Faculty of Education and Social Work
The University of Sydney

EDPR 6001
Research Higher Degree Supervision

Unit of Study Outline

Semester 1, 2014
or
Semester 2, 2014

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Unit of Study Outline

We welcome you to this unit of study. The program which underpins this unit is an initiative of the Institute for Teaching and Learning, (ITL) in collaboration with the Faculty of Education & Social Work. The package can now be completed as a unit of study in Graduate Diploma/Masters in Education (Higher Education).

1. TEACHING STAFF DETAILS

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<tr>
<th>Unit of Study Coordinator/s</th>
<th>Semester 1 and 2 2014</th>
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<tr>
<td>Prof Keith Trigwell</td>
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<tr>
<td>9351 4572</td>
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<tr>
<td><a href="mailto:keith.trigwell@sydney.edu.au">keith.trigwell@sydney.edu.au</a></td>
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Room and building

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

Arrangements for consultation

The Coordinator of the Graduate Certificate, Diploma and Masters (Higher Education) programs in 2014 is Dr Graham Hendry. Contact Graham with any overall course queries or concerns (graham.hendry@sydney.edu.au or ext. 14820).

You can access home pages for all ITL 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 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 going to 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.

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 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.
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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. Annual 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 in Sydney 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.

5. ASSESSMENT

Assessment tasks in this Unit of Study

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.

5.1 Assessment tasks

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<tr>
<th>Complete online Modules 1-6</th>
<th>Due date</th>
<th>Notes</th>
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<tr>
<td>This involves:</td>
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<tr>
<td>independently reading the modules</td>
<td>Semester 1</td>
<td>Please email the Unit of Study Coordinator once you have enrolled in the unit.</td>
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<td>reading selected additional materials (literature, handbook, policies) which are available via the modules</td>
<td>7 April OR Semester 2 1 Sept</td>
<td>It is expected that you will complete approx. 80% of the tasks/readings in the modules. Your responses are not marked.</td>
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<td>writing your thoughts and responses in the on-line Discussion Space</td>
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<tr>
<th>Inquiry project</th>
<th>Due date</th>
<th>Notes</th>
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<td>Depending on the question you seek to investigate, your inquiry project might involve the following:</td>
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<td>1. Interviewing experienced supervisors and/or research students, and presenting your analysis to colleagues in your area;</td>
<td>Written inquiry project proposal (200-300 words) due</td>
<td>You will receive brief feedback on your project proposal, which will not be marked.</td>
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<td>2. Doing a critical literature review on a particular aspect of research supervision/degrees;</td>
<td>Semester 1 14 Apr OR Semester 2 8 September</td>
<td>The unit of study coordinator will be available for planning consultation, but the impetus for the concept and activities will come from you, given your particular needs in relation to your community of practice.</td>
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<td>3. Analysing an aspect of completed theses;</td>
<td>Written project report (2,000-3,000 words) due</td>
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<td>4. Creating empirical/scholarly materials for supervisors and/or students in your disciplinary area; OR</td>
<td>Semester 1 2 June OR Semester 2 3 November</td>
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<td>5. Another type of project that appeals to you.</td>
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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.

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

### 5.2 Grade descriptors

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<td>High Distinction 85% – 100%</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 75% - 84%</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 65% - 74%</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</td>
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| Pass 50% - 64% | 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. |
| Fail 0% - 49% | 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. |

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: http://www.edsw.usyd.edu.au/current_students/assistance_forms/policies.shtml.

Academic Honesty
You should be aware about the serious manner in which academic honesty is viewed in the University. The University policy can be found at http://www.usyd.edu.au/senate/policies/Plagiarism.pdf or by following the link from the Faculty of Education and Social Work home page directing students to University policies.

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 on research supervision.