

BEGINNING POSTGRAD SUPERVISION

Combined Brisbane/Strathfield/Melbourne workshops

February and April 2010

responses = 32

1. Overall impression of the program	Not quite						Average	
	Very Poor	Poor	satisfactory	Satisfactory	Good	Very Good		
Overall, this program has been ...	0	0	3	3	10.5	11.5	4	5.3
	0%	0%	9%	9%	33%	36%	13%	
Overall, the facilitation of this program has been ...	0	0	2	2	7.5	10.5	7	5.1
	0%	0%	6%	6%	23%	33%	22%	

Part B - Workshop content	1	2	3	4	5	Average
I feel more confident about being a supervisor	0	2	6	13	11	4.0
	0%	6%	19%	41%	34%	
I have additional resources to support my supervisory practice	0	0	1	18	12	4.2
	0%	0%	3%	56%	38%	
I increased my knowledge of ACU supervision policies	0	4	4	15	9	3.9
	0%	13%	13%	47%	28%	
I developed skills to establish an effective supervisory relationship	0	3	7	15	7	3.8
	0%	9%	22%	47%	22%	
I increased my knowledge of ways to evaluate my personal supervisory practice	0	0	4	19	9	4.2
	0%	0%	13%	59%	28%	
I enhanced my understanding of culturally and linguistically diverse research students	1	2	6	11	12	4.0
	3%	6%	19%	34%	38%	
I increased my understanding of feedback in the postgraduate research context	0	1	6	14	11	4.1
	0%	3%	19%	44%	34%	
I am aware of strategies to facilitate students' writing	0	3	5	19	5	3.8
	0%	9%	16%	59%	16%	
I developed supervisory strategies to enhance the learning of research students	0	3	6	14	9	3.9
	0%	9%	19%	44%	28%	
I enhanced my understanding of how examiners go about examining a thesis	0	4	2	18	8	3.9
	0%	13%	6%	56%	25%	

4. Future program planning

What are the key learnings you will take away from this program? Please give an example of how you will apply this learning in your supervision practice.

I will seek out examples of good writing and demonstrate this to my students. I will show them how to draft this work to demonstrate the conventions of the research field.

The important of establishing and continually re-evaluating the student/supervisor relationships - strategies for how, when and what to do this.

There were some useful suggestions concerning evaluating supervisory practice. Lots of stories, but not sure how this will translate into practice.

ACU process - accountabilities of HDR supervisors. Ways to induct students into the process. Concrete knowledge of timetables to examine thesis - strategies etc.

Writing process - the use of early 'free writing' Evaluation - using peer evaluation effectively; working collegially. Relationship - importance of guides and

Building relationship; providing feedback regularly; maintaining close contact; planning and setting deadlines with students; assisting with writing so the student takes most responsibility.

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Some of the regulatory issues were new but overall I will simply be more reflective about supervision.

I have already become a diff supervisor as a result of the coursework. I'm sure that I'll try some of the strategies that we've trialled during Block 2.

Planning, shared planning with student: goals, method/practice/accountability, feedback

Reflection for both supervisor and student.

The "nitty-gritty" of supervision at ACU.

Supervision needs to change over time to reflect and encourage the growth of students towards complete autonomy. I will have regular progress reports and goal setting for the student.

Regular progress reports and goal setting for students.

Be prepared; begin writing early; be reflective and self-evaluative; build relationship with student; support/critique/nurture; ensure progress remains on track.

Involve student in professional networks.

Increase strategies to evaluate my supervisory abilities. Also keeping up to date with changed policy.

Learning how to communicate and collaborate with the student appropriately.

To get the HDR student writing from the very beginning of candidature.

More process focused.

What aspect(s) of the program helped you learn about HDR supervision?

Lots of examples.

The sharing of experiences between group members and presenters

Hearing the experience of others (of being a student and of being supervised) was at time, helpful

Diverse students; feedback for supervisors. Activities and talking with others from other faculties.

Practical suggestions on all aspect of the process.

Cultural difference issues and ACU policy were new.

The research framework, logical progressing of the program and the supplied literature and frameworks

Modules 3, 4, 5 & 6. The documentation provided and resources within these modules has been both helpful now and a great resource for the future.

The ability to learn from peers

Group discussions and activities - case studies provided, collegiality, dedicated space to talk about res/postgraduate supervision

The modules provided opportunities to discuss the apparent wide range of processes and method in supervision. Module 5 provided concrete information about procedures - very useful (Boonseng's info)

Experiences of experienced supervisor. Case studies.

I found the second block of days far more helpful than the first.

Listening and talking to other students.

Talking to other supervisors.

Discussion. Listening to other experienced supervisors; learning from research findings.

Examination reports.

Modules 3, 5, 6.

Information on latest research and process of supervision (especially from Coralie). Self-reflection and discussion on research. Experienced supervisors giving their insights. Administration officers giving policy and process information.

Role plays. Research data. Examples of actual Reports, etc.

The talk by Geraldine did this brilliantly!

Case studies gave some indication of supervision and effective practices.

Discussion and work shopping with other participants.

What aspect(s) of the program hindered your learning?

The slow pace of some sessions

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I found the sharing in groups style of facilitation unhelpful. I much prefer a more focused approach that outlines (a) what the research in this area says about best practice and (b) how this can be applied at ACU. The more 'open-ended' approach tends to leave much of the course content up in the air.

Lots already known; very slow in first 3 days; no acknowledgement that already supervising until much later in program

Block 1 was quite long

Not a big fan of 'activities'. I learn better with simple 'chalk and talk'.

That it was a bit diffuse and pace was slow. Abstraction level high - more anecdotes and concrete examples and shorten vague areas.

None really, the split delivery was useful

Timing of workshops near teaching or in-between summer school/residential 1st week

Lack of ACU policy and procedures in this area

None.

There were very different understanding about the level of assistance which is appropriate. There was no clarity about this issue and I found it disconcerting.

Time. It would be nice to go away, read and think, and then come back. When going to evaluate modules, I couldn't remember what we just did, especially by the end of two days.

Too much stuff - including evaluations. Ciara's hand-out not detailed enough. We really need to know all of that detail.

I think you could reduce the amount of contact time.

While it was good to have experienced supervisors, it also meant their experiences could dominate (but it was beneficial to have their insights).

Too much small group discussions.

Lack of time to talk to colleagues about personal experiences.

Too many breaks stopped the momentum of the course. I felt like useful group discussion was prematurely aborted.

Anecdotal emphasis.

Time - too much on trivia (study skills unit) or things that were not relevant: our Indigenous students live in Northcote or Shepparton not remote areas. Why weren't the Jim-Baa-Yer people involved?

Please list additional topics that would assist you to build on your learning in this program.

More on ACU/faculty approaches

I would suggest that having discipline (or at least faculty specific) sessions would enable more cutting-edge analysis and discussion of best practice.

Looking at models regarding processes used in other universities for supporting both staff and students.

Exciting! the supervisor/student partnership

I would like an outline of the milestones of the process to use as a guide with the student in the early stages. This would be better as a resource accessible either on the web or via an eLearning unit for all H

Role of supervisor/co-supervisor/assoc supervisors - clarification

None.

Time management.

Follow up meetings when we have more experience.

Perhaps a session that leads on for experienced supervisors to keep up with current research on supervision and policy.

Would be good to invite more ACU supervisors to speak and people who deal with the resolution of conflicting examiners' reports.

Dealing with the isolation of the student and cultivating networks/community.

Probably won't know these until I have had more experience as a supervisor so as to ascertain 'gaps' and omissions.

ACU policies. ACU projection of supervisor support.

More negative case studies. Hearing more testimonials from participants.

There should have been an emphasis on managing 'the' Research project.

Rework CALD issues: not discussion of locally born CALD students; nothing about refugees. This was not helpful and it should have been.

Was the length of this program appropriate for your learning? Yes or No

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No, still think it could be compressed a bit more

No, could have been consolidated into a shorter program

No, some segments were over inflated with 'processing' through 'activities'. Some guest speakers (1st block) were ineffective

No, I felt that the course content could have been fitted into half the time

No, too long.

No, a huge amount of time spent on listening to others' experiences - very interesting but often very tangential to what was supposed to be the main points.

By making it two blocks, we ended up covering common ground; repetitious.

Yes, 2 days for block 1 and 2 days for block 2

No, as above. I feel 5 days not required. I began to feel a tool in empire building.

Yes, Quite relaxed and focused with time to discuss and reflect.

Yes, may be not quite so long between two blocks

Yes

Yes

Yes.

No. I felt this course was a bit too long. I like the presenters very much but felt increasingly frustrated by long discussions from the floor (several people were very dominant).

No. I felt the first 3 days were too long as a block. There was information overload. The second two days were better paced.

No. I think it could be shorter.

No. Too much covered.

Yes.

I think it could be reduced to a 3 day program.

Yes, but four and a half days in total is quite lengthy. Can this be cut down a little.

Yes. Some parts (particularly in first block) could have been streamlined.

Yes.

No. Possibly too long - some parts over-extended by breaking into small group discussions when not necessary.

Too long - 3 days OK. 2 days better.

No. I feel this could have been condensed into 2 days.

Yes.

No. Could have been condensed in 1-2 days.

No. Four days in total is a huge amount of time out of my week: I will be here till 10pm or all weekend to make up for those days.

What improvements to the program would you suggest?

Perhaps not evaluate each module, just each block?

A more cutting edge approach would make a 5 day course worthwhile

It is good for beginning supervisors; pick up the pace of early sections. Too many role plays.

Needs to be in one block, even if it's roughly the same time - a bigger block devoted to the study rather than 2 short ones - it really felt like we had to re-trace the same territory.

More direct, practical help

Booklet for supervisors - key aspects of our learning. Booklet for students - key aspects of the process.

Could have been a good two day course. Really felt that despite the complexity of issues they could have been more swiftly examined.

At this point of time little. Just some time to talk about the existing phase 'the moving on phase'

Perhaps there are aspects which would fit better into a Prof Dev Program for continuing supervisors. Perhaps there are topics which need to be offered throughout the year, preparing for examinations

I thought the program was excellent. I would value more input from experienced supervisors. May be assign a couple to the group each time the PD runs.

More stimulating creative environment venue

Have 2 day blocks. Offer it on each campus not just the larger campuses.

Fewer questions/more compact.

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Get a better room.

More collegiate discussion and less module evaluation - it became dominant and exhausting.

More examiners' reports.

More emphasis on pedagogy, however as an educator myself I found that I had more knowledge about learning than what was proposed in the course.

Get some seniors material about cross-cultural communication and use it. Get some CALD research students to discuss their experiences.

Any other comments

I wonder whether my more negative comments above are perhaps explained by my disappointment that the course seems to have been targeted at people who have no prior experience supervising research. Perhaps an 'intermediate' course might have been useful? A wonderful initiative I'm not a 'beginning' supervisor and all/most attending are already supervising so not a match of program and attendees. Sorry to facilitators who probably had to suffer early on with this mismatch. ACU caused the mismatch by not recognising/acknowledging staff as supervisors already.

February is the very worst time of year to stop to do this. I have too many other calls on my time and could not focus on the intended learning - a whole week back in October, although a big amount of time, would be more compassionate for lecturers and course coordinators who are already stressed and frantically
Cross faculty discussions were very interesting

Thanks

Thanks to Jo and Coralie for their great organisation/talent and facilitation

Thank you Coralie. All sessions were interesting, engaging and informative.

Thank you.

I found cases studies helpful and interesting.

Great course. Many thanks especially to the presenters who gently led us through the process and helped us to reflect critically on our practices - the good, the bad and the ugly!

Is there the opportunity for ongoing development, e.g. One day each year for supervisors who are now (or are now becoming) experienced?

Thank you very much, Coralie and Jo.

Overall, a valuable learning experience. Thanks both concerned.

Some guest speakers were not well considered. A greater need to know your audience - basic curriculum development issues.

Cut back to 3 days.

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DR supervisors.

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