

Supervision on bachelor-, master- and PhD.-level in education

Module I

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HÁSKÓLI ÍSLANDS



The purpose of this seminar is to develop supervision skills

Content:

What does it imply to supervise a master thesis?

What is expected from a supervisor?

What is a supervision contract?

What is the content of a project plan?

How do I supervise regarding the project plan?

To supervise is a scaffolding process, the supervisor has a mediating function

- Interest and attention (recruitment)
- Define the steps in the task (break down into manageable parts).
- Support the goal direction (keep the direction).
- Make choices in the process visible (underline critical aspects)
- The scaffolding and support from the supervisor might reduce the student's feeling of not mastering the task (frustration control).
- The supervisor can demonstrate ways of solving the problem (demonstration)

The supervision contract with the student

Expectation analysis – oral contract

Talk the first meeting about what you are and what the relation is: a professional relation.

Create decent and clear rules, agreements, and communication forms.

Basics for good supervision routines

- Make agreement on meeting times
- Restrict in place and time
- Focus and theme for each supervision session
- Respect and good will from both sides

Topic, theme, problem formulation, research questions

- ***Topic***

Within which subject, field

- **Theme and sub themes**

- Within a topic you focus on a theme.

- **Problem formulation (overarching research question)**

- **Research questions (under the problem formulation)**

Specify, limit, be possible to explore.

Find a theme

Brainstorm using mind map

The theme must be suitable for your thesis (30 credits); you have to delimit.

To develop a problem formulation

What do you ask about? (Problem-formulering)

How do you ask?

Undersøkelsesmetode;

Why do you ask?

Undersøkelsens faglige formål fremgangsmåten

With what do you ask?

Undersøkelsens redskaper:
teori, begreper, faglige metoder

Based on what do you ask?

Undersøkelsens emipiri,
stoff, data, fenomen

(Oppgavens pentagon i Rienecker & Jørgensen, 2007, s. 28)

How do you ask in your problem formulation?

- **Two basic rules:**

Open question better than closed

Do not ask leading questions

Levels of questions

- What
- How
- Why

The project plan (3-5 pages)

1. The aim of the research/project
2. The relevance of this theme
3. Background and theoretical framework
4. Problem formulation and research questions
5. Project design (methodology and methods)
6. Results (how do you intend to present your findings?)
7. Discussion (what is the importance of your findings?)
8. Time plan (when ready, when do what).

To have a dialogue around the plan

- The problem formulation
- The empirical material:

When is it enough for a work that counts as 30 credits? (This is an ethical question: do not ask the student to collect too much material)

The importance of meta communication during supervision

When a supervisor does not know. Do not pretend, send the student to a supervisor who has the competence.

Metaconversation: to talk about your discussion

The supervisor initiates such conversations

It might be frequent short inputs in the supervision conversation

Meta conversations

- Use signalwords

Now I want to talk about; The most important we have talked about so far

- Early communication (don't wait)
- Regular meta communication prevents problems to grow.
- Talk about the relation.
- Talk about the supervision strategy.
- Involve the student in dialogical communication.

References (preliminary)

Rienecker, L. & Jørgensen, P.T. (2007) *Den gode oppgave*

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