

## Title: Successful supervisor development programs – why and how?

### 1. Purpose and outcomes

The purpose of this workshop is to provide participants with a rich source of knowledge and practice on how to implement and run development programs for research supervisors. After the workshop, participants will be able to

- Identify key factors in successful research supervision
- Give reasons for a range of central didactic choices when implementing supervisor development programmes
- Discuss potentials and pitfalls in transferring a course concept to other institutional contexts

### 2. Content and scholarly basis

Research education in many European countries, Australia, and America has undergone substantial changes within the last decade (M Pearson & Kayrooz, 2004). Government policy has moved towards more closely audit of the effectiveness, quality, and outcome of doctoral programmes (McWilliam et al., 2002). New types of research degrees have been introduced, and the student population and diversity has increased significantly (Neumann, 2002; M Pearson, 2005). Consequently, good research supervision is more important than ever (Hammond, Ryland, Tennant, & Boud, 2010). In response, there has been increased interest in supervisor development (Engebretson et al., 2008), and a growing research literature that explores effective supervision practices (Rath, 2008).

As educational developers working at a large Nordic research-intensive university we have also witnessed an increased demand for supervisor development. Since 2008 we have been responsible for implementing and running a comprehensive supervisor development program aimed at all supervisors at our faculty. We will draw on our knowledge from this work as well as scholarly literature in the workshop.

### 3. Design

The program falls in two parts. In the first part, we focus on *successful doctoral supervision*. We provide evidence based arguments for an identified link between particular supervisory practices and doctoral students' success in terms of well-being, completion, self-efficacy, and high quality doctoral dissertations. In the second part, we focus on *successful programs for developing doctoral supervision*. Here we invite participants to reflect upon central principles of educational development addressed in the literature, e.g. supporting supervisors' reflective practices (Margot Pearson & Brew, 2002), and institutional development of supervision (Reid & Marshall, 2009).

Content	Method	Minutes
Welcome	Short introduction	5
	Presentation of participants and workshop Facilitators	10
What is successful research supervision?	Presentation. We present a review of the research literature on supervision in Higher Education, combined with key findings from a large-scale survey that we recently conducted among all research students enrolled at our University.	30
	Questions and discussions in plenum	10
What kind of supervisor development initiatives are currently offered at your home	Clicker exercise. The aim of the exercise is to draw a shared and diverse picture of the participants' experiences with implementing development initiatives.	20

institutions? And why?		
Coffee break		20
What is a successful research supervisor development program - according to the participants?	Individual reflection	5
	Group work (snow balling). Each group is asked to commit themselves on seven dimensions: 1) Compulsory or non-compulsory? 2) Only new supervisors or all supervisors? 3) Individual supervisors or communities of practice? 4) One-day or semester-long program? 5) Discipline-specific or generic? 6) With or without assessment? 7) Face-to-face course or online (blended) learning?	30
	Plenum discussion	20
An ambitious and comprehensive development program for supervisors – an example from Denmark	Presentation. We share our course concept and teaching materials. We also present research based arguments for our choice of course design, aim, content, and incentive structure.	20
What are your main learning points from the workshop?	Think-pair-share	10

## References

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#### **4. 75 word advertising text**

Current changes in research education, such as ‘massification’ and diversity of the student population, have considerable impact on research supervision practices, and it causes new challenges for those responsible for supervisor development and training. The purpose of this workshop is to provide participants with a rich source of knowledge and practice on how to implement and run development programs for research supervisors, informed by scholarly literature.

#### **5. Your name**

Gitte Wichmann-Hansen

#### **6. Your educational development network**

DUN

#### **7. Name of workshop-organizer(s)**

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