

Dr Amanda McCrory

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**The mutual
metamorphosis
of the doctoral
supervisor-
student
relationship.**

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Rationale

- Interested in the impact of effective doctoral supervision on the learning and pedagogical knowledge of doctoral supervisors and their students, particularly in relation to how supervisors engage with/in the social and political context/s of their university, understand themselves and their students, and how the contemporary context of supervision affects the sort of pedagogical relationships supervisors establish with their doctoral students.
- Supervision is a vital aspect in the success of postgraduate students, with the supervisor–doctoral student interpersonal relationship integral to success.
- The doctoral journey is much more than becoming an expert in a particular field, but also encompasses transitions in both professionalism and professional development.

Context and experience

Dr McCrory

- Supervisor: MA, Ed.D and Ph.D
- Research interests: ethics; socio-scientific issues; STEM, mental health and wellbeing, BME and class
- Lecturer in Science and Maths education
- Academic Lead M Level – UCL Academic Board Member
- 5 years in Higher Education
- 15 years in primary schools as a leader (deputy head) with a variety of roles (Ofsted Inspector)
- Specialist in teaching, learning and assessment – pedagogy

Mr Phillips

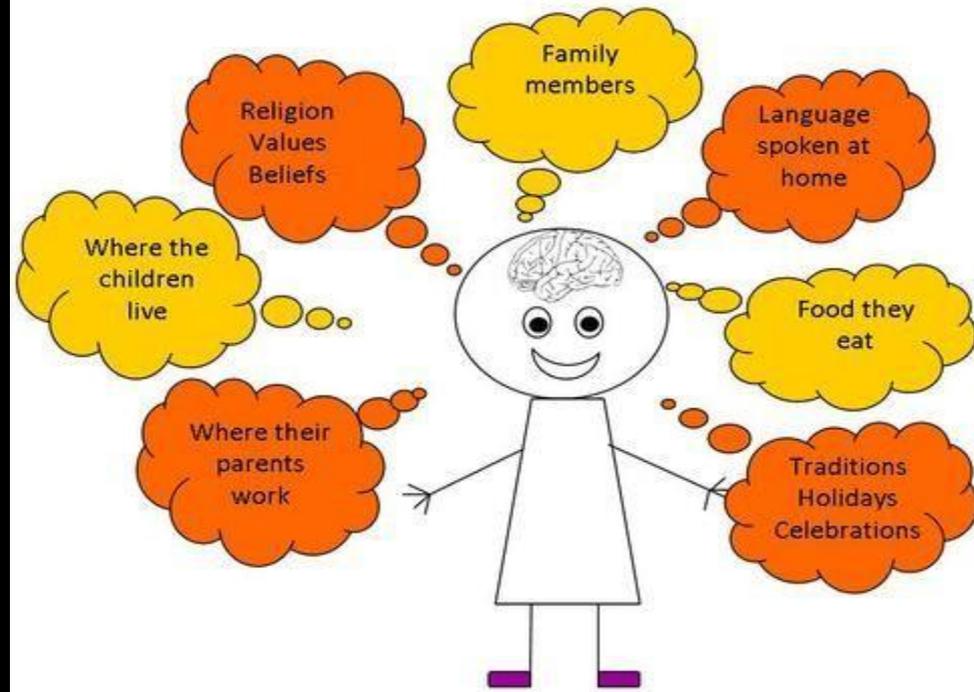
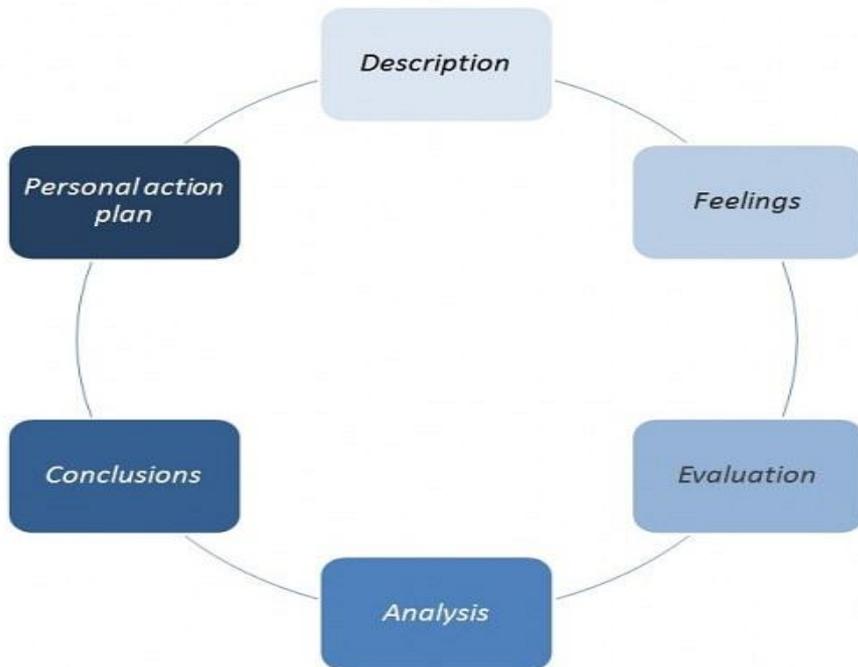
- Doctoral student

Research questions

- How does one supervisor conceptualise her supervision role and what underpins this?
- How does one doctoral student conceptualise their learning journey?
- What can the examination of critical incidences reveal about the student-supervisor relationship?

Theoretical Lenses

1. Brookfield's (2006) – understand how power underpins and distorts educational processes as well as questioning of assumptions and practices. Critically reflective process via interconnecting lenses – in this case that of the supervisor, student and academic literature
2. Shulman (1986) Pedagogical Content Knowledge
3. Tripp (1993) Critical Incidences – which are given a value judgement on the basis of which meaning of the incident is attached
4. Funds of Knowledge (Gonzalez and Moll, 2005)



Methodology and data analysis

- Grounded Theory (1967) – with the aim to theorise how doctoral supervisors in education become effective and innovative in their role
- Case Studies (Roth, 2005) via 5 critical incidents; analysed via the intersecting lenses of supervisor, student and literature
- Thematic analysis (Braun and Clarke, 2006) of critical incidents

Critical Incidents – Dr McCrory

< 2014 Leader, mentor and teacher in school – final year

1. 2014 My own doctoral VIVA and supervisors – one supervisor from the field of science education and teaching and one from the field of ethics
2. 2015 Training session at UCL for supervisors
3. 2016 Supervision of doctoral students begins and appointed editor of the Journal of Emergent Science
4. 2017 First VIVA as an examiner – feedback
5. 2018 Twitter @Academic Chatter



Critical Incidents – Mr Phillips

Overarching outcomes/themes

Supervisor

- Critical, honest self-reflection key to growth
- Scholarly engagement and expectations of self via research, journals and teaching is key
- Subject knowledge / academics
- PCK – understanding the background of the student and appropriate teaching strategies is key
- Trust and openness – mutual respect
- Autonomy and mentorship
- UCL unique – community of scholarship cross fertilisation
- Emotional intelligence
- Morals and ethics in relation to role
- High expectations of student

Student

- Critical self reflection guided by supervisor key
- Process of becoming an academic
- Understanding of doctoral level – originality
- Trust and openness – mutual respect

Implications

- Accountability to the student, university and academic field – ethics and moral code
- PCK needs to include funds of knowledge and emotional intelligence – especially important at UCL given demographic
- Power dynamics are shifting
- TEF – to achieve Gold, UCL needs to demonstrate consistently Outstanding teaching, learning and outcomes for students. Being a doctoral supervisor in education is about teaching, guiding and preparing students for the world of academia.
- SCHOLARSHIP- engaging in peer reviews and examinations, being an editor, understanding of academic procedures and engaging with the wider academic community both nationally and internationally is key to the PCK of the supervisor
- Mentoring – for the supervisor comes in many forms but this should be formalised
- The supervisor’s role continues to evolve – it does not stop at EXPERT
- To supervise in this way requires commitment and time – not reflected in workload allocations; institutional politics verses personal code of ethics
- Student has to develop a robust not a thick skin
- Relationship built on honesty and trust is key to its success

Thank you for your time and attention!

Any questions?

References

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