

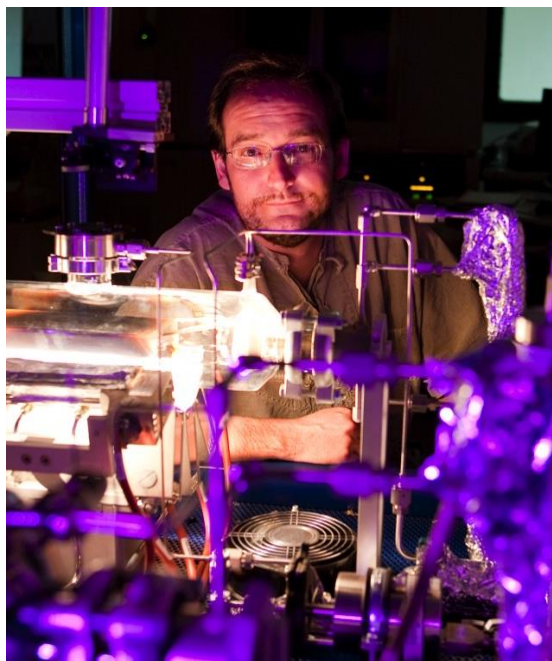
Learning Enhancement



Centre
for the Integration of Research,
Teaching and Learning



Supervising & working with PhD students



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*Centre for the Integration of Research,
Teaching and Learning, University College Cork*

17/12/2021



Workshop Overview

- Experience of Supervision
- Roles and responsibilities
- Concepts of supervision
- Online supervision
- Development opportunities

Digital Tool



Mentimeter

WORKSHOP ETIQUETTE



Keep microphone muted when you are not speaking.



Start your comment or question by stating your name.

SUPERVISOR – STUDENT RELATIONSHIPS

- Formal
- Informal
- Teacher
- Advisor
- Critic
- Collaborator
- Examiner
- Supporter
- Mentor
- Colleague
- Counsellor
- Friend?

No two student-supervisor relationships are the same

But

All must be professional, productive, and mutually satisfactory



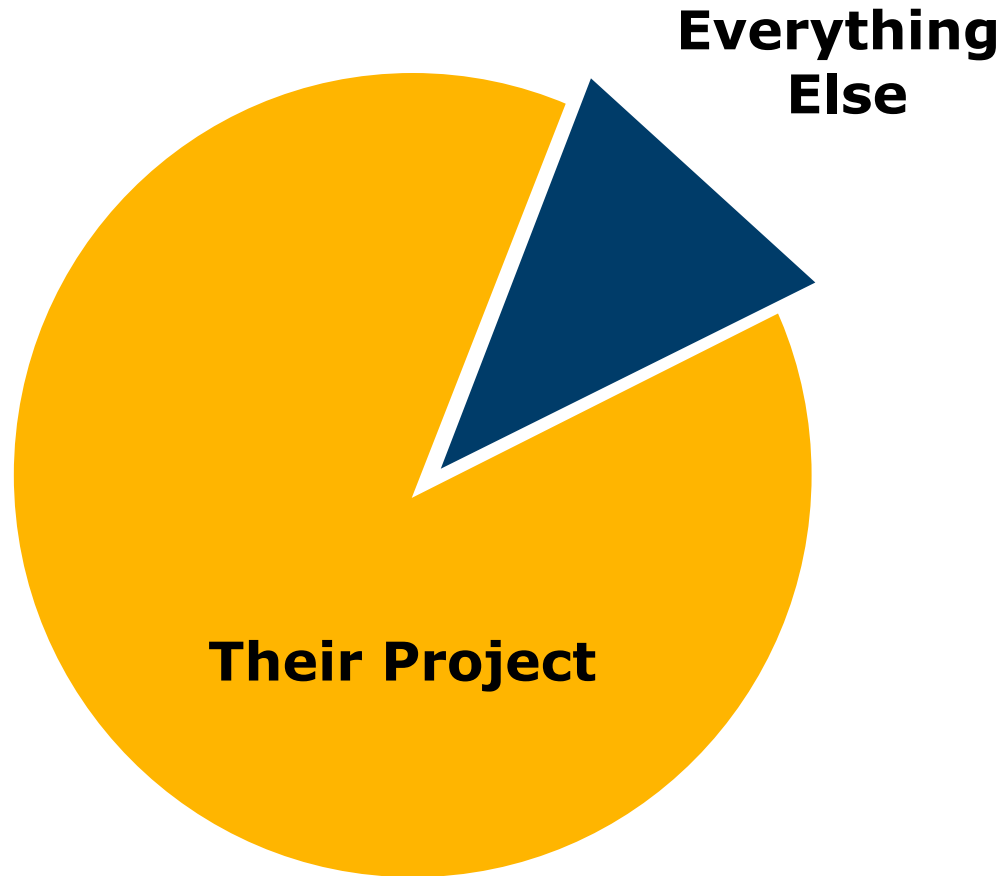
- ✓ No experience yet
- ✓ Undergraduate/ Masters/ PhD
- ✓ Number of students:
<5, 5-7, 7-10, >10

EXERCISE

What is your experience of supervision to date?

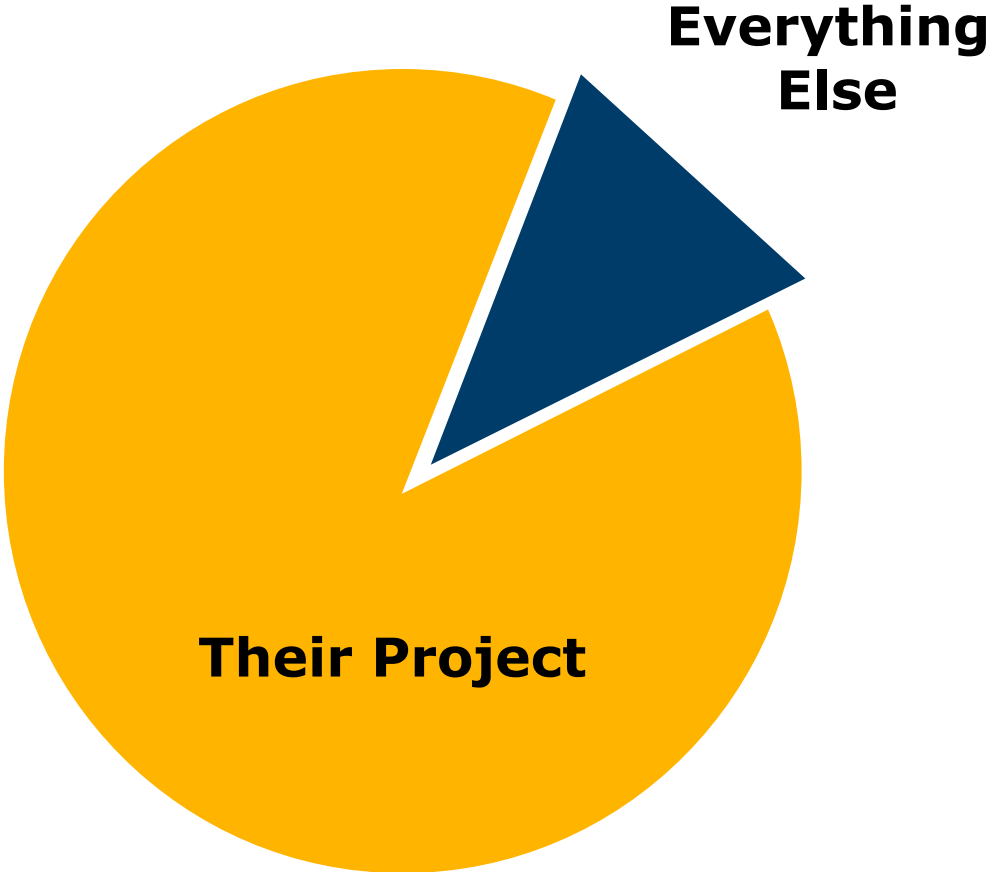
Type in Chat area

DIFFERENT PRIORITIES

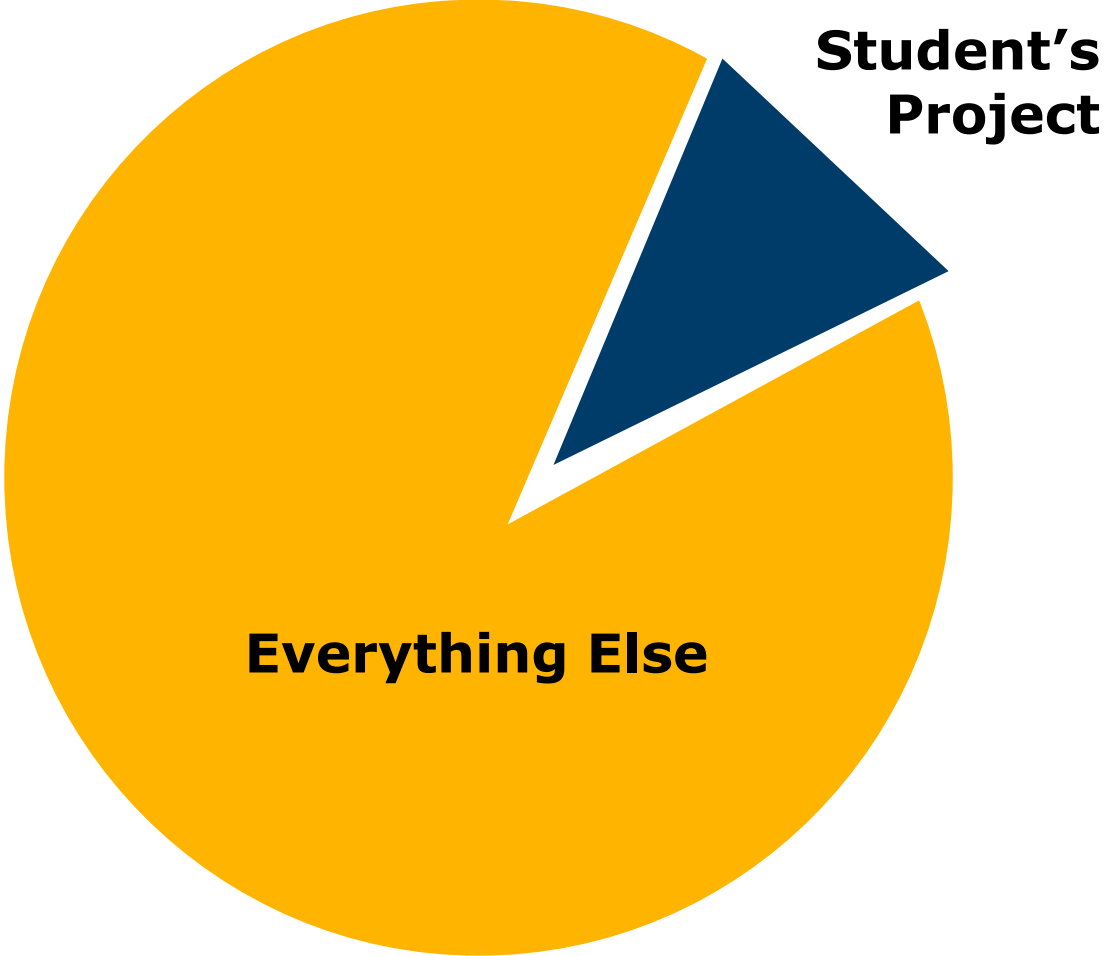


THE STUDENT

DIFFERENT PRIORITIES

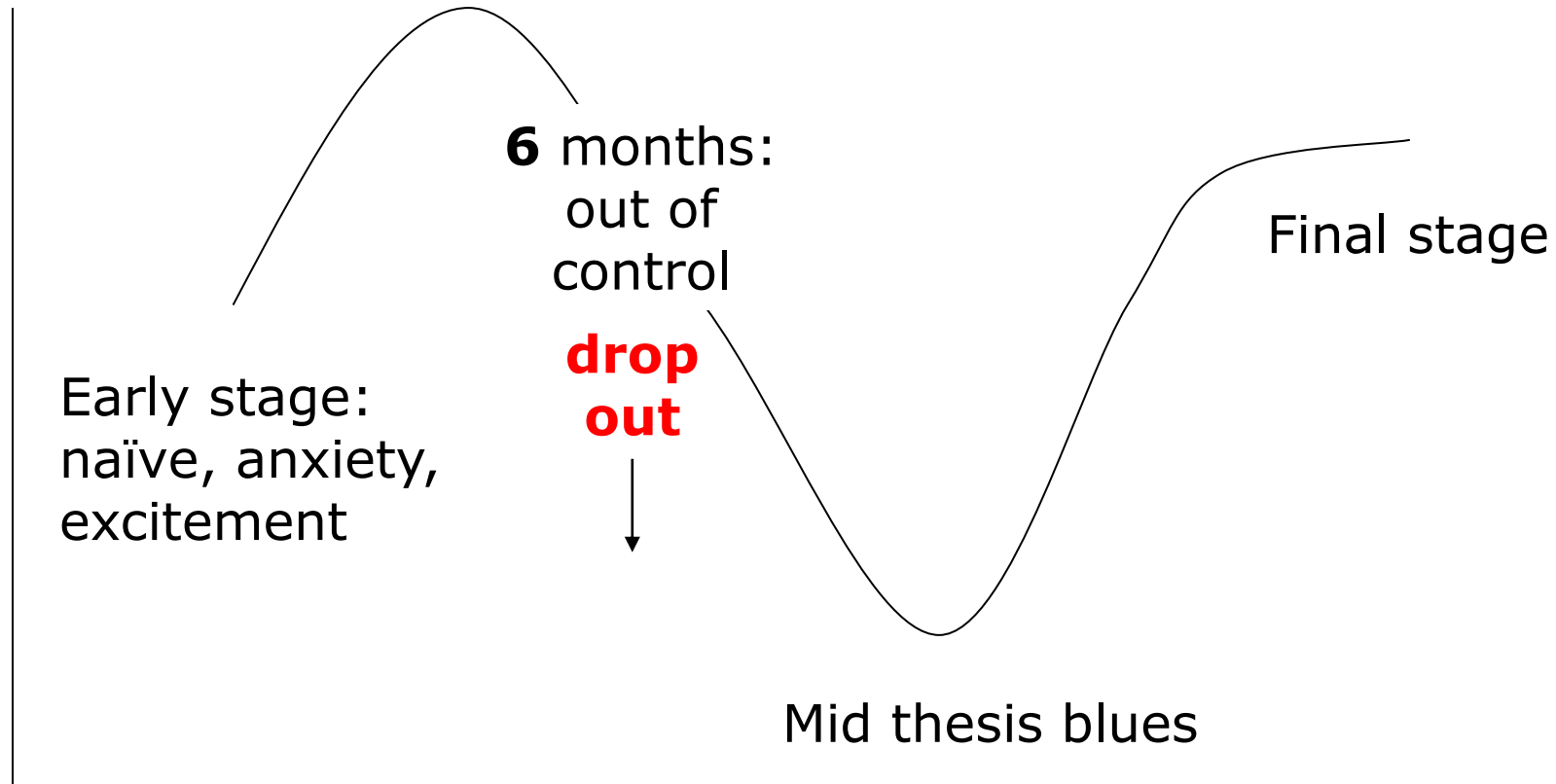


THE STUDENT



THE SUPERVISOR

STUDENT EXPERIENCE VS. PHD TIMELINE



Adapted from 'Seven secrets of highly successful supervisors', Hugh Kearns

EXERCISE: ROLES AND RESPONSIBILITIES

It is the supervisor's responsibility to select a research topic	1 2 3 4 5	The student is responsible for selecting his/her own topic
The supervisor decides which theoretical framework or methodology is most appropriate	1 2 3 4 5	The student should decide which methodology or theoretical framework they wish to use
The supervisor should develop an appropriate programme and timetable of research and study for the student	1 2 3 4 5	The supervisor should leave the development of the programme of study to the student
Supervisors should only accept students when they have specific knowledge of the student's chosen topic	1 2 3 4 5	Supervisors should feel free to accept students, even if they do not have specific knowledge of the student's topic
The supervisor is responsible for decisions regarding the standard of the thesis	1 2 3 4 5	The student is responsible for decisions concerning the standard of the thesis



Mentimeter

www.menti.com/74t2djkk2y

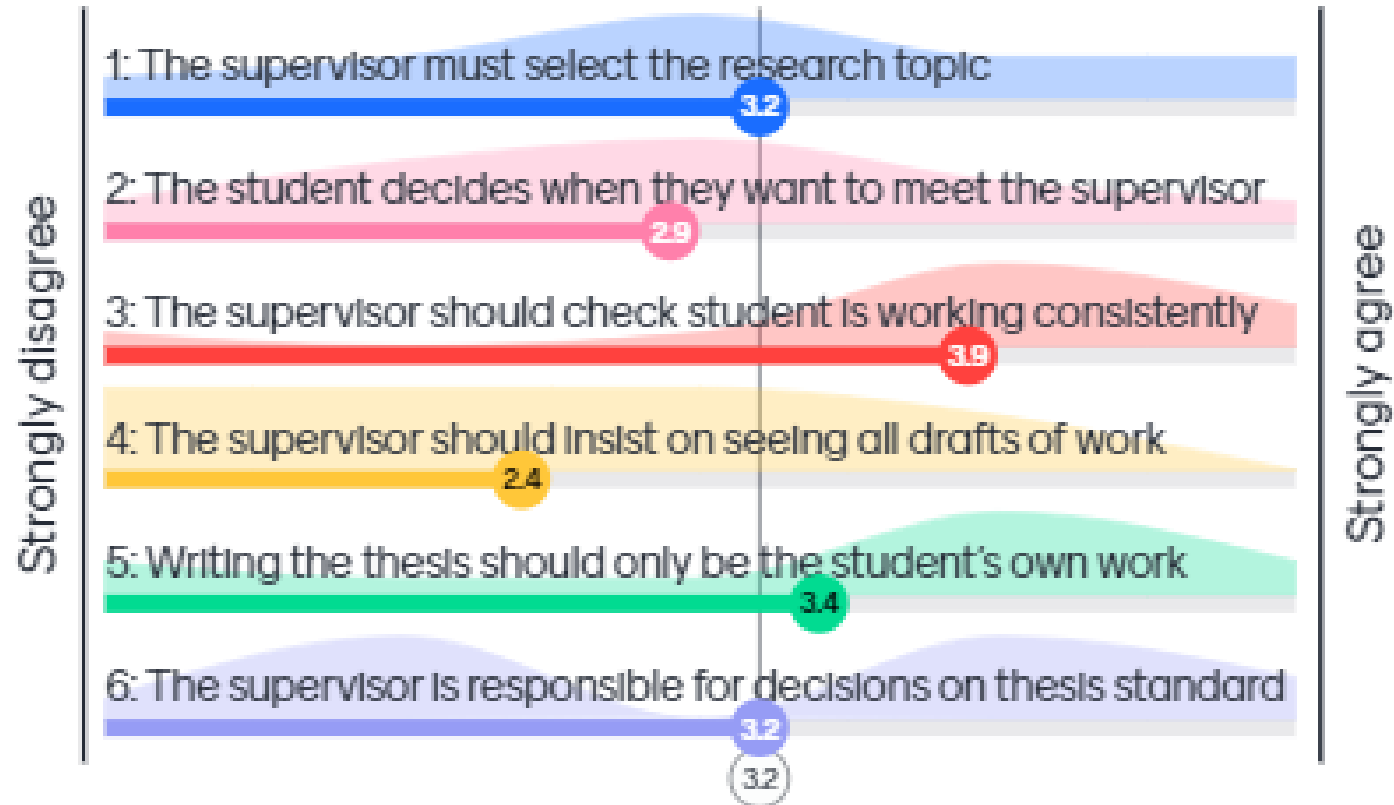
EXERCISE

Roles and responsibilities

**Click on Mentimeter link
in the Chat area.**

The code is 14 84 69 60

Student-Supervisor roles & responsibilities



DISCUSSION: ROLES AND RESPONSIBILITIES

Any comment on the results of the Mentimeter poll?

Would these responses change depending on what discipline you are coming from?

UCC POLICY ON SUPERVISION OF RES. STUDENTS



<https://www.ucc.ie/en/media/support/academicsecretariat/policies/graduatestudiespolicies/PolicyontheSupervisionofResearchStudents.pdf>

**Code of Practice for Supervision
of Research Students**

Approved by
Academic Council
23rd April 2010

UCC POLICY ON SUPERVISION OF RES. STUDENTS

All Research Students at UCC will have:

Supervisory Team = two members

→ Lead Supervisor and Co-supervisor(s) and/or Advisor(s).

All research students at UCC will have:

- Research Learning Plan
- Research Progress Reviews.

UCC POLICY ON SUPERVISION OF RES. STUDENTS

STUDENT

- Work as a professional, independent researcher, accountable for the development and responsible conduct of their own research
- Maintain regular communications
- Record plans of work
- Familiarise themselves with and fulfil all academic or training requirements

SUPERVISOR

- provide intellectual and pedagogical support of the student's research.
- Maintain a respectful, professional and constructive relationship.
- Maintain regular communication and respond to requests promptly.
- Advise student on conduct of responsible research.

CHALLENGES IN SUPERVISION



UNDERGRAD STUDENT PERSPECTIVE

- Lack of clarity
- Inconsistencies in supervision
- perceived power imbalances between students & supervisors
- perceived inequities in the amount of supervision provided across students

(Roberts & Seaman, 2018)

SUPERVISOR PERSPECTIVE?



CONCEPTS OF RESEARCH SUPERVISION

Detailed interviews with exemplar supervisors and students from a range of disciplines in a research intensive universities in the UK and US.

Supervisors ranged from those with >20 years experience to those supervising their first students.






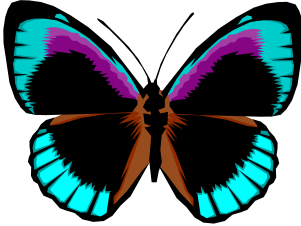

“

Two key influences on a supervisors' approach to supervision: concept of research supervision and own experience as a doctoral student...

”








CONCEPTS OF RESEARCH SUPERVISION

					
	Functional	Enculturation	Critical Thinking	Emancipation	Relationship Development
Supervisors Activity	Rational progression through tasks Negotiated order	Gatekeeping Master to apprentice	Evaluation Challenge	Mentoring, supporting constructivism	Supervising by experience, developing a relationship
Supervisor's knowledge & skills	Directing, Project management	Diagnosis of deficiencies, coaching	Argument, analysis	Facilitation, Reflection	Managing conflict Emotional intelligence
Possible student reaction	Organised Obedience Negotiation skills	Role modelling, Apprentice-ship	Constant inquiry, fight or flight	Personal growth, reframing	A good team member. Emotional intelligence

Adapted from 'Concepts of Research Supervision', by Anne Lee, UK

ADVANTAGES AND DISADVANTAGES

					
	Functional	Enculturation	Critical Thinking	Emancipation	Relationship Development
Advantages	<p>Clarity</p> <p>Consistency</p> <p>Progress can be monitored</p> <p>Records are available</p>	<p>Encourages standards, participation, identity, community formation</p>	<p>Rational inquiry, fallacy exposed</p>	<p>Personal growth, ability to cope with change</p>	<p>Lifelong working partnerships</p> <p>Enhanced self esteem</p>
Disadvantages	<p>Rigidity when confronted with the creation of original knowledge</p>	<p>Low tolerance of internal difference, sexist, ethnicised regulation</p>	<p>Denial of creativity, can belittle or depersonalise student</p>	<p>Toxic mentoring where tutor abuses power</p>	<p>Potential for harassment, abandonment or rejection</p>



Mentimeter

www.menti.com/74t2djkk2y

EXERCISE

What is your approach to research supervision?

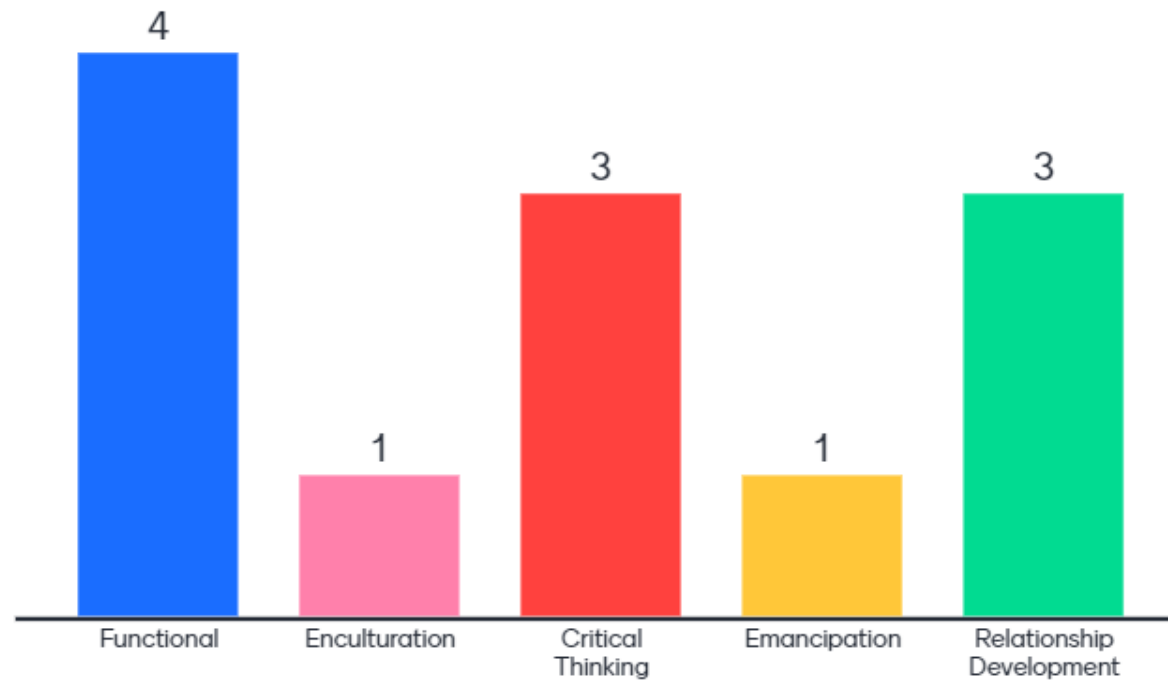
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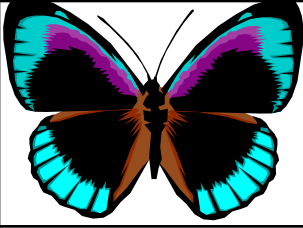

Go to www.menti.com and use the code 1484 6960

Mentimeter

What is your main approach to supervision?



STUDENT NEEDS

					
	Functional	Enculturation	Critical Thinking	Emancipation	Relationship Development
What students might be seeking	<p>Certainty</p> <p>Clear signposts</p> <p>Evidence of progress</p>	<p>Belonging</p> <p>Direction</p> <p>Career opportunities</p> <p>Role models</p>	<p>Ability to think in new ways</p> <p>Ability to analyse, to recognise flaws in arguments</p>	<p>Self awareness</p> <p>Autonomy</p> <p>Self actualisation</p>	<p>Friendship</p> <p>Nurturing</p> <p>Equality</p>

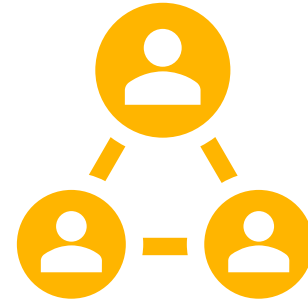
PLANNING FIRST MEETING

Functional	Enculturation	Critical Thinking	Emancipation	Relationship Development
<ul style="list-style-type: none"> • Go through codes of practice • Agree a timetable for future meetings • Create a project plan with milestones and make sure are written in both diaries • Clarify the roles • Explain the 'rules of engagement' • Discuss a publication policy 	<ul style="list-style-type: none"> • Introduce student to the team • Invite student to team meetings/seminars • Introduce student to key authors/texts • Set tasks where student will learn 'how we do it here' 	<ul style="list-style-type: none"> • Ascertain subject knowledge and identify any gaps • Encourage student to begin to identify/create their own 'critical toolkit' 	<ul style="list-style-type: none"> • Encourage student to present their own plans • Explore their inner motivation for wanting to do this research • Encourage student to identify outsiders who might provide support/illumination 	<ul style="list-style-type: none"> • Discuss the relationship, how it might go • Discuss what the student can do if they are unhappy at any point • Establish mutual expectations

ONLINE SUPERVISION vs FACE TO FACE



- Interactions created, planned and structured
- More intentionality and purpose



- More opportunity: formal/informal
- Multiple cues: body language, tone of voice
- Community & peer support

ONLINE SUPERVISION



Connecting and building relationship



Communicating & setting expectations



Undertaking project



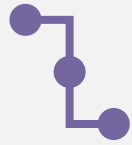
Producing writing



Giving Feedback



Isolation



Connecting and building relationships

Challenges: students hesitant to initiate contact; lack connection

Solutions: schedule meetings, agree mode of communication; create opportunities to get to know student and their personal circumstances e.g. are they working, have they a caring role, broadband access etc.



Communicating & setting expectations

Challenges: need to learn how to use tools; reluctance to write in email where life events hinder research progress

Solutions: initiate and lead online communication for first few months; schedule meetings once a month; use technologies based on goals of meeting; point student towards induction events organised by Graduate Studies Office; clarify roles & expectations; complete UCC's Research Student Learning Plan; establish milestones & deadlines



Undertaking project

Challenges: absence of peer modelling and support

Solutions: assess basic research skills; scaffold learning at early stage; use software that enables screen sharing so discuss research as it evolves.



Producing writing

Challenges: students need to write frequently and regularly to develop ideas and can be difficult to support online; students also lack opportunities to present their work.

Solutions: start off small at first; provide exemplars; discuss writing conventions; encourage use of bibliographic software; point student to UCC Skills Centre and Boole Library; establish peer writing groups.



Giving Feedback

Challenges: students can struggle to understand asynchronous feedback especially if provided without verbal cues e.g. tone of voice.

Solutions: discuss when will give and how; use both asynchronous and synchronous approaches to provide feedback; ensure that feedback is actionable (use action verbs) and is incorporated into future writing (feeds forward).



Isolation

Challenges: PhD studies can already be isolating and this can be worse in online environment.

Solutions: create a group email or social media group; virtual meetings; establish online portal for resources and documents used by all; connect them to scholars via LinkedIn Twitter.

WHAT ARE THE OPPORTUNITIES FOR CPD?



**CONNECTED
CURRICULUM**

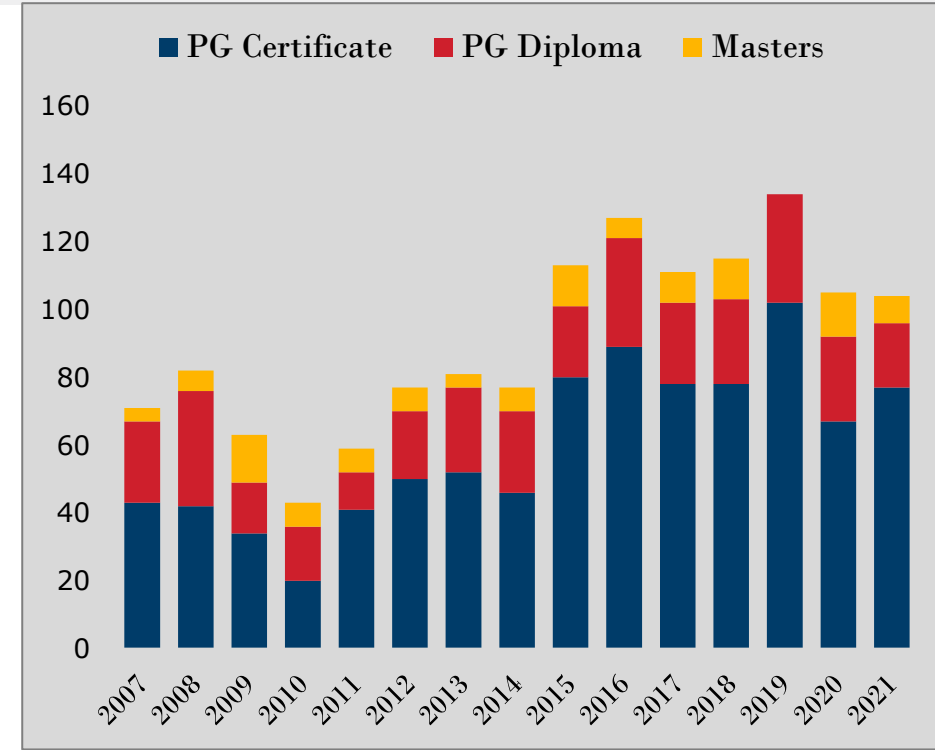
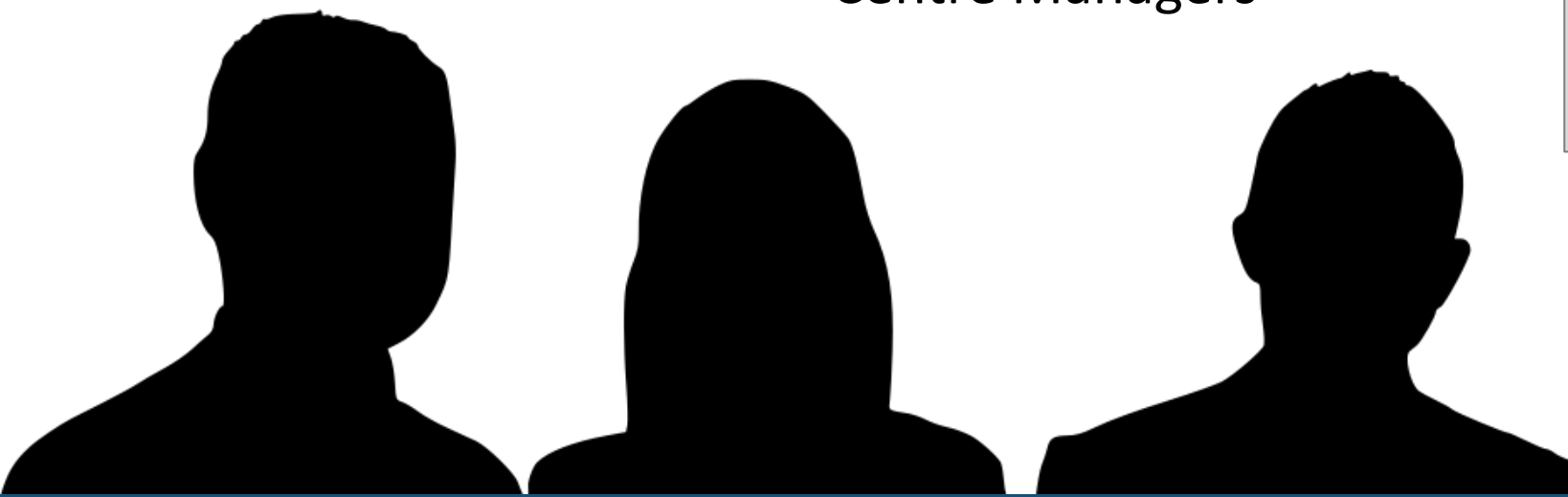
www.ucc.ie/en/registrar/ccdb/

CKB02: PG CERTIFICATE IN TEACHING & LEARNING (ONLINE)

Academic staff
Central Admin
Clinical staff

Researchers
Language teachers
Centre Managers

Library staff
Research support staff



Number of registered participants in CIRTl's credit bearing courses.

The vast majority of academic staff in UCC have a Teaching & Learning qualification.

WHAT ARE THE OPPORTUNITIES FOR CPD?

Learning Enhancement

SHORT GUIDES

Starting well	Scaffolding learning
Authentic Assessment	Visualising thinking
Reimagining Practicals	Group work

www.ucc.ie/en/cirtl/

Teach Digi

The [UCC Centre for Digital Education \(CDE\)](#) was delighted to launch 'Teach Digi' in June 2020 – a series of responsive digital educational training supports for UCC staff. This, delivered in conjunction with the [IUA's 'Enhancing Digital Teaching & Learning' project](#) (IUA EDTL), aims to support UCC staff in their digital education professional development along with existing university wide supports.



What is Teach Digi? +

Ag Caint Sessions +

Getting Started with Remote/Online Teaching +

Effective Remote Teaching Workshops +

Preparing to Teach Online +

Contact +

www.ucc.ie/en/digital-ed/digital-education/teachdigi/

WHAT ARE THE OPPORTUNITIES FOR CPD?



**PaPOR Trail: Principles & Practices
of Open Research - 003CPD**

<https://open.ucc.ie/browse/all/cpd/courses/papor-trail-principles-and-practices-of-open-research-003cpd>



Connected Curriculum digital badge

<https://ucc.instructure.com/enroll/9GNP4B>

WHAT ARE THE OPPORTUNITIES FOR CPD?



**BRAINPOWER digital badge:
harnessing the power and potential
of adolescent brain and behaviour**

<https://ucc.instructure.com/courses/34672>

INCLUSIVE UCC

Teaching for All

#InclusiveUCC

Teaching for All: introduction to digital inclusion and accessibility at UCC.

<https://ucc.instructure.com/enroll/DNGC6D>

Sustainable Development Goals Toolkit

Read on to learn about the SDG Toolkit and how this can be used to create awareness around sustainability within your curriculum.



Teaching and Learning for Sustainability

www.ucc.ie/en/sdg-toolkit/

FURTHER READING

Roberts, L.D, and Seaman, K. (2018) Students' Experiences of Undergraduate Dissertation Supervision. *Frontiers in Education*.

<https://www.frontiersin.org/articles/10.3389/feduc.2018.00109/full>

Roberts, L. D. (2015). Guide for new supervisors of Honours and coursework dissertation students.

www.dissertationsupervision.org/Media/Default/Docs/GUIDE%20FOR%20NEW%20SUPERVISORS.pdf

Kumar, S., Kumar, V. & Taylor, S. (2020) A Guide to Online Supervision. UK Council for Graduate Education. Retrieved from

<http://www.ukcge.ac.uk/media/download.aspx?MediaId=2268>