

‘Seeing what they say’: mapping the characteristics of effective remote feedback

This study looks to build on a research tradition that uses naturalistic methods to evidence the tacit practices that exist in workplace social interaction practices. Using the community of practice metaphor, this project explores some of the characteristics of learning that take place when a group of professional examiners engage in remote joint-work activity. Professional examiners are all subject experts and the essence of their work, reinforced by the hierarchic structures that organise their working relationships, mean that examiner ‘learning’ involves the convergence of understandings of less senior examiners with those of other more senior examiners around key concepts. This project looks at how more senior examiners help to induct other examiners into ways of thinking within a professional community. It also looks at the role of boundary objects, such as mark schemes and exam scripts, which help to coordinate different perspectives within the community. Focusing specifically on the feedback that senior examiners give to less senior examiners in their team, this study uses a mixture of video and direct observation methods, interview, and text analysis techniques to look at how shared meanings can be built through social interaction in an applied work situation.

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