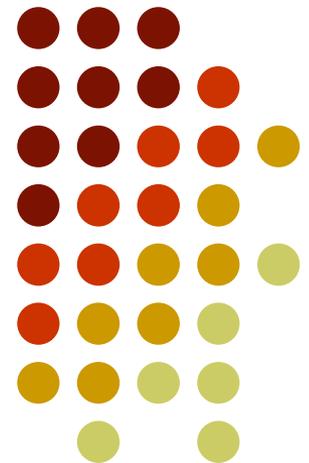


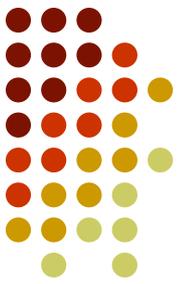
Supervising Student Research

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Narva 2008



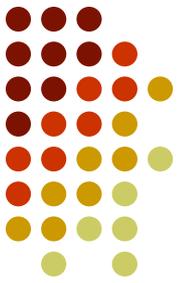


How research is defined?

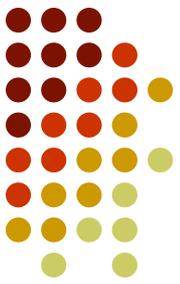
- It should contain some degree of originality
 - It must contain:
 - c) an argument (not just a survey)
 - d) Good referencing
 - e) Development of methods in action
 - f) Evidence of working at a conceptual level- making meaning
 - g) Recognition of significance, argument and ideas
- (Wisker 2005)

How research is defined in your area?

The role of supervision in education

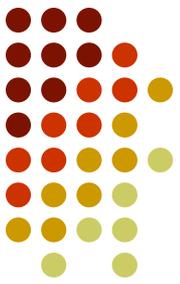


- Encourage and support the development of gifted and talented students/ academic writing
- Enable the development of skills necessary for writing a research paper
- Create opportunities for writing practice under some guidance
- Enable participation in a a learning- teaching dialogue



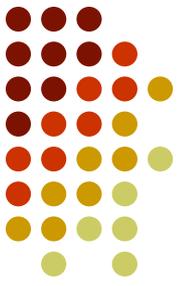
Possible (common) problems

- Poor planning and management
- Isolation
- Personal problems outside research
- Inadequate or negligent supervision
- Communication problems
- Interpersonal issues
- Lack of expertise
- Unrealistic expectations (different role perception)
- Too much work



What is your context?

- How much time can/must you dedicate to supervision?
- What is the format of supervision (extra hours, consultancy periods, prep time for contests, etc)
- Do you provide written or oral feedback/ combination?
- Do you provide feedback to a paper as a whole or to its different parts?
- Do you record the work presented/ feedback?
- Do you miss anything? How could you be supported? Who by?

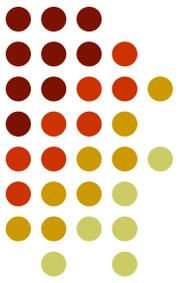


A good supervisor

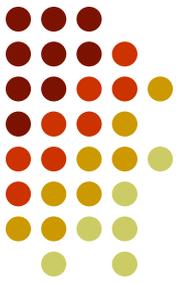
- Is interested in supervision
- Implements good supervision practices
- Communicates and records clear expectations and goals
- Calls productive meetings on a regular basis
- Manages the supervision process efficiently
- Is open
- Shares responsibilities
- Uses a varied repertoire of supervision techniques
- Reflects upon his/her supervision skills
- improves his/her supervision skills through reading and training

Brew&Peseta 2004

What affects a supervisor?

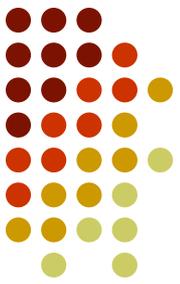


- My experience of being supervised (how?)
- The essence of research in different areas and fields
- Relationship between the supervisor and the student
- The activity of the student in-between meetings
- The links between study and research

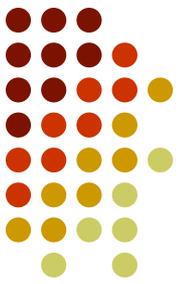


- The process of writing- up
- Role perception
- Tensions nad developments of the process
- Supervision cultures
- Different students

The roles of supervisor (Brown, Atkins 2002)

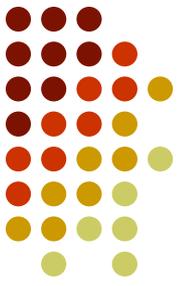


- Director (determining topic and method, providing ideas)
- Facilitator (providing access to resources or expertise)
- Adviser (helping to solve technical problems, suggesting alternatives)
- Teacher (of research techniques)
- Guide (suggesting timetable for writing up, giving feedback on progress, identifying critical path for data collection)
- Critic (of design enquiry, of draft chapters, of interpretations of data)
- Freedom giver (authorizes student to make decisions, supports student's decisions)

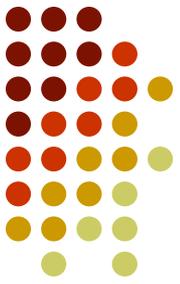


- Supporter (gives encouragement, shows interest, discusses student' ideas)
- Friend (extends interest and concern to non-academic aspects of life)
- Manager (checks progress regularly, monitors study, gives systematic feedback, plans work)
- Examiner (internal examiner, mock vivas, interim progress reports, supervisory board member)

The student expects



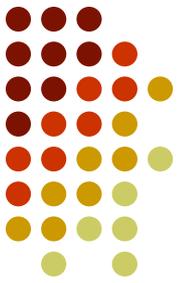
- to be supervised
- that the supervisor reads his/her paper
- that the supervisor is available
- that the supervisor is friendly, helpful and supportive
- that the supervisor is constructively critical
- that the supervisor praises where due



Supervisory styles (Welsh 1979)

Structured cold (II)	Structured warm (I)
Free cold (least preferred)	Free warm (III)

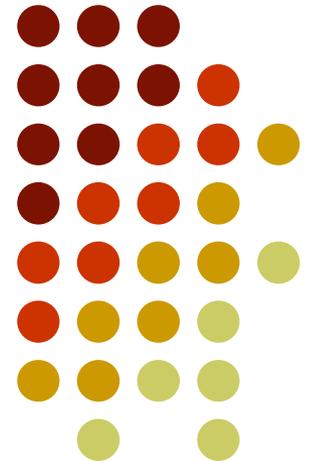
In the beginning of the process

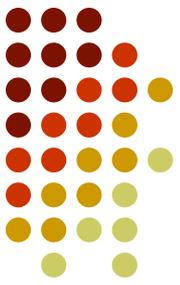


- Setting the ground rules
- Undertaking skills audit
- Planning
- Developing the topic and research questions
- Discussing the methods
- Developing the framework (structure/
backbone)

Feedback is the most beneficial learning activity

Black & William 1998



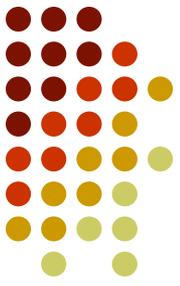


Good feedback

- Is timely and honest
- Outlines the positive (+gives examples)
- Outlines the problems (+gives examples)
- Poses questions
- Is clear and unambiguous
- Asks for feedback on feedback

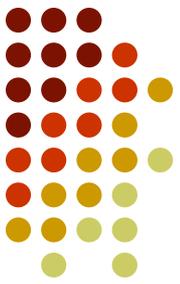
Morss & Murray 2005

Summary



- The supervisor should be professional and responsible to the students
- The supervisor should be aware of learning strategies and learner differences
- The supervisor should inspire, motivate and cooperate
- Responsibility should be negotiated and shared
- The supervisor should develop his/her social and communication skills

Resources:



- <http://www.heacademy.ac.uk/>
- search word: research supervision
- 2. Brown, G. , Atkins, M. 1998. Effective teaching in Higher Education. Routledge/Falmer (pp 115-146)
- 3. Eley, R. A., Jennings, R. 2005. Effective Postgraduate Supervision. Open University Press.
- 4. Kamler, B., Thomson, P. 2006. Helping Doctoral Students Write. Routledge
- 5. Morss, K., Murray, R. 2005. Teaching at University. Sage Publications. (for beginner supervisors)
- 6. Rowley, D.J., Sherman, H. 2004. Supervision in Colleges and Universities. University Press of America.
- 6. Wisker, G. 2005. The Good Supervisor. Palgrave