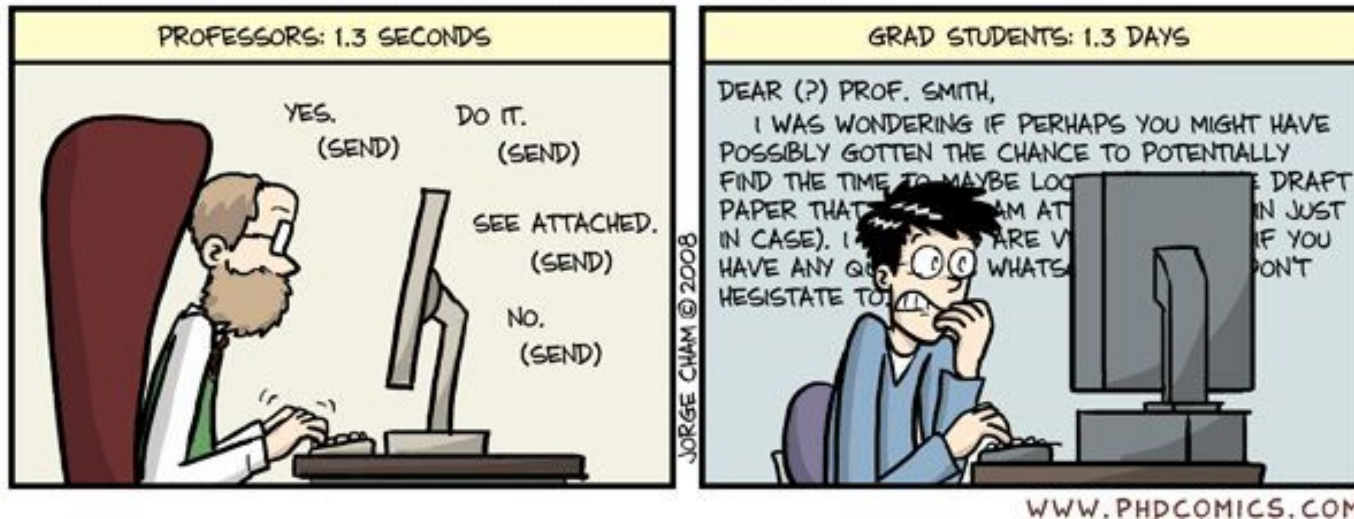


Supervising Doctoral Studies

GeoTraining

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AVERAGE TIME SPENT COMPOSING ONE E-MAIL



(Source: <https://sites.google.com/site/abucciol/supervision/phd072508s.gif?attredirects=0>)

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1. Introduction

- Doctoral candidate refers to an individual **studying for a doctorate degree**
- As you know, dissertation writing is a very significant part of a PhD Program
- Appropriate supervision is vital to the successful completion of a PhD degree

1. Introduction

- Generally, PhD dissertation should be based on **scientific integrity** and **mutual respect** and a **culture of cooperation** between PhD candidates and their supervisors
- Since the communication between the supervisor and student is key, he/she can “make or break a PhD student”
- That is why many writers assert that doctoral supervisors play a critical role in doctoral education

2. Functions of PhD Supervision and Role of Supervisors

- Supervision requires a combination of **guide, mentor, information-source, coach** and **inspiration**
- Supervision is “*the active engagement of a supervisor in assisting the postgraduate student in identifying a **line of inquiry, delineating the scope of a project** within that line of inquiry, **providing guidance for successful completion of the project and the dissemination of results**”*”
- Supervisors must provide the time, expertise, and support to foster the candidate’s research skills and attitudes and to ensure the production of a thesis of acceptable standard

2. Functions of PhD Supervision and Role of Supervisors

- That is why it is said that **supervising a PhD student is one of the most demanding tasks that academic staff have to do**
- Doctoral research supervision is one of the major avenues for sustaining students' satisfaction with the program, preparing students to be independent researchers and effectively initiating students into the academic community

2. Functions of PhD Supervision and Role of Supervisors

- In doctoral research, **feedback** from supervisor plays an important role in assisting student's development throughout the academic research journey
- The outcome of the doctorate must include both a record of a **completed original research presented within a doctoral thesis**, and the formation of a **well-trained, independent researcher**

3. What is involved in supervising Doctoral Students?

- Training an individual to become an **independent researcher**
- Helping someone to get to grips with **a large body of subject specialist knowledge** and
- Helping someone to understand what the fundamental **important questions are that need to be addressed during a PhD project**
- Such trainings will help you to realize: (a) the nature and purpose of the PhD, (b) what skills you might need to support, engage and help your research students grow into independent researchers

4. Types of PhD Works

- The first and most common one is the **traditional PhD route** where students generate and defend a thesis of original research at a viva voce
- The second one is **PhD by Published Work (PW) retrospective route**;
- Here a series of peer reviewed academic papers or artifacts are produced around a coherent theme over many years, collated and submitted with a **synthesis** (or equivalent) and usually **defended by oral examination**

4. Types of PhD Works

- **PhD by Published Work** allows students to demonstrate, through the medium of their publications, that they have **already undertaken doctoral level research and have the appropriate skills for that level**
- In here as in the first one, supervisors are essential for the emotional and academic support because they can help them in the **write up of their final narrative synthesis and in preparing them for their oral examination**
- It should however be underlined that both the traditional and PW routes require **original scholarly work** and a contribution to the body of the subject knowledge

5. Doctoral Research Supervision Models

There are five doctoral supervision models:

(a) Face-to-Face Interactive,

(b) Apprenticeship,

(c) Partnership,

(d) ICT-Based and

(e) Blended learning

5. Doctoral Research Supervision Models

a) **Face-to-Face Interactive Model:**

- it is based on **the traditional teacher-student relationship** it builds on **asymmetrical power relations** where the supervisor gives corrections to the student and controls and directs the student's work

b) **Apprenticeship Model:** involves the supervisee **observing and copying the supervisor's actions;**

c) **Partnership Model:** is based on more **symmetrical relationship built on dialogue as the central strategy;** most students seem to be more comfortable with this model of supervision

5. Doctoral Research Supervision Models

d) **ICT-Based Model:** this is a **new window** that takes into account new information and communication technologies (ICT) and realities of heavy workload of supervisors

e) **Blended Learning Model:** here the role of the supervisor is that of **indicating the main sources of information to be accessed by the student in face-to-face consultations and via the Internet and libraries** and then **evaluating what the student has gained from it**

6. The Conceptual Approach towards PhD Supervision

They include:

- (a) Functional Approach,
- (b) Enculturation,
- (c) Critical Thinking,
- (d) Emancipation and
- (e) Developing Relationship

6. The Conceptual Approach towards PhD Supervision

(a) **Functional Approach** – Here, the issue is one of **directing of project management**. As a result, it is the one which sits most closely with the professional role of the academic – rational progression through tasks

(b) **Enculturation** – the student is encouraged to become a member of the disciplinary community; the supervisor provides some specific expertise, but will also be a **gatekeeper** to many more learning resources, specialist opinions and networks

6. The Conceptual Approach towards PhD Supervision

(c) **Critical Thinking** – Here, students are encouraged to question and analyze their works

- Conventionally, this is the heart of the PhD supervision – **evaluation, challenge, argument, analysis, and constant inquiry** are the core issues

(d) **Emancipation**: Here, the student is encouraged to **question and develop themselves** (mentoring, supporting constructivism, facilitation, reflection are key elements)

(e) **Developing a quality relationship** – Here, the student is **enthused, inspired, encouraged, recognized and cared for**