3-minuter refleksjonskort”, brukt som utgangspunkt for lyd-refleksjonslogger




1. Selv- <b>styrkende</b> refleksjon	<b>Hva gikk bra og hvorfor?</b> <i>Hvilke tegn på studentens læring observerte jeg? Hva var mitt viktigste bidrag til studentens læring?</i>
2. Selv- <b>kritisk</b> refleksjon	<b>Hva var utfordrende og hvorfor?</b> <i>Hvor godt forstod og håndterte jeg utfordringene? Hva kan det hende jeg bør revurdere?</i>
3. Selv- <b>konstruktiv</b> refleksjon	<b>Hvordan kan jeg utvikle min forståelse/eller utvikle veiledningen?</b> <i>Hvordan kan jeg bli i stand til å forbedre eller å forstå bedre? Hva er neste steg i min utvikling?</i>

5

## Forskningsspørsmål

How do participants in a mentor education course experience using short audio journals as a tool for their self-reflection, during their mentoring of student teachers in school practicum?


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## Datamateriale og metode

- 8 Individuelle, semistrukturerte og transkriberte intervjuer med praksisveiledere i skolen. Etter intervensjonen.
- 1-9 eksempler på audio-refleksjonslogger, som forberedelse til intervju (av forsker).
- Intervjuer analysert ved hjelp av IPA (Interpretative phenomenological analysis) (Smith et al. 2022)

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Funn: hoved- og deltemaer		
A. Erfare mer kontinuerlig refleksjon over veiledningen	B. Erfare barrierer mot refleksjon	C. Erfare å føle seg mer kompetent og motivert som veileder
<ul style="list-style-type: none"> <li>• Å komme i refleksjonsmodus</li> <li>• Å være i et mer kontinuerlig refleksjonsmodus</li> <li>• Å trigge et behov for å involvere andre i min refleksjon</li> </ul>	<ul style="list-style-type: none"> <li>• Mennesker, tid og rom som barrierer mot refleksjon</li> <li>• Psykologiske barrierer mot refleksjon</li> </ul>	<ul style="list-style-type: none"> <li>• Føle seg som en mer kompetent veileder</li> <li>• Føle seg klar eller motivert for neste observasjon eller veiledningssamtale</li> </ul>

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A. Erfare mer kontinuerlig refleksjon over veiledningen, eksempler	
<ul style="list-style-type: none"> <li>Komme i refleksjonsmodus</li> </ul>	<i>Just like kick-starting my thinking machine (Olivia)</i> <i>Motivating yourself to think through (Robin)</i> <i>Bringing supervision forward in the queue of things to think about (Olivia)</i>
<ul style="list-style-type: none"> <li>Være i et mer kontinuerlig refleksjonsmodus</li> </ul>	<i>Reflection as useful self-torture (William)</i> <i>The thinking machinery works even unconsciously (Olivia)</i> <i>Some questions tickles in the back of your mind (Charlotte)</i>
<ul style="list-style-type: none"> <li>Trigge et behov for å involvere andre i min refleksjon</li> </ul>	<i>Getting a need to share your thoughts (William)</i> <i>Curiosity to test out your thoughts on a colleague (Emma)</i> <i>Wanted to discuss my thoughts with the students (Mia)</i>

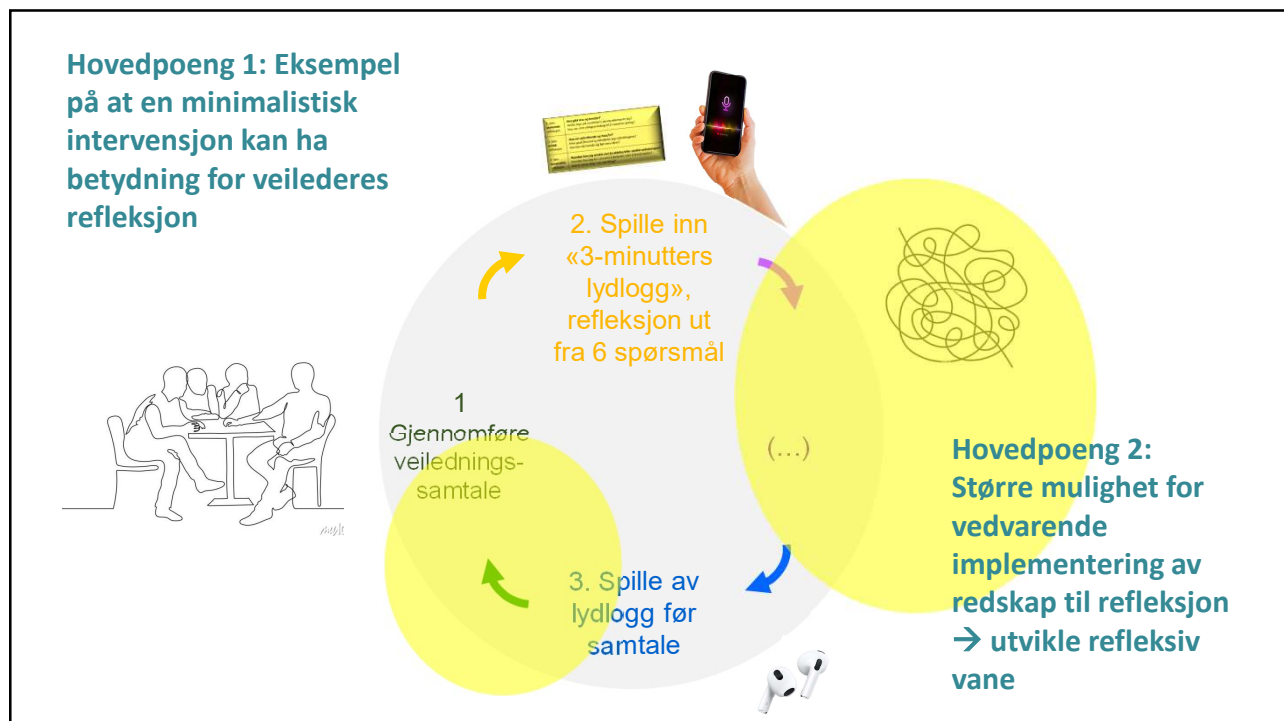
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B. Erfare barrierer mot refleksjon	
Mennesker, tid og rom som barrierer mot refleksjon	<i>No room to sit down and think (Olivia)</i> <i>Continuously people are demanding attention, in the shared office or at the door (Mia)</i> <i>Disturbing to know you can be disturbed (Emma)</i>
Psykologiske barrierer mot refleksjon	<i>Felt artificial at start - because you are not used to it (Emma)</i> <i>Feeling empty in the head after all day at school (Mia)</i> <i>Feling pressure to produce clever thinking, and frustration of getting nowhere (Ameila)</i>

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C. Erfare å føle seg mer kompetent og motivert som veileder	
Føle seg som en mer kompetent veileder	<i>Just like kick-starting my thinking machine (Olivia)</i> <i>Motivating yourself to think through (Robin)</i> <i>Bringing supervision forward in the queue of things to think about (Olivia)</i>
Føle seg klar eller motivert for neste observasjon eller veilednings-samtale	<i>Taking my role a bit more seriously (William)</i> <i>Getting a sense of direction through reviewing (Sophia)</i> <i>Stepping up my level of performance (Charlotte)</i>

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**Using “3-minute audio journal” to support reflective mentor teacher practice: A minimalistic intervention in mentor education**

*Cato Bjørndal (under utarbeiding)*

**Abstract**

Reflective practice is a fundamental ideal in teacher education. In recent years, much research has been done on how journal writing and other tools can stimulate in-service teachers and student teachers' reflective practice. Less attention has been paid to the mentor teachers' reflective supervision practice, but time constraints have been identified as barrier. This intervention study at a mentor teacher program explores mentor teachers' use of minimalistic “3-minute digital audio journals” as a tool to stimulate reflection before and after supervision conversations. Data was collected through semi structured interviews, and through a interpretative phenomenological analysis four main experiences with the use of audio journals were identified: a) more continuous reflection on supervision, b) barriers to reflection, and c) feeling more competent and motivated as a mentor teacher. The study indicates that a minimal time-consuming tool can contribute significantly to strengthening supervisors' reflection on supervision practice, and therefore the findings is relevant for mentor education as well as and for professional development work.

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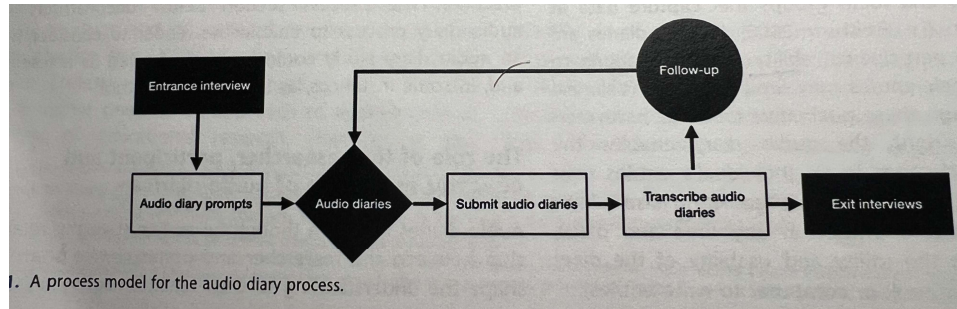
**Audio-refleksjonslogg som redskap til forskning (Verma 2021)**

**Practice points**

- Audio diaries are a tool used in longitudinal qualitative research to explore how people's experiences, thoughts and conditions interplay and change over time.
- Ensuring the design of the audio diary study has strong theoretical and operational foundations for monitoring participants' experience of their audio diary journey.
- The audio diary can empower participants to make sense of their identities and lived experiences in medical education.
- The researcher and/or educator performs a facilitative role in the longitudinal audio diary study to empower participants to use the audio diaries in a way that suits them, whilst supporting and prompting in line with the scope of the researcher's objectives.
- Analysing audio diary data through a longitudinal lens explicitly enables the researcher to explore how time has changed the participants' lived experiences.

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## En modell (Verma 2021)



1. The researcher performs an entrance interview with one or more participants to sensitize them to the scope and process of the research study.
2. Participants receive prompts to record and submit their audio diaries.
3. The researcher transcribes and returns transcripts to participants to check diary entries for accuracy.
4. Participants submit the minimum number of audio diaries needed for the research project.
5. The researcher invites the participant to an exit interview to inquire about participants' experiences about the use of audio diaries and to provide them with an opportunity for further clarification of the data collected.

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## Diskusjon

1. Hvilke utfordringer og muligheter ser dere for bruk av lyd-refleksjonslogg i utvikling av veileders kompetanse?

Ideer til utviklingsprosjekter?

2. Hvilke utfordringer og muligheter ser dere for bruk av lyd-refleksjonslogg i forskningsprosjekter?

Ideer til konkrete forskningsprosjekter?

3. Diskutere begge spørsmål i sammenheng?

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**Using audio-diaries for research and education: AMEE Guide No. 144**

Verma, Arun (2021)

Medical teacher, Vol.43 (12), p.1346-1352

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