

# Collaborative Experiential Learning

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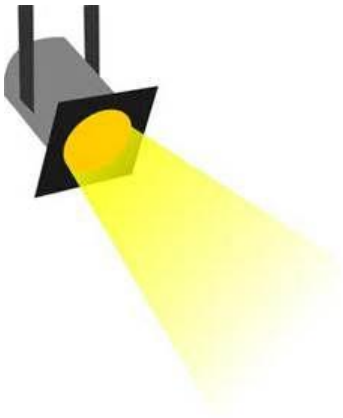
# Why did I do this research?



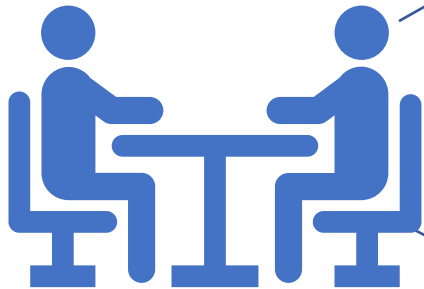
- Personal
  - student, social worker, practice educator and educator
- Professional
  - Social work student supervision variable
  - Behind closed doors, individual activity
- Evidence based
  - Practice wisdom based academic texts

# Method

- Population: experienced practice educators and students matched with them
- Observation of eight social work student supervisions
- Interviews of each supervision participant immediately afterwards (16 in total)
- Transcriptions
- Thematic analysis (Braun and Clarke, 2006)



Diligence



Collaboration



**Diligence:**  
a work ethic and  
an internal  
motivation to  
successfully  
engage with and  
complete the  
task in hand.

- Students need to understand the value of supervision as a site of the development of their knowledge and skills to be diligent in supervision
- Diligent preparation by both participants facilitates more efficient supervision and more effective participation, which enables the development of knowledge, skills and values.

So what?

Placement induction should include:

- Discussion of students' experiences, understanding of and expectation of supervision
- Exploration of supervision as a site of development of knowledge, skills and values

# Collaboration

: working in partnership with each other to achieve a better outcome by combining knowledge and skills.

- Collaboration reduces the power differential in supervision
- Supervision that is student-centred enhances the development of students' knowledge and skills

## So what?

- A positive supervisory relationship creates a positive social condition for learning and the development of knowledge and skills.
- Practice educators: supportive, accommodating, open, safe, helpful, approachable, responsive, comfortable, friendly, humorous, and enthusiastic with professional boundaries applied.
- Students: enthusiastic, prepared and proactive

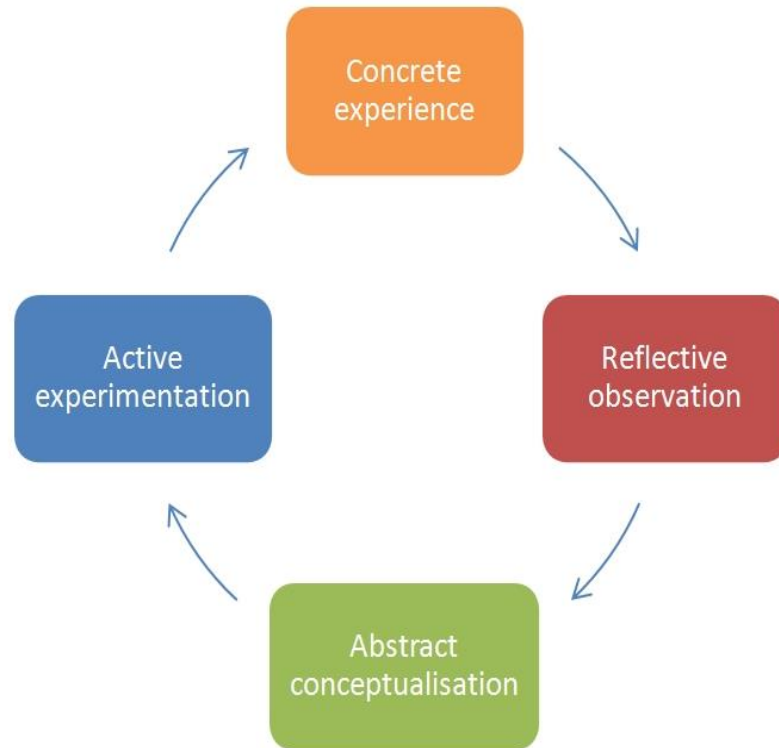


# Diligence and Collaboration in supervision

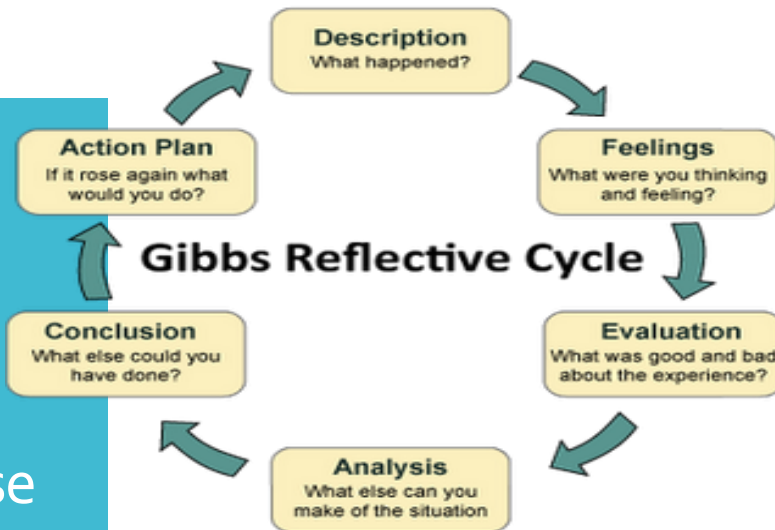
So what?

- A collaborative experiential learning model (CEL) (Beesley, 2023) to enhance the development of knowledge and skills in supervision.
- [Presented in accompanying word document]

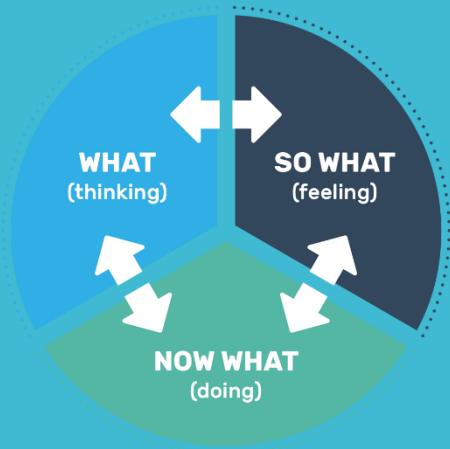
We expect students to engage in experiential learning  
Kolb (1984)



And we all promote the use of reflective models



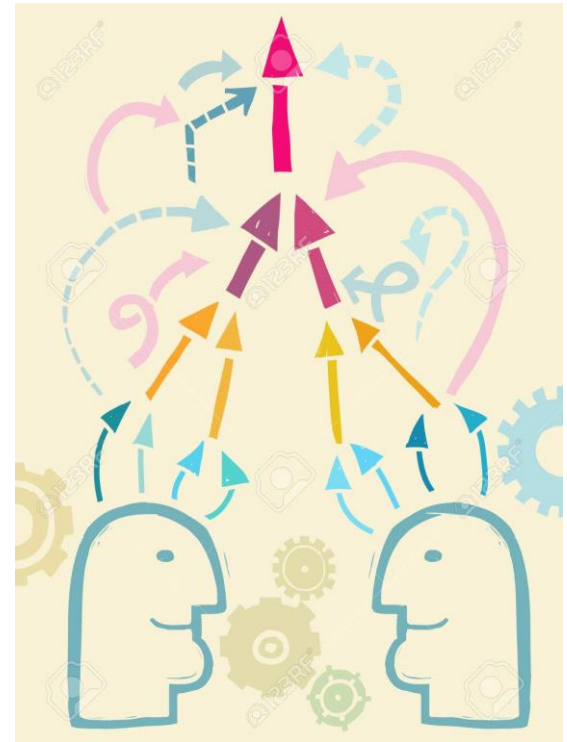
- Seeing
- Hearing
- Action
- Reading
- Evaluation
- Decision
- (Share, Maclean et al, 2018)

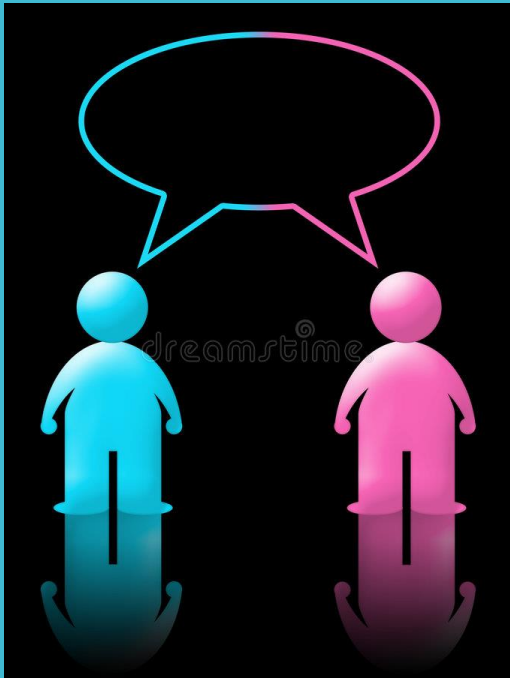


The Weather Model (Maclean, 2016)

And in  
supervision

- We expect reflective discussion because two heads are better than one





- Reflective discussion was found to develop students' initial reflections, thus developing students' knowledge and skills.
- needed to be supplemented with the practice educator both validating students' ideas and extending the thinking by challenging their reasoning
- practice educator was seen to be open to challenge

(Brodie and Williams, 2013, Roulston et al, 2018 , Wilson and Flanagan, 2019, Rawles, 2020).

## Think about your placement setting

- Fiona, a student in your placement setting, has just undertaken a home visit
- In supervision how do you discuss the home visit to support her experiential learning?

What about  
before the  
home visit?

- Do you undertake the same reflective discussion before the home visit?

# The collaborative experiential learning (CEL) model Beesley (2023)

- The CEL model (Beesley, 2023) (in word document) suggests that diligent preparation before supervision and collaborative reflective discussion within supervision before and after the home visit enhances students' experiential learning and development of knowledge and skills



## References

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