Presentation 86

Thursday, 18 April
2:00pm

The Vines

Supervisor Development

Graduate researchers: identity and importance/Improving research degree supervision

Using the grassroots approach: Incorporating recent graduate researcher voices in the design and delivery of research supervisor training

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Abstract:

The quality of supervision offered to research degree candidates can improve by engaging their supervisors in regular supervision training (Fossland, 2023). Supervisor training sessions and professional development activities for novice supervisors are often designed by experienced researchers and academics with research supervision expertise. They are designed and developed by these experts typically for the novice supervisors.

The cross-institutional, cross-cultural project reported here offers an alternative approach to the design and delivery of training opportunities for research degree supervisors, an approach that purposely seeks out the views of the novice supervisors themselves. While the needs of novice supervisors can be identified by consulting recent literature, accessing supervision expertise and gathering experienced supervisors' views, the process of conferring with the novice supervisors (by asking about their expectations, concerns, experiences and goals) can also inform the design and delivery of bespoke supervisor training.

As recent graduate researchers and novice supervisors, they are in an ideal position to voice these needs and to reflect on their own supervision (Vereijken et al., 2018). By seeking the views and needs of novice supervisors across two culturally diverse universities, a suite of professional learning workshops for these supervisors was developed. These workshops addressed issues that were suggested by the novice supervisors and were offered in ways that suited their cultural backgrounds and preferences.

This presentation showcases a participatory research methodology (Bergold & Thomas, 2012) that fosters ownership by the novice supervisor participants in the design and implementation of a supervisor training program that was developed for and with them. The design of the supervision workshops was also informed by the principles associated with the pedagogy of supervision (Bruce et al., 2009) and a collection of supervision-focused resources were embedded throughout the workshops to model benchmarks of high quality supervision, sourced from literature and expert voices. The presentation concludes with recommendations for:

(1) engaging novice supervisors in the design of their own supervisor training; and

(2) developing professional learning for research supervisors across varied cultural contexts.

References:

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Fossland, T. (2023). *Becoming a professional supervisor: Doctoral supervisors' development in a mandatory, large-scale development programme*. Journal of Praxis in Higher Education, 5(2), 27-52.

Vereijken, M. W., van der Rijst, R. M., van Driel, J. H., & Dekker, F. W. (2018). *Novice supervisors' practices and dilemmatic space in supervision of student research projects*. Teaching in Higher Education, 23(4), 522-542.