EDPR 6001
Research Higher Degree Supervision

Unit of Study Outline
Semester 1, 2016

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Unit of Study Outline

We welcome you to this unit of study. The program that underpins this unit is an initiative of the Education Innovation team (formerly, the Institute for Teaching and Learning and Sydney e-Learning units) in collaboration with the Faculty of Education & Social Work. The program can now be completed as a unit of study in Graduate Diploma/Masters in Education (Higher Education).

1. TEACHING STAFF DETAILS

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Semester 1 2016</th>
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<tbody>
<tr>
<td>Coordinator/s</td>
<td>Dr Tai Peseta</td>
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<tr>
<td></td>
<td>9351 5812</td>
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<tr>
<td></td>
<td><a href="mailto:tai.peseta@sydney.edu.au">tai.peseta@sydney.edu.au</a></td>
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</tbody>
</table>

Room and building

Tai is located in the Institute for Teaching and Learning, Level 2 South, Fisher Library, F03.

Arrangements for consultation

In 2016, the Coordinator of the Graduate Certificate, Diploma and Masters (Higher Education) programs in 2016 is Professor Adam Bridgeman. Contact Adam with any overall course queries or concerns (adam.bridgeman or ext. 12731).

You can access home pages for all staff at http://www.itl.usyd.edu.au/aboutus/staff.htm

Please note too that if you have enquiries about your enrolment or fees, these issues are handled through the Faculty of Education and Social Work’s Student Administration where the contact person is the Graduate Student Advisor, Gilbert Cheng: gilbert.cheng@sydney.edu.au. His telephone number is (02) 9351 4054 and he is located in Room 307 in the Education Building A35.
2. TIMETABLE AND TEACHING MODE

This unit is offered through a flexible learning mode. To complete it, you must have regular email and internet access. Unless you have already done so, you will need to register separately to gain access to the online modules (which are also part of the non-credit Foundations of Research Supervision program or FRS). You can do that by visiting http://www.itl.usyd.edu.au/supervision/isp/register.cfm and typing in your UniKey log-in and password.

This unit of study has two requirements: you must first complete all 6 on-line modules of the FRS program, and then complete a follow-up inquiry project pertaining to research supervision.

Meeting with the unit coordinator
During week 1 of semester, contact the coordinator to make a time for a short individual meeting. This can be done f2f, online (via e.g., Skype or Zoom), or the on the phone. This first meeting is intended to ensure you plan your time so that you start off studying in flexible mode with the support you need. You may wish to meet with unit coordinator throughout the semester to keep you on track case. In those cases, you can negotiate additional meetings at the first meeting.

The on-line modules
You will work through the on-line modules at your own pace. You may find it helpful to set aside time each week to make progress; putting a regular time in your diary should help you keep on track. People who have completed the unit report that the 6 on-line modules that you must complete for this unit of study take on average about 2 hours each. The precise timing will depend on the extent to which you choose to follow up on extended discussions and the scholarly reading. You should aim to complete the on-line modules by the end of the sixth week of semester so that you have enough time to complete the inquiry project before the end of semester.

The 6 on-line modules that you must complete are as follows:

1. Preparing for Supervision
2. Meeting Your Student
3. Managing the Process
4. Progress Review
5. Providing Writing Guidance
6. Examination and Completion

Each module contains information and ideas, scholarly readings, activities, resources and discussion prompts. You will be asked to post your thoughts and responses in the online Discussion Space, which will bring you into contact with other academics from across the University who are currently undertaking the FRS program, or who have recently completed it.

The inquiry project
The inquiry project invites you to consider how the ideas and information in the online modules apply – or need to be modified – within your own institutional or disciplinary context. For the inquiry project you will further investigate a particular aspect of research supervision that interests you. This will involve considering current supervisory practices within your school, faculty or discipline (from the perspective of experienced supervisors, new supervisors, research students and/or other stakeholders), making connections to scholarly literature on research supervision, and making a plan for disseminating the results of your inquiry project in an appropriate collegial forum.
3. WHAT IS THIS UNIT ABOUT?

Unit of Study Aims
This unit aims to provide professional and scholarly academic development in research higher degree supervision through a flexible learning mode. It caters particularly for academics new to supervision. You will gain most from it if you are planning to supervise research students in the near future (or have already begun to do so).

The unit is also designed to support you in developing a coherent and scholarly account of your own supervisory practice. It introduces you to the scholarly literature on postgraduate pedagogy and supervision development – and to relevant policies at Sydney University – in order for you to take a pro-active approach to the challenges of, and changes in, postgraduate research degrees.

Learning Outcomes
*In addition to any learning outcomes you set yourself, by the end of this unit, we hope you will have:*

- become familiar with the institutional and organisational policies and procedures related to research higher degree supervision at the University;
- gained a better understanding of what is involved in developing a professional, scholarly and research-based approach to your supervision practice;
- engaged with scholarly literature on research students, research education, and research supervision;
- begun to think about the importance of developing a set of pro-active strategies to anticipate and address potential challenges in the supervisory relationship;
- located your supervision practice within a collegial context (communities of practice); and
- designed, conducted and planned to disseminate an inquiry project pertaining to research supervision.

4. ESSENTIAL READINGS, TEXTBOOKS AND OTHER RESOURCES

There is no single set text for this unit of study. Many of the readings and resources chosen to support your learning in this unit will be downloadable via the on-line modules. You will also be using additional readings that you will identify based on the focus of your inquiry project. You can negotiate these with the unit coordinator.

5. ASSESSMENT

5.1 Assessment
There are no examinations in this unit. Instead, the unit involves the following: a) completing 6 online modules; and b) planning and undertaking an inquiry project on supervision, which involves formulating a particular inquiry question of relevance to your current or future work with research students, addressing this question through a project that combines scholarly knowledge (from your readings) and practitioner expertise (from interactions with colleagues/students in your area, school or faculty), and making a plan for disseminating the findings in an appropriate collegial forum.

*Task 1: Complete FRS online modules 1-6*
Completing this task involves: independently reading the modules; reading selected additional materials (literature, handbook, policies) that are available via the modules; writing down your thoughts and responses to the prompts and participating in the on-line discussion forums. It expected that you will complete approx. 80% of the tasks and readings in each of the modules. Your responses are not marked.
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Due: Friday 15 April 2016 (end of week 6)
Weight: 50%

Task 2: Inquiry project
The focus of the inquiry project is a question you want to ask or investigate about your supervision practice that has been generated in your context. Depending on the question, the process for carrying out your project might involve the following:
• interviewing experienced supervisors and/or research students, and presenting your analysis to colleagues in your area;
• doing a critical literature review on a particular aspect of research supervision/degrees;
• analyzing an aspect of completed theses;
• creating empirical/scholarly materials for supervisors and/or students in your disciplinary areas;
• or another type of project that appeals to you.

You should meet with the unit coordinator to negotiate the focus of your inquiry project, and to develop a proposal before you embark on the project itself. The proposal will not be marked and contains no assessment weight. It is intended as a feed-forward strategy and as a result must be completed. Feedback on your proposal will take place in conversation with the unit coordinator at a mutually negotiable time.

You can submit your Project Proposal via email, although and your written report must be submitted online via the unit’s LMS site. This is so your written report can take advantage of the capacities enabled through Turnitin.

Due: Project proposal (200-300 words): Friday 21 April 2016 (end of week 7)
Due: Written report from Inquiry project (2500-3000 words): Friday 3 June (end of week 13)
Weight: 50%

The assessment tasks are designed to enhance your understanding and expertise in relation to the following Criteria for Good Supervision Practice at The University of Sydney:

1. Interest in, and enthusiasm for, the supervision of postgraduate research students.
2. Appreciation of a range of good practice approaches to supervision and an understanding of what constitutes a productive research learning environment.
3. Establishment, for and with students, of clear goals and expectations in the light of up to date knowledge of the University's requirements.
4. Productive and regular meetings held with students which provide them with sympathetic, responsive and effective academic, professional and personal support and guidance.
5. Careful management of the supervisory process to achieve timely and successful completion of the thesis.
6. Development of a partnership with students which takes account of the need to assist them to develop a range of generic attributes and to introduce them to the research community.
7. Open communication established with students with timely feedback, which is both supportive and challenging, given on progress.
8. Utilisation of a repertoire of supervisory strategies to take account of the differing and diverse needs of individual students including assisting students from equity groups and those off campus to achieve success in their study.
9. Evidence of systematic evaluation of competency in supervisory skills and of critical reflection and engagement with salient and emergent issues in their own field of research, to improve supervisory practice.
10. Use, by the supervisor, of the literature on the scholarship of supervision pedagogy, and of relevant policy issues in research education to enhance the postgraduate research experience of their students.

5.2 Criteria, standards and grades
There are three criteria for the Inquiry Project:
• The project’s focus question, intended audience, approach and content/argument are clear, and aligned.
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• Perspectives on current, local supervisory practice are integrated with scholarly literature.
• Dissemination strategies are outlined.

Grade Descriptors: The following grade descriptors are used as a basis for feedback in all of the graduate programs taught by ITL staff.

<table>
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<th>Grade</th>
<th>Description</th>
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<tr>
<td>High Distinction</td>
<td>As for the criteria for Distinction. However, the work also shows a high degree of originality and creativity. There is evidence that views of teaching and learning in professional, vocational and/or higher education, and their application in practice, have contributed to deep personal learning. There is excellent evidence of reflection on academic practice, and identification of strategies for development of self and others. There is evidence of the ability to generalise the subject content to areas not covered in formal class sessions.</td>
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<tr>
<td>Distinction</td>
<td>The work shows a good appreciation of the general purpose of the topic. There is good coverage of the topic with relevant and accurate support and a well-developed scholarly argument. The work demonstrates a clear view of how the various aspects of the topic integrate to meet the purpose. There is good evidence of application of assignment content to a relevant context.</td>
</tr>
<tr>
<td>Credit</td>
<td>The work is relevant, accurate and addresses several aspects of the topic. There is demonstration of understanding in relation to a reasonable amount of the content and a scholarly argument has been advanced. There is emerging evidence of an overall integrative view of the topic, and growing awareness of application or integration.</td>
</tr>
<tr>
<td>Pass</td>
<td>The information in the various aspects of the work is relevant and accurate, but is not integrated, and covers core aspects of the topic. There is an attempt at a scholarly argument, and the work indicates a limited understanding of the topic.</td>
</tr>
<tr>
<td>Fail</td>
<td>The information in the work is irrelevant, inaccurate or has missed the point. The work is insufficient; there is lack of engagement with learning tasks or a failure to submit within the agreed time-frame.</td>
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5.3 Assessment policies in Education and Social Work
All assessment in the unit of study occurs in conformity with the policies of the Faculty of Education and Social Work, which is outlined on the web site of the Faculty of Education and Social Work. Please refer to these policies for such matters as:

- Marking and grading
- Questioning a mark
- Submitting an Assignment
- Exams
- Seeking an extension
- Penalties for late submission of work
- Plagiarism and academic honesty
- Seeking special consideration
- Seeking leave of absence
- Student appeals process

All those enrolled in this unit of study are expected, without exception, to make themselves familiar with these policies. They are available at the following website: 
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**Academic Honesty**
The text-based similarity detecting software (Turnitin) is used for all text-based written assignments in this unit of study unless otherwise indicated, in compliance with the University’s [Academic Honesty in Coursework Policy 2015](#).

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### 6. OTHER NOTES ON THIS UNIT OF STUDY

**Evaluation**
At the end of each module, there is an opportunity for you to provide us with feedback on your experiences. In addition to these opportunities we hope you will feel comfortable enough to share your experiences at any stage in the process. Participant feedback helps inform changes that are made to the unit each year.

**We welcome you to this unit of study and we look forward to working with you to research your HDR supervision practice.**