

Knowledge discourses in the research field of Graduate Supervision

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Expected learning outcomes from this session

**By collective reflections, discussions, readings and writings
learn more about**

- the processes of supervising
- the constitution of a productive research learning environment
- good practice approaches to supervision

Hopefully get greater self-awareness of own conceptions of research

- how **to calibrate ourselves** and how to develop the abilities to supervising



Get extended repertoire of
supervisory strategies for critical
reflection, situated negotiation and
mentoring

Knowledge discourses of Graduate supervision

Operating

- in the research field



- in our minds as conceptions about (good) supervision
 - ❖ based on
 - ❖ own experiences
 - ❖ other's experiences
 - rumours
 - reflective 'public' descriptions



One way of understanding the aims and how we conduct supervision

- Rules and regulations
- Policies (from the University/ Faculty)
- Intentions / Signals from the research field

Alternative ways of understanding

Supervision is not conducted in a sort of vacuum

but a consequence of our ideologies, values and conceptions

In a particular

Knowledge field / discourse / Discourse practice / Community of practice / Learning Alliances

Supervision

(McAlpine, 2014)



Something you don't
have in your back pocket

Shall not be individually
improvised

A collective institutional
responsibility



Calls for explicit educational
and curricular consideration

Product of Graduate Supervision



Academic; researcher/teacher

- competence, knowledge, legitimacy
- independence/ability to cooperate
- critical thinking



Thesis

- monograph
- dissertation by publication

Research results

- in some cases directly useful to the community
- in other cases, 'a driving license'



Research on Graduate Supervision

**Often presenting manuals on how to supervise
focus on**

- tools and techniques to improve performance
- different models of supervision

**Often presenting empirical inquiries on supervisor-
student relationship**

Often addresses the perspective of the PhD student

**The perspective of the supervisor less
frequent**

A shift in perception of Graduate Supervision

From

individual processes
with guidance from
one professor

the 'Holy Dyad'



To

- educational processes
- individual study plans (ISP)
- delivery of requirements
- timely completions
- team supervision



A shift from

Graduate Education

To write a thesis is

- to reproduce
- to maintain
- to develop

discipline knowledge



Postgraduate Research

Learning to become scientists is to

- develop skills and expertise
- learn the scientific community conditions
 - publication requirements
 - production demands
 - meet deadlines
- work together with colleagues
- learning to seek and receive funding
- make oneself employable

Traditional perspectives on excellence in supervision

When the supervisor

has 'the knowledge' and scientific superiority

is a scientific authority in the field

the one who 'knows' better

how it works in practice

the practical aspects of the research education processes

and Quality

is seen as a question of reputation in the scientific society

an **Asymmetry** in the Research Education Process become inevitable

But if supervision is seen as an educational process the relations have a chance to become more Symmetrical

The pedagogical designing of a graduate education

should be adapted to the specific conditions
since there is no specific educational model
that is
applicable
in all supervising situations

(Halse & Malfroy, 2010)

Challenges of PhD supervision

Experienced Based Supervision (EBS)

versus

Knowledge Based Supervision (KBS)

The question of how one becomes a (good) PhD supervisor is seriously considered along two routes

- 1) You are born to be a good supervisor
- 2) You become a good supervisor through systematic training

The shift from EBS to KBS

is the reason why we conduct courses in supervision

Knowledge Based Supervision

Supervision now so complex and Challenging that the supervisors need professional training in supervision

The aim of the KBS pedagogy is to increase knowledge and Competence by

- stressing the importance of supervision pedagogy
- exposing participants to philosophical, sociological and psychological theories in supervision
- collegial reflections on
 - knowledge in the research field of graduate supervision
 - knowledge about learning processes
 - context matters
 - own conceptions, be aware of own
 - ideologies, values

Three perspectives on knowledge production

(Bøgelund, 2015)

	Knowledge production in an academic perspective	Knowledge production in a market perspective	Knowledge production in a changing society perspective
The purpose of the university	To produce true knowledge and to educate graduates who have acquired this knowledge	To produce believable and useful knowledge	To produce believable and useful knowledge for a globalised world
Concept of knowledge	Knowledge as true, justified conviction Production of knowledge is central	Knowledge as a social element Employing knowledge is central	Knowledge as a source of empowerment and change Value-based, contextual exchange of knowledge is central
University as part of society	Universities must produce true knowledge and add to the collective knowledge to the society	Universities must take part in creating economic growth and welfare	Universities must create change agents in a world facing global challenges

**Knowledge discourses
in
the research field
of
PhD Supervision**

**What are their implication to research
supervision?**

Workshop/Small group discussion

Based on Bøgelands' research, kindly reflect on possible consequences of applying the different discourses of knowledge production

- 1) How do you define the production of knowledge at your university?
- 2) How does this match with what you see as the purpose of your/a university?
- 3) Are you satisfied with this, or would you like to see some sort of change?
- 4) If so, how could such a change be achieved?
- 5) How do you perceive your role in such a process?

Mutual discussion \approx 15 mins

Presentation groupwise \approx 10 mins

Goal of supervision

AT THE START YOU KNOW A LITTLE MORE THAN THEM, BUT NOT MUCH. YOUR JOB AS A SUPERVISOR IS TO GET THEM TO THE STATE OF KNOWING MORE THAN YOU

AT THE END

YOU GET A SATISFACTION, YOU HAVE FACILITATED THAT GROWTH IN THEM.