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
- ...

[Diagram showing online supervisory relationships]
SUPPORTIVE ACADEMIC COMMUNITY

• Seminars
• Social group activities
• Discussion forums
• Conference trips
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