Research on Research Productivity

- Individuals publish more when they...
  - are intrinsically interested in their research;
  - have clear research-oriented goals;
  - attend conferences and journal clubs;
  - apply for research grants;
  - supervise students;
  - achieve a co-operative, supportive climate within the department and with their research students.

Establishing and Maintaining the Relationship Between Student and Supervisor

- Will G Hopkins
  - Sport and Recreation
  - AUT University

My Advice: lead by example; be informal, enthusiastic, expert.

Research on the Student-Supervisor Relationship

“student supervisor relationship”
80 hits since 2000; five accessible and useful.

- Research Training and Supervision Development
  - Pearson and Brew, Studies in Higher Educ. 27(2), 135-150, 2002
  - Perspective-type review focused on the supervisor.
  - Need programs that help supervisors...
    - expand skills as educators and leaders;
    - become adaptable, flexible;
    - negotiate learning and career outcomes with students;
    - improve through self-awareness by reflecting on four models of research/supervision: synthesis, analysis, outputs, self-discovery.
  - Outline of such a program is provided.
    - skills, mentoring strategies, evaluation, etc.

- The Synergistic Thesis: Student and Supervisor Perspectives
  - “Self-regulatory synergistic” model of supervision:
    - Awareness of the components of the postgraduate experience, ability to reflect on them, ability to orchestrate them.
    - Components are goals, strategies, beliefs, outcomes (cognitive and affective).
  - Student’s Reflections
    - Developing confidence as a postgraduate student.
    - Using discussion as a tool for learning.
    - Finding my own identity and voice as a researcher.
    - Gaining useful skills.
    - Developing a rewarding and productive professional relationship.
    - Gaining a friend.

- Supervisor’s Reflections
  - Knowledge of supervising processes and strategies.
  - Knowledge of own discipline.
  - Opportunity to engage in exciting, creative research.
    - Personal friendship, intellectual companionship, collegial support.
  - Recommendations
    - Joint supervisory arrangements with more experienced staff.
    - Formal and informal student skill-based seminars.
    - Time for reflection.
    - More resources for students to study full time.

- Academic Supervision: Seeking Metaphors and Models for Quality
  - Mackinnon, J. Further Higher Educ. 28(4), 395-405, 2004
  - Perspective of a law lecturer-researcher
  - Metaphor for supervisor-student is professional-client:
    - ethical relationship;
    - effectiveness and continuance depends on trust;
    - differentials in knowledge and power respected, not exploited;
    - mutual responsibilities and obligations rather than rights.
  - Contrast with paternalism, a widespread metaphor within the professions generally, which disempowers and marginalizes.
Students’ Experience of the Honours’ Supervisory Relationship: a Preliminary Investigation
Drew et al., Queensland Uni. Technol., 2002
Discussion paper, based on interviews of 8 BBus (hons) students.
In general, the students...
• wanted supervisors to do more mentoring, be more innovative, and be more judgmental;
• preferred facilitative interventions (e.g. supportive and catalytic strategies) rather than authoritative interventions (e.g. prescriptive or confronting);
• wanted promotion of confidence building and independence.
Implications for...
• Student: be willing to communicate needs to supervisor.
• Supervisor: reflect on practice to ensure student's needs met.
• Student+supervisor: discuss and implement “psychological contract” (?); explore expectations of supervision.
• Institution: workshops/seminars for staff and students.

Eleven Practices of Effective Postgraduate Supervisors
James and Baldwin, University of Melbourne, 1999
Discussion paper, based on surveys and authors' experiences.
Effective supervisors...
• ensure the partnership is right for the project;
• get to know students and carefully assess their needs;
• establish reasonable agreed expectations;
• work with students to establish a strong conceptual structure and research plan;
• encourage students to write early and often;
• initiate regular contact and provide high-quality feedback;
• get students involved in the life of the department;
• inspire and motivate;
• help if academic and personal crises crop up;
• take an active interest in students' future careers;
• carefully monitor the final production/presentation of the research.

My Advice to Supervisors
• Lead by example.
• Become an expert as soon as possible.
• Be enthusiastic and sometimes obsessive.
• Be available today, preferably right now.
• Be informal.
• But keep records of meetings and decisions to protect yourself.
• Place the student ahead of the institution.
• Nurture your research student (and your colleagues).
• Helping others is an end in itself and possibly the only end.
• In any case, you learn heaps by helping others.
• And if you help others, they will help you.
• Go the extra mile for the student and the research.
• Repay their diligence with your unconditional loyalty.

Establish student needs and provide training opportunities.
• Use a student research agreement.
• See Sportscience (sportsci.org) 5(1), 2001.
• Try not to be too busy to follow through with it.
• Some points from the agreement:
  • Plan the research in as much detail as possible.
  • Know your institution’s regulations and deadlines.
  • Agree publication practices and procedures in advance.
• Use the student’s idea for a project, or develop one together.
• Ownership of an idea is a great motivator.
• “Research comes first. To finish your project successfully, work nights and weekends often.”
• Have a holiday after you’ve done the hard work.
• Spend time talking about research.
• But don’t forget life, the Universe, and everything.

This presentation was downloaded from:
SPORTSCIENCE sportsci.org
A Peer-Reviewed Site for Sport Research
See Sportscience 10, 2006