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

HDR writing from DE specialists

Supervision and doctoral education

HDR writing, language and literacy specialists
## Findings

<table>
<thead>
<tr>
<th>Universities</th>
<th>Nos.</th>
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<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
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?
We gratefully acknowledge the support of AALL for the Research and Resource Development Grant in 2015.

And the careful work of our research assistant, Sonia Saddiqi and Elliot Hoving.