

Learning Enhancement

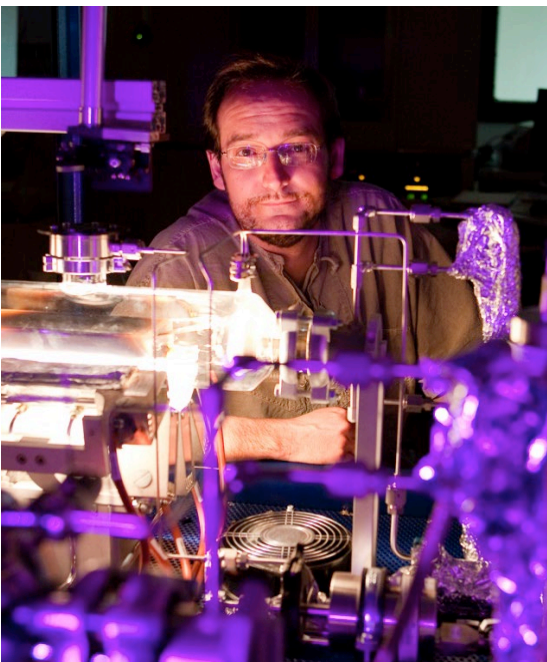


University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

Centre
for the Integration of Research,
Teaching and Learning



Supervising & working with PhD students



Dr Catherine O'Mahony

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

12/04/2024

1: PROFESSIONAL QUALIFICATIONS



Year-long, fully-online courses for all staff who teach. From entry level to advanced.

Postgrad. Certificate, Postgrad. Diploma & Masters in Teaching & Learning (HE)



THREE MONTH, SUBJECT-SPECIFIC QUALIFICATION. OPENS EACH SEMESTER



UNLOCK YOUR LEADERSHIP POTENTIAL

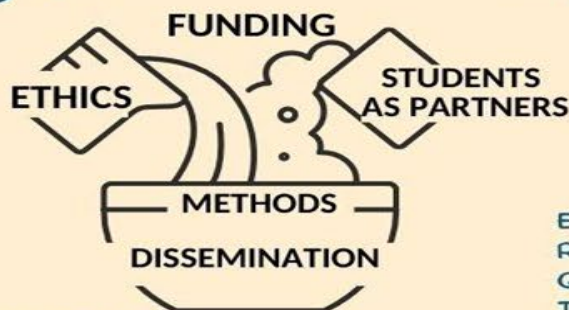
PG Cert in Professional Practice and Leadership in Higher Education



REGISTRATION OPENS IN NOVEMBER FOR ALL YEAR-LONG PROGRAMMES

3: RESEARCH-INFORMED TEACHING & LEARNING

LINK WITH US TO DEVELOP RESEARCH PROPOSALS



EXPLORE RESEARCH QUESTIONS ON TEACHING AND LEARNING



SELF-DIRECTED SHORT COURSES

- 1: Learning & Teaching with the SDGs
- 2: Universal Design for Learning
- 3: Inclusive Assessment
- 4: Academic Integrity
- 5: Community Engaged Learning

2: CONNECT WITH LATEST DEVELOPMENTS

Register for CIRTl Series: weekly sessions on T&L topics



www.ucc.ie/en/cirtl/



Workshop Overview

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

Digital Tool

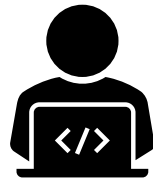


Mentimeter

WORKSHOP ETIQUETTE



Keep microphone muted when you are not speaking.



Start your comment or question by stating your name.

SUPERVISOR – STUDENT RELATIONSHIPS

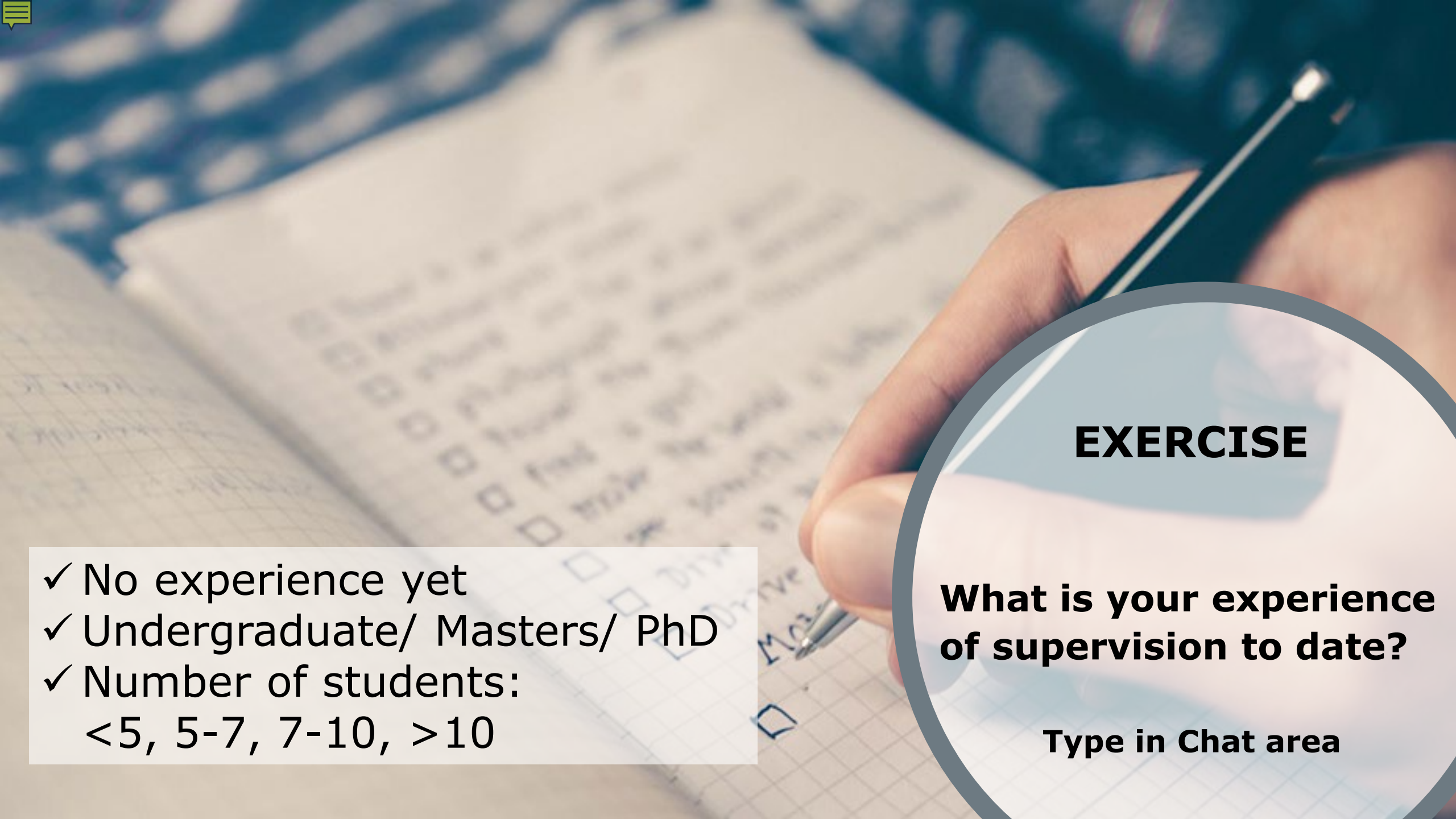
- Formal
- Informal
- Teacher
- Advisor
- Critic
- Collaborator
- Examiner
- Supporter
- Mentor
- Colleague
- Counsellor
- Friend?

No two student-supervisor relationships are the same

But

All must be professional, productive, and mutually satisfactory



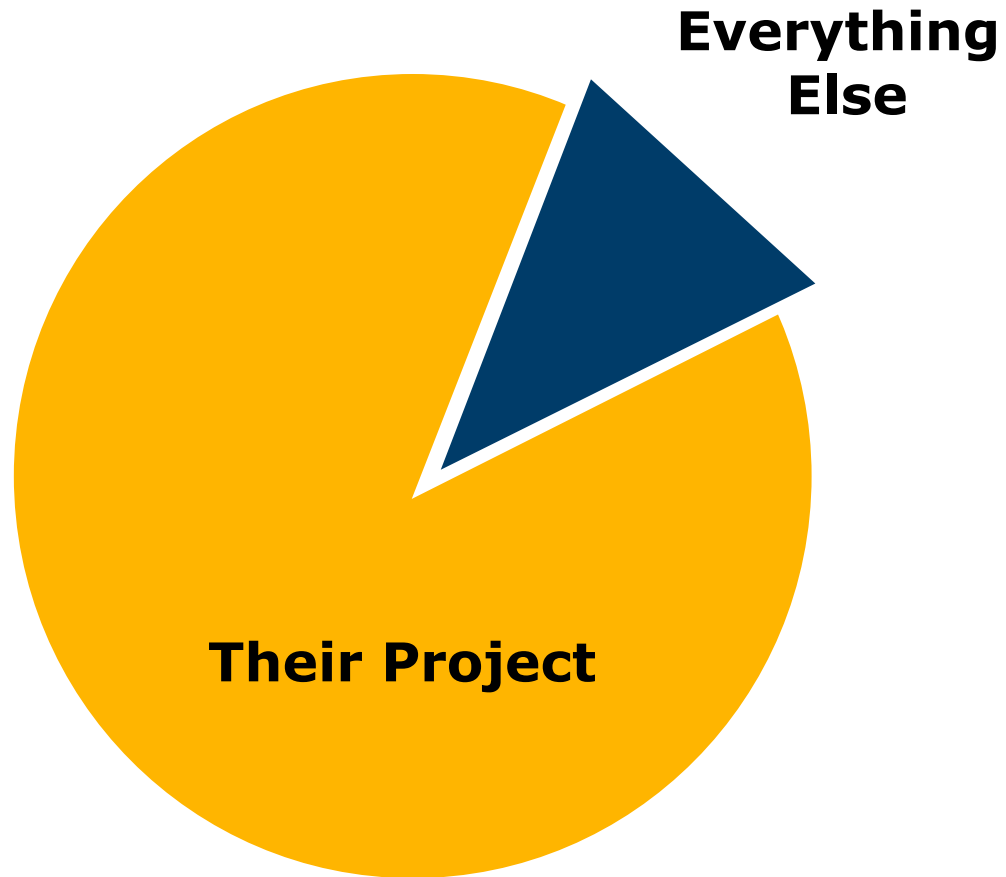
- 
- A hand holding a pen over a notebook with a checklist. The notebook has a grid pattern and contains a list of items with checkboxes. The background is a blurred image of a person's face.
- ✓ No experience yet
 - ✓ Undergraduate/ Masters/ PhD
 - ✓ Number of students:
<5, 5-7, 7-10, >10

EXERCISE

What is your experience of supervision to date?

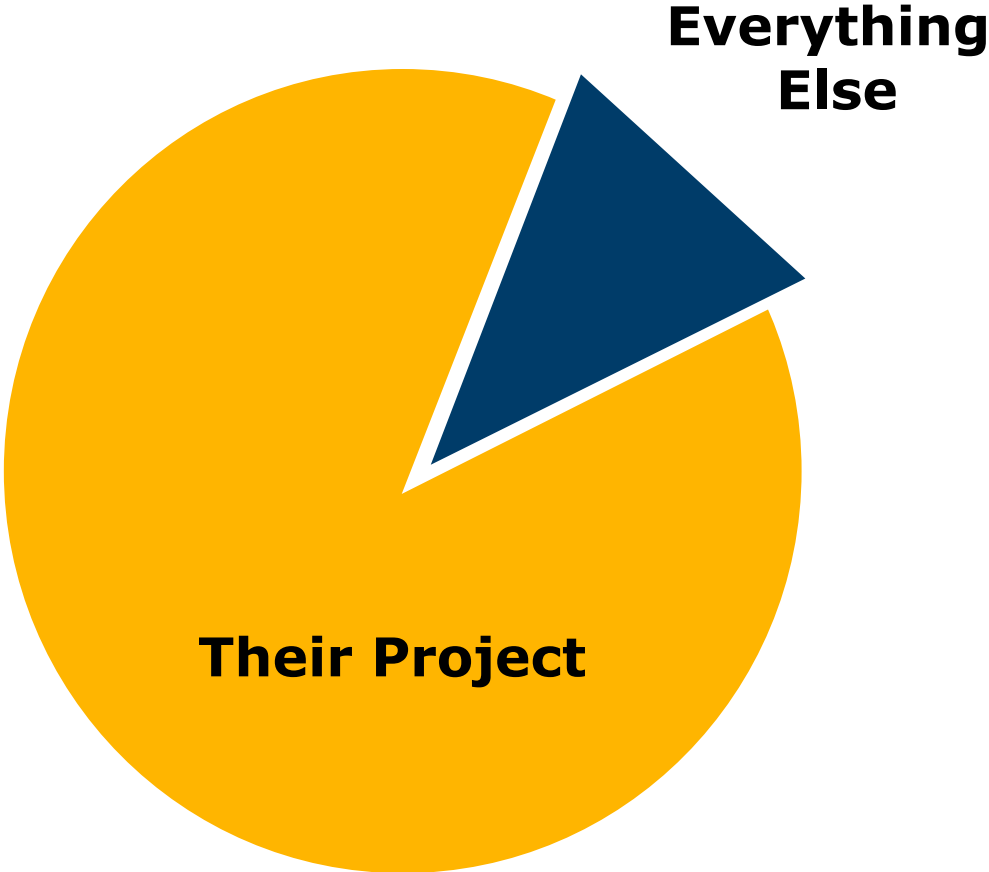
Type in Chat area

DIFFERENT PRIORITIES

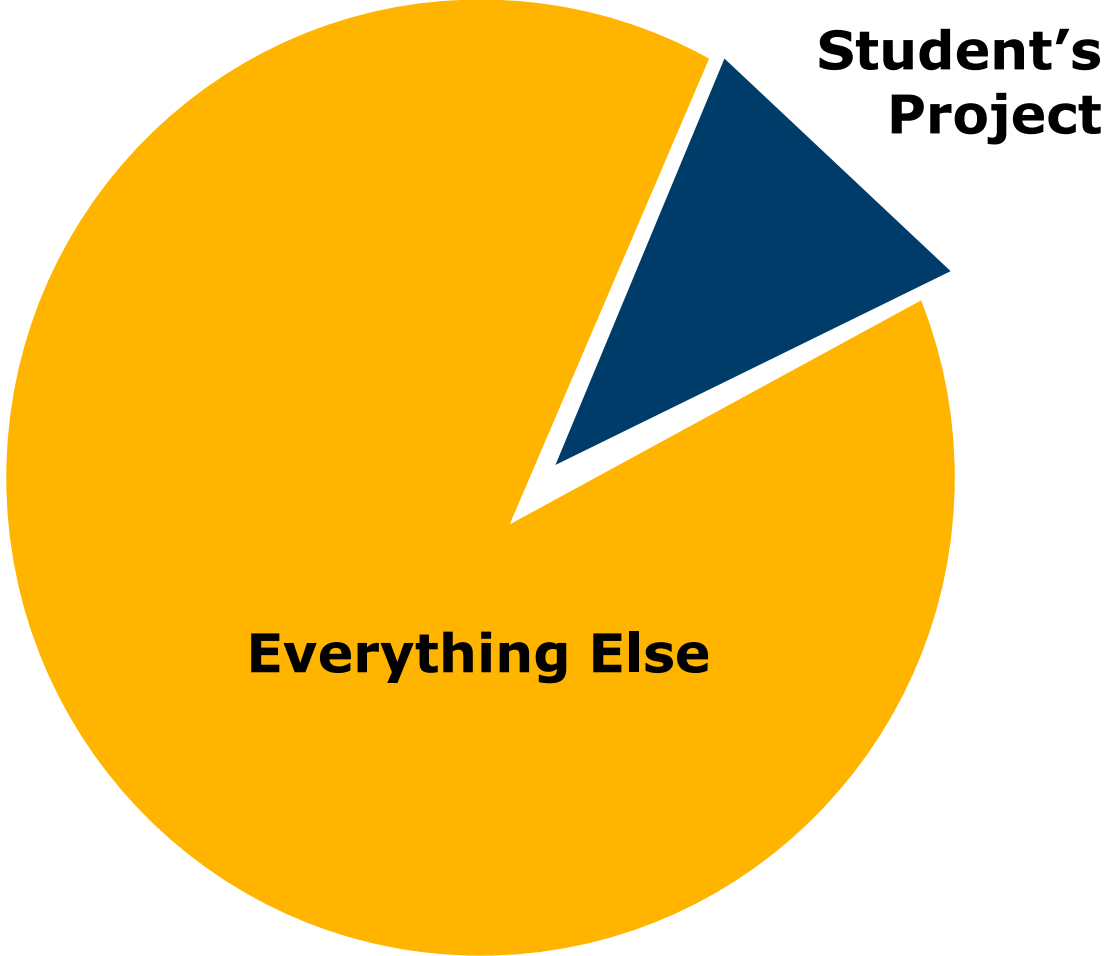


THE STUDENT

DIFFERENT PRIORITIES

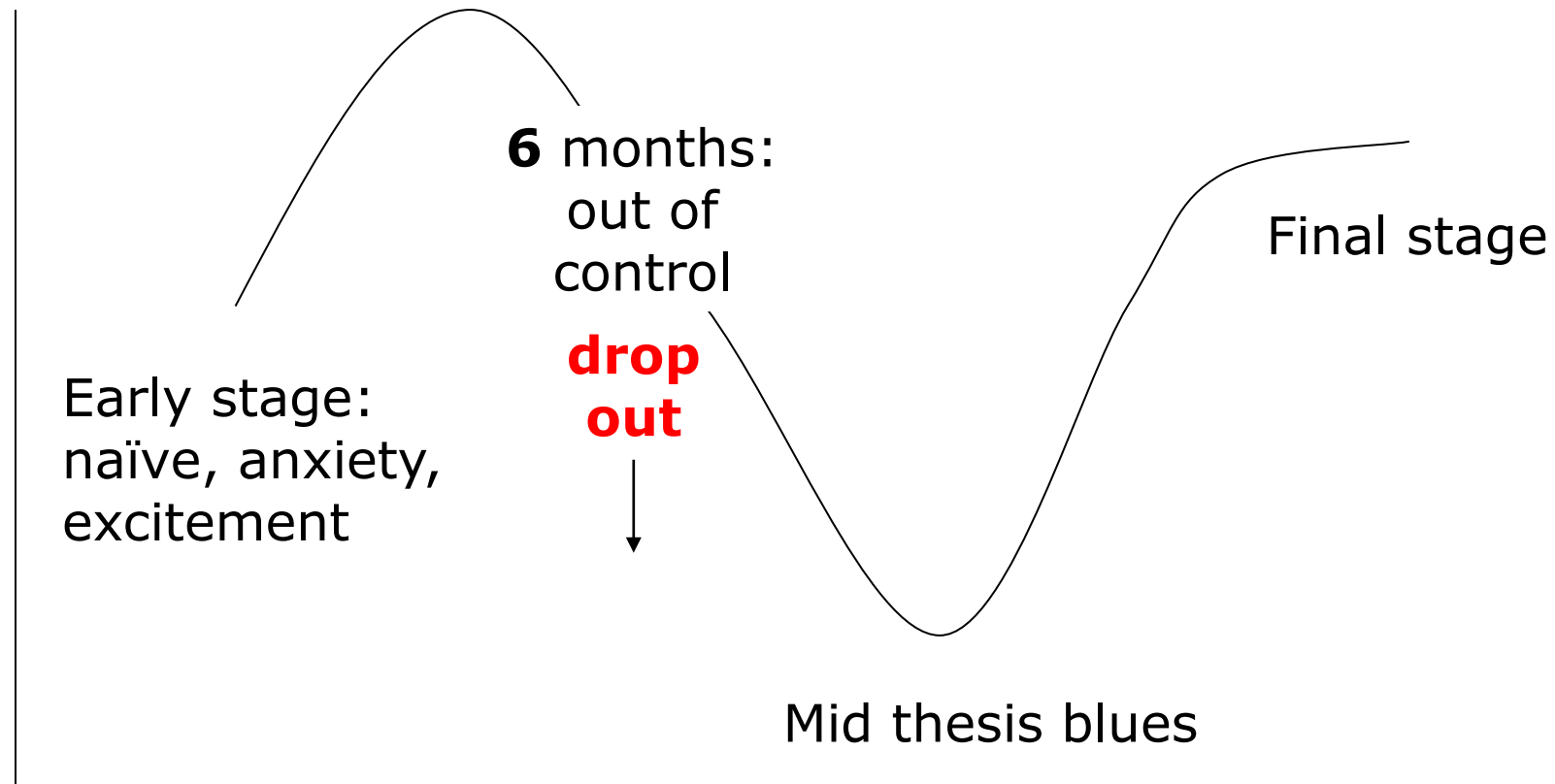


THE STUDENT



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

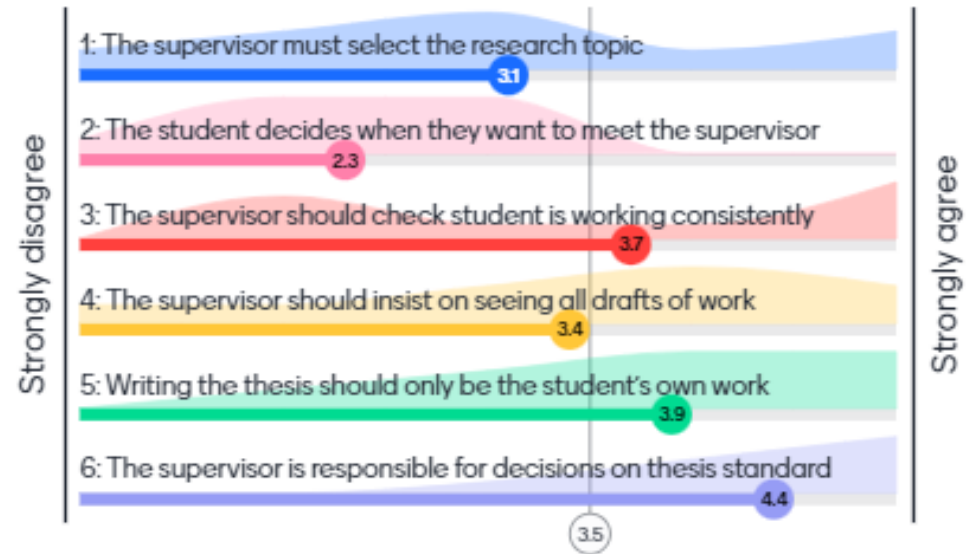
www.menti.com/74t2djkk2y

EXERCISE

Roles and responsibilities

**Click on Mentimeter link
in the Chat area.
The code is 5938 3728**

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

UCC Policy on the Supervision of Research Students

Guiding Principles

1. UCC follows a team supervision model.
2. All "Research Students" at UCC will have a "Supervisory Team" consisting of a minimum of two members, one of whom is the designated "Lead Supervisor".
3. In addition to the "Lead Supervisor", the "Supervisory Team" will include "Co-supervisor(s)" and/or "Advisor(s)".
4. All research students at UCC will have a "Research Learning Plan" and "Research Progress Reviews".

Definitions and Roles

5. The **Research Student**, henceforth Student, is a UCC postgraduate student registered for a Research Masters or Doctoral programme.
6. The **Lead Supervisor** is a member of academic or research staff of UCC who is responsible for the overall direction of the Student's research. This includes managing administrative issues relating to the Student's registration and progression and supporting the student in preparation for examination of their thesis.
7. **Co-supervisors** are members of academic or research staff of UCC or may be external to UCC (e.g., in another university, industry or a research organization). A co-supervisor provides significant specialist advice as necessary for the progress of the research. A co-supervisor (whether internal or external) must be an active participant in the supervision of the project.
8. The **Advisor** is a member of academic or research staff of UCC who provides a point of contact on pastoral, procedural and student support issues.
9. Ultimate approval of the Supervisory Team lies with the respective **Head of Unit** (normally the Head of School/Department or appropriate nominee), henceforth Head of Unit, of the staff involved.
10. The Unit of the Lead Supervisor will be deemed, for administrative purposes, to be the Unit of the Student. Ordinarily, the Student will be assigned to the **Graduate Studies Committee** of

www.ucc.ie/en/media/support/academicsecretariat/policies/graduatestudiespolicies/PolicyontheSupervisionofResearchStudents.pdf



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.






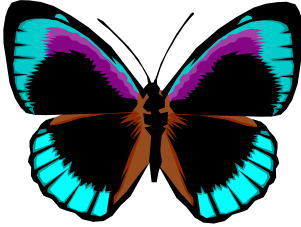

“

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



Mentimeter

www.menti.com/74t2djkk2y

EXERCISE

What is your approach to research supervision?

Click on Mentimeter link in the Chat area.

The code is 5938 3728

Join at menti.com | use code 5938 3728

 Mentimeter

What is your main approach to supervision?

▶ Start Menti

Functional

Encultation




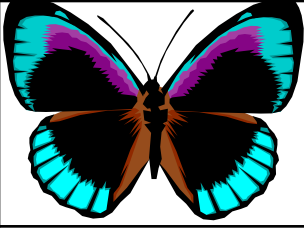

Critical
Thinking

Emancipation

Relationship
Development



STUDENT NEEDS

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

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 |

WHAT ARE THE OPPORTUNITIES FOR CPD?



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

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Year-long, fully-online courses for all staff who teach. From entry level to advanced.

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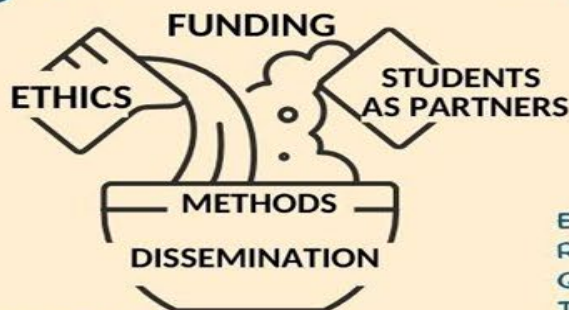
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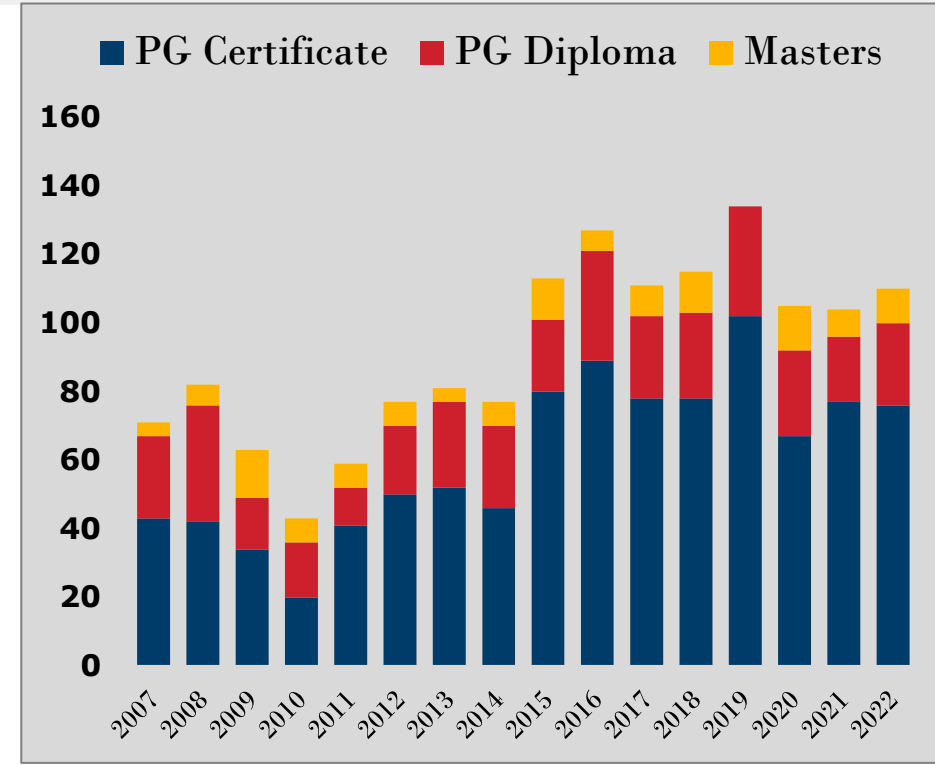
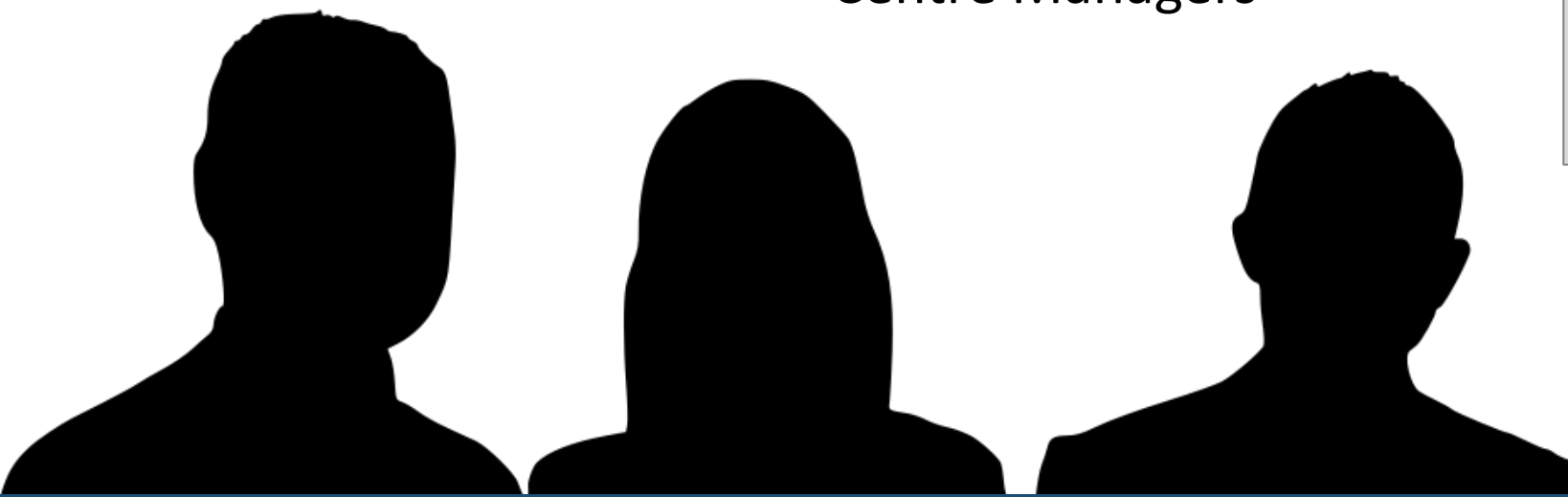
www.ucc.ie/en/cirtl/

CKB02: PG CERTIFICATE IN TEACHING & LEARNING (ONLINE)

Academic staff Researchers Library staff

Central Admin Language teachers Research support staff

Clinical staff Centre Managers



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

Elective module: Inclusive Research Supervision



60% of Academic Staff in UCC have a Level 9 qualification in Teaching and Learning

WHAT ARE THE OPPORTUNITIES FOR CPD?



5 ECTS Micro-credential on Inclusive Research Supervision

Offered November 2024 and January 2025

Directed by Dr Katy Dineen, Lecturer in Learning and Teaching Enhancement with CIRTl and adjunct Lecturer in Philosophy Department

www.ucc.ie/en/tl6010/

WHAT ARE THE OPPORTUNITIES FOR CPD?



FREE

**PAPOR
TRAIL**

**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**

Research Based Teaching
Employability
Sustainability
Inter- and transdisciplinarity
Global Reach
Civic and Community Engagement

Connected Curriculum digital badge

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

WHAT ARE THE OPPORTUNITIES FOR CPD?

Fostering Academic Integrity
in Learning and Teaching



Academic Integrity digital badge

<https://ucc.instructure.com/enroll/XL3F9R>

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/

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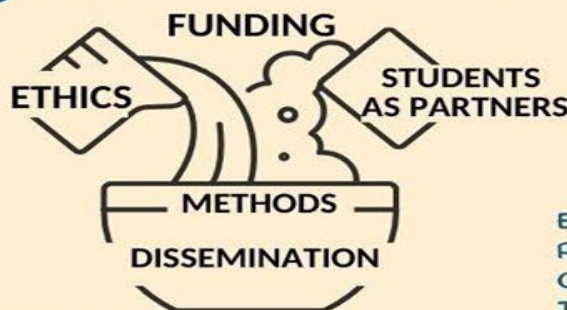
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