

The background features a dark blue gradient with a starry space pattern. Overlaid on this are several technical diagrams, including circular gauges with numerical scales (e.g., 140, 150, 160, 170, 180, 190, 200, 210, 220, 250, 260) and various circular arrows indicating motion or flow. The text is presented in a clean, white, sans-serif font.

# BECOMING AN EFFECTIVE SUPERVISOR!

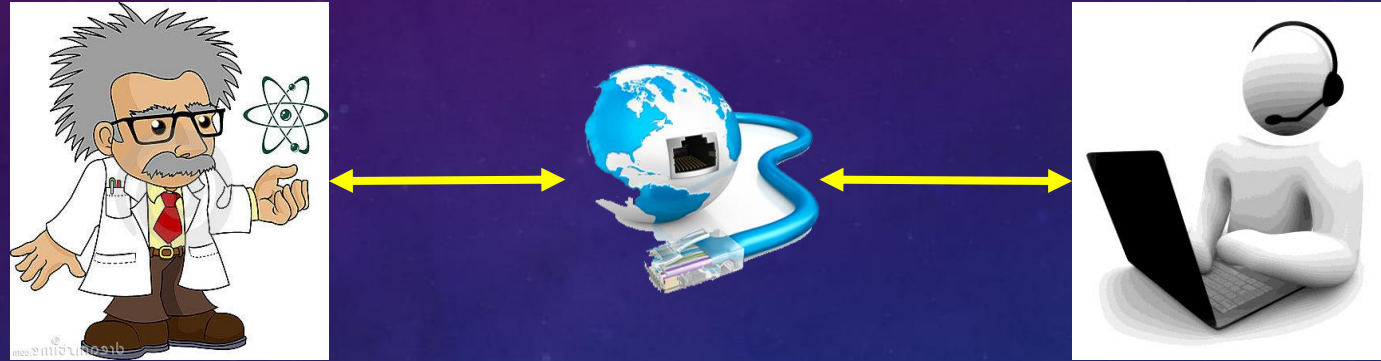
DEVELOPING AND ENABLING ONLINE SUPERVISORY RELATIONSHIPS

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# ONLINE SUPERVISORY RELATIONSHIPS



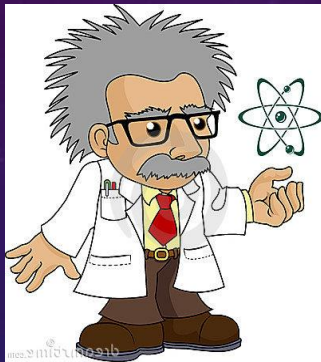
- Mutual expectations
- Ground rules about regularity
- The type and focus
- Agenda setting
- ...

# SUPPORTIVE ACADEMIC COMMUNITY



# QUALITY TIME

- Arrange regular contact times



- Ask students to send drafts of work
- Comment on them timely & carefully
- Send back annotations & follow up

- Focused moments to concentrate on the research

# SUPPORT AT DIFFERENT STAGES



- Working arrangements
- Directions

- Momentum
- Support

- Quality of thesis/dissertation

# STUDENTS' EXPECTATIONS OF SUPERVISORS

- Realistic ? Too demanding ? Problematic ?

Clarify research questions, develop a conceptual framework, decide on methodology and methods!



Be available when needed!



# STUDENTS' EXPECTATIONS OF SUPERVISORS

- Realistic ? Too demanding ? Problematic ?

Be constructively critical, giving praise when relevant and informative, not harsh, criticism, so students can develop their work further.



# SUMMARY

- Setting up academic communities of learning supports learning and reduce isolation
- Arranging quality time is important to both students and supervisors
- There are different focuses at different stages
- Deal with students' expectations prudently



# REFERENCES

- G. Wisker, *The Good Supervisor*, Palgrave Macmillan, 2005

Thanks!

Question?