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**POSTGRADUATE
SUPERVISION
CONFERENCE**

Conference Theme:

*The global scholar: Implications for
postgraduate studies and supervision*



**PAPER
ABSTRACTS**

(Abstracts are
organised
alphabetically
according to the
surname of the
first author as
submitted)



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Albertyn, Charl & Prozesky, Heidi (Stellenbosch University, CREST)

Topic: Cultivating top researchers - Learning from leading early-career academics

Efforts to develop research excellence among postgraduate students should benefit from in-depth insights into the strategies leading early-career academics (ECAs) have adopted to avoid pitfalls and select opportunities during the early stages of their careers. These insights may further shed light on which relationship between supervisor and student tends to be most productive, while clarifying the fundamental competencies that ought to be developed in a successful postgraduate student. To gauge the strategies that leading ECAs use in negotiating the demands of teaching, supervision, administration and research, we undertook a qualitative study. Data were collected by means of one-on-one interviews with eleven NRF Y-rated ECAs at leading higher education institutions in the Western Cape, South Africa. We believe that the results would be of value to supervisors, research managers and aspiring ECAs alike. Creative ideation – i.e. the ECA's conceptualisation of research questions, ideas and solutions – was found to hinge on factors such as collaboration, mentorship, internationalisation and 'Eureka' moments that arise inside and outside the professional sphere. These results are similar to those reported by Simonton (1999) and Patterson-Hazley and Kiewra (2013). The important role of teaching and supervision play in research was also highlighted, especially the advantageously central position in communication networks and information flows provided to the researcher, as described by Liu (2015). Similarly, citizenship behaviour directed towards the academic community is essential, which includes acts such as reviewing for journals and welcoming feedback from journal reviewers, as a similar study by Flanigan, Kierwa and Luo (2016) also shows. Many leading ECAs also displayed a strong sense of individual ethics and intrinsic motivation, a sense of scientific 'honour' and an aversion to the 'trading' approach (Brew et al., 2015) to research. Responses to institutional performance measures were mixed, with many ECAs resisting or disregarding them, while others leverage them to their advantage. Much of the resistance springs from these measures' inability to satisfactorily account for quality and achievement in certain subjects and niche study areas, which largely conforms to results of an analysis by Butler (2010). Often, management and development systems put in place to maximise the potential of promising young researchers ultimately fail to cultivate excellent researchers, or even inhibit the development of the talent they have. This study aims to elucidate the pitfalls, the low-hanging fruit and the long-term goals that students, supervisors and institutions alike ought to incorporate into their understanding of cultivating research excellence.

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Aldous, Colleen & Hift, Richard (University of KwaZulu-Natal)

Topic: Perspectives on the PhD for clinicians - Why they are different

This paper addresses some of the complexities of a PhD for clinicians. Whereas the PhD is established as the foundation for a scholarly career in most disciplines, including the natural sciences, medicine has historically followed a different path. The emphasis has largely been on vocational training, though, since the Flexner report of 1910, strongly underpinned by the basic sciences. Although many clinicians have performed research, this has largely been in the absence of formal scientific training. In recent decades the developed world has come to recognise the need for a cadre of clinicians with strong research credentials, and to recognise that, as in any other field, the rigour of a PhD programme is best placed to produce such people. Yet many obstacles to the recruitment of medically-qualified candidates into such programmes have been identified; principally the length of medical training, and the professional, promotional and financial incentives inherent in continued clinical practice. The same factors are operative in South Africa, yet there is a pressing need to rebuild strong biomedical and clinical research in the country, given the well-documented decline in research output around the turn of the millennium, the loss of clinical researchers through emigration and retirement, and the failure to replace them with a younger generation. In this paper we describe our experience in guiding established clinicians through their PhD. We have identified substantial qualitative differences in such candidates compared with doctoral candidates in other fields. Most clinical PhD students will only embark upon doctoral studies in their late 30's or 40's. In South Africa this follows six years' undergraduate, two years' internship, one year's community service and four to five years' specialisation, followed by a variable period establishing a clinical career. At the time of commencing PhD, the candidate is frequently an expert or even a leader in their own discipline. It is often difficult to identify a supervisor who actually knows more about the field than they do. Furthermore they are mature students, with much life experience and a self-belief which substantially alters the power relationships between student and supervisor. Furthermore, clinical expertise is based on a process of quick, automatic and often subconscious pattern matching consequent upon extensive experience. Clinical practice is empiric, and practical outcomes not infrequently are other than might be predicted rationally, essentially because decisions are frequently based on incomplete information and are dependent on assumptions rather than fact. Such reasoning deviates substantially from the reasoning process required for success in research which requires rigour, questioning or hypothesis generation, observation, logical deduction and inference; it eschews incomplete data, assumptions and belief based on previous experience. Reconciling these two world-views is difficult, and frequently leads to a period of difficulty as the students' thinking transforms. These factors require a different approach to facilitating the PhD of the clinician. We believe that the supervisor need not necessarily be as skilled as the candidate in their specialty. The candidate may be relied upon to understand their field thoroughly, and to possess the necessary expertise. The project may differ substantially in terms of insight from that of the younger student, given that the student brings years of experience, insight (phronesis) and technical knowledge of the subject of study with him or her; it is frequently of a deeper significance and more easily translated into changes in medical practice. The supervisor's role is thus not so much that of a teacher, but of a mentor guiding the transformative learning

of the candidate such that they set aside clinical reasoning techniques and learn to replace these, in research, with the genuine scientific thinking.

Artiles, Mayra (Virginia Tech), Knight, David (Virginia Tech) & Matusovich, Holly (Virginia Tech)

Topic: Advisor-advisee selection practices in Science, Engineering and Math in the United States

Research has shown the doctoral advising relationship to be one of the main determinants of degree completion. While much has been studied about the student experience, especially the advisor's role in the students' persistence, little work has addressed how these advising relationships are formed much less how programs facilitate their inception. This formation of the advising relationship is particularly relevant in the U.S.A. where the massification of higher education has led students to select an advisor through processes mediated by the doctoral program. As attrition in the U.S.A. continues to plague doctoral education, we argue that we need to understand the advisor selection process to contextualize the advising relationship particularly for disciplines with higher completion rates such as those in science, math, and engineering. The purpose of this descriptive qualitative study is to identify and describe the types of advisor selection processes that exist in disciplines within science, math, and engineering. Using agency theory as a theoretical lens, this study aims to address the following research questions: What advisor selection process exists across doctoral programs in science, math, and engineering? Who has the most agency in these advisor selection processes? Grounded in agency theory, this qualitative secondary analysis describes how advisor selection processes vary across doctoral programs in science, engineering, and math in doctoral programs across the United States. The main data source for this analysis is interviews with the faculty members leading the doctoral programs. These interviews originated from a study whose main objective was to understand the allocation of student funding in science, math, and engineering doctoral programs. The interviews total 50 doctoral programs in the fields of science, math, and engineering in high research institutions across the U.S.A. collected between 2017-2018. This study also used graduate student manuals to study the advisor selection process as written to complement the interviews. Combining these data helped identify the advisor selection processes practiced in the programs, variations to the written process, and additional information that may not be documented in the graduate student manual. This combination provided a holistic description of the processes in each program. Using a pragmatist approach, the first step of the analysis compared the written process as found in the manuals with the interview description of the process to develop a full characterization of such. In the second step, these processes were grouped and these groups analyzed for patterns within the following dimensions: who is making the advisor selection, the selection timeline, and whether the student's funding depends on the selection. Our findings showed that engineering programs had students select an advisor earlier in the Ph.D. process than math and science programs. These timelines can be explained through their relationships with the dominant funding mechanisms in each field. We found that programs in science and math have a higher capacity to fund students through teaching assistantships because of their high enrollment introductory courses, thus delaying students' need to commit to an advisor early. In contrast, students in engineering had to select an advisor earlier as they were mostly funded through research positions. We also found that engineering programs placed most of the advisor selection agency on its faculty and program directors as the selection would ultimately depend on the advisor's willingness to take on the student for a research position. The earlier placement in advising relationships may provide an explanation for the lower time to degrees in engineering when compared to science and math for U.S.A. doctoral programs. These results also show important nuance when

comparing graduate education in science, math and engineering programs; reiterating the necessity to study these fields separately.

Barnard, Antoni & Flotman, Aden (University of South Africa)**Topic: The value of reflexivity in the doctorate research journey**

Background: Doctoral supervision has been described as a mentoring relationship, characterised by professionalisation and a peer-learning process aimed at the development of the scientific autonomy of the student as an emerging scholar and researcher (Girard et al. 2017). Central to supervision is reflexive practice - thinking from within experiences (Bolton, 2010). Reflexive practice in the form of reflective journaling can be used by supervisors to enable the doctoral student to facilitate a shift from simple reflection to a reflexive process. The focus of this paper is to explore the value of reflexivity during the doctorate research journey through the method of reflective journaling.

Objective: To explore doctorate students' experiences of reflexivity during the research journey and how it impacts the growth and evolution of the student.

Method: This paper considers the research journey of seven PhD students in Consulting Psychology, at a large online South African university. Self-reflective essays were written, based on 5 months' journaling and constituted the data sources for the study. Data were analysed through hermeneutic phenomenological analysis according to the analytic stages of naïve reading, structural thematic analysis and comprehensive understanding.

Results: The findings demonstrate how reflexivity facilitates students' identity work through reflective journaling. Manifesting themes from the preliminary analysis include epistemological growth; identity tension; authentic self-expression in research; and researching with integrity. A working hypothesis was formulated highlighting the identity tensions underlying the identity work that doctorate students do from a psychodynamic perspective.

Implications: The journey of the doctoral student, as an emerging researcher and scholar is often characterised by the wrestling with identity. Identity work inevitably emerges in the reflexive process and constitutes a self-other dynamic that is fundamental to developing a scholarly identity. Supervisors can facilitate students' identity work and academic scholarship by guiding them in the reflexivity process through reflective journaling. This evolving and transitioning self-process (wrestling with a new identity) often creates performance and survival anxieties. Paradoxically, such anxiety is both defended against and contained by an emerging frame of reference and the authorisation of the self in the consulting psychologist role.

Bolander Laksov, Klara & Määhick, Paula (Stockholm University)

Topic: Narratives of challenges in postgraduate supervision

Background Although an acknowledged influence on supervisors' approaches to supervision is how supervisors were themselves supervised (Kandlbinder & Peseta, 2001), courses for research supervisors are increasingly a strategy for supporting high quality supervision. Although research literature suggests skills and competencies supervisors need to develop (Pearson & Brew, 2002), findings on how learning from supervision courses become meaningful and enacted in practice is still scarce (McCulloch et al. 2016) The course for postgraduate supervisors at Stockholm University, Sweden, runs once every semester and is introduced with a session where challenges in supervision are identified. Over the years it seems several of the challenges are recurrent. Through a thematic content analysis of the challenges four main dimensions that supervisors struggled to balance were identified: intrapersonal, relational, procedural and product-related challenges. The intrapersonal dimension includes the individual PhD student's process of learning, their level of motivation and engagement, ability to work independently and ability to cope with a stressful and competitive environment. The relational dimension involves how to adapt a supervision style of guidance between being in control and laissez faire, how to communicate expectations and quality, how to balance feedback and cultural differences. The procedural dimension involves issues of balancing focus of supervision on the process of learning or the product of the student's efforts, division of responsibilities within a supervisory team and pace of the project. Finally, the product dimension involves issues regarding order and strategy to use in decision-making around research question, design, type of thesis what types of tasks to set etc. The analysis raised the important questions of how supervisors who took the course felt the course provided them with guidance and tools to deal with their challenges in a longer perspective in relation to the four dimensions, and what other types of situations had contributed to their development of their role as research supervisors in a meaningful way.

Data collection An interview study was carried out with 14 experienced supervisors who were all associate professors and who took the supervision course 2-5 years prior to the interview. The supervisors were of Swedish as well as international origin, but had been working at Stockholm University for no less than 5 years. Their disciplinary origin ranged from natural sciences, humanities and social sciences. The interviews were transcribed verbatim, and analysed.

Findings Although the analysis of the interview data is still ongoing, a preliminary analysis of the interviews indicates that most of the challenges interviewees felt the course had supported them with concerned the intrapersonal and the relational dimension. These indicative findings may not be surprising, as the course is directed towards supervisors with a wide range of disciplinary backgrounds and hence does not deal with explicit procedural and product challenges. An important part of the analysis therefore is focused on the narratives of procedural and product challenges as well as how these were dealt with. The findings from the complete analysis will be presented at the conference.

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Botha, Jan (CREST, Stellenbosch University), Wilde, Marc (German Academic Exchange Service, DAAD) and Kuria, Mike (Inter-University Council for East Africa, IUCEA) (Panel discussion)

Topic: Quality doctoral education in Africa - A question of setting the right standards?

Currently, teaching at universities in Africa is often done by lecturers who have a Master's degree as highest qualification and in some cases only a Bachelor degree. Even in South Africa, only 39% of the academic staff have a doctoral degree. This has implications for the quality of teaching (and its linkages to state-of-the-art research) but also for the capacity to educate and train more doctoral graduates. In the rest of Africa, the situation is not better. Some countries (for example Kenya), have stipulated a requirement that all lecturers at universities should have doctoral degrees. Consequently there is a huge need for doctoral education and training on the continent. This makes the need to look at the quality of doctoral provision in Africa an urgent topic for further investigation. Based on seven dimensions of quality proposed by Cloete, Mouton and Sheppard at a seminar organised by the German Academic Exchange Service (DAAD), the Inter-University Council for East Africa (IUCEA) and the Commission for University Education in Nairobi, higher education leaders in Kenya analysed the most pressing needs to improve doctoral education in Africa and they formulated recommendations for further action. The seminar participants identified the doctoral supervision process and the need for agreed quality benchmarks for offering doctoral degrees as areas where action would be feasible and necessary. The DAAD, in the framework of its DIES-Programme, and the IUCEA are giving effect to these recommendations and joined forces to ensure appropriate follow-up actions. Firstly, a DIES/CREST online training course for doctoral supervisors in Africa was launched in 2018. Secondly, the IUCEA coordinated a process of drafting 'Standards and Guidelines for doctoral education in East Africa', as a test-case for other African regions. The purpose of the proposed panel discussion at the Postgraduate Conference is to present the "Standards and Guidelines for Doctoral Education in East Africa" that are currently being developed and to compare them to the "Qualification Standard for Doctoral Degrees" developed by the South African Council on Higher Education (CHE) (the final draft was approved for public consultation in September 2018) and similar documents that have emerged in the context the European Higher Education Area.

Botha, Jan (CREST, Stellenbosch University), Mouton, Johann (CREST, Stellenbosch University), Boughey, Chrissie (CHERTL, Rhodes University), Mckenna, Sioux (CHERTL, Rhodes University) & De Klerk, Mine (Centre for Learning Technologies, Stellenbosch University)

Topic: The DIES/CREST (fully online) course for doctoral supervisors at African universities

In (December) 2018 the first cohort of participants will have completed the DIES/CREST Training Course for Supervisors of Doctoral Candidates at African Universities. This 100% online course was developed and is presented by the Centre for Research on Evaluation, Science and Technology (CREST) at Stellenbosch University (SU), in collaboration with the Centre for Higher and Adult Education (CHE) at SU and the Centre Higher Education Research, Teaching and Learning (CHERTL) at Rhodes University (RU). The development and offering of this course is made possible through a grant of the German Academic Exchange Service (DAAD). To qualify for selection, applicants have to be in possession of a doctoral degree, be in the employ of a university located in an African country, and must have doctoral supervision as part of their task description. Almost 500 applications were received for the course and a first cohort of 200 candidates representing 26 countries in Africa were admitted to the first offering of course. Two offerings per annum are planned the years to come. There is clearly a great need for such a course on the African continent. In this paper, we will report on the results of our analysis of:(a) the application essays in which prospective participants were required to explain why they want to participate in such a training course on doctoral supervision and what their expectations were, (b) the feedback of the participants on the course contents and study material – in particular on its relevance for the conditions of doctoral supervision at African universities, (c) the feedback of the participants on the benefits and challenges related to the online learning opportunities provided in the course, and (d) our analysis of the assignments (themes chosen by the participants, focus areas, insights into the challenges related to doctoral supervision at African universities, etc).One of the main benefits of an online course is that the participants do not have to take time out from work and travel to attend a face-to-face course, but can do the course on a flexible, part-time basis from the convenience of their home locations. However, despite the many opportunities for online interaction and the extensive continuous feedback from the facilitators and e-tutors, it remains a challenge to present the subject matter and to inculcate the skills and attitudes related to doctoral supervision in a fully online learning environment. However, this mode of presentation undoubtedly offers exciting new opportunities to strengthen doctoral supervision at African universities and beyond.

Botha, Nonnie (Nelson Mandela University)

Topic: Reflections on experiences of supervising across disciplines

Wisker, Exley, Antoniou and Ridley (2008) acknowledge that supervision in the social sciences, arts and humanities differ from supervision in the sciences, engineering and medicine, and there are also supervision differences among the disciplines within each of these two main disciplinary categories. They describe the inherent differences and offer guidance on how to deal with students from the various disciplinary categories. The above-mentioned viewpoint regarding significant differences in this context is echoed by Willetts, Mitchell, Abey Suriya and Fam (in Lee & Danby 2012:128). They explain that transdisciplinary researchers need “to negotiate a set of qualitatively different” skills compared to those researching within a particular discipline; this would also apply to their supervisors. They identify and discuss six tensions that could arise in transdisciplinary research. The need to deepen and widen the conversation on this matter becomes more urgent considering that interdisciplinary research is on the increase in higher education (Wilkinson, Van Jaarsveld, Grimsley & Seoka in Fourie-Malherbe, Albertyn, Aitchison & Bitzer 2016). The research reported on in this paper aimed to add to this body of knowledge by investigating the extent to which postgraduate cross-disciplinary supervisors in the discipline of Education at a selected South African university experienced tensions similar to (or different from) the six tensions identified by Willetts et al. (in Lee & Danby 2012) and how they dealt with these tensions. This ‘tension framework’ served as a theoretical framework against which the data generated for this research were interpreted. The research was exploratory and conducted within the interpretive paradigm using a qualitative approach. The design was a case study of a single faculty in one university in South Africa. The sample was all postgraduate research supervisors in that faculty who had some experience of supervising and/or examining PhD and/or Master’s theses and/or dissertations in a discipline other than their own. All postgraduate research supervisors in that faculty (those with and those without cross-disciplinary supervision/examination experience) were invited to participate in a two/three hour sharing session focussing on the topic under investigation. The session was recorded and analysed to generate data. During the session all participants were asked to write reflections on cross-disciplinary supervision/examination, highlighting own previous experiences (for those who had these) and new insights gained during the workshop. These reflections were submitted to the researcher and analysed to generate additional data. The themes that emerged from the two sets of data analyses were interpreted against the tension framework of Willett et al. The new insights gained from the research were used to adapt and extend the tension framework of Willett et al., providing touch points for supervisors towards more successful cross-disciplinary supervision and through projection, could inform improved cross-disciplinary examination.

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Boughey, Chrissie & McKenna, Sioux (Rhodes University)**Topic: A social realist environment of postgraduate environments**

This paper is based on data generated in the course of a European Union funded project, involving six South African and six European universities, aimed at enhancing postgraduate environments. The main output of the project was a website hosting a range of resources intended to support a postgraduate's journey from conception of a project through to completion and into the world of work. Institutions participating in the project differed in ways other than their location either in South Africa or Europe. Some were very well established as research intensive institutions with large postgraduate enrolments. Others were working to develop research cultures and increase the number of students working at postgraduate level. All institutions participating in the project contributed resources to the website, participated in workshops and in an evaluation which was required by the funders. As a result, large amounts of data on institutional contexts were generated. The paper uses this data in order to provide an analysis of the contexts in which supervision is practiced at participating institutions. In order to do this, it draws on the work of British sociologist, Margaret Archer, in order to explore the way those contexts are structured culturally and structurally. Archer, like fellow critical realists, subscribes to an understanding of a 'depth' ontology consisting of three layers: the Empirical, the Actual and the Real. The Empirical is the layer of observations and experiences directly accessible by the senses. The Actual is the layer of events from which these observations and experiences emerge. Of interest to researchers drawing on this ontological position, however, is the interplay of mechanisms at the deepest layer of reality, the Real, from which experiences, observations and events emerge. The point of conducting an analysis of the Real is to identify conditions that constrain and enable different kinds of events, experiences and observations. Archer's contribution to critical realist research allows for the temporary separation of the domains structure and culture as well as for an exploration of the role of agency for purposes of analysis. The aim of the analysis reported in this paper is to identify the conditions that lead to the emergence of practices related to supervision (conceptualized as 'events' in terms of the framework) and to experiences and observations of those events at very different kinds of universities in Europe and South Africa. As a result of the analysis, it is possible to identify a number of 'lessons' for the creation and enhancement of 'research rich' environments more likely to lead to positive postgraduate outcomes.

Brodin, Eva & Avery, Helen (Lund University)

Topic: Navigating in multidisciplinary learning environments at doctoral level and beyond

Cross-disciplinary research has become a political concern for addressing global challenges (Kessel and Rosenfield 2008). However, cross-disciplinary research is no easy road as it generally coupled with resistance from traditional disciplinary university structures, difficulties with collaborating across the disciplines, and national policies drawing in different directions (Turner et al. 2015). Still, interdisciplinary graduate programmes are globally widespread, and much of the politically requested research is carried out by doctoral students and post docs – who face the same challenges as cross-disciplinary researchers do in general (Boden et al. 2011; Felt et al. 2013). At the same time, research on junior scholars' learning in multidisciplinary environments is scarce (Holley 2015), and explicit guidelines for cross-disciplinary research supervision are still missing although a few exceptions exist (Manathunga et al. 2006). Against this background, the purpose of the current conference contribution is three-fold: Firstly, we will provide a conceptual framework for how the concepts of multidisciplinary, interdisciplinary, transdisciplinary, and cross-disciplinary can be understood and distinguished from each other. Secondly, we will present some findings from our recent study on cross-disciplinary collaboration and scholarly independence among doctoral students and post docs in two multidisciplinary learning environments at a Swedish university. Data was collected through interviews with leaders, supervisors, doctoral students, and post docs (n=26), and cross-case synthesis (Yin 2014) was used for analysing data. Underpinned by the theoretical notions of 'epistemic living space' (Felt et al. 2013) and 'developmental networks' (Baker and Lattuca 2010), our analysis revealed how the actors' engagement in the environments was dependent on their positions in time and space. Thirdly, based on our empirical findings and existing literature within the field, we will outline a theoretical framework for developing cross-disciplinary research supervision and suggest a pedagogy that supports not only doctoral students but post docs as well, as they generally also need support (Scaffidi and Berman 2011). In line with other studies, our conclusions point to the benefits of learning from peers in multidisciplinary settings (e.g. Baker and Lattuca 2010; Boden et al. 2011). Yet the need for qualified supervision may not be underestimated – which implies certain challenges in multidisciplinary environments.

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Callaghan, Chris (University of the Witwatersrand)

Topic: Is postgraduate supervision values-driven? A test of GLOBE and Schwartz value theory in the context of South African postgraduate supervision

An extensive body of literature exists to offer postgraduate supervisors, and their students, useful insights into how to improve their supervision experience. Individual supervisors differ, however, according to their cultural and motivational values, and this can influence the supervision process in different ways. Given that an academic might be considered a global scholar, with many having experience across different contexts, their values may be differently shaped by their contextual experiences. Similarly, an individual's unique motivations can shape their individual values, with important implications for their choices and preferences for different tasks in the academic work context. Lacking from the contemporary supervision literature, however, is knowledge of the contribution of an individual's value orientations to successful supervisions over time, particularly in the South African context. This paper seeks to address this lack of knowledge, offering a test of both Global Leadership and Organisational Behaviour Effectiveness (GLOBE) and Schwartz theoretical values frameworks, and their predictions that certain motivational values may contribute to success in supervision practice over time. GLOBE theory, which extends Hofstede's cultural values theory to the organisational context, provides a comprehensive theory of how the shared values of individuals nested within organisations and organisational units can influence individual behaviour. GLOBE values orientations include uncertainty avoidance, power distance, in-group and institutional collectivism, gender egalitarianism, assertiveness, future orientation, performance orientation, and humane orientation. Schwartz's theory of individual motivational values predicts that there are two dominant and oppositional motivational values tensions that can shape individual behaviour. According to this perspective, self-transcendence values oppose those of self-enhancement, and that those of openness to change oppose those of conservation values. Given the rich predictions of these bodies of theory relating to individual behaviour in workplace settings, and the predictions of other literature that humane and self-transcendent values may be uniquely important in the postgraduate supervision process, his paper seeks to contribute to the postgraduate supervision literature through the empirical testing of the theoretical predictions of these theoretical frameworks. Both of these frameworks are comprehensive, in that they include all human values, and testing them both offers a complementary analysis, as these different theories draw their inferences from different levels of analysis. An empirical test of values theory is therefore undertaken using data from a comprehensive purposive sampling of the academic staff of a large South African university. Hayes's moderation and mediation methodology is applied to a sample of 225 academics, reflecting a response rate of approximately 17%. Checks on the representativeness of the sample suggest that the sample is reasonably representative of the underlying population. Results suggest that humane orientation and power distance values of individuals may influence the success of an individual's postgraduate supervisions over time. This study may be the first in this context that investigates the values structure of individuals and how this may relate to successful postgraduate supervision over time. Knowledge of these relationships may be particularly important in the South African context, given its resource and supervision capacity constraints that exist amidst attempts to provide more inclusive higher education. Further testing is performed to test certain moderation and mediation effects offering useful insights into which boundary conditions exist to theory

in this context. Particular attention is paid to gender and other demographic variables that capture effects of an individual's lived experience in this context. Implications of findings for both postgraduate supervisors and their students are discussed, with specific reference to the South African context.

Carlson, Elisabeth (Department of Care Science, Malmö University), Bish, Melanie (College of Science, Health and Engineering, La Trobe Rural Health School), Leung, Doris (School of Nursing, Hong Kong Polytechnic University) & Chan, Bessie (School of Nursing, Hong Kong Polytechnic University)

Topic: Cultural awareness in Health and Social Care research - An international collaborative postgraduate course using information and communication technologies

As cultural diversity increases in populations, nations across the globe have a responsibility to provide culturally congruent healthcare, which demands the need for a culturally competent workforce¹. Hence, it calls for institutions of higher education to be responsive and to build curriculum for knowledge acquisition and skill building of cultural competence. For PhD students in health and social care a postgraduate education enabling them to become culturally competent practitioners across the domains of clinical practice, research and education is therefore of imminent need¹. Further, over the past decade, as the range of computer mediated communication (CMC) products has continued to grow, an opportunity exists in postgraduate education to use collaboration tools, document sharing, co-creation and social networking to improve and expand work practices to enable student interactions on an international scale². This research project builds on the experiences of a previous study on an on-line Internationalization at Home initiative³. We designed the postgraduate course Cultural Awareness in Health and Social Care Research with the objective to enhance cultural awareness of postgraduate health and social sciences research students from Australia, Hong Kong and Sweden through a research approach heavily reliant on information and communication technologies (ICT). The course seeks to broaden and deepen the students understanding of research in different cultural contexts and to provide the opportunity to gain international exposure and exchange to communicate and transfer their knowledge. Eighteen PhD or Master Students (six from each university) participated in the course that commenced in February 2018 and terminated in April 2018. During five webinars students discussed and reflected on their research projects with the help of following probes:⁴

- ☐ Identify elements which potentially influence the way culture enters and influences the research process.
- ☐ Discriminate issues of concern in the research process requiring understanding of cultural awareness (i.e. recruitment and sampling of participants, data collection, data analysis).
- ☐ When considering cultural issues how might your own beliefs and values affect data collection and analysis?

Follow up discussions to each webinar was facilitated via a group Facebook page. In addition, students engaged in critical friendships with international peers being encouraged to meet regularly on-line to produce a multi-media presentation (e.g. traditional power-point, pecha kucha, poster) about e.g. cultural sensitive ethical challenges of recruitment or choosing their methodology based on disciplinary and culturally based values. The presentation will discuss the research team's experiences of this project focusing on how postgraduate students experienced an ICT/CMC based course and how this contributed to an international learning experience.

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Carton, Janet (University College Dublin, Ireland), Cunningham, Emer (University College Dublin, Ireland), Stenström, Cecilia (University of New South Wales, Sydney, Australia) & Harris, Bob (Karolinska Institute, Stockholm, Sweden)

Topic: Measuring the impact of research supervisor training, support and development on supervisor attitudes and competencies in supervisory practice

‘Counting sounds easy until we actually attempt it, and then we quickly discover that often we cannot recognize what we ought to count. Numbers are no substitute for clear definitions, and not everything that can be counted counts’. William Bruce Cameron (1958) Systematic data collection feeds well into determining University Rankings, with completions, publications and throughputs rating highly when measuring success in doctoral education. In contrast, the newly developed awards for excellence in supervisory practice often focus on the more nurturing traits, such as ‘ability to integrate students into a postgraduate community’, whether the supervisor is ‘engaging, inspirational and helpful’ as well as the extent to which supervisors can ‘act as mentors for doctoral students’. The Times Higher Education Awards, 2018 have specified criteria around ‘what the nominee has done above and beyond what is expected of any good research supervisor’ as well as ‘demonstration of enthusiasm for the role’ and ‘going the extra mile to help students navigate through difficulties, academic or otherwise’. So a myriad of quantitative and qualitative criteria are being considered when determining success in a highly personal and relationship-dependent endeavour, which is also influenced by local culture and interpretation of the purpose of the doctorate and the role of doctoral supervision (Ackerlind & McAlpine, 2015). These factors ultimately inform the shape and focus of ‘training’ programmes and professional development supports, which are increasingly being offered as credited certificates and diplomas in university teaching, learning or supervision worldwide. UCD has been pro-active in the training and support of research supervisors for almost a decade, with professional development of research supervisors now a priority in the University’s graduate education strategic plan. However, with respect to attitudes, skills, competencies and experiences, what difference does training actually make to supervisors and the practice of doctoral supervision? The authors reflect on the provision and impact of the Research Supervisor Support & Development Programme, an interactive programme of workshops, seminars and expert masterclasses which forms part of the supervisor support framework at UCD and has been running for 8 years. The programme has also recently been offered in collaboration with Trinity College Dublin and the Royal College of Surgeons, Ireland. The study, constructed in 3 phases, distinguishes the two criteria of evaluation and impact as proposed by McCulloch and Loeser (2016), where reaction to training or evaluation, is carried out shortly after training provision is completed and learning and behavioural change or impact, occurs and can be measured over time. Considering these criteria within short term, medium term and long-term outcomes, a review of the ‘learning’ acquired through completion of the Research Supervisor Support and Development Programme at University College Dublin is explored. The immediate learning aims of the programme are evaluated shortly after programme completion and results thus far have shown that the programme scores exceptionally high when measured against specific defined criteria over the last five years. Using a critically reflective approach, the authors also examine the ‘learning and development’ which takes place over time (Thompson & Pascal, 2012) in phase two of the study, where the intention is to identify and make explicit any behavioural change, while also considering

impact. The final phase will examine the implementation of a long-term study, where any improved experience and satisfaction of doctoral students will be correlated with their supervisor's engagement with training and development as based on a study carried out at the Karolinksa Institute in Stockholm, which demonstrated that student satisfaction levels improved in correlation with the implementation of supervisor training supports over a ten year period. (References available on request)

Chiappa, Roxana (University of Washington)

Topic: Seeking for a faculty job - The role of academic networks, PhD supervisor and social class of origin

Research problem: It is well known in the higher education literature that faculty hiring processes highly relies on academic networks (e.g. Clauset, Abersman, & Larremont, 2015; Jungbauer-Ganss & Gross). What it is less known is whether the social class of origin of doctorate holders has any role in developing the academic ties that would secure positions at prestigious universities. An important part of the literature on faculty job-placement shows that those who completed doctorate degrees at the most prestigious universities are the ones who secure faculty jobs in equally prestigious universities, suggesting the importance of the supervisor's reputation and faculty's department networks to connect with colleagues at equally prestigious academic units. Nonetheless, this literature has barely examined how, if it all, the role social class of origin of doctorate holders (Jungbauer-Ganss & Gross, 2013) plays any role in developing the academic ties that later on will improve their faculty job prospects. In this paper, I contribute to fill this knowledge gap in the literature by looking at the case of Chile, which lends a very interesting policy context to explore how doctorate holder from different social class background go about the process of developing their academic networks. Similar to the discourse of the South African government, Chile wants to increase the number of doctorate holders to participate in the so-called knowledge economy. As such, it has funded 10,000 fellowships to pursue doctorate degrees in Chile and foreign universities during the period 2008-2017 (CONICYT, n.d), which has contributed to increase the proportion of doctorate holders from low social class seeking a doctorate degree. Methodology:

This paper draws from a larger qualitative study on the process of faculty hiring at four universities with different levels of prestige in Chile. The data include semi-structured interviews with 10 early-career doctorate holders (graduated within the five years); six faculty come from upper social class (college parent degrees, parents could pay for high schools) and the remaining four faculty come from low social class (publically funded high schools, first-generation college). In the analysis, I particularly paid attention to the role of PhD-thesis supervisor as enabler of academic ties to secure job at highly prestigious universities. Findings:

A close analysis of the interviews with the 10 early-career faculty in the sample made clear three things: a) the type of undergraduate they selected was determinant to develop the academic networks that would lead in their current faculty jobs; b) role of PhD-thesis supervisors was more critical for doctorate holders who studied in Chile as compared with those who studied their doctorate degrees abroad; c) social class of origin influenced highly the decision of their undergraduate university as well as influenced the decision of studying abroad; which operated as crucial sources to inform their academic networks. Faculty from upper social class groups were the only ones who could secure a position at the most prestigious universities. To unpack those relationships, findings in the final paper expands on four moments of transition of the educational and professional career: selection of the undergraduate degree, decision of studying a doctorate and selection of the PhD-granting university, strategies to search for a faculty job; and conformation of academic networks.

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Clarence, Sherran (Rhodes University)

Topic: Exploring the nature of ‘emotional labour’ in doctoral student learning, writing and becoming - Reflections for supervision and student success

This paper seeks to address a critical account of what I am presently calling ‘emotional labour’ in the doctorate. This conceptual paper frames a new research project, which aims to unpack, qualify and give empirical weight to the role of ‘wicked’ emotions that inhabit a slightly nebulous, anecdotally known, yet powerful, space in doctoral study and supervision relationships. The primary jumping off point for this paper is a claim that we need to approach doctoral supervision and study not just from the perspective of graduating new doctors, but also from the perspective of educating and nurturing new supervisors through the process. Linked to the overall conference theme, a ‘global scholar’ should ideally be self-aware, reflexive, and capable of strategic empathy and collaboration, as these are key competencies for those working across race, class, and national boundaries. As doctoral study itself changes, and supervisors are called to work on different kinds of projects, with other supervisors, and with diverse groups of students, there will be an increasing need for a kind of emotional intelligence, to manage these relationships and learning environments effectively and professionally. There will also be new spaces created into which misunderstandings, power and identity struggles may arise, and need to be managed effectively, and with care. Yet, we know very little about what counts as ‘emotional labour’ in doing a doctorate, or in being a supervisor, and how ‘emotions’ work to either constrain or enable progress and successful collaboration. Supervision, as Grant (2003) argues, is a unique form of pedagogy that is relatively poorly understood, especially within rapidly changing, massified higher education contexts. Drawing on existing work in other contexts such as New Zealand and Australia (Halse 2011; Carter et al. 2013) we know that emotional labour in supervision and doctoral learning is gendered, and often connected to academic and personal identity struggles. This paper draws on the existing work that references or touches on emotions, and using an approach developed from Joan Tronto’s work on the ‘ethic of care’, it will unpack what we may mean by ‘emotional labour’. It will further link this critical notion of ‘emotional labour’ with the work expected of a doctoral student, and reflect on the kinds of pedagogic developments we may need to consider in supervision to make space for strategic forms of empathy and care. How do we, as supervisors, encounter and manage stumbling blocks in student progress that are connected with difficult emotional or affective labour? How do we account for emotion without becoming therapists, which is arguably not our role? How do we account for the gendered, classed and even racialised nature of emotional labour in our different educational contexts? It is hoped that this will make a valued contribution to thinking about how we supervise in increasingly diverse contexts, and also about how we create visible spaces for different kinds of emotional work in what is often seen only as an intellectual exercise.

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Comley-White, Nicolette & Potterton, Joanne (University of the Witwatersrand)**Topic: Postgraduate support and the research environment - Key players in obtaining a master's degree in physiotherapy**

Purpose: This paper addresses the role of postgraduate support and the structuring of the research environment, and their influence on students' experiences in obtaining a Master's degree in physiotherapy. Participating in a post-graduate study is daunting and although there is a growing body of research on the experiences of postgraduate supervision, there is still a large gap in the knowledge on what student's experiences are when obtaining their Master's degree specifically in physiotherapy. The aim of this study was to gain insight into the experiences of completing a Master's degree in physiotherapy.

Method: Semi-structured, individual interviews were conducted with 10 physiotherapists who had completed a Master's degree in physiotherapy from a university in South Africa. The participants were representative of course work and dissertation Master's degrees completed within the stipulated time period as well as those who took longer to complete the degree. The research topics covered a range of specialty areas. Ethical approval was obtained and all participants provided signed, informed consent. The interviews were transcribed, sent for member checking and analysed thematically.

Results: Within 10 interviews data saturation was reached. Two themes were identified: i) Support and ii) Research Environment, both of which were seen as either a facilitator or a barrier, depending on the participant. The theme of Support encapsulated the categories of supervisor support; workplace support; and a personal support network. Depending on the participants experience, this was either a positive factor or a barrier. The second theme, Research Environment, was also seen as either a challenge or a facilitator, and was broken down into categories of work place and data collection. Participant stress was a strong feature in both themes, with a lack of support and/or an inhibiting research environment influencing the participants' stress levels and thus experiences.

Conclusion: Support and Research Environment are two major factors that can impact on the experience of obtaining a Master's degree in physiotherapy, both positively and negatively. As either a postgraduate supervisor or a student, a good understanding of these two themes allows for optimal structuring of the degree, minimising stress for both parties and ultimately a positive experience.

Delport, Mardi (Central University of Technology)

Topic: Turning scopes into scoops! Applying journalistic principles in the formation of arguments

Doctoral candidates are faced with a considerable amount of writing, with the doctoral thesis being the most comprehensive writing project of their careers. They are required to demonstrate the ability to produce substantial, independent, in-depth and publishable work that meets the expectations of academic readers in the target audience. Dissertation writing proves to be one of the most difficult forms of academic writing, and poses many challenges to candidates during their postgraduate journeys. Research on the enrolment, retention and completion rates of doctoral candidates point to the fact that many doctoral students cannot manage a publication as a condition for graduation; the defence of the study (viva); or presenting the research results to a broader research community. The success rate for PhDs in South Africa is only 50%. In other words, only 50% of candidates who enrol for the degree complete it. Based on global trends, only 1.6% of students are expected to complete an advanced research programme, such as a doctoral degree. Academic writing is a crucial skill for completing a doctorate and involves the acquisition of a repertoire of linguistic practices which are based on complex sets of discourses, identities and values. Apart from boasting excellent written communication skills and the production of quality content, doctoral candidates are expected to demonstrate that they have read widely and broadly about their research topic; and the ability to construct arguments, which are supported by scientific evidence or claims. Doctoral authors need to be mindful of the fact that producing a doctoral thesis is not about “discovering” an argument, but about “making” it. Writing a thesis requires doctoral authors to move beyond the boundaries of scholars and novice researchers into adapting a multi-disciplinary approach in constructing arguments: Employing best practice from multiple disciplines when evaluating arguments and searching for the truth. Most work on writing processes for doctoral candidates focuses on writing support for postgraduate writing. Some of these texts suggest awareness by supervisors and doctoral students of using reading well to underpin writing, whilst others follow an academic literacies approach which suggests that a dialogue is necessary between reader and text. Yet, a basic “formula”, presented in a concise and clear way on how to construct an argument, is largely absent. Furthermore, research has indicated that more attention should be given to creativity and innovation in the postgraduate curriculum through scholarship. The aim of this paper is to propose a formula, which is often used in journalistic contexts, for constructing arguments. Proper argumentation is very important in doctoral thesis writing. The fact that doctoral candidates are expected to create new knowledge or to take new perspectives on matters, are turning research scopes into scoops – theses of exceptional originality, importance, or surprise. Not only does this paper offer opinions, views and advice when constructing arguments, but include practical examples, breaking the process of argument formulation down into various steps, namely claims (statements), reasons to support the claims (premises) and main claims (conclusions). Journalistic skills such as critical thinking, objectivity and curiosity are applied when constructing arguments. The contents of the article reflect on existing literature (scholarly articles, books, online media), as well as suggestions of good practice drawn from the author’s lecturing and industry experience in journalism. A qualitative research methodology is employed. The rationale for this enquiry lies not just in the importance of academic writing at doctoral level, but on developing strategies to assist doctoral students and supervisors with the formation of arguments. This work should make a valuable

contribution to the development of doctoral students' academic writing as a means of helping them to construct proper arguments.

Doyle, Stephanie (Victoria University of Wellington)

Topic: Sitting together - Talking about feedback in intercultural supervision

In the context of student mobility Sub-Saharan Africa is one of the most mobile regions in the world but curiously there has been little research on the experiences of students from this region studying in the Global North or in so called Western countries such as New Zealand (Doyle, Prinsen, Manathunga, Cornforth & Tallon, 2018; ICEF Monitor, 2016). The intercultural supervision project reported upon here addresses this gap. Writing is central to doctoral work, and most doctoral students will struggle with writing and it is a primary contact zone for intercultural supervision relationships (Cotterall, 2011; Manathunga, 2014). The focus of this paper is on constructions and experiences of written and oral feedback on doctoral writing. When global scholars embark on doctoral projects in overseas countries they bring fresh eyes to pedagogical practices, and unfamiliar practices and responses to practices may disrupt, provoke, and generate new insights. Data came from semi-structured interviews with 16 African international doctoral students and 14 supervisors from two New Zealand universities. The study provides fresh perspectives on taken for granted local practices in feedback on doctoral writing, in relation to timing of, and construction of feedback. The notion of respect between supervisors and students was raised as it related to the nature and language of feedback. The findings highlight the need to examine the language of feedback, and the value of a dialogical approach, which recognizes relational and cultural dimensions. While this study focused on intercultural supervision and African students, the insights inform doctoral pedagogy more broadly. Future research may utilize the analytical framework from this study and ascertain its usefulness beyond the current context.

Frick, Liezel & Mouton, Johann (Stellenbosch University)

Topic: Doctoral education as a field of global scholarship - An analysis of published research (2005-2017)

Doctoral education (including the supervision thereof) has gained prominence internationally as part of the global competitiveness debate, nationally as a means of promoting industrial and social innovation, and within universities as a key indicator of higher education efficiency and status. But doctoral education is not merely a practice rooted within (and sometimes across) disciplines – there is a growing body of scholarship that theoretically supports and empirically underscores such practice. The seventh biennial conference on Postgraduate Supervision conference call therefore accurately states that, “... the success of postgraduate study supervision is dependent on sound scholarship” and that, “research and its supervision should always be considered in a global context” (PGS, 2018). The call to consider the so-called “global scholar” and its implications for postgraduate studies and supervision is positioned within the growing body of knowledge on postgraduate supervision in general, and doctoral education in particular. Yet there is a current lack of systematic consideration of the positionality of this body of knowledge both geographically and thematically. In this paper, we report on an overview of relevant scholarship through an analysis of journal article publications focused on doctoral education as listed in the CAWeb of Science for the period 2005 to 2017, as well as a more focused thematic analysis of articles on doctoral education published a selection of academic journals. We specifically consider the increase in number of journal articles on doctoral education globally per year, the geographical distribution of authorship, the fields of study that predominantly produce scholarship on doctoral education, and the predominant journals publishing articles on doctoral education. A more in-depth thematic analysis of journal articles on doctoral education and supervision (N=665) published between 2005 and 2017 in selected journals highlights global doctoral education scholarship trends (with two journals with a focus on higher education in the African context also included in the analysis to provide a more nuanced view, even though they do not appear on the CAWeb of Science databases). Summative content analysis (Hsieh & Shannon, 2005) of all relevant articles (N=665) for the period 2005 to 2017 in the following journals were conducted: *Studies in Higher Education* (n=131); *Higher Education Research and Development* (n=98); *South African Journal of Higher Education* (n=88); *Studies in Graduate and Postgraduate Education* (formerly *International Journal for Researcher Development*) (n=87); *Innovations in Education and Teaching International* (n=83); *Teaching in Higher Education* (n=67); *Higher Education* (n=52); *Journal of Higher Education* (n=33); *Research in Higher Education* (n=23); and the *Journal of Higher Education in Africa* (n=3). Our analysis shows that there is indeed a growing body of knowledge on doctoral education globally, but that a limited number of countries and journals (mostly positioned within the global North) dominates the academic discourse in this field. Our analysis furthermore shows the multi-disciplinary nature of the scholarship produced on doctoral education. The thematic analysis highlights nine themes emerging from the studied articles: doctoral education (including doctoral pedagogies), supervisory models and approaches, doctoral supervision, socialization, work focused on doctoral students themselves during, and beyond the doctorate; as well as studies focused on the research context, the research process, and the research product. Though the analysis has certain limitations and delimitations (in terms of journal selection, language and geographical representation), it does show that the

scholarship on doctoral education emanating from the African continent (excluding South Africa) is limited in the international Anglophone arena.

Greatorex, Kyleigh & Kruger, Andre (Department of Finance and Investment Management, University of Johannesburg)

Topic: An alternative approach to postgraduate supervision

By implementing an alternative approach to supervision in the compulsory Honours Research Module in 2019, the Department of Finance and Investment Management (DFIM) aims to improve postgraduate research throughput, as well as supervisor research output. DFIM has approximately 110 Honours students registered in 2018 and a limited number of supervisors which results in the supervisors spending the majority of their time with administrative support to these students, severely limiting their time for dealing with the content of the research, as well as their time to produce their own research. McCallin and Nayar (2012) discussed supervision pedagogy and the use of a mixed methods approach in research supervision. However, it appears that supervisors still facilitate all aspects of the research. Bitzer and Albertyn (2011:35) advocated a hybrid model of supervision, in which the workload is spread amongst the various role players, i.e. the supervisor, the group, the team or expert and the administrator. Kruger and Neetling (2011) outlined the benefits of implementing a project management approach to supervision. They advocated allocating the facets of supervision, not directly related to the content of the research under consideration, to a research project manager. The Department aims to incorporate these approaches under a "Research Unit" under the guidance of a Research Unit Project Manager (RPM). The approach removes the administrative and support aspects from the supervisor and places it within the Research Unit. The Research Unit will also incorporate the following aspects: academic writing skills; language editing; research report writing and structure; database training; referencing skills; the use of statistics and data analysis; student time management; and finally, compulsory writing classes in which the above aspects are taught, and put into practice under the guidance of the RPM as well as the Supervisors and other knowledgeable staff members. Aitchison and Lee (2010) found that doctoral writing groups improve the quality of work produced by students. Wilmot (2018) found similar findings with a case study group of Masters students and PhD candidates. Based on this, it is anticipated that the compulsory writing classes for Honours students will have a similar effect. The aim is to allow supervisors to focus on supervising from a content point of view, and not have to deal with the administrative aspects or poor writing skills, for example. It is anticipated that both students and supervisors will benefit, especially if there is a ripple effect when continuing with Masters and Doctoral studies. The researchers hope that by implementing the above theory into practice, the Research Unit will have the following benefits. Firstly, an improvement in writing skills could result in better throughput rates. Secondly, an improvement in writing skills will allow students to produce work of a higher quality, which could lead to higher publication rates. Finally, it is hoped that removing the administrative aspects from the supervisors will allow the supervisors to have more time to work on their own research and, as a result, increase their publication rates. The success or failure of the Research Unit will be tested quantitatively, with qualitative elements, by assessing if there has been an improvement in throughput and research output through the assessment of questionnaires distributed to both students and supervisors in 2019/2020. Should this approach prove fruitful, it will contribute to the field of post-graduate supervision, with a specific focus (for now) on honours supervision practices.

Grossman, Elly (Cannon Rocks/Walter Sisulu University)**Topic: Inadequate research and supervisory support for specialist registrars - Andragogic and time implications in MMed completion**

The situation of the South African specialist registrar, as an andragogic (adult) postgraduate research student, is illustrative of the paradoxical nature of competing goals and values currently driving tertiary education. The background to this study is the 2011 HPCSA decision to make a research component, in the form of a MMed degree, compulsory for all clinical specialties. Prior to 2011, a research requirement depended on the specialty studied and training route. Registrars are career clinicians, not career researchers and consider the time expended on research as interfering with their 48-month clinical training, study and exam time (Szabo & Ramlall, 2016). To investigate this claim, 213 MMed dissertations, downloaded from the public domain, were used to determine gross MMed dissertation time to submission (DST) as calculated by subtracting the ethics approval date from dissertation submission date. MMed time to completion (TTC) was established by adding 12 months proposal preparation time (Aldous et al., 2016) to DST. The data allowed four variables on DST to be determined: dissertation format; clinical discipline; university research resources (indicated by global rank) and the introduction of the 2011 ruling. Descriptive analysis and Chi-square testing was used to analyse the data with significance set at $p < 0.05$. Sampled dissertations were from 2005-2017; all eight MMed training universities were represented, as were 23 clinical disciplines. Mean DST was 31.0 ± 19.6 months with a wide submission range (1 week - 109 months). When proposal preparation time was added, mean TTC was 43 months. A mere 41% of dissertations were sufficiently concluded to free up the final year for exam preparation. DST was not significantly affected by the 2011 requirement, research resources nor clinical discipline. Format showed significance ($p = 0.01$) with a DST of 24 months for publication-ready dissertations and 33 months for monographs. Fifty nine percent of registrars were unable to give the all important final exams their exclusive attention because the research component remained incomplete, giving weight to registrar complaints of research interfering with clinical training. Although most MMeds (68%) had a TTC within the 48 month training period, large standard deviations and a wide range of finishing times detract from this positive finding. The 2011 HPCSA ruling has profoundly massified the Health Science postgraduate component, and depending on Faculty, numbers have doubled and even quadrupled. This has occurred in a policy-driven environment of declining permanent academic staff and supervisory capacity: it is unsurprising that DST remained unchanged after 2011. Furthermore, the one-size-fits-all, institution-centered research support mooted to fill the supervisory vacuum, is inadequate for time poor MMeds, as the data shows, even when optimally delivered at a top ranked university or clinical discipline. At the end of the day, the South African registrar is an adult learner, with a clinical practitioner mind-set and overriding specialty study commitments and interests. While registrars see merit in research-relevant learning (Patel et al., 2016), the research component is not immediately applicable to acquiring specialty skills. Timeous MMed completion is hindered by the enforced nature of research, direct inapplicability, poor motivation and low prioritisation, four key andragogic learning barriers. It is time for South African Health Sciences Faculties to devise MMed approaches better suited to the registrar rather than depending on existing pedagogic postgraduate programmes. Suggestions as to how current research and supervisory supportive structures could be remodelled to better suit the research needs of the registrar will be

enlarged upon in the presentation. The suggestions could be applied to other Faculties having similar cohorts of androgogic postgraduate students.

Guerin, Cally & Morozov, Anna (University of Adelaide)

Topic: Academic mobility in the digital academy - Questions for supervision

This paper explores some of the issues surrounding academic mobility in the digital academy. 'Academic mobility' can imply permanent, temporary and circular relocation, referring to both students and staff as they move between institutions and countries to pursue their academic work (Bauder 2015; Dervin 2011; Kim & Brooks 2012; Hugo 2009; Kim 2017; Teichler 2015). Regardless of where research students and supervisors are located, their academic work is necessarily global in that, however specifically local the topic, the project must engage with the theories and discourses circulating in its discipline internationally. Alongside the physical mobility of the global scholar lie the affordances of digital technologies. Knowledge readily crosses international borders in cyberspace; communication between researchers occurs via email and Skype/Zoom; and data is stored and shared in Dropbox and Google Docs. Online accessibility can seem to erase national boundaries, yet increasingly, we see that academics are expected to go wherever the work is to be found: a tight job market in many countries pushes doctoral graduates and early career researchers into patterns of mobility that provide new opportunities but disrupt old continuities. What does this intersection of mobility and the digital mean for the supervision of research degrees? Is remote supervision an increasingly attractive (that is, cheaper, less disruptive) proposition, or does it result in a minimal learning experience? What new challenges face supervisors and students in terms of their mobility within the digital academy?

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Grant, Barbara (University of Auckland) & Xu, Linlin (University of Auckland)

Topic: Doctoral students' experiences of publishing and identity formation

Although the practice of “publish or perish” has long been controversial, it still prevails in many academic contexts. In recent decades, the pressure to publish has been filtered down to doctoral education. Marked by regimes of performativity, publishing in peer-reviewed journals during doctoral students' candidature has gradually become a key factor for those students to secure an academic position after graduation. In some regions, publication even becomes a requirement for degree conferment. Being high stakes and vital to doctoral students, there is a growing body of research into doctoral publication. However, little is known regarding how publishing influences and contributes to doctoral students' identity formation: What does publication mean to them in relation to the identities of being a doctoral student, an emerging researcher, a member of the disciplinary community? How do the students see themselves when they attempt to publish, write and submit a manuscript, respond to reviewers' comments and when their manuscript is finally published? We believe that looking from perspectives of doctoral students on their understandings of publishing and its relations to their academic identities can help unpack the baggage of publication and, therefore, offer some insights into the complexity of the students' academic identity formation. As part of a large comparative study of the experiences of doctoral students in Education among several contexts (China, Cyprus, Ireland, New Zealand and the USA), this study focuses on those students in the Faculty of Education and Social Work of a New Zealand research university. Two phases of this study have been completed: 1) A short online questionnaire (less than five minutes) was administered to all 355 doctoral students in the Faculty of Education, to obtain preliminary information of the doctoral students' publishing experiences and to form the basis for a series of one-off semi-structured interviews; 2) a follow-up semi-structured individual interview (30-60 minutes) was carried out with 20 doctoral students who had filled in the questionnaire, to gain an in-depth understanding of how they perceive publishing with regard to their academic identity formation. The findings and their implications for both the doctoral students and their supervisors will be discussed.

Gumbo, Mishack (University of South Africa), Gasa, VG (UNISA), Lekhetho, M (UNISA), Magano, MD (UNISA) & Dhlamini, JJ (UNISA)

Topic: Evaluating Ethiopian postgraduate supervision-based student support in an open and distance learning institution

This paper presents the findings of the study which evaluates the impact of student support offered through supervision to the Ethiopian postgraduate students enrolled in the College of Education (CEDU) at UNISA. The study is being conducted currently, and data will have been analysed by the time of the conference. This study is in line with the memorandum of understanding signed in 2008 by the Government of the Federal Democratic Republic of Ethiopia and UNISA in terms of which the latter should develop Ethiopia's human resource capacity, particularly university lecturers, to acquire doctoral degrees. This arrangement resulted in the College of Education's initiate to offer student support to the Ethiopian postgraduate students since 2011, who are subjected to limited face-to-face student-supervisor interactions to address their educational needs. However, the impact of these workshops has not been empirically evaluated specifically in CEDU. There is thus a need to develop a research-based understanding of the supervisors' support to the Ethiopian postgraduate students. Student support in this paper refers to the supervision service provided to the postgraduate students to enable them to study in the Open and Distance Learning (ODL) institution such as UNISA. The support in question complements the course materials or learning resources (Tait, 2000, p. 2). Student support is integral and critical for the delivery of any quality ODL system (Brindley, 1995; Lentell, 2003) due to numerous challenges that students enrolled in ODL institutions are faced with, e.g. poor design of data collection methods and analysis, and inaccessibility of supervisors (Ezebilo, 2012). These challenges may cause dropout from the postgraduate programme, or longer time taken to complete the study. The study will also expose the success of the supervision support provided this far. A team of lecturers from UNISA's main campus in Pretoria conducts the research workshops annually in Addis Ababa where students converge, as an added support to supervision. The arrangements for these research workshops are coordinated through UNISA Regional Office in Ethiopia. In light of this, the target participants in the study are the Ethiopian postgraduate students enrolled in the College of Education and their supervisors. Fifteen students will be conveniently selected for individual interviews during the December 2018 research workshops. Twenty-five supervisors are currently being interviewed individually after selecting them purposively. Data analysis from all these data sets/sources will be analysed using content analysis. A LIME survey is also being administered to both previously registered (2011 to 2017) and currently registered Ethiopian postgraduate students, which will be analysed using the relevant statistical techniques attuned to the LIME software package. The findings of this study will inform practice in terms of the support given to the Ethiopian postgraduate students, assist UNISA Regional Office to improve the support given to the students, and help enhance progression and throughput of the Ethiopian postgraduate students. The study will also add to the scarcity of literature about the evaluation of supervision support since UNISA aims to invest its efforts in quality student support.

Haider, Natalie (University of New South Wales, Sydney), Jones, Lucy (UNSW Sydney), Poole-Warren, Laura (UNSW Sydney) & Morris, Jonathan (UNSW Sydney)

Topic: Supervisor as career mentor – A different lens for the supervisory role

This paper addresses a unique approach to Higher Degree Research training and supervision launched at UNSW Sydney in 2017 which incorporates a distinct Career Mentor Supervisor role within an HDR candidate's supervisory team, with a core focus on providing career development support throughout their candidature. Over the last decade, there has been a rapid increase in the number of people being awarded a PhD and a lack of analogous increase in academic positions. In Australia, up to 50% of Australian higher degree research graduates leave academia shortly after graduating. There has been a recent shift in Australian higher degree research training towards developing the person into a well-rounded, career-ready researcher rather than solely focusing on developing the product of a thesis. This has compelled Universities to find different ways to embed career and professional development within HDR programs, to enable candidates to develop and articulate career and transferable skills for a wide range of career paths. Furthermore, given the integral role the supervisory team plays throughout the candidature, the traditional master-apprentice role of the supervisor is now being challenged by the need to better prepare candidates to navigate career possibilities after graduating. There is potential for supervisors to more formally contribute to the development of career and transferable skills in candidates, and one proposed pathway to enable this result is to encourage supervisors to be more effective mentors. Traditionally, mentoring approaches in academic environments have focused on providing standard academic support such as assisting candidates with timely completion, increasing their networks, and filling gaps related to poor supervision. However, when a mentor also provides psychosocial, emotional and career support, mentees are better able to define career goals, improve their leadership development, and be prepared for the world of work both within and outside of academia. To address these challenges, UNSW has created a unique approach – The Scientia PhD Scholarship Scheme – a structured doctoral program offering unique career and professional development from commencement of candidature to support with explicit career guidance. The Scheme features a panel approach to supervision, with one supervisor performing the dedicated role of Career Mentor Supervisor. This supervisory role is intended to create a transformational relationship between mentor and mentee, playing an integral role in the latter's long-term career development. This supervisor works within a structured framework around career development, and is an academic staff member who is eligible to supervise. Feedback from HDRs and supervisors in the first year of the Scientia initiative show the value of career mentoring in cases where a candidate has been teamed with engaged mentors. However, there have been many challenges during the implementation phase since the Scientia initiative is driving seismic cultural change. Challenges have included the top-down approach of selecting Career Mentor Supervisors as part of identified projects rather than based on mentoring skills or organic mentoring relationships emerging, varying degrees of engagement in mentoring development opportunities amongst Career Mentor Supervisors, lack of clarity and understanding of the function and responsibilities of the Career Mentor Supervisor role, and inconsistent career mentoring experiences of candidates within the scheme. In part, these teething issues could be linked to the early stages in Australia of incorporating researcher development into our HDR programs compared with other regions such as the UK and Europe. Further

findings relevant to doctoral education and supervisory practices more broadly are likely to evolve in subsequent years of the initiative. (References available on request)

Hind, Colene & Henning, Sanchen (School for Business Leadership, University of South Africa)**Topic: Supervisors without borders - Connecting for enhanced research engagements**

Background: Research activity, of which research supervision is a foundational part, is considered a key contributor to the global knowledge economy. Student throughput rates, relating to research training, is often used as an indication of academic performance and the levels of tertiary institutions' contributions to the global knowledge economy. At the center of research training activity is the supervisor-student relationship. The supervisor-student research relationship is characterized by many complexities. To be a research supervisor implies mastering certain skills. It implies an understanding of the knowledge, skills and abilities needed to plan, implement and evaluate a research study, this includes ethical judgement and communication skills. Mastering said skills becomes even more important in the context of international supervision given the addition of amongst other complexities, cultural differences. The pace of knowledge generation has increased exponentially, methods of knowledge generation are constantly improving, and the life-span of generated knowledge is much shorter, setting the scene for increased competition in the relevance and timing of contributions among researchers. Subsequently, the dynamics of the research supervisor student relationship has seen an equally significant evolution over the past decades, given changes in tertiary structures, relaxation in national legislations and advancements in technologies.

Problem statement: Despite the aforementioned advances some institutions still struggle in achieving research student throughput goals, often due to challenges in the dynamics of the supervisor-student relationship. When the supervisor and the student are separated by international borders the potential for challenges, in this already complex relationship, increases.

Aim of the study: This study explores the experiences of post-graduate supervisors in their supervision journeys with students that reside in countries other than their own. In understanding the connections unique to this cross-border research supervision relationship, it is the goal of this study to aid in the knowledge and skills base of the research supervisor in contributing to higher levels of student research training throughput and eventually to the global knowledge economy.

Theoretical paradigm: The study adopted Connectivism as the theoretical paradigm. Connectivism is a learning theory that integrates the principles of complexity, self-organisation, chaos and network and as such offers a theory for the digital age. New tools and new spaces have changed the way we learn and Connectivism provides insight into learning skills for students and supervisors to flourish in a digital world. As a theory that is embedded in Systems thinking it depicts the emerging properties of an interacting system, in this case the supervisor-student relationship.

Method and results: Participants in the study were academics that supervise post graduate research involving international students. In total 8 participants that met the inclusion criteria of the study were interviewed. A projective interview technique using images that reflect principles of connectivism in relationships was used to elicit responses from the participants. Thematic content analysis was applied in sense-making of the data gathered from the face-to-face projective interviews. The method of analysis categorized data into patterns of meaning.

Preliminary results reflect themes in the qualitative inquiry relating to the positive and negative experiences, as well as the participants' recommendations for successful supervisor-student research relations, towards bridging geographical borders.

Hiralaal, Anita (Durban University of Technology), Mistri, Gitanjali (DUT), Ghuman, Shenaz (DUT), Naidoo, Vasanthrie (DUT), Mahlanze, Hazel (DUT), Mlambo, Hlengiwe (DUT), Niranjani, Ivan (DUT), Naidoo, Janice (DUT), Mellem, John Jason (DUT), Xaba, Nompumelelo Pearl (DUT) and Ebele Okeke, Obianuju (DUT)

Topic: Our journeys - Postgraduate supervision at a university of technology

In the process of transformation at universities across South Africa, the academic plan highlights the role of supervisors in developing capacity and postgraduate education with a high quality of emerging postgraduates. This is aligned with building capacity at higher education institutions to harness the potential of academic staff as future postgraduate supervisors. The basic premise; postgraduate supervision, is an important cornerstone of an academic. Postgraduate supervision is a vital link between research and teaching activities at a university. Therefore, there is extensive literature and studies on supervision of postgraduate students at traditional, comprehensive and research intensive universities. However, there is a paucity of knowledge on postgraduate supervision at universities of technology. Despite this expanse of literature, research and knowledge, effective postgraduate supervision is a concern at universities worldwide, even under optimal conditions where postgraduate students are studying full-time. However more significantly, postgraduate supervision presents an even more formidable task at a university of technology exacerbated by the dearth of literature and studies on postgraduate supervision at such institutions. Therefore, this paper, as collaborative work in progress, will focus on the different experiences at a university of technology of a cohort of multidisciplinary experienced and novice postgraduate supervisors participating in a training programme for enhancing postgraduate supervision. Postgraduate supervisors involved in the training are exposed to valuable information and sharing designed to enrich and empower them with new knowledge to navigate the complex journey of supervision. The aim of the training course is to grow human resources needed to embellish postgraduate supervision. In generating data, a qualitative research approach will be adopted where participant researchers will report on their supervision experiences and practices as experienced and novice supervisors at a University of Technology in KwaZulu-Natal, South Africa after completing the training course. A thematic analytical method will be used to analyse the data generated. The study findings will be of interest to lecturers and researchers dealing with the challenge of providing quality supervision to students whilst mentoring novice supervisors. Moreover, bringing forth accounts of novice supervisors' experiences on postgraduate supervision may access useful information such as postgraduate students' learning needs and allow other experienced supervisors to reflect on and share their practices. This may propel them to move towards better understandings of research supervision practices. Also, the study will highlight the impact of once-off workshops on postgraduate supervision.

Holley, Karri (The University of Alabama)**Topic: The professional career trajectories of PhD recipients who work in interdisciplinary fields**

Interdisciplinary doctoral programs play an important role in producing graduates capable of engaging in innovative scientific work. Nearly 300 interdisciplinary doctoral programs in STEM (science, technology, engineering, and mathematics)-related fields exist in American higher education, including degrees in materials science, neuroscience, environmental studies, bioinformatics, and marine science. Despite the prevalence of these programs, little evidence has been gathered to show the influence of interdisciplinary doctoral programs on their graduates, the career trajectories of these scholars after degree completion, and the implications for doctoral faculty and student supervisors. Using longitudinal qualitative interviews, this study considers the early career experiences of scholars who hold an interdisciplinary PhD in neuroscience. The scholars were interviewed first as doctoral students and then 6 years later. The findings illustrate the challenges of marketability, professional development, and balancing personal and career demands for interdisciplinary PhD recipients in STEM-related fields. A weak academic job market and an elusive balance between professional and personal demands exacerbated the challenge of developing an interdisciplinary career. Concerns over the job market and uncertainty regarding career pathways frequently overshadowed conversations about interdisciplinarity. Related to their cognitive career, the participants in this study felt well prepared by their program to work in collaboration with other researchers and to cross boundaries in their research. They expressed comfort in working with individuals from other fields of study, a characteristic they attributed to their interdisciplinary doctoral training. Participants were increasingly aware of the personal demands of a research career and were unsure about their commitment to such a career. They developed an understanding of the faculty profession as marked by time intensive work that required personal sacrifices. For those participants in postdoctoral positions, their community career development was marked by their frustration over the lack of stability in their jobs; this frustration also defined their organizational career development, as participants noted the low salary and unclear professional trajectories. Related to community and organizational careers, participants were less concerned about the interdisciplinary nature of their work or the opportunity to work in an interdisciplinary environment and were more focused on the personal ramifications of the job. Doctoral programs should focus on identity development and socialization to enable emergent interdisciplinary scholars to develop strong connections with multiple communities that align with their professional identities. Interdisciplinary programs should also consider emphasizing those skills that the participants in this study found particularly valuable to the work and marketable to potential employers, such as the ability to engage in collaboration and teamwork and develop innovative research questions. Faculty working in such programs as well as academic institutions should monitor the external environment to ensure they are offering an interdisciplinary doctoral degree that has relevance to a wide range of settings. Another implication is the question of training interdisciplinary scholars for what is still in many ways a disciplinary-based organization: colleges and universities. Disciplinary structures remain the norm, a fact that has a clear influence on faculty hiring. Researchers who have examined interdisciplinary practices in higher education have noted the tendency to "innovate at the margin." A question to consider for faculty who supervise students in such programs is if and how their graduates can move from the margins into the traditional disciplinary model. The desire to train doctoral students

in an interdisciplinary curriculum and produce scholars capable of crossing disciplinary boundaries is an important characteristic of 21st-century higher education. As the participants in this study illustrated, however, such a characteristic cannot be understood independent of the environment in which interdisciplinary PhD recipients practice their skills. The support for interdisciplinary training does not necessarily translate into support for interdisciplinary practice.

Jacobs, Lorette (University of South Africa)

Topic: Adapting the cohort supervision model to an online education environment

This paper addresses the potential of applying the cohort supervision model within an open distance e-learning (ODEL) institution in South Africa. In line with the National Development Plan 2030, the Department of Higher Education has set goals to increase the number of masters and doctoral graduates to improve the country's economic competitiveness. With an average completion rate of below 50%, higher education institutions are not graduating sufficient numbers of postgraduate students to meet the set national goals. What is prevalent from the statistics, is that part-time and especially distance education students complete at a much lower rate. The fact that many students come from previously disadvantaged groups, various cultural backgrounds, diverse educational backgrounds and have varied research skills, do not prepare them sufficiently to engage with what is required to successfully complete a masters or doctoral degree. In addition, the one-on-one supervision model, based on a historical patronage culture, applicable to face-to-face institutions, provide limited support to assist students in succeeding at their postgraduate endeavours. Against this background a conceptual study explores the use of the cohort model of supervision in a department at an ODeL institution. The aim of the cohort supervision model is to create a framework of support, founded on the principles of collaboration, discussion, participation, engagement and reflection. A number of phases provide structure to the implementation of the cohort supervision model. The first relate to introducing the student to the process, through orientation and initial discussions pertaining to expectations, roles, time management and research outputs. This is followed by a formal research capacity development programme to increase research methodology knowledge, and structured workshops and presentations to gain input and support from peers, teams of supervisors and experts. These phases are achievable in a face-to-face and even blended environment, but as an ODeL institution requires postgraduate studies to be offered fully online, an alignment of these phases is required to offer distance education postgraduate students a similar model aimed at increasing support and encouragement in the completion of postgraduate research. The needs of students, as well as the use of technology to create a framework for cohort supervision must be explored. In terms of the former, the conceptual framework for explaining doctoral success, as well as the typology for research supervision approach will be applied. The aim is to determine the extent of support, intellectual growth and learning opportunities required to provide students with skills and competencies needed to engage with research on a postgraduate level. Related to the 'e' in ODeL, the right technology tools that can support peer and supervisor engagement must be selected to support the effective execution of different phases and activities related to the cohort supervision model. A combination of the Substitution Augmentation Modification Redefinition (SAMR) Model, Technological Pedagogical Content Knowledge (TPAKC) and the Rigor/Relevance Framework will promote the selection of application digital tools. The result presents a framework for the application of the cohort model in an ODeL departmental context, that may be tested for further refinement and application. Changing from the traditional to an adapted cohort supervision model applicable to an ODeL context will not be without difficulties, but a framework founded on rigorous contextual research may provide a starting point for further discussion, exploration and testing.

Lamberti, Pia (University of Johannesburg), Keane, Moyra (University of the Witwatersrand) & Van der Westhuizen, Geert (University of Johannesburg)

Topic: Towards a (post)graduate development framework for the global South

Across the globe, in the context of (post)graduate studies at universities, more attention than ever before is being paid to postgraduate and researcher development. Researcher education is becoming more formalised, with increasing numbers of higher education institutions implementing structured programmes to ensure that their postgraduate students are capacitated to develop research competence and, more recently, to develop the skills required to enter the workplace (Maguire 2018). Formalised programmes are often underpinned by researcher development frameworks, two of the best-known being the Researcher Skill Development Framework (Willison & O'Regan (2008; 2015) and the Vitae Researcher Development Framework (Vitae 2010). The latter, which was developed with wide consultation in the UK, appears to be used in numerous contexts across the globe to guide the conceptualisation of researcher development. While it is logical to look at what has been developed already and to refer to best practice elsewhere, it can be problematic to uncritically accept frameworks that are imported from the global north, where the context for postgraduate study and research differs considerably from that in the global south. In this presentation we relate what we have learned about the applicability of the Vitae Researcher Development Framework (RDF) when it is considered in relation to the development of postgraduates in the African context. The RDF outlines four domains for researcher development: 'knowledge and intellectual abilities', 'personal effectiveness', 'research governance and organisation', and 'engagement, influence and impact', and twelve sub-domains (Vitae 2010). Although Vitae had a number of concerns about the application of the RDF (Bray & Boon 2011), it appears that they did not consider the possibility of there being dimensions missing in the framework. Our engagement at the University of Johannesburg with research supervisors in a supervision course entitled 'Current and emerging issues in postgraduate supervision' and with academics who participated in an interfaculty workshop focused on inclusion and social justice showed that there was some critique of the RDF in the light of the decolonialism debate. We share our findings about the relevance of the framework, and discuss some limitations if it is to be used in the African context.

Lategan, Laetus (Central University of Technology) & Bitzer, Eli (Stellenbosch University)

Topic: Young universities and doctoral education - Candidate and supervisor development towards promoting 'doctorateness'

Worldwide, many young institutions, established during the past two or three decades, are grappling with producing doctorates in numbers and, especially, doctorates of quality. In turn, research into doctoral education, doctoral qualification models and supervision practices have flourished internationally and young universities have much to learn and gain from such research and development. One contribution that has gained prominence during the past decade is the notion of promoting 'doctorateness'. The research that underpinned this concept relates to investigating, across nationalities and disciplines, what knowledgeable peers are looking for in doctoral work. Together with national and international criteria for the doctorate, the 'doctorateness' concept supports issues such as scholarly research and writing, being exposed to best research and supervision practices and disseminating relevant research into scholarly and public domains. The views of Trafford and Leshem, in their work: 'Stepping stones to achieving your doctorate', as well as other authors who have contributed to the debate, seem relevant for this discussion. One South African university of technology embarked on a journey of purposefully promoting research and in particular, the idea of 'doctorateness' by supporting doctoral education at different levels and with different audiences - including doctoral candidates and doctoral supervisors. To be worthy of being awarded a doctorate, candidates have to adhere to scholarly requirements on the one hand, but also ensure, on the other hand, that their research remains relevant to the needs and priorities of the socio-economic and technological contexts the university serves. Against this background, an effort was initiated to facilitate learning with doctoral candidates and their study supervisors with knowledge, skills and tools to promote 'doctorateness' through a programme of planned interventions. Over a period of two years (2017 and 2018) a total of 20 workshops were offered at the institution, involving a total of 600 candidates study supervisors. Most of these interventions were facilitated with participants across disciplines and faculties by a senior academic and included topics such as the notion of 'doctorateness', developing conceptual frameworks, structuring and writing a doctoral thesis, thinking like a researcher, auditing a thesis prior to examination and how to provide and handle feedback. After each workshop feedback was sought from participants in terms of what were considered useful or less useful. Overall, the participant feedback rendered was positive and useful advice was offered as to how the intervention programme might be improved. Obviously, a number of lessons were learnt from the 'promoting doctorateness' programme which might be useful for doctoral candidate and supervisors at universities without well-established research cultures. These include that doctoral candidates and their supervisors often battle to find and maintain the right scope for a doctoral project; that they find it difficult to extend the relevance of doctoral projects beyond their own context; that they find it challenging to write in scientific or scholarly genres and that understanding the international debate on a topic often seems problematic. Doctoral candidates also find it difficult to maintain clear lines of argument in their work. It thus appears that future interventions, especially in view of promoting both a global and local sensitivity, more attention should be paid to promoting 'doctorateness' by the following emphases: Enhancing the global awareness of candidates and supervisors; sensitising supervisors and candidates to disseminate

their work effectively; benchmarking with successful study and supervisory practices, and promoting and practicing scholarly reading and writing skills as early as possible in the research education programme.

Lekhetho, Maphleba (University of South Africa)**Topic: The dynamics of examining postgraduate dissertations across institutions and countries**

External examination of Master's and doctoral (M&D) dissertations is a standard practice used by most higher education institutions (HEIs) to assess the quality and standard of their programmes, supervision capabilities and students' work. However, from my experience as a postgraduate supervisor and an external examiner for different institutions, I have noted that the exercise is not always objective and error-free. It is influenced by many variables such as the institutional assessment tools and criteria, the supervisors' and examiners' experiences and expertise, the academic standards and in-house styles of different institutions. Universities also differ in terms of academic staff profiles, supervision capabilities, student selectivity and research support for staff and students. All these factors coalesce to determine the quality of the students' dissertations. According to Jackson (2005, p. 1), the external examiner "examines scrutinises and evaluates a body of evidence relating to... students' learning and forms and expresses opinions about the quality of the assessment process and the standards of learning. From these opinions, overall judgements may be reached about, for example, the comparability of outcome standards, fairness to students, and the integrity of the award process" (Original emphasis). After this process, the examiners share their knowledge of practice, advise on how to improve practice and suggests how problems can be solved and provides a generic feedback that aimed at assisting the lecturers or teaching teams to align their practice with the practice of others in the field and identify strengths and weaknesses in the practice (Jackson, 2005). The Higher Education Academy (2006) reiterates that external examiners constitute an integral part of the university quality audit in that they confirm whether the assessment systems are fair and appropriate and whether the academic standards are comparable to other higher education institutions. Furthermore, unlike in undergraduate courses where students are required to answer clear content-specific questions, at postgraduate level, students are expected to demonstrate mastery of the subject content and competencies in undertaking research at a higher level of rigour, scope and depth. This is because in dissertations, students are given a wider latitude on the topic investigated, which opens the students' work to different interpretations. In the process, examiners use their own judgments about the quality of the students' work, which are often influenced by their personal and institutional bias. Evidently, there are differences in the emphasis, style, format and quality of dissertations across institutions and countries. Therefore, it is important for the examiners to understand these dynamics in order to be objective in their assessment. To do a proper job, Jackson (2005) corroborate that external examiners should understand the technical and procedural language of the discipline, the institution and the national frameworks for evaluating standards. The main problem that this study seeks to investigate is why there is a lack of accuracy and consistency in assessing Master's and doctoral dissertations, and how the existing discrepancies can be addressed to standardise the processes. This study intends to use the researcher's reflections as an examiner and empirical data generated from 12 lecturers who have served as supervisors and external examiners using semi-structured interviews and some examiners' reports. It is assumed that the findings from this study will highlight the areas of weakness in the examination of master's and doctoral dissertations, the discrepancies in the criteria used by different institutions and develop an examination model that can guide and improve M&D examination process.

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Leshem, Shosh (Kibbutzim Academic College and Stellenbosch University) & Bitzer, Eli (Stellenbosch University)

Topic: How PhD graduates' recognise the support of others - A closer look into the acknowledgement sections of selected PhD theses

Acknowledgement sections in doctoral theses represent a global phenomenon as well as a special genre. As meta-textual sections of PhD theses, acknowledgements provide insights into contingencies of the research process, sources of influences and graduates' understandings of their own agency and the recognition of those who have contributed to their study success. Social support is closely related to individual efforts to complete important life tasks. This lens is often applied in considering support functions performed by primary and secondary group members. Literature indicates that support functions are often associated with an individual's survival, 'getting back on track', rehabilitation, acquiring new knowledge, and learning new skills and behaviours related to well-being. The authors analysed 30 acknowledgement texts, randomly selected from theses in the field of educational research and completed in two countries (Israel, South Africa) between 2010 and 2016. This analysis was followed by personal and e-mail interviews with graduates in 2018 to better understand the academic and social contexts within which their studies were completed. Texts were analysed by asking: Who were acknowledged? What were the acknowledgements for? What was the recognised impact on the study or candidate and what long-term impact was indicated? During interviews we probed into issues such as graduates' views on the importance of acknowledgements in theses, why particular persons or entities were included or excluded, whether acknowledgement texts from other graduates were consulted and any other interesting issues that could be of interest. Finally, we were also interested to see whether there were differences between the two national contexts where the data were generated. Our results indicated categories of acknowledged support functionaries. Primary support members included spouses, children, parents, partners and other members providing close social support. Secondary support functionaries were study supervisors, friends and colleagues, language and technical editors, financial benefactors and inspiring role models. In some instances, however, primary functionaries constituted supervisors, colleagues and close friends, depending on the kind of affiliation to the individual candidate. The nature of graduates' gratitude pointed at non-material support such as affection, belief, motivation, 'something to hold on to', shared wisdom, patience, inspiration, collegiality, love and encouragement. More material forms of support were: relevant information, financial contributions, time, physical space and technical advice. Indicated short and long term impact factors included scholarly growth, new academic and theoretical perspectives, research skills, spiritual strength, resilience, testing of new borders, strengthened family and other ties, collegiality and stronger support networks, career changes, developing reflexivity and criticality, and appreciating research as 'fun'. As a secondary finding, no major differences between the two national institutions were found. However, one observed difference was the acknowledgement of the influence and value of the spiritual dimension in the South African texts. In addition, texts revealed candidates' challenges, including financial hardships, prolonged absence during studies, 'not being there' as a family member and 'almost giving up'. Acknowledging others is sometimes seen as a response to social expectations rather than a personal impulse. It represents intimate societies, characterised by personal conversations, first-person pronouns and qualifiers of interpersonal value such

as 'helpful, valuable, useful, life-changing, excellent' and others. This neglected genre can shed much light on how research is shown to be firmly embedded within discourse and social communities. By reconciling individual achievement with collective ownership, acknowledgements reinforce the view of scholarship being a dialogic process and reveal, unlike other parts of theses, intricate webs of personal debt and important indications of social, personal and scholarly impact.

Lietz, Almuth (Deutsche Zentrum für Hochschul- und Wissenschaftsforschung, DZHW)

Topic: Research self-efficacy through encouragement in academic careers - Benefits of mentoring experiences among doctoral candidates

Mentoring is considered a successful instrument of proactive human resource development for young academics in the scientific context in Germany. Especially within structured programs a stronger formalization of the relationship between doctoral candidate and supervisor is anticipated to guarantee more equal opportunities for the career path and to counteract the 'leaky pipeline'. However, even before the introduction of structured programs, mentoring was central within science, but more as a classical informal mentoring relationship. Whether mentor-mentee relationships work depends strongly on the interpersonal relationship within the dyad. This analysis will examine this interpersonal relationship between doctoral candidate and supervisor in more detail by asking whether the supervisor can directly influence the doctoral candidate's research self-efficacy by encouragement in a positive way. Furthermore, it is assumed that this effect is even greater in case of mentorship. The contribution is embedded in a work and organizational psychological, as well as a social learning theoretical framework. According to a work and organizational psychological perspective, mentoring has two functions: a career development function and a psychosocial function. While the career development function includes dimensions like coaching, protection, challenging assignments and exposure (Kram 1985), psychosocial mentoring – which is the focus here – addresses interpersonal aspects, like sense of competence, self-efficacy, professional and personal development and role modeling (Ragins & Cotton 1999). The research question goes along with self-efficacy theory as well, since verbal social persuasion and vicarious experience are two of the four sources of self-efficacy, along with mastery experience and physiological arousal (Bandura 1994). With regard to academic careers various studies confirmed a decisive influence of a mentor. Furthermore, self-efficacy is considered to be an important determinant of academic performance. Studies focusing on the interplay between mentoring and research self-efficacy confirmed a significant effect of psychosocial mentoring on research self-efficacy (e.g. Curtin, Malley & Stewart 2016). For the empirical analysis data from the longitudinal panel study of doctoral candidates and doctoral holders ProFile is used. From 2009 to 2016, every year new cohorts of doctoral candidates from selected German universities, graduate schools and scholarship providers were surveyed. In order to allow in-depth analyses for doctoral students of graduate schools and scholarship providers this subgroup was oversampled. Furthermore, ProFile is one of the few panel studies worldwide which sampled doctoral candidates from a variety of disciplines except Medicine. Research self-efficacy was collected annually since 2013. The instrument contains items that indicate confidence in specific activities associated with an academic career (e.g. publishing in journals, supervising doctoral student work, running your own research). Further questions about the doctoral supervisor take up the aspects of encouragement (e.g. motivates me in my work, supports me in overcoming writer's block). Whether the supervisor takes the role of a mentor is identified through the frequency of exchanges and the doctoral candidate's role expectations regarding the supervisor. The effect of mentorship on research self-efficacy of doctoral students is assessed, while controlling for several covariates. It is analyzed whether gender effects occur, for both, the doctoral candidate and the supervisor. Furthermore, it is examined whether the interaction between encouragement and research self-efficacy differs with regard to disciplines or form of the

doctorate (e.g. members of graduate schools, scholars). In cross-sectional analysis, the results confirm a strong significant correlation between research self-efficacy and supervisor's encouragement. This effect is even stronger if the supervisor takes the role of a mentor. In order to evaluate the causality, the relationship will also be examined longitudinally with panel and path models. (References available on request)

Mabila, Thembinkosi (University of Limpopo), Ndou, Sipiwe (University of Limpopo), Le Roux, Janel (University of Limpopo) & Mutodi, Paul (University of Limpopo)

Topic: Navigating in multidisciplinary learning environments at doctoral level and beyond - An appreciative inquiry into postgraduate supervision at the University of Limpopo

Challenges in research supervision and capacity are widely recognised and are being researched by South African higher education institutions as well as by civil society organisations in terms of their causes and implications. However, apart from problem-solving approaches commonly used, there is an alternative that seeks to inspire positive change going forward through enquiry not only into the challenges but also into good work being done by institutions in the area of postgraduate research supervision in higher education. Critical appreciative inquiry (CAI) was the approach employed in the present study to speak to the paradoxes that underpin supervision practices and to build a platform for new positive directions and systems to give life and strength to postgraduate supervision. We justify CAI as an appropriate approach for this kind of investigation, and we argue for its relevance in preparing for the task of designing a strategy to develop postgraduate supervision further at master's and doctoral levels at the University of Limpopo (UL). In this paper, we provide details of a mixed methods study conducted by a team of researchers who applied CAI principles to establish the state of supervision capacity at the UL. Quantitative and qualitative data were collected by means of an online survey of postgraduate supervisors of master's and doctoral students from the institution's four faculties. Descriptive statistics were used to analyse the quantitative data, and thematic analysis was applied to the qualitative data. The study aimed to highlight current supervision challenges to be overcome, as well as to explore good supervision practices that can be sustained and enhanced to ensure positive change and development within this arena at the University. The paper concludes with reflections and recommendations.

Makina, Antonia (University of South Africa) & Zitha, Moitsadi (University of South Africa)

Topic: An investigation of feedback practices in postgraduate supervision in an ODeL institution

Postgraduate supervision (PGS) in an Open distance and e-learning (ODEL) university is often challenging as compared to supervision in a face-to-face university. Because of transactional distance in ODeL, PGS has to rely more often on the quality and relevance of feedback given to students online. A postgraduate supervisor during supervision takes multiple roles that must be clearly elaborated in the feedback that he gives to the students. Universities have a moral obligation to ensure that postgraduate student supervision success in an ODeL environment is linked to providing appropriate, high-quality student support and efficient administrative service. Feedback online is a supervision strategy, that stands an important element in the level of engagement needed for meaningful students support online. A number of research events, such as seminars and workshops, to support research activities online are always carried out in most higher education institutions. However, similar events for the development of postgraduate supervisors often do not exist. Supervisors find themselves simply relying on their own good will or duplicating their own supervisor's practices. There is need to acknowledge competence in the scholarship of postgraduate supervision in order to support excellence, innovation and leadership in ODeL universities. How lecturers motivate and communicate the expectations of writing tasks to the postgraduate students determines the completion rates of students in online environments. Feedback that motivates students to persist with postgraduate studies is both a condition for and a result of effective online instruction and therefore stands as a critical factor for success in post-graduate supervision. Therefore, the aim of this study is to investigate the experiences of postgraduate students with the feedback that they receive from supervisors during the course of their postgraduate studies in an ODeL university in order to motivate students to persistently complete their postgraduate studies. The facilitative supervisory feedback practices were based on the assumption that, in order to improve and be relevant in supervision, it is important for supervisors to understand what postgraduate students say about the nature of their feedback during the assessment process. A case study of ten MEd in ODL students at an ODeL university was carried out. The study achieved this through phenomenography, a developmental and qualitative research approach. Six postgraduate students who had completed and four students who had failed to complete their MEd in ODL degree at a higher education ODeL institution were sampled for the investigation. Data were collected via document analysis and semi structured interviews. Issues in the interpretation of the findings were put into categories and sub-categories based on the roles of the supervisor. Results in this study revealed some challenges in the feedback provided by postgraduate supervisors. This paper provides strategies that are necessary to guide postgraduate supervisors in ODeL universities by providing a guiding platform for the creation of an enabling environment to initiate the knowledge base of postgraduate supervisors in higher education in order to support and lead excellence in ODL postgraduate research supervision.

Mokoena, Sello (University of South Africa) & Makoe, Pinky (University of South Africa)

Topic: The effectiveness and impact of multi-inter-transdisciplinarity (MIT) on distance learning of TVET postgraduate students - A case study

Successful and timely completion by Masters' or PhD students is increasingly becoming important for students, supervisors, the university and funding bodies alike. However, with high attrition and long time to degree completion, especially in the context of Open Distance Learning wherein the breadth of geographical space is often discernable, it is important to identify ways to foster retention and student persistence. Against this background, concerns to improve the effectiveness and efficiency of postgraduate supervision to improve research productivity, maximize available human resources, optimise student throughput within reasonable time led to the reimagining and reworking of traditional frameworks to research supervision in an Open Distance Learning institution (ODL). Cognisant of distance education particularities and the need for capacity building in the TVET sector, we conceive postgraduate supervision as a complex and multi-layered process, the effectiveness or lack thereof determines the prospect of successful completion (Kraak & Hall, 1999; Hager, 2004). Exploring this notion of transformation, we align with wider international discourse (Lessing and Schulze, 2002; Malfroy, 2005, Manathunga, 2005) that facilitates change and reform through the advancement of higher-level skills-set and competencies essential for the globally competitive environment of the 21st century. In 2016, this ODL institution embarked on a Pilot Project aimed at upskilling qualifications of lecturers from various disciplines at a TVET College in South Africa. Thus, this article presents a model conceptualised for postgraduate student supervision and research training and based on Multi-Inter-Transdisciplinarity (MIT) in its pedagogic, theoretical and methodological approach. Using Tinto's (1975) student integration model as a framework, this article critically reviews key components/constituents, structure, underpinnings of this tailored model (MIT) including its effectiveness. Data used included ten students from one TVET College who are already in possession of honours degree and wished to further their studies at Masters' degree level. Based on their eligibility, these students were subsequently enrolled for Masters' degree across the University disciplines. Drawing on the results of the Pilot Project in 2016 especially the number of students who completed the programme, we argue that the introduction and implementation of this model contributed to our research practice, supervision pedagogy, supervisor development as well as the knowledge economy. From these reflections of practice, the authors propose the need for alternative strategies and approaches (to traditional models of supervision) for the development of postgraduate research supervision and research training for students.

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McKay, Tracey (University of South Africa)**Topic: Proposing a model for postgraduate supervision - A time, content and emotional support approach**

What it takes to be a good supervisor is a core question in the academic literature. Some argue that good supervisors ensure that their students attend sessions in research methodologies, statistical analysis and writing for example. This is framed by the concept that postgraduate supervision is a type of teaching. With this in mind, some universities encourage supervisors attend professional development courses, or workshops or talks. By doing so, it is assumed that they will attain competence in postgraduate supervision. It is also posited that good supervisors scaffold tasks and use tools, such as Leshem & Trafford's (2007) 'conceptual framework'. Not all agree that supervision is a type of teaching, however. Some argue that supervision should be framed from an 'interpersonal relations' (between the student and the supervisor) perspective or see it as a form of mentoring. Regardless, it is accepted that there is often a tension between giving support but still ensuring that the final product is the work of the student. Bitzer & Albertyn (2011) argue that the tensions can be partly addressed by revising and reframing our approaches to supervision. That is, we should move away from the outdated individual, traditional apprenticeship model to more innovative, sustainable and modern methods. This will include group approaches, peer learning and a team approach. What is presented here is a 'work-in-progress' model of a particular approach to supervision undertaken by the author. This model was initially conceptualised as a time-and-content one and evolved out of a guided reflection that the author undertook into their own supervision style and outcomes. The guided reflection itself was a product of a supervision training course the author enrolled in. This course was presented by UNISA and the Dutch organisation for internationalisation in education (NUFFIC). The approach outlined here was underpinned by the notion that postgraduate students needed support in terms of both time management and content management (framing the topic, selecting the theoretical framework, designing the research questions and the like). During the process of implementation, and guided by an action research approach, the model was adapted to include emotional support. Although the model has only been operational for four years, it has seen considerable success with the total enrolment time reduced from that of between four to five years to that of three years. A particular challenge, however, remains in terms of sustainability. The model relies heavily on the supervisor to drive the process with the possibility of supervisor burn-out in the long term. It also required a great deal of team work and alignment between the co-supervisors.

McKenna, Sioux (Rhodes University), Van Schalkwyk, Susan (Stellenbosch University) & Mouton, Johann (Stellenbosch University)

Topic: Publications as a measure of doctorateness

Despite most theses being readily available through institutional e-repositories, doctoral studies enjoy very limited readership. Doctoral research is meant to ‘make a significant and original academic contribution at the frontiers of a discipline or field’ (DHET 2012) but this contribution remains largely dormant if the work is only being read by the student, the supervisor, and the examiners. There are a number of ethical reasons why doctoral research should be more widely disseminated, not least because it is subsidised by the public and the potential benefits the study brings can only be actualised if the research makes its way into the relevant field. We undertook this study with an interest in the ways in which doctoral research is disseminated. We were also interested in looking at issues of publication because in South Africa, the majority of our doctoral candidates are academics and so the PhD is indeed “training for an academic career” (HEQSF 2012), whereby the doctorate inducts novice academics to become researchers who can consistently contribute to the knowledge project. It is thus particularly pertinent in this context to track whether PhD graduates do indeed publish, either from their doctorates or beyond that from further research projects. With the rapid growth of doctoral education in South Africa, as elsewhere, there have been various concerns raised about the issue of quality. While measures such as external examination are meant to ensure that the doctoral studies our country produces are of the appropriate standard, a number of cases that have brought this into question. The Higher Education Qualifications Sub-Framework in South Africa indicates that the doctorate should “satisfy peer review and merit publication” (DHET 2012). Given that this is a stated quality indicator of the PhD, achieving some kind of publication that would ensure wider dissemination should be seen to be a relatively unproblematic outcome of research at this level. However, our study suggests otherwise. This large-scale desktop analysis compared details of the 14357 doctoral theses produced in South Africa between 2005 and 2014, with the South African Knowledgebase, which is a database produced by CREST, Stellenbosch University, which brings together all South African publications in accredited journals. With 36593 articles published by these doctoral graduates to date (on any topic, not necessarily from the doctorate), there would seem to be a satisfying 2½ articles per graduate. And, given the time lag between the doctorate and the academic publication process, this number is set to continue to grow. However, a closer look shows that these 36593 articles were published by just 6923 doctoral graduates, indicating that 52% of the graduates between 2005 and 2014 have not had a single publication to date. Further analysis of these databases has allowed us to make sense of who publishes and who does not, and to draw out patterns at a national, institutional and field level. It is important to note that this comparison of doctorates and journal article publication serves as a proxy for the dissemination of knowledge and, as with all proxies, it is partial in its representation. Some doctoral graduates might disseminate their work in non-accredited journals or books, which would be excluded from this study. Others may disseminate their work through policy briefs, creative outputs, or community workshops. However, given the dominance of the journal article as a means of contributing to knowledge, and given the size of the study, we believe that the conclusions we reach about the relationship between doctoral education and knowledge dissemination that we will share in our presentation are fairly robust.

McMurray, Adela & Peszynski, Konrad (Royal Melbourne Institute of Technology, RMIT University)

Topic: Postgraduate research visions across geographic and discipline boundaries - Radical Innovation in action

In the pursuit of impactful research, this case study documents evidence (Yin, 1984) of how executive leadership leads and implements radical innovation in a major architectural organisational redesign within a large higher education institution. Building on previous research and theory (McMurray and Peszynski, 2018) identifying the institution's radical restructure, this study progresses to the next deeper layer identifying the multiple visions and strategies operationalised by eight higher education Enabling Capability Platform (ECP) Directors, as well as the Director of the institution's Activator. After gaining ethics approval, the researchers conducted in-depth interviews with the nine Directors identifying the way in which they developed and implemented their respective visions and thereby incorporated the institution's postgraduate cohorts within, and across, the institution's disciplinary and global boundaries. Note, the composition of the institutions postgraduate cohorts is comprised of 49% international and 51% local candidates. The data facilitates an understanding of the way in which each Director's vision pursues linking global and industry engagement as part of each Platform. This study utilises Dattée et al's., (2015) foundational work and identifies the way in which the radical restructuring of the large institution's research focus generates and harnesses value in the pursuit of meeting its key performance indicators. Due to the lack of availability, scarce research exists addressing such radical innovation undertaken within large tertiary institutional contexts. This is because such institutions are deemed as being inherently conservative. Thus much of the existing literature attempts to incorporate innovative performance via structures for capabilities to materialise into performance (Grabner et al., 2017). Yet, this study, in a brave new world, provides meaningful insights into the way in which a massive global institution reinvented itself through radical innovation and restructures in the pursuit of changing its game and marketability in the competitive higher education market. In this way, through the significant presence of international and local postgraduate cohorts, the institution is reinventing its successive generation of local and global scholars and citizens.

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Motshoane, Puleng (University of Johannesburg)**Topic: More than agency - The emerging supervisors' experiences of being supervised as doctoral candidates**

South Africa is facing a challenge of the skewed proportion of students vs. supervisors. That is, the number of doctoral candidates has increased remarkably while the number of academics remains the same CHE (2009). The lack of upcoming supervisors is exacerbated by the experienced supervisors leaving the academy. The National Development Plan (2011) has set a target of improving the percentage of academics with doctoral qualifications from the then 34% to 75% by 2030 to ease the supervision burden. However, a little form of support and development are being made available for emerging supervisors. Motshoane and McKenna (2014) argued that any growth in the postgraduate sector needs to be underpinned by a framing of the context that incorporates the roles and capacity development of supervisors and postgraduate students. This presentation, therefore, argues that supervision development should be conceptualized as a pedagogy, which is “probably the subtlest and complex in which we engage” (Elley & Murray 2009:165). But it does not end at supervision; it is also about supportive institutional structures that can enable emerging supervisors to be effective researchers. This presentation has looked at the individual agency of emerging supervisors, but it also concerns itself with issues beyond this regarding the differentiated South African higher education context in which supervision takes place. The assumption, and indeed policy, as per the HEQSF, stipulates that competence in postgraduate supervision is presumed automatic once the academic has a doctorate. Thus it has been revealed that many lecturers become supervisors ‘by default’ (Lee, 2009) and therefore draw on the way they experienced supervision, and thereby perhaps perpetuate mistakes. These supervisors expressed both good and bad experiences from their supervisors and how they would not want to transfer the bad experience to their students. For some of them that is the only experience they had, and yet they were expected to supervise without having received any form of development or mentoring whatsoever. While the larger doctoral study identified some issues, this presentation focuses on the experience of supervisors as doctoral candidates. Data generation was through interviews with 54 supervisors from across South African Public Higher Education institutions. Twenty-four of the participants were experienced supervisors while thirty were emerging supervisors, that is, they had been supervising for over two years by the time the interviews were conducted. I used Margaret Archer’s social realism (1996) whereby she discusses structure, culture, and agency. Structure and culture refer to the institutional structures and beliefs, while agency refers to the people within these institutions. I looked at how structure, culture, and agency played out in the development or lack thereof in postgraduate supervision. Margaret Archer’s analytical dualism was used for the data analysis. “Analytical dualism places the fundamental model of structure and agency into a time dimension” (Danermark, et al. 2002:181). The model thus says that structure and culture (parts) and agency (people) are two different strata with separate powers and properties and that structures constrain and enable the actions of the agents. She demonstrates that however intimately they are intertwined, they should nonetheless be analytically distinct. We need adequately prepared supervisors for quality supervision demands to be achieved and the lack of development does not help in achieving this goal. The study has highlighted the need for

supervision to be conceptualized as a pedagogy as well as the need for proper development and mentoring. (References available on request)

Moyo, Sibusiso (Durban University of Technology), Okeke-Ihejirika, Philomina (University of Alberta) & Mutanda, Mary (Durban University of Technology)

Topic: Towards creating enabling environments for doctoral training in low medium income countries - A South African case study

Strong arguments have been presented both in the South African National Development Plan 2030 and other policy documents on the need to increase the doctoral pipeline. It is within this context that I will look at the critical factors and enablers for successful and quality doctoral training that contributes to developing a pipeline of researchers with cross sectoral mobility and international research careers and why this is relevant for low medium income countries within the African context. There are a number of determinants both at individual and institutional level which the doctoral candidate, research and postgraduate managers and strategic policy and governance structures need to be aware of in creating enablers to successfully develop doctoral candidates as researchers as well as the research. Comparisons are drawn from the context of a University of Technology – where ‘train the trainer’ acceleration programmes need more urgency and relevance for sharing best practice models across the higher education landscape. Results show an urgent need for curriculum re-design and remodeling the doctoral programmes especially in Universities of Technology which need to produce graduates with cross sectorial skills.

Msimanga, Audrey (University of the Witwatersrand)

Topic: Doctoral students' reflections on critical turning points in the development of a student community of peers and their sense of self-efficacy in the community

One of the aims of South Africa's National Development Plan (NDP 2030) is to increase the number of academics with doctorates (NPC 2011). It is hoped that improving the qualifications of staff will result in better quality (student achievement) and quantity (throughput numbers and reduced time in the pipeline). Efforts to increase the number of doctorates are not only focused on current staff of tertiary institutions but on doctoral students in general, many of whom will of course pursue careers in tertiary education (Mouton 2011). The challenge is the persistently low numbers of doctoral students completing their studies and on time. The doctoral journey is generally viewed as difficult and lonely. By definition a doctoral study must demonstrate the candidate's ability to conduct independent research (Webbstock 2012). In South Africa the popular form of the doctoral degree does not have a taught component. Thus, the entire three (full time) or five (part time) years of the PhD journey is a lonesome undertaking. Although institutions do put into place structures and processes to support doctoral students, student needs vary significantly even within an institution. Thus, support strategies must take into consideration different student group's specific needs. This study was conducted in a school of education where most postgraduate students are mature students who have come back from many years of working as teachers. Thus, having been out of school for so long they struggle to get back into the study routine, let alone catch up with decades of theoretical and methodological advancements that have since taken place. For many South African students an additional struggle is the issue of language, both the academic language of conducting and writing up research and the natural language of engagement with the research activities. The participants in the study reported in this paper were all non-native speakers of English. Thus, their needs would be both research related and about literacy. I show how one way to support such students is through peer communities. According to Liljedahl (2018) doctoral students identify communities of peers as helpful during their doctoral journey. They valued talking to their fellow graduate students about their difficulties. Liljedahl reported a divide in student needs between the dependent and independent phases of graduate work which was "mitigated through immersion in a community of researchers" (page 14) and in this case the community was made up of fellow students. My paper explores the question, What are the critical turning points in development of a doctoral student community of peers and what contributes to students sense of self-efficacy? Through doctoral students reflections on the development of their community of peers; how in the initial stages it relied on supervisor support; how through critical turning points it became student led and ultimately independent community of peers. Implications for institutional support are discussed.

Nieminen, Juha (Karolinska Institutet), Mkhabela, Zondiwe (Stellenbosch University), Valcke, Jennifer (Karolinska Institutet) & Frick, Liezel (Stellenbosch University)

Topic: Developing intercultural supervision – Theoretical and practical reflections

This paper addresses the challenges of preparing postgraduate supervisors for international and intercultural research supervision. Experiences from two pilot workshops in South Africa are discussed based on existing theory, the facilitators' own reflections of their experiences, and participant feedback during the workshops. Background: Supervisory communication is a context-bound activity. This context is influenced and determined by a myriad of factors, including that of disciplinarity, nationality, language, culture, gender and age. As such, research is by its very nature an intercultural endeavor. In addition, international collaborations, student and researcher mobility introduce further cultural diversity. Such variation needs to be taken into account in order for supervision to be successful and for all involved to find a space that enables them to learn, contribute and thrive. For discussions on intercultural communication to become relevant, identities, power differentials and distribution of resources also need to be taken into consideration. While literature on aspects of supervision and on intercultural communication, as well as staff development programs abound, examples of programs seeking to integrate all of the abovementioned interlinked aspects are scarce. Creating supervisor development programs on intercultural supervision entails a myriad of both theoretical and practical choices that should be further explored. The following questions guided our reflection on practice:

- Which concepts would, in a comprehensive and clear way, capture the interlinked aspects of postgraduate education, supervision, communication, university educational environment, culture, identity, power and privilege?
- How to balance theoretical lecturing, group discussions and reflections on participants' personal experiences in a useful and well-functioning way to achieve intended learning outcomes?
- How can activities be organized so as to enable relevant, open and constructive discussions of potentially difficult, and very personal issues.

Work done: Two research intensive, international and culturally diverse research universities, Karolinska Institutet in Sweden and Stellenbosch University in South Africa, collaborated to create staff development workshops focused on intercultural postgraduate supervision. The workshops were created as part of a larger international project with pilot workshops given at four European universities. Altogether 30 supervisors participated in a two-day workshop at Stellenbosch in August 2018. In the present paper, a discussion on central theoretical concepts and workable instructional designs is presented. Discussion: Overall, the workshops received positive feedback with several areas of improvement suggested by participants. Focusing the discussions on the context of research education seemed worthwhile, as the themes of intercultural communication, postgraduate supervision and university culture are intertwined in the practice of research education. Some friction seemed, however, to exist between differing expectations of what the main focus of the workshop would be. Concepts such as culture, intercultural competence, identity, homeliness, conflict management and power were all experienced as relevant. Combining the concepts referring to intercultural competence and the practices of the research environment presents a challenge that should be further explored. Respectful, skillful intercultural communication is essential for success and equity. Communication itself constitutes part of the practices of the academic environment. Discussions on communication need, however, to be coupled with discussions on cultural sensitivity and a focus on inclusive practices in the research community. To

create an environment that all participants can truly participate in, find their voice in and opportunities to contribute, action needs to be taken at several levels simultaneously. Several aspects therefore need to be present in offerings to supervisors, as well. Concepts such as cultural humility and value conflicts merit further exploration. The practical exercises used during the workshop will also be described in the presentation.

Picard, Michelle (University of Newcastle) & Shaw, Kylie (University of Newcastle)

Topic: Researcher development programs in South Africa and Australia - A social justice perspective

Considerable research has been conducted on widening participation and how equity issues affect the student experience in South African and Australian HE at an undergraduate level, but equity issues in the postgraduate researcher education environment remain relatively unexplored. Studies in Australia have reported that for many academically able students higher degree study is financially prohibitive and that widening access at undergraduate level has been paralleled by narrowing access at postgraduate level. In the South African context, research has focused on the positive trend of increased black PhD graduates and ways to support the new generation of academics. However, in both contexts, there is a gap in research knowledge about equity groups and their experience in doctoral education. This paper aims to draw together literature on the key enablers and barriers to an optimal learning environment for higher degree by research (HDR) candidates from targeted equity groups. The paper reports on data from an integrative review of research articles, reports, policies and initiatives in Australia and South Africa aimed at addressing inequality at doctoral education. It explores and contrasts this literature with that on researcher development programs and identifies coherence and contradictions in these bodies of literature. The Australian literature suggests that the most significant other risk factors for doctoral attrition are disability, family and carer responsibilities, part-time employment outside the PhD, financial hardship, and part-time stipends - an issue which could further compound financial disadvantage. Even after access has been achieved, the increasingly diverse cohort have unequal opportunities and resources to participate in research activities. Numbers of officially part-time and de facto part-time students, who spend most of their time off-campus and have significant carer and work responsibilities, have increased. In the South African context, the emphasis on equity has been primarily on undergraduate cohorts. However, from the literature on programs, it is clear that significant attempts have been made to engage a largely part-time and distance cohort and to embed skills training. However, very little has been done on equity beyond race and it is not clear what socioeconomic backgrounds doctoral graduates hail from and what environmental factors contribute to the successful completion. Ts'ephe's (2014) dissertation suggests that the ability to access doctoral support is gendered with women in particular prematurely leaving their doctoral programs due to financial constraints and responsibilities at home. Despite differences in opportunities and resources, the expectations for all candidates to publish and actively participate in their research community; and develop a generic skills ranging from financial and people management to communicating with the media and marketing research have incrementally increased. Globally, the increase in expectations of HDR candidates has led to universities requiring HDR students to participate in generic skills development and commercialisation activities. However, candidate diversity is rarely reflected in policy discussions around researcher development and researcher development initiatives. Our concern is researcher development programs privilege full-time students not taking the needs and experience of female, older, part-time and remote candidate, or that of candidates with significant carer and work responsibilities into account. Therefore, along with Albertyn, Collier-Peter and Morrison (2018), we therefore call for a multi-level researcher development framework to address the support and educational development needs of the diverse PhD cohort. In this presentation, we present an initial draft of a framework. However, to develop this framework further, we propose that data

should be collected from female students who do are not the 'stereotypical' 'young, male, full time, with few other commitments' doctoral student (Pearson, et al, 2011, p. 427). In addition, we suggest that this data be collected over time in order to capture the complexities of contemporary doctoral education.

Plowright, David (Stellenbosch University)**Topic: The mythology of social and educational research methodology**

This presentation addresses the challenges of supervising an important element of the postgraduate experience: research methods and methodologies. Over many years, my conversations with academic staff and postgraduates studying for masters degrees and doctorates in the UK, South Africa and various European countries have revealed the discomfort and sometimes irritation that many feel about the received wisdom associated with traditional research approaches. Those concerns have reflected my own. They have convinced me that there is a need to move on, and away, from strategies based on the myths of qualitative and quantitative research. These myths have created a mythology of methodology. A myth is a traditional account that represents a worldview. It explains and justifies beliefs and actions, but it is often false and thus misleading. Postgraduate researchers are expected to make assumptions about what constitutes each type of research and those assumptions, very often, simply do not make sense, are illogical or are simply incorrect. Such assumptions are reinforced, however, on almost every page of many methodology text books and research reports. Perhaps most worrying of all, they appear in postgraduate dissertations and theses that are the basis of advanced awards in higher education. Their authors believe that certain methodologies and methods are mandatory because they follow from the initial decisions made about metaphysical reality and the associated epistemological positioning of the research. It is a kind of mantra that all new researchers learn as part of their apprenticeship into the distinctions between qualitative and quantitative research.

I will tentatively offer an alternative way of thinking about research based on a three-stage approach that maps the decision-making process from the planning stage through to the production of the final report. In the amount of time available, the presentation will not, of course, cover everything concerned with undertaking research. It will focus mainly on the pre-positions with which researchers are expected to comply. This is the first stage of the three-stage procedure that all research follows. The ideas in the presentation will be based on David Plowright's forthcoming book *The Myths of Methodology; Reconceptualising Social and Educational Research*, to be published later in 2019 by Palgrave Macmillan.

(Please note: for conference participants with a particular interest in social and educational research methodologies, this presentation is linked with the second of David Plowright's session, 'Using An Integrated Methodology In Postgraduate Research').

Plowright, David (Stellenbosch University)**Topic: Using an integrated methodology in postgraduate research**

One thing all research has in common is the requirement to employ appropriate research methods and methodologies. It is the one element that has the potential to link, if not unite, local and global scholarship at postgraduate level. However, it is surprising that the ubiquitous distinction between quantitative and qualitative research is still being used as a framework for both teaching methodology and carrying out research at postgraduate level. What appear to be persuasive and well-established approaches developed over many years, research methods described as qualitative and quantitative are far from coherent strategies. Assumptions are made that research in a particular paradigm necessarily requires using the prescriptive characteristics associated with that domain. This is not always supported by the practice of undertaking research. One apparent solution to the inadequacies of qualitative and quantitative distinctions lies with mixed methods. However, this approach has created further problems and confusions despite its increasing prevalence. The use of mixed methods continues to draw on the terminology and concepts of a traditional qualitative/quantitative explanation. Such explanations draw on, often without question, the well-used principles and methods from each domain of research. So, despite claims that using mixed methods frees researchers from the constraints of using qualitative/quantitative strategies, it can actually reinforce rather than challenge the traditional paradigms. There is a need, therefore, to develop an alternative in which reference to the 'Q words' is no longer needed. The challenge is to offer an approach that is appropriate for scholarly and rigorous empirical research. It will also need to meet the demands of undertaking credible, systematic workplace enquiry in the public, private and non-profit sectors at both a local and global level. This presentation is based on David Plowright's FraIM, from *Using Mixed Methods: Frameworks for an Integrated Methodology*, published by SAGE in 2011. The FraIM offers a new and different perspective on the research process that provides an innovative, but straightforward, method of addressing important social and educational questions. The FraIM constitutes the second stage of the three-stage procedure that all research follows, that will be outlined in David Plowright's session 'The myths of social and educational research methodologies'. It rejects the traditional dichotomy of qualitative and quantitative research, whilst providing a means of integrating the different elements of the research process into a unified, coherent whole. At the same time, it offers a clear and easy-to-apply practical framework that can be used in any empirical research project that has the purpose of developing an understanding and development of professional practice.

Ramchander, Manduth (Durban University of Technology)**Topic: Global lessons for supervision of international postgraduate students in South Africa**

Globalisation makes possible the transfer of services across national boundaries and as a result thereof, internationalisation continues to be on the agenda of universities across the world. One of the outcomes of internationalisation has been the increase in the numbers of international post graduate research students at local institutions, thus giving rise to the phenomenon of the global scholar. For example, 42% of postgraduate research students at universities in the United Kingdom are domiciled outside the UK, with trends being similar in Australia and the USA. More recently, South African universities have evidenced exponential increases in doctoral students, with almost 40% being international students (DHET 2016). This augurs well for South Africa's 2030 National development Plan (NPC 2012), which proposes producing more than 100 doctoral graduates per million of the population by 2030. The annual production of doctoral graduates would have to increase from the 1879 per annum in 2012 (DHET 2016) to approximately 5,000 per annum in 2030. Given the current low graduation rate of doctoral students of around 13% (DHET 2016), pressure is brought to bear upon traditional supervisory models. The quality of supervisory practice influences post graduate outcomes and hence the need to improve the efficacy of postgraduate supervision (Delany 2009). Universities in the UK, USA and Australia may be further along the journey in supervising international post graduate students when compared to South African universities. It was therefore anticipated that empirical studies undertaken around the supervision of international post graduate students at the global level could inform supervisory practice at South African universities. Hence the objective of this study was to understand the global discourse and consolidate the empirical evidence around postgraduate supervision of international students. Kitchenham's (2004) contends that a systematic literature review (SLR) is as a powerful way to understand and interpret available research relevant to a phenomenon. In keeping with this contention, a SLR of peer-reviewed academic papers was undertaken. Scholarly papers (97) from the past ten years, were identified through the deployment of key words in selected databases. The abstracts were used to establish the relevance of the publication to the topic and selected articles were thereafter subjected to qualitative (thematic) analysis. Most studies allude to the cultural dissonance, personal problems, linguistic ability and isolation that characterise the international post graduate student. While some studies found a positive relationship between supervisor multicultural competence and supervision satisfaction, supervisors find that both local and international students are equally challenged in academic writing. Many studies conclude that there was is no difference in the supervision models employed for international and local postgraduate students with many supervisors believing that international post graduate students would be able to find their way through institutional and non-institutional support networks. It was found that studies tend to suggest interventions that are case specific, rather than universal models of supervision that can be best leveraged to facilitate the supervision of international postgraduate students.

Reed, Yvonne (University of the Witwatersrand & University of Johannesburg)**Topic: Academic literacies in supervision - The professional development course least chosen**

In 2017 the University of Johannesburg offered a suite of professional development short courses to staff members, each one focusing on an aspect of postgraduate supervision. Only seven academics registered for the Academic Literacies in Supervision course and only three completed it. In 2018, expressions of interest were so limited that the course was not offered. In attempting to understand why the course was not a popular choice the following data were collected: feedback on the course from the external examiner, feedback on the course from the three lecturers who completed it in 2017, follow-up interviews with each of the three and reports from two international reviewers. The data were analysed thematically and selections from the international and local literature on academic literacies as socially and culturally embedded social practices, were used to frame reflections on these findings. From such limited data any findings can only be considered speculative, but one important speculation is that the scholarly identity of the designer may be implicated in the design of a course that is more challenging than it needs to be, given that its intellectual and workload demands were queried by both the lecturers who completed the module and the international reviewers. A second speculative finding, emerging from the interviews with the three lecturers who completed the course, is that to participate in such a course is to risk challenges to one's established scholarly identity/ies – a risk that some lecturers may not be prepared to take, particularly when the course workload is a heavy one. The original designer is now working with colleagues to modify the course content and to make its workload more manageable. Examples of version one and version two will be described and discussed in the conference presentation.

Rule, Peter (Stellenbosch University)**Topic: Postgraduate supervision as dialogic space in the nexus of the global and the local**

The pressures of globalization and internationalization shape 'doctorateness' as a process in which candidates are expected to become both local experts and contributors to an international scholarship. Within this process, supervisor and student are often from very different socio-cultural, intellectual and geographical locations. Supervision as dialogic space can help us to understand some of the generative tensions involved in this process. Although the notion of dialogue has been applied extensively to the supervision context as a feature of the supervisor's relationship with the student and their work, as a genre of engagement, and as a method of supervising, the construct of dialogic space has received less explicit attention. Within an understanding of supervision as dialogic space, the supervisor and the student engage with one another, with others and with a range of texts and contexts that inform a scholarly community. Dialogic space is underpinned by values of openness, trust, honesty and mutual respect. The dialogue takes on intrapersonal, interpersonal and transpersonal dimensions. This conceptual paper explores these dimensions in relation to the nexus of the global and the local. It draws on Hermans' dialogic self theory to locate the self positions of supervisor and student within the dialogic space of supervision. Bakhtin's notion of chronotope, understood as the intrinsic connectedness between temporal and spatial relationships, illuminates the nuances of context and how it may inform dialogic space in supervision. In addition, Rule's notion of diacognition helps us to understand teaching and learning as coming-to-know within this space. Working within the fields of Higher Education and Adult Education, the paper uses three illustrative scenarios of supervision as dialogic space to explore and analyse the transition of students from practitioner to scholar within the local-global nexus. The paper argues that supervision as dialogic space is important both for the learning and for the identity of the student as a becoming researcher and becoming scholar.

Säfsten, Kristina (Jönköping University)

Topic: Doctoral education from a community or practice perspective – Implications for supervision

This paper addresses the current situation concerning doctoral education in the STEM-discipline and specifically the preconditions for supervision. The possibility for supervisors in doctoral education to fulfill their task in a satisfactory way depends to large extent on the preconditions given, which is formed by the requirements on the results and the challenges framing the doctoral programmes. During the last decade we have seen many changes in the doctoral education that affect the preconditions for supervision. There has been a transformation of the requirements on a doctorate and nowadays there is an emphasis on employability outside academia. Formalization and increased emphasis on qualitative targets (national quality systems) are other examples of changes. One country where changes to educational legislation and research policy have been comparatively large is Sweden. Doctoral education is exposed to many challenges, and two main challenges for supervisors in the STEM-discipline are funding and position in a Higher Education Institute (HEI). In Sweden, the doctoral education is part of research when it comes to governmental national funding, despite the fact the Sweden applies the Bologna process and education is carried out in three cycles. A common way to finance doctoral students in Sweden is through research projects funded by external bodies with the supervisor as a project manager. Thereby the supervisor has double roles, both as supervisor and project manager, and there is a risk that external funding creates tension between the achievement of qualitative targets and fulfillment of the project task. The second challenge is related to the position of the doctoral education among the activities of a university. Supervision of doctoral students is a balancing act on the boundary between education, research and collaboration, with an underlying tension created by the funding situation. How to deal with this balancing act depends to a large extent on the nature of these boundaries. In this paper a community of practice perspective is applied on the doctoral education to elaborate on the preconditions given for supervision depending on the nature of these boundaries. A community of practice is defined as a group (practice) in which the members share a common interest and a collective activity which binds them together through mutual engagement and relationships of trust and in which collective resources such as routines, tools and notions are produced. Boundaries between different communities of practice can be crossed in different ways and one way is through boundary objects. It has been argued that doctoral education can be viewed as a boundary object, connecting education, research and collaboration. Another way of crossing boundary is through cross complementary connections, which implies that the boundary practice turns into a community of practice. In the context of doctoral education this means that rather than viewing doctoral education as a boundary object it is a community in practice. The conceptual idea of applying a community of practice perspective on doctoral education is highly relevant in a learning system as doctoral education, but the consequences for supervision needs further elaboration. This paper outlines possible implications on both individual and institutional level for supervision depending on whether the doctoral education is conceptualized as a boundary object or a community of practice. The results presented in this paper are based on a review of literature and practical experiences from the STEM-discipline. The literature review can be classified as a traditional review, including books and scholarly journals. The practical experiences include the result from interviews with supervisors active in the STEM-discipline in Sweden at two different HEI.

Samson, Sean & Thesen, Lucia (University of Cape Town)**Topic: From pipelines to pathways - Online writing courses, networks and implications for supervision**

It is widely acknowledged that postgraduate students seek resources and interaction beyond their supervisors. Internet resources, blogs, peer groups, coaches, and general how-to books all have their place. Many seek guidance around their writing. The dominant language of throughput and completion which characterises ideas of postgraduate success and inevitably supervision as a straight line is out of sync with this complexity of engagement/interaction, made more so by the reality that students enter from a wide range of starting points, with life histories that take them into knowledge-making in very different ways. It is against this background that the Language Development Group at the University of Cape Town has developed a suite of writing options for postgraduates that invites postgraduates across disciplines to engage with writing their research without leaving themselves at the door. These multidisciplinary courses ask participants to think and write about their identities and research questions, inviting them to explore their investments in the knowledge they want to create. Developing these courses as a dynamic network with multiple entryways enabling students to construct a flexible research writing pathway is a work-in-progress. The development of the network has involved the creative and context-specific use of online platforms in light of varied research trajectories, different locations, desires for wider audiences and relations across national boundaries. Using a design based research approach with iterative cycles of research, testing and refinement, we hope to derive design principles for embedding these courses in particular disciplinary contexts, developing and extending the reach of the network through both generic and more located writing options. Despite working with a particular approach, we have found that the research has been rhizomorphous in nature as we hold together a collection of different and shifting platforms and activities, sometimes without symmetry. As we encounter new activities, needs and disciplinary practices, changes in one element (course or resources) often ripples outward into the larger network. What could this emerging multiplicity mean for the supervisory relationship in this context and beyond? One cannot ignore that we operate in within a particular model of supervision and the power differentials within this model. Perhaps in working with both this standard model and the openness provided by an emerging network of others (researchers, courses and resources) and self-designed pathways offers an essential communal space not removed from but in dialogue with the supervisory relationship. Working this way could characterise the supervisory relationship as a locus within, and catalyst for, a broader student-designed pathway and provide student access into the meaning of success, through creating an environment that is filled with different research and writing support options. In this presentation, we will share our process of developing/theorising this pathways-, as opposed to pipeline, thinking and its expression in a suite of writing courses. We will focus in particular on one course, Journeys in Research Writing, a free online writing course and how it intersects with other nodes in a network of options. We then step back to provide a broader view of the development of Research Writing Pathways, an online platform we are using to showcase our emerging network of writing courses.

Sanders, Hanne (Lund University)

Topic: Graduate Schools – a way to support post graduate studies in Humanities

In Sweden postgraduate studies in Humanities consists of students with individual projects that are financed by the state, and in that way it is different to the situation in science and medicine. At the same time the amount of students are shrinking on almost all departements in the country (Sweden). This has resulted in small groups of students working on very different topics. Even if the ideal in the field of Humanities is to work with individual projects, it is also important to be part of a larger group of critical friends or a so called 'critical mass'. A graduate school is one way to solve this problem as enhances cooperation among several departments with the common goal of creating a better postgraduate education for all that participate. At Lund University we have had a graduate school for historical studies since 2001. The most important thing for us is to focus on the student. The cooperation is constituted by the students when using the framework of the school as they get responsibility and they benefit. The benefits are seen in a better postgraduate experience, writing better dissertations and getting practical experiences of academic life as well as of networks. We started with Swedish students in history, but now we have also confronted two of the challenges of postgraduate education of today: internationalisation and interdisciplinarity. The paper will elaborate on these issues from the Lund case in Sweden.

Søndena, Kari & Gradovski, Mikhail (University of Stavanger)

Topic: An autonomous rational moral agent or sociopolitical institutional regime? Modern and postmodern understanding of subject and its constraints for process of doctoral supervision

Foucault defines 'the truth' to be the product of political, economic, and institutional regime and the relations between subjects, substances and things thus pointing to the fact that 'the truth' is no longer something that can only be a sole property of a doer, who is an autonomous rational moral agent, as Kant would have us believe (Schrift 2010). As a result, the process of meaning making can be viewed as a complex substance where the truth of the research manifested in the product, a PhD dissertation, involves not only a supervisee and supervisor(s) but also institutional structures around them. In order to understand the complexity of this meaning making process, there is a need for an analysis on differences between modernism inspired understanding of subjectivity and postmodern understanding of subjectivity and their implications on the process of doctoral supervision. Our theoretical analysis of how the subjectivity as it understood by modernism inspired perspectives and within a postmodern perspective (for example, Foucault, Bakhtin) is a step towards uncovering some of these differences and their implications for the process of doctoral supervision. Understanding of subjectivity within modernism inspired perspectives (Jameson 1991) is connected to the older modern and its temporalities, deep memory, deep time, problems of origin and telos. It also includes an understanding of time as lineal historical entity with a space where an autonomous agent's subjectivity dialectically exists shaped and formed by its experience of co-existence and co-operation with objects and other subjects. Basing on such an understanding, the process of doctoral supervision is viewed as a linear development of relations between a supervisor and a supervisee aimed at creation of a PhD dissertation. This development was often viewed as detached or indirectly influenced by other subjects or institutions. For Foucault the problem of subjectivity involves power, truth and subject, and the relations between them. This means that the product of the research, a PhD dissertation, should no longer be viewed as a sole product of a PhD student but as the product of the power relations between the institution, the supervisor(s) and the supervisee. In the Norwegian context, the institutional powers tend to take over the responsibility for not only a formal organizational side of the doctoral supervision process but also some of responsibility for contents of the supervisee's research. Although the law proclaims the autonomy of a researcher as to the choice of themes and research problems, several established bodies can control and even dictate any supervisee what the theme and research problems should be. The use of postmodern understanding of subjectivity allows us to understand the complexity of the doctoral supervision not only the dyadic relations between the supervisor and supervisee but beyond these relations. This understanding suggests that the supervisee and his/her PhD dissertation is no longer a product of the autonomous agent but the product of a power play between the supervisees, supervisors and the institutions. The question remains if this order of things in Norwegian universities should stay this way, or a new set of demands and actions should be introduced to secure the autonomy, creativity and professional agency of a researcher. Though this analysis is done basing on the Norwegian context, its results may have global appeal as similar issues are discussed in other countries.

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Sinagaram, Veena (University of KwaZulu-Natal), Ramlal, S (University of KwaZulu-Natal) & Sommerville, TE (University of KwaZulu-Natal)

Topic: A review of examiner reports across geographical borders - Implications for postgraduate studies and supervision

The 'mystification' around the conduct and experience of the doctoral degree may relate to the potential for collegiality between supervisors and their chosen examiners to override objectivity and undermine standards. The examination process does have an element of subjectivity, and while examiners consciously or subconsciously serve as gatekeepers to their community, they may be partial to candidates who share their ideologies. We set out to explore the nature of locally generated theses through the eyes of country-wide and international examiners. National and institutional policies to escalate the production of doctoral candidates raised concerns about the quantity vs quality of PhDs and the significance of doctoral research emanating from African universities. Further, the completion of a doctoral degree by medical specialists poses unique requirements in the South African (SA) setting. The need for more research to develop a comprehensive understanding of the dynamics of doctoral education and the shortage of doctoral output, particularly in the Health Sciences has been highlighted by the Academy of Science of South Africa. The paper reviews the examiner reports on medical staff's PhD theses to ascertain what examiners regard as the sine qua non of a doctoral thesis, which could in turn inform future candidates, supervisors and examiners, and enhance the doctoral experience and quality. A qualitative hermeneutic approach was taken, using documentary analyses, to analyse 54 national and international examiner reports of 18 doctoral candidates. Clearance was obtained from the UKZN ethics committee and gatekeeper permission was obtained from the Registrar. Anonymised reports of a convenient sample of medical PhD candidates examined during 2013-2015 were obtained and thematically analysed. Only the eighteen candidates whose examiners' qualifications and affiliations information could be obtained were included in the study. The instructions sent to thesis examiners were perused for information on the requirements for a PhD. The majority (81%) of the examiners rated theses as 'high quality' requiring no or minor corrections. Our results show a scatter of good and bad points distributed across theses adjudged more or less excellent, with corresponding commendations or adverse remarks. Notably, almost equal emphasis was placed on conceptual and communication issues. Examiner ratings per thesis were not always concordant, with two theses each given different ratings by their three examiners, and three theses eliciting widely divergent ratings. The study also found differences in ratings between examiners based on whether they were medical or non-medical, international or national, and with or without PhDs. While no single criterion was identifiable as being diagnostic of doctoral quality, identified strengths and shortcomings serve as a useful platform for supervisors and students aspiring to cross the doctoral threshold. In qualitative terms, we established that this sample of doctoral theses produced in a medical setting conforms to standards and findings elsewhere in the world, and contradicts a previous report showing generally poor quality theses in Africa. The processes of doctoral research and examination would be enhanced by the provision of explicit guidelines on the format and content of both PhDs and examiner reports. Standardised reporting would in turn serve to guide students and supervisors formatively to ensure that the essence of doctorateness is maintained.

Simmonds, Shan & Du Preez, Petro (North-West University)**Topic: Learning from examiners critiques - A theory for supervisors and candidates for the journey towards the examining process**

A national survey involving 19 universities that offer a doctoral degree in the field of Education found that doctoral programmes provide formal training for proposal writing, but not for the examination process (Du Preez & Simmonds 2016:353). This accords with the priorities of national doctoral initiatives such as the National Research Foundations PhD project (NRF 2017), international partnerships such as the SANPAD-SANTRUST doctoral programmes (Smit, Williamson & Padayachee 2013), and institutional community and cohort programmes (Lotz-Sisitka et al 2010; Samuel & Vithal 2011) that offer guidance in the proposal and doctoral writing processes, but not necessarily in what the examination demands. The need for capacity building and development programmes that focus on proposal writing and collaborative supervision have taken centre stage in light of the demand for more doctoral graduates in South Africa (SA). A complicating factor is that only 34% of academic staff members at South African universities are qualified to provide supervision at this level (ASSAf 2010; South Africa 2011). At present the dropout rate is high among doctoral candidates; only an estimated 50% of them complete the degree (Cloete, Mouton & Sheppard 2015:22). Reasons for the low rate of completion range from career/employment commitments, lack of financial support, family responsibilities, inappropriate project choices and the inability of candidates to conceptualise their research and to present it clearly in academic writing (Cloete et al, 2015). It could also be argued that being a doctoral candidate is a journey towards becoming part of the academic community. This involves what Wisker (2010:226) describes as gaining the capacity to engage at a sufficiently conceptual, critical and creative level of scholarship for successful doctoral study. Along the journey the candidate is confronted by “troublesome knowledge; movements on from ‘stuck’ places; movement through liminal spaces into new understanding; transformations; ontological change – seeing the self and the world differently, and epistemological contribution – making new contributions to understanding and meaning”. These are the challenges that a candidate has to meet squarely. Acknowledging that the examination process is subjective and often inconsistent (Lessing 2009), we explore ways in which supervisors and candidates can improve the chances of success in the doctoral examination process. The starting point must be an awareness of the expectations of examiners because ultimately “it is the thesis examiners who set the standard of what is acceptable as a thesis (or dissertation), and consequently set the standard for the award of a PhD” (Bourke 2007:1042). Research done on written examination reports in Australia has shed some light on the expectations of examiners across disciplines (Bourke et al 2004; Bourke 2007; Bourke & Holbrook 2011; Holbrook et al 2004a; Holbrook et al 2004b; Holbrook et al 2007; Holbrook et al 2008). This paper draws on examination reports of doctoral theses in Education at selected SA universities to reveal what examiners expect. When analysing the examiners reports we found mostly their critiques of the thesis being examined. We deem these critiques valuable to assist supervisors and candidates to meet the expectations of doctoral examination. Our findings revealed that candidates often fail to demonstrate that they have the ability to contribute new knowledge to the existing body of scholarship, mainly because they have not developed sound conceptual frameworks. Our aim was to offer a theory that supervisors and candidates could use

during the journey towards the examining process, with particular attention given to critical questions that should be used to interrogate theses before they are submitted. (References available on request)

Smith, Imogen (Queensland University of Technology), Maguire, Paige (Queensland University of Technology) & Klaebe, Helen (Queensland University of Technology)

Topic: **Contemporary doctoral training – An Australian model**

Until recent years a PhD led to generating new knowledge in a research field and a tenured career in academia. In a generation where careers are no longer for life in places like Canada, US and Australia and 60-70% of PhD graduates are not working in academia (Edge and Munro, 2015; ECOOM-Blespo: CDH survey 2010; Allum, J.R., Kent, J.D. and McCarthy, M.T., 2014; Australian Council for Educational Research 2009; Graduate Careers Australia, 2009) universities are now under pressure from government, industry, community and their students to deliver more. Australia has focused on timely completions, with most students completing in under four years, but with little emphasis on being industry ready. In the US and Canada, co-ops, internships and entrepreneurial 'touchpoints' are becoming more common. But the biggest challenge internationally faced is implementing the cultural change required to influence the supervisors to train researchers differently - to be open (and equally support and value) graduate careers in academia, industry, government and community- even though many have only had a tenured academic career themselves. An agile mind shift and creative change management leadership is required to build a research environment that allows the student to enjoy a unique personalised research-centred learning journey that graduates them with not only a thesis, but with the critical thinking, entrepreneurial, transdisciplinary and communication skills required to lead impactful professional careers for society. Some renewal of higher research degrees is already underway in Australian universities, stimulated by the ACOLA (2016) and WATT (2015) reviews and reflected in recent institutional strategic vision documents. Minimal additional funding to support 'work integrated learning' (WIL) internship for PhDs has become available, but the mechanism to qualify has left only a few Australian universities benefiting. Yet all Australian universities now must also report through the federal government's annual higher education student data collection (HEIMS) on: number of paid internships over 30 days; and number of joint supervisions by end user (in 2018) with more statistics on industry engagement expected in 2019. To date, universities have had to bear the costs to implement this change in expectations for transforming doctoral training in Australia and some have been able to achieve more than others. A sector level approach by the Australian Council of Graduate Research, the peak body for HDR training in Australia, has included the development of a series of good practice principles and advice for instance. This paper will share expertise, new practices and learnings on programs introduced and recap on refreshed and updated content at Queensland University of Technology (QUT) in Brisbane Australia. QUT graduates Australia's 7th largest HDR cohort a year (2017) with increasingly more innovative HDR training components being introduced over the last three years. There is still however more to do, and this paper presents examples so far. Further international theoretical debate about how to reframe doctoral training is required – a debate we need to continue, so we can change the internal traditional culture of supervisory practice, (as well as external perceptions) while still ensuring quality graduates are produced who can also be impactful in academia as well as increasingly influential in industry and society. (References available on request)

Smith McGloin, Rebekah (Coventry University)

Topic: The implications of doctoral mobility for doctoral programme design and supervision

This paper considers mobility as a key characteristic of the ‘Global Scholar’ and explores the implications for programme design and supervision of an increasingly mobile doctoral researcher population. We trace researcher mobility from its origins in the conceptualisation of a “global research system” and “knowledge society” in national and transnational research and innovation policies to practical innovations in government funded schemes. We explore UK policy discourse around research and innovation through people, knowledge exchange and new knowledge absorption by business, industry and the third sector. Within the European Research Area (ERA) researcher mobility is considered a so-called ‘fifth freedom’ (EC, 2007). It is one of the European Research Area’s five priorities (Borell-Damian, 2009), ensuring a circulation of skills and ideas around the world in a so-called global research system in which the best scientists follow the best science and the best resources. This has produced a series of initiatives designed to facilitate researcher mobility, removing obstacles to cross-border mobility along with targeting specific actions to support researchers' careers and to encourage transnational, intersectoral and interdisciplinary mobility. The United States has the prestigious Fulbright Exchange programme which operates in more than 160 countries to support academic mobility. China, South Africa, Brazil and Chile are among the developing countries that have specific international mobility programmes to support the development of their research funding portfolios and internationally co-authored papers. These programmes include both inward and outward mobility. China and India have also used mobility policies to enhance their local research capacity as well as benefiting from ‘distributed’ or ‘diaspora’ knowledge networks (Meyer & Wattiaux 2006; OECD 2010) that have been established. The globalisation discourse, higher education league tables and metrics which privilege international co-authorship and citation numbers also drive policy and practice at an institutional and national level. In South Africa, for example, the Department of Higher Education and Training is working in partnership with other funders to support outgoing mobility for doctoral candidates on the New Generation of Academics Programme. As a sought-after characteristic in researchers, some kind of mobility (either temporary through placements, exchange programmes, research trips and extended training overseas or more permanent in terms of completing an entire PhD programme in a different country) is becoming increasingly common but is as yet largely unresearched in doctoral candidates and their supervisors. Based on a thematic analysis of the existing academic literature on mobility (largely focused on postdoctoral researchers at all levels of experience), this paper identifies three key areas for investigation with doctoral candidates and their supervisors: the effect of mobility on career development (Woolley et al., 2016; De Filippo, Casado & Gomez, 2009); the impact of mobility on knowledge development (Ackers, 2005; Van de Sande et al., 2005; Jöns, 2011; O’Hara, 2009); and equality and diversity in uptake of mobility schemes (Hansen et al., 2004; Leemann, 2010; Weert, 2013). This paper presents the findings of a 2018 survey of UK and South African doctoral researchers and their supervisors on these three areas. It uses this empirical data to challenge the policy assumptions that researcher mobility is unequivocally a ‘good thing’, leading to the creation of better, more dynamic networks, improved scientific performance, improved knowledge and technology transfer, enhanced productivity and ultimately better economic and social welfare. The paper concludes with an exploration of the implications for programme design and supervision in terms of: supporting doctoral researchers who

undertake mobility to get the most out of their experience; and ensuring all doctoral researchers are able to engage in activity (local or international) which delivers similar benefits. (References available on request)

Søndena, Kari & Gradovski, Mikhail (University of Stavanger)

Topic: An autonomous rational moral agent or sociopolitical institutional regime? Modern and postmodern understanding of subject and its constraints for process of doctoral supervision

Foucault defines 'the truth' to be the product of political, economic, and institutional regime and the relations between subjects, substances and things thus pointing to the fact that 'the truth' is no longer something that can only be a sole property of a doer, who is an autonomous rational moral agent, as Kant would have us believe (Schrift 2010). As a result, the process of meaning making can be viewed as a complex substance where the truth of the research manifested in the product, a PhD dissertation, involves not only a supervisee and supervisor(s) but also institutional structures around them. In order to understand the complexity of this meaning making process, there is a need for an analysis on differences between modernism inspired understanding of subjectivity and postmodern understanding of subjectivity and their implications on the process of doctoral supervision. Our theoretical analysis of how the subjectivity as it understood by modernism inspired perspectives and within a postmodern perspective (for example, Foucault, Bakhtin) is a step towards uncovering some of these differences and their implications for the process of doctoral supervision. Understanding of subjectivity within modernism inspired perspectives (Jameson 1991) is connected to the older modern and its temporalities, deep memory, deep time, problems of origin and telos. It also includes an understanding of time as lineal historical entity with a space where an autonomous agent's subjectivity dialectically exists shaped and formed by its experience of co-existence and co-operation with objects and other subjects. Basing on such an understanding, the process of doctoral supervision is viewed as a linear development of relations between a supervisor and a supervisee aimed at creation of a PhD dissertation. This development was often viewed as detached or indirectly influenced by other subjects or institutions. For Foucault the problem of subjectivity involves power, truth and subject, and the relations between them. This means that the product of the research, a PhD dissertation, should no longer be viewed as a sole product of a PhD student but as the product of the power relations between the institution, the supervisor(s) and the supervisee. In the Norwegian context, the institutional powers tend to take over the responsibility for not only a formal organizational side of the doctoral supervision process but also some of responsibility for contents of the supervisee's research. Although the law proclaims the autonomy of a researcher as to the choice of themes and research problems, several established bodies can control and even dictate any supervisee what the theme and research problems should be. The use of postmodern understanding of subjectivity allows us to understand the complexity of the doctoral supervision not only the dyadic relations between the supervisor and supervisee but beyond these relations. This understanding suggests that the supervisee and his/her PhD dissertation is no longer a product of the autonomous agent but the product of a power play between the supervisees, supervisors and the institutions. The question remains if this order of things in Norwegian universities should stay this way, or a new set of demands and actions should be introduced to secure the autonomy, creativity and professional agency of a researcher. Though this analysis is done basing on the Norwegian context, its results may have global appeal as similar issues are discussed in other countries.

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Stenström, Cecilia & Coggiola, Linda (University of New South Wales, Sydney)

Topic: Implementation of a supervision training and development framework to support quality supervisory practice in a global context - Insights and next steps

In 2016, recognising the criticality of quality supervision to the completion of higher degree research candidates and the changing context in which Supervisory practice is conducted, the University of New South Wales, Sydney (UNSW) commenced implementation of a Supervision Training and Development Framework (Framework). This paper outlines the rationale for the Framework recognising that it is, in part, a change management situation for those involved, the findings to date and next steps under consideration. Supervision and approaches to research education and training today are shifting; informed by government and institutional policies that in turn reflect our global context, the knowledge economy, using diverse strategies to acquire research funds and a focus on innovation and collaboration. As well, the research candidate is expected to complete on a timely basis, become an independent, professional researcher and scholar in their field, have developed attributes and possess skills that facilitate their employability. Clearly the roles of a supervisor are many and increasing, requiring cultural understanding, career development support, coaching and mentoring, adaptability and a repertoire of skills. Cognisant of the needs of the current and the future research training environment the Framework includes Supervisors at all career stages as “the behaviour and skills of a supervisor are intrinsically linked to both a candidate’s satisfaction with the postgraduate experience and successful completion” (Pearson and Kayrooz, 2004, Latona K Browne 2001, Harris 1996). Extensive consultation and trialling informed the development of the Framework features of which are diverse instructional and training transfer approaches, flexible delivery, assessment, performance improvement elements and a capacity to include Faculty specific content and different target groups (new to Supervision, new to Australian research and supervision). This well received approach provides an engaging and robust framework to deliver broader institutional expectations practically, prepare early stage supervisors in developing and building their career and supervisory practise in an institutional setting and at the same time it provides experienced Supervisors with timely and at times, unexpected insights regarding their practices that they can action as required.

Sträcke, Elke (University of Canberra) & Kumar, Vijay (University of Otago)

Topic: Introducing the feedback expectation tool (FET)

Feedback lies at the heart of any learning and teaching activity and is also one of the most potent influences on doctoral student learning (Boud and Lee, 2009; Kumar & Stracke, 2007). The practice of giving and receiving feedback is a complex process as expectations of both supervisors and students are often not clear. Cross-cultural differences can magnify such mismatches (Winchester-Seeto, et al., 2014). In this paper we argue that feedback practice can be enhanced through dialogue to clarify expectations and intentions. We introduce the Feedback Expectation Tool (FET) that allows transparent discussion of feedback expectations. Previous work has provided us with tools that are generic to supervision (for instance, Atkins and Brown's (1988) Role Perception Rating Scale) and do not particularly emphasize the fundamental role of feedback. We argue that there is a necessity for deeper conversations in supervision to go beyond generic skills and enrich feedback practices. In this paper, we will, firstly, sketch how we developed the tool. The FET consists of conflicting statements that both supervisor and student individually respond to before they compare their respective answers, thus identifying potential mismatches in their expectations when it comes to giving and receiving feedback. We constructed the FET in two steps. In step 1 we surveyed the literature and identified major topics in the scholarly discussion of feedback in postgraduate supervision. Subsequently, we conducted an online survey that required respondents to identify five key issues they faced with feedback. Doctoral supervisors (n = 95) and students (n = 145) from one university in Australia and New Zealand respectively participated in this survey. Subsequently, we merged the major themes and issues from both the literature and the survey. The resulting themes (such as 'linguistic accuracy') formed the basis for the development of corresponding responsive statements (such as 'Language accuracy is the responsibility of the supervisor' vs 'Language accuracy is the responsibility of the student') that we compiled in the FET. Our insights as feedback researchers, our awareness of the many issues that supervisors and students had raised in our professional development workshops, and pilots of earlier versions of the developing FET to gauge its effectiveness in terms of encouraging dialogue, complemented this process. In step 2 we trialed the FET with supervisors and students. We asked pairs of supervisors and students (n = 30) from the Sciences/Mathematics, Humanities, and Commerce to fill out the FET individually and then discuss their respective responses. Subsequently, we asked each participant to comment on the usefulness of the tool in an online survey. After presenting the genesis of the FET we will present and discuss the results of the second survey, in which supervisors and students had commented on the utility of the tool, including issues such as what went well in the discussion between student and supervisor, what was not clear, or whether the tool could improve clarity in expectations. Our findings show that the FET can be fruitfully used as part of academic supervision. The FET is needed to create a common understanding and understand complexities as a result of diversity in students and staff. In line with a pedagogy of explicitness (Xu and Grant, 2018) the FET encourages dialogue between supervisors and candidates and allows for negotiation to establish boundaries and expectations through transparent practices. Our FET may pave the way for a more respectful, trustful and translucent peer-to-peer approach and effective communication in postgraduate feedback practice in a global context. (References available on request)

Swanepoel, Eben (University of the Free State) & Roodt, Maryna (Central University of Technology)

Topic: Evaluating the role of editors: A language expert or ghost writer, and when does editing become co-supervision?

The aim of academic research is to contribute to a scientific discussion or to create a new perspective on an existing problem. If the results of that research are not written down and released into the public domain, they remain tacit knowledge. It follows logically that the quality of the writing plays a major role in the way the results will be received by the readers. As most of academic writing in South Africa is written in the academics' second or third language, it is obvious that editing of such work plays an integral role. South Africa does not have a regulatory body or a prescribed set of guidelines for editors, which make the 'editing industry' largely fluid and difficult to control. This is also evident in the fact that editors are referred to as language editors, proof-readers or 'copy editors' and that they are not regarded as 'professionals'. In addition to this, there is also high degree of confusion as to what the duties and responsibilities of such a person would be. Although there are numerous guides to help with style and grammatical correctness, there are still many aspects regarding editing that are not covered by these. International standards underscore South African practice, however a uniform model of practice is needed in support of South African based challenges. Many of the grey areas refer to the specific style in which the documents are written, or the particular style demanded by the specific study field. The focus of this paper, however, is to look at another contentious issue: when does the editor become 'ghost writer' and what are the ethical implications or not only improving style and language, but also the content. Furthermore, the authors enter an auto-ethnographic dialogue as a departure to answer the main research question: What challenges do editors experience within the editing of academic work in the South African context?

Tekere, Memory & Bester, Chimbo (University of South Africa)**Topic: An analysis of postgraduate studies supervision at an ODeL Institution**

Supervision is central to successful training of masters (M) and doctoral (D) students. The roles, responsibilities and expected attributes of a supervisor and the relationship thereof have been areas of academic discourse and research with several publications and theories coming up. Qualities of a good supervisor include being available, supportive, knowledgeable, good communication, experienced, offer constructive feedback and be approachable but the question remains “who is this supervisor?” It is often assumed that an appropriate supervisor is recruited and while this can be true, it remains to be investigated who are these supervisors and how are they recruited particularly in a distance education setting where both student and supervisor are separated in space and time from the institution. Supervision is mostly focused on educational goals as determined by different institutions and rarely do researchers want to consider the profiles of the individuals engaged to execute the supervision responsibilities. In an Open Distance and e-Learning institution such as UNISA, students are separated from the institution in space (at national and international locations) and time, sometimes carry out research at other institutions, creating the possibility that students are supervised by people they do not now and at times who they never meet, and vice versa. Also, due to the mega size of the university and supervision capacity challenges, external supervisors placed in different institutions and capacities are often engaged. This study focussed on analysing who is supervising the M and D students at UNISA, looking at the supervisor profiles and student success rate, with data gathered by questionnaires from current supervisors and also from analysis of the available institutional data. The results indicate that a diverse group of supervisors are involved and these include academics within UNISA and those at other national and international universities, as well as non-academic but qualified researchers in related areas of expertise. Generally, it was noted that internal experienced supervisors had higher success rates when compared to external supervisors and less experienced supervisors. Internal supervisors are exposed to and have better understanding of M and D processes from registration to examination, and they are exposed to precise and timely academic support services. This points to the fact that academic supervisory experience in an ODL setting is a necessary consideration when recruiting M and D supervisors, and even more than qualifications. External and less experienced supervisors expressed that co – supervising with internal and experienced supervisors helped in ensuring better student success and supervisory experience. Student supervision numbers varied widely among supervisors; more experienced and qualified supervisors successfully handle large numbers. Supervisors also expressed concern with regards to the student recruitment and lack of physical contact with the students, concern was particularly high for engineering and natural science fields where students with a stronger science background are needed as well as where some onsite exposure and contact is required. Recommendations are made in light of the responses obtained. It is preferable that ODeL experienced internal supervisors be used instead of non-academic external supervisors. Co- supervision by junior non experienced with senior experienced supervisors is indicated as another recommendation to ensure better supervision experience and high student success rate. While co-supervision of students by external and internal supervisors is currently mostly optional, the institution should move towards enforcing that external contract supervisor always supervise with an internal co-supervisor to ensure that internal co-/supervisor polices the institution M

and D practices. Also the M and D process from application, registration to examination should be well spelt out to all supervisors and be accessible to external contract supervisors so as to equip them with the necessary information for enhance supervision performance.

Vivian, Brenda (University of Pretoria), Malan, Lianne (University of Pretoria) & Holtzhausen, Natasja (University of Pretoria)

Topic: The role of the academic literacy specialist in enhancing global scholarship of doctoral students - Evaluating a student-supervisor-language coach framework

The higher education context is continuously changing and universities across the world (as well as in South Africa) are asked to prepare students with “21st century competencies” to face the complex challenges in the workplace. Because of the unpredictable models of social and economic development, students are expecting teaching, learning and supervisory practices to be more relevant to their everyday lives and should be transformed to equip them to deal with the challenges that working in an interconnected globalised workforce might pose (Ontario Ministry of Education 2016:4). Dede (2010:53) mentions that “in addition to collaborating face-to-face with colleagues across a conference table, 21st century workers increasingly accomplish tasks through mediated interactions with peers halfway across the world whom they may never meet face-to-face. Thus, even though perennial in nature, collaboration is worthy of inclusion as a 21st century skill because the importance of cooperative interpersonal capabilities is higher and the skills involved are more sophisticated than in the prior industrial era”. The PhD in Public Administration and Management, at the University of Pretoria therefore follows an inter-, intra- and multidisciplinary approach with the focus on training students to become research scholars, and to bring about change in the various areas. While most programmes in Africa and many in Europe follow a “one student-one supervisor” approach to doctoral programmes which include mainly self-study, the learning programme includes one year of seminars in the Faculty of Economic and Management Sciences. Seminars include training in theory and the body of academic literature, and in quantitative and qualitative research methods. Additionally, the School of Public Management and Administration also offers academic literacy support to their doctoral students to prepare them for the challenges that global scholarship pose for language and writing – especially considering that English is not the mother tongue of a significant number of the programme’s PhD students. In addition to exploring the nature of challenges the PhD students encounter in terms of academic literacy, this descriptive and qualitative study also proposes a framework to support the academic literacy needs of the PhD student who needs to be globally relevant. An analysis of supervisor’s comments to PhD students will be used to justify the need for an academic language specialist (language coach) to be utilised in the programme. The two pronged approach used by the School of Public Management and Administration will be discussed: this includes academic literacy workshops geared for PhD student as well as a framework for integrated student-supervisor-language coach support. The study will describe and evaluate the support framework and provide preliminary results of using this framework in a selected case study. This has implications in terms of the three way relationship between student, supervisor and language coach thus providing additional language and affectual support for the student and streamlining the supervisor’s role. (References available on request)

Volschenk, Mariëtte (Stellenbosch University), Van Schalkwyk, Susan (Stellenbosch University) & Bitzer, Eli (Stellenbosch University)

Topic: The identity trajectories of health professionals involved in masters-level health professions education studies

The past two decades have seen a global trend towards the professionalization of Health Professions Education (HPE), resulting in an exponential increase in postgraduate programmes that offer formal qualifications in HPE, particularly at master's level. Increased internationalisation of higher education has further led to the expansion of these programmes across national and international borders, with the majority now being offered as either fully online or via hybrid mode. Relevant literature and experience indicate that Master's degree programmes in Health Professions Education (MHPE) generally focus on developing educational scholars and leaders. These candidates are typically recruited from a diverse postgraduate student body, representing a wide range of health sciences disciplines. Throughout their disciplinary studies and practice, most participating health professionals will have constructed strongly established professional and health research identities - often firmly situated within their practice disciplines and usually within the context of a career that has a singular focus on clinical practice and/or clinical research. However, when undertaking MHPE studies, they not only enter into the demanding domain of postgraduate studies in the social sciences but also embark on a dual career pathway that is situated in two epistemologically and ontologically distinct disciplines. This often implies a shift from thinking within the more exact sciences towards the social sciences and requires from students to construct new educator identities that are ideally well-integrated with their existing professional identities as clinicians and clinical researchers. As these masters candidates navigate their learning trajectories towards becoming educational scholars and leaders across the disciplinary boundaries of two distinctly different communities of practice, they may experience multiple tensions which may cause them to confront their identities in new and unpredictable ways. In addition, transnational and international students are further confronted with the reality of constructing an educator identity across cultural and geographical borders. Despite the exponential increase in MHPE offerings globally, very little is currently known about the identity construction of health professionals involved in MHPE studies, particularly in Sub-Saharan Africa. This paper relates to a current study that explores the identity trajectories of health professionals involved in MHPE studies at one university in Sub-Saharan Africa. Drawing upon a theoretical framework that incorporates the notions of communities of practice and boundary crossing this multiple case-study project makes use of point-in-time narrative interviews and self-portrait drawings of master's candidates to gain a deeper understanding of the complexities MHPE candidates face as they negotiate their postgraduate journeys towards educational scholarship across disciplinary boundaries and, in many cases, cultural and geographical borders. Data analysis comprises thematic analysis of interview data and electronic course portfolio analysis for incidences and indications of boundary crossing. Drawing on the theoretical perspectives emerging from an ongoing literature review, we argue for a broader conceptualisation of MHPE studies as a complex and transformative journey that incorporates identity construction as a process of 'becoming' within new fields of learning and practice. We conclude that, although boundaries and borders may pose many significant challenges in the context of postgraduate studies, they also have the potential to act as powerful catalysts for learning - for students and supervisors

alike. We also critically reflect on what new identity trajectories of health professionals as education master's candidates and graduates might mean for postgraduate supervision in the global arena of health professionals education.

Vosloo, Ria & Motala, Shireen (University of Johannesburg)

Topic: Enabling contributions to the supervisory process – A third space perspective

The space in which supervision occurs can be conceptualised as a third space that is linked to the postcolonial theorist Bhabha's cultural third space model (Vosloo and Motala, 2016). This hybrid space is between the first cultural space that the supervisor established his or her culture of supervision in and the second space or the institutional supervisory culture space. The supervision that occurs in this space is not a solitary practice of the supervisor as there are many silent contributors are described as informal supervisors that are "seldom credited for the success of the student and never receives recognition...for their inputs made to the work" (Crossman and Crowther 2014:2). The silent contributors range from informal to formal and in some cases the contributions are expected in the institution's supervision culture. The contributions of, for example, a language or statistical consultant could contribute conceptually to the supervisory process. Verbaan and Cox (2014) and Whitchurch (2008) considered the skills and competencies of a 'third space' individual in the higher education environment and further work by Vosloo and Motala (2017) showed that the skills and competencies needed by someone that works in the supervisory third space is particularly important. It is clear that these contributions must be seen as enabling the supervisory process but at the same time it must be experienced as enabling the supervisor as well as the student. The nature of enabling contributions is not easy to determine as what is experienced as enabling by some supervisors could be experienced as constraining or even disabling by others. Contributions that enable the supervisory process might also not be seen as enabling by the supervisors. A set of interviews with supervisors, doctoral students and third space practitioners have been used to develop characteristics of contributions that are experienced as enabling the supervisory process and those that are seen as enabling the supervisor. There are similarities but also differences and the implications of the differences are important when planning and designing interventions.

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Wilmot, Kirstin (University of Sydney)

Topic: Constructing findings in doctoral writing - Practical tools for teaching and learning

This paper addresses the problem of doctoral writing – specifically, how students build new knowledge about a topic in their dissertations. Research on doctoral writing pedagogy remains ‘shrouded in silence and marginalised’ (Starke-Meyerring 2014, 140), with common sense assumptions abounding. For example, it is commonly assumed that students will learn how to write their dissertations through immersion in the field alone, obscuring the fact that doctoral writing is a practice that can be explicitly taught and learned. Essential to the process of learning how to write is gaining feedback from those who know disciplinary knowledge-building practices best – supervisors. Research (see, for example, Paré 2011) has shown, however, that many supervisors lack the ‘reflective ability’ (Bazerman 2009, p. 289) to unpack and explain to students how their disciplinary practices work – i.e. they lack the ability to explicitly engage with practices that they have come to internalise through years of socialisation in their discipline. Therefore, despite typically being well adept writers themselves, supervisors often lack the means or confidence to teach this craft to their students effectively. As such, ‘teaching writing’ is often regarded by supervisors as a tedious and arduous process (Lee & Murray, 2015). This paper offers a starting point for creating a shared meta-language to be used in supervisions by focusing on one part of the PhD – constructing findings. The process of developing ‘raw materials’ – whether that be empirical data, select novels or artworks, archival documents and so forth – into new knowledge of phenomena, is an important part of the dissertation. It is also a process that varies across dissertations, depending on the type of knowledge that is valued. For instance, some students may use a theoretical framework to inform the analysis, others may enact a specialist methodological procedure (such as statistical analysis), while others may value the unique perspective or ‘gaze’ that the author brings based on years of immersion in particular ways knowing or based on who they are as a person, such as their gender or race. Despite these different approaches, students tend to follow a number of core knowledge-building steps to generate understandings of their materials in the first instance, and generalize those findings out to contexts beyond their study (i.e. to the wider field) in the second. Learning how to navigate between these steps is a process that is developed over time through drafting and, though logical, is one that is rarely made explicit to students. Drawing on theoretical concepts from Legitimation Code Theory (LCT), this paper shows how a pedagogical tool for constructing findings can be developed. Such an instrument can provide supervisors with a tool to diagnose problems and it affords students a scaffolding tool to use in their own writing. Working from exemplary South African PhD dissertations across the social sciences and humanities, the analysis exemplifies how the concepts of ‘semantic gravity’ (the context dependency of knowledge practices) and ‘semantic density’ (the complexity of knowledge practices) can be used to create such a tool. In particular it reveals the steps taken between reproducing materials (such as presenting direct quotes or summarizing) to developing an interpretation of those instances, to making claims about those interpretations, and finally linking those claims out to other contexts in the wider field. In doing so, it shows how students construct findings in different ways, enabling a more in-depth understanding of this aspect of the dissertation. Furthermore, it provides an example of how a shared meta-language can be developed to aid the teaching and learning process within supervision spaces. (References available on request)

Wisker, Gina (University of Brighton), Robinson, Gillian (Anglia Ruskin University) & Leshem, Shosh (Kibbutzim Academic College and Stellenbosch University)

Topic: **Working together beyond the PhD**

Gina Wisker, University of Brighton UK Gillian Robinson, Anglia Ruskin University UK Shosh Leshem, Oranim College, Haifa Israel. Most work on supervisors and doctoral students' relationships focuses on the PhD journey, which (ideally) builds sound working interactions, good research practices, and a thesis which makes a valuable contribution to knowledge. Our recent 10 year reunion with an international PhD cohort with whom we have worked as guardian supervisors, prompted insights that boundaries of the PhD process are often artificially limited, and that working intellectual interactions between supervisors and graduated doctors continue in various ways. We use theories of academic identity (Henkel 2005a,b, Clegg 2008), communities of practice (Lave and Wenger), to focus on supervisors and PhD graduated doctors working together (mostly) productively beyond the PhD process. Early research based on narrative interviewing with supervisors and graduated doctors has surfaced a range of productive, ongoing interactions including: co-writing of articles or books from the PhD (Ivanic 1998; Wisker 2015); ongoing and future co-conducted research projects, co-presenting and continuing to co-write from future projects; supporting the careers of early career researchers through joint bid writing and inclusion in funded projects, references, mentoring, employment in a teaching function. There are also examples of established academics and professionals inviting ex-supervisors to join projects or offer consultancies. Data from our sample and this early ongoing work sheds new light on the 'boundaried' doctoral student and supervisor relationship, indicating ways of building productive, ongoing working partnerships that are more between equals, offering opportunities to maintain effective communities of practice and enhance researcher academic identities throughout the academic and professional research career.

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Yassim, K (Nelson Mandela University), Mapasa, T (Nelson Mandela University), Maluleke, L (Nelson Mandela University), Tshazibana, V (Nelson Mandela University) & Sathorar, H (Nelson Mandela University)

Topic: Reflecting on pedagogical encounters in cultivating a research community of practice in postgraduate co-supervision

This paper seeks to provide an overview of the reflexive engagement of five supervisors in an alternative model to supervision of postgraduate studies where the intent is to learn while teaching and researching together. Research in the area of mentoring for postgraduate supervisors and students has been fraught with challenges making the pedagogical transactions elusive. In addition, at a comprehensive university where the culture of research and how it is done should be re-conceptualised, this alternative model begins by introducing conceptions of landscapes of learning. These are reported on at two levels, the student and at the co-supervision level for the perspectives of five supervisors in terms of how these were co-created, sustained and nurtured. For the purposes of this paper, we view, “a landscape as consists of competing voices and competing claims of knowledge, including voices that are silenced by the claim of knowledge of others” (Wenger-Traynor et al., 2015). It is through the negotiation of these social bodies of knowledge in a complex landscape of different communities that the strength of the pedagogical transactions that occur resides. We also adhere to Wisker, Robinson and Scacham (2007) who claim that communities of practice involving cohorts of postgraduate students are effectively supported through three innovations, namely: (i) Guardian supervisors working with students on research development; (ii) Postgraduate students being empowered to develop mutual, critically focused support for their work from peers and critical friends; and (iii) the inclusion of other collaborators that contribute to the richness of the research and further engagements. Using visual participatory methodologies like metaphor drawings and collage the praxis of supervision and researcher development of the team of supervisors and the impact on postgraduate student support and pedagogy are reported on. The preliminary findings show that researching in communities of practice that offer multiple landscapes of learning provide humanising pedagogical encounters where mutual vulnerability, discomfort and funds of knowledge are resources that drive the teaching, learning and research agenda. Postgraduate students were found to be better supported when supervised in a community and academics develop research connectivity and experiences of praxis connectivity beyond the research of the students. In addition, the model strengthens research niches and provides opportunity for growth and development beyond student encounters.

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