'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

HDR writing from DE specialists

Supervision and doctoral education

HDR writing, language and literacy specialists

Findings

Universities	Nos.
Number invited	40
Interviews	25
Website/information	6
No information	9

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?

Acknowledge support of AALL