

2015 Linqed Workshop

on Thesis Supervision at ENSP - Rabat

DAY 1 Jan 13th (Tuesday)

Time	Program sequence	Materials & responsible person
8.30-8.45	Welcome + Introduction of the LINQED network and moderators	Govert
8.45-9.45 Exploring perceptions on “Role as supervisor”	<p>Round table discussion: <i>Small group</i> (5-6pp)-> plenary</p> <ul style="list-style-type: none"> - What is your role as a supervisor ? (give an example) - According to you what does student learn from their thesis writing? <p><i>Plenary:</i> Are there striking ideas emerged from your group discussion and would you like to share with us?</p> <p>Session moderator summarizes the key messages and introduces the purpose of the next session.</p>	<p>Session moderator: John</p> <p>Note taker: each group one person takes notes on a flip chart</p> <p>Display the notes</p> <p>Session requirement: Enough space and chairs to form 4 groups. If possible using different rooms to avoid disturbing each other.</p>
9.45-10.15 An introduction to thesis supervision framework- Approaches to supervision	<p>Part 1:</p> <p>Presentation: to introduce the theoretical framework (using the notes to illustrate the conceptual dimensions of thesis supervision)</p> <p>Questions & answers</p>	<p>Presenter: Govert</p> <p>Tool: microphone, posters</p> <p>Preparatory work of participants: Read an article on the thesis supervision</p> <p>Background info (distributed after the session): The framework sheet</p>
10:15-10:45	Break	
10:45-11:30 Understand the framework Purposes: 1. Clarify the	<p>Part 2.</p> <p>Walking session (Plenary): Participants walk to the poster representing the best answer to the following questions:</p>	<p>Session moderator: Mina, Amina and Wafa</p> <p>Session requirement: In an open space which is</p>

<p>concepts of thesis supervision framework</p> <p>2. Being aware of the diversity of thesis supervision preference and importance of communicating expectations</p>	<p>Q 1. When you were a student (Ba, Ma or PhD), which description (see posters) corresponds best to the main approach of your supervisor? Give examples Please illustrate with one or two concrete examples or anecdotes.</p> <p>Q 2. Which approach (see posters) did you miss most in your supervisor's style? Why? (If possible, could you give an example of the consequences)</p> <p>Q 3. Think of the 5 approaches, which is the least important for you? Why?</p>	<p>big enough for 25 pp walk around</p> <p>Material: Posters of the 5 dimensions</p>
<p>11.30-12:30</p> <p>Use the framework to support students and deal with problems</p>	<p>Cases from ENSP¹ Case 1-3</p>	<p>Session moderator: Mina or Amina or Wafa</p> <p>ENSP constructs 3 cases "which are the common difficulties/ challenges that supervisors face?"</p>
<p>12:30-13:30</p>	<p>lunch</p>	
<p>13:30-15:00</p> <p>Use the framework to plan first few meetings with students: Having the framework in mind, what will you discuss in the first few meetings with your master students?</p>	<p>Role play: Scenario: "A student comes to you with his protocol. He makes a presentation on what his master research will be."</p> <p><i>Govert plays as the student who presents his protocol.</i></p> <p><i>Question for the participants: "After listening to this student's presentation, what is your reaction?"</i></p> <p><i>Participants give their opinions in plenary</i></p> <p><i>Question for the participants: "are all the reactions appropriate during the first encounter with this student?"</i></p> <p>Moderator gives a brief explanation</p>	<p>Session moderator: Lai</p> <p>Role play: Govert</p> <p>Project the thesis protocol</p> <p>Tool: Flip chart</p>

¹ Check Annex 1 for examples

	<p>on why sufficient attention should be paid to the planning of the first a few encounters.</p> <p>Discussion in groups: “self-group in 4-5 and make agenda (a list of issues) that are recommended to be discussed between supervisors and students for the first encounter”</p> <p>The discussion results are written on a flip chart.</p> <p>Plenary session:</p> <ul style="list-style-type: none"> - Go through each group’s flip chart, discussing and comparing the differences between the groups discussion results. 	<p>Optional supportive info for group discussion:</p> <p><i>Project the following questions :</i></p> <ul style="list-style-type: none"> - What are the most common difficulties you have foreseen and would like to address in the first few meetings? - What are the priorities needed to be addressed? - What effective meeting strategies need to be agreed and implemented in the following meetings? - Other issues related to motivation, background & context info? <p>Additional background info to be distributed after the session:</p> <p><i>Document of DUO (KULeuven thesis supervision instruction)</i></p>
15:00-15:30	Break	
<p>15:30-17:30</p> <p>Purposes:</p> <ul style="list-style-type: none"> - Being aware of the importance of discussing expectations from the beginning. - Getting feedback on the usefulness of the tool (expectation form). 	<p>Clarify the purpose of the expectation form: “The purpose of this tool is to stimulate supervisors and students to communicate their expectations. It functions as a trigger for dialogues. The content of the form should be adapted to your specific situation”.</p> <p>Role play: The participants play a student /supervisor role to fill in the expectation questionnaire. To be done twice with different a partner.</p> <p>Plenary: Compare results: “comparing the two rounds, do you see expectation differences?”</p>	<p>Session moderator: Lai</p> <p>Material: the expectation form</p>

Time and objective	Structure of sessions	Resources & session moderators
<p>9.20-11:00</p> <p>Critical thinking and analysing arguments.</p> <p>Purposes:</p> <p>In these exercises, you will get to know and practice critical questioning in order to stimulate students to</p> <ul style="list-style-type: none"> - Reflect on the core critical elements of a written work - Critically question hidden assumptions and flaws in arguments - Have an open mind towards alternative interpretation of one's own assertions 	<p>Interactive exercises on critical thinking to</p> <ul style="list-style-type: none"> - introduce the concept of critical thinking and basic principles of logic - study the structural elements of a text - (help students) distinguish statements & arguments and detecting fallacies in argumentation 	<p>Hand-out for exercises</p> <p>Session moderator: John M.</p>
<p>11:00-11:30</p>	<p>Break</p>	
<p>11:30-12:30</p>	<p>Continue</p>	<p>Session moderator: John M.</p>
<p>12:30-13:30</p>	<p>Lunch</p>	
<p>13:30-14:30</p> <p>Exploring how to give "good feedback", having the framework "Approaches to Supervision" in mind.</p>	<p><i>Giving your feedback on the given text</i></p> <p><i>Round table discussion:</i></p> <ul style="list-style-type: none"> - What are characteristics of good feedback to a written text? <p><i>Self-reflection:</i></p> <ul style="list-style-type: none"> - "Thinking of the characteristics of good feedback, could you critically review your comments (homework for today) and see whether anything could be improved?" - Voluntarily sharing of personal 	<p>Session moderator: Lai J.</p> <p>Take a note and make a list on a flip chart</p>

	<p>reflection</p> <p>Round table discussion</p> <ul style="list-style-type: none"> - Thinking of feedback on research and on progress in general, what other aspects of feedback we shall consider? 	<i>Ref. document on good feedback</i>
<p>14:30-15:30</p> <p>Using critical questions as feedback (critical thinking approach in supervision).</p>	<p>A demonstration (Plenary): “what is critical questioning?”: Presenter formulates 1-2 question(s) “which really make the author think” (The purpose is to show what kind of questions is expected).</p> <p>Work in groups of 3: Question each other. Formulate 1-2 challenging question(s) to the comments given in the previous session or in one’s homework. Give the author the time to answer the question.</p> <p><i>Meta-reflection:</i> Assessing the formulated questions - Was the reply really an answer to the question? Did the question really make the author think?)</p>	Presenter: Govert vH.
15:30-16:00	Break	
<p>16:00-17:00</p> <p>Thesis supervision-Way forward</p>	<p>Looking ahead What can we do for improvement? At personal level? At staff level? And at institutional level?</p>	Session moderator: Govert vH.
17:00	Closure	