‘Supervisors have an enormous hunger for anything to do with writing’: So how is AALL meeting this need?

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The AALL project

- This project arose from a discussion group at the AALL HDR Writing Symposium at Sydney University (Oct 2014) 
  *HDR Supervisor training and development in Australian universities: A scoping study.*

- Objective: a mapping project to gauge current provision of ‘training’ and support for supervisors vis a vis writing

- Duration: 2014-2015

- The study: Australian universities
Informing literature

Supervision and doctoral education

HDR writing, language and literacy specialists

HDR writing from DE specialists
Findings

<table>
<thead>
<tr>
<th>Universities</th>
<th>Nos.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number invited</td>
<td>40</td>
</tr>
<tr>
<td>Interviews</td>
<td>25</td>
</tr>
<tr>
<td>Website/information</td>
<td>6</td>
</tr>
<tr>
<td>No information</td>
<td>9</td>
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</tbody>
</table>
Characteristics of programs

- Participants
  - mix of new staff & refresher to maintain registration

- Compulsory – often linked to supervisor register

- Duration/sessions
  - mostly a series of 3-4 hour workshops, some only 1 hour

- Delivery mode
  - About half are entirely or mostly face-to-face
  - Compulsory elements & Inductions more often online
Further mapping...

- What is happening in your university?

- Can you provide any further information for the current table?
Focus in sessions

- Discussion
- Reflection
- Awareness raising
Writing support

- At most universities only patchy support is provided to help HDR supervisors understand how best to develop doctoral writing skills.

- Some universities formally address writing issues in their programs (about half of those we interviewed).

- Others provide support direct to HDRs themselves.

- This is a significant gap in doctoral education.
What do supervisors get?

- ‘participants identified it [writing] as one of the biggest challenges in the supervision process’
  - ‘supporting’ the writing
  - Thesis writing – form, genre, structure
  - Writing processes
  - Reading
  - Editing
  - ESL/international students’ writing needs
  - Feedback
  - Publication
  - Other (resources, plagiarism, writing groups)
Activity

In your ALL work, which of these do you do, and what do you cover (ie curriculum)?

- Writing processes
- Feedback
- International student language needs
- Research writing genres (thesis, journal articles, etc)
- Publication
- Other
Implementing good practice in HDR supervisor development

- What do you think needs to happen in your university to help HDR supervisors?
- Who are the key players in your institutions to make this happen?
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