

# Supervision of SE (PhD course)

**Seminar 3** “Experiences and Case Studies, Assessment, and Giving Feedback”  
2024-11-20

**R. Feldt**, P. Leitner, G. Gay, **H. Heyn**, B. Penzenstadtler, R. Torkar

## Seminar Schedule:

1. Kickoff, Philosophy of Supervision, Topic/Project Selection & Definition, Process+Rules+Admin, (September 18th 10:00-12:00), teacher Robert & Greg & Phillip  
Pre-reading: [Grohnert2024], [Feldt2010]
2. Scoping thesis projects, Types of Theses (industry vs academia, bachelor vs masters etc) and Research Methods (October 9th 10:00-12:00), teacher Greg & Robert  
Pre-reading: [Jaakola2022], [Stol2018]
3. Experiences and Case Studies, Assessment and Giving Feedback (Nov 20th 10:00-12:00), teacher Hans-Martin & Robert  
Pre-reading: [Ralph2020]
4. Time Planning and Week-to-Week Supervision, Motivation and Crisis Management (January 15th 10:00-12:00), teacher Birgit & Robert  
Pre-reading: [SUHigherEd2024]
5. Coaching Session 1 (March 5th 10:30-12:00), teacher TBD
6. Coaching Session 2 (April 2nd 10:30-12:00), teacher TBD
7. PhD Student experiences/presentations (June 13th or August 22nd 10:30-12:00), teacher Phillip & Birgit

## Reading list

**[Grohnert2024]** Grohnert, T., Gromotka, L., Gast, I., Delnoij, L., & Beausaert, S. (2023). Effective master's thesis supervision—A summative framework for research and practice. Educational Research Review, 100589.

**[Feldt2010]** R. Feldt “The BTH Master thesis process and evaluation rubrics”, 2010

**[Jaakkola2022]** Jaakkola, Hannu, et al. "Practices for Supervising Master's Theses in Company Context: An Anti-Pattern Approach." 2022 45th Jubilee International Convention on Information, Communication and Electronic Technology (MIPRO). IEEE, 2022.

**[Stol2018]** Stol, Klaas-Jan, and Brian Fitzgerald. "The ABC of software engineering research." ACM Transactions on Software Engineering and Methodology (TOSEM) 27.3 (2018): 1-51.

**[Ralph2020]** Ralph et al, “Empirical Standards for Software Engineering Research”, 2020

**Pre-reading for January 22nd!**

**[SUHigherEd2024]** Stockholm University Center for Higher Education Questionnaire's and Documents for Student-Supervisor Alignment, downloaded online August 2024.

# Empirical standards as guidelines: Qs

Can the Empirical Standards help also Master thesis students? Why / why not?

Enough to provide them to students or how/if to use them?

Some particular standard you think can be more or less useful?

What might be different from PhD feedback models to the  
Master thesis student situation/context?

**Focus: Case studies**



# **Enhancing feedback practices within PhD supervision: a qualitative framework synthesis of the literature**

**Margaret Bearman, Joanna Tai, Michael Henderson, Rachelle Esterhazy, Paige Mahoney & Elizabeth Molloy**

**To cite this article:** Margaret Bearman, Joanna Tai, Michael Henderson, Rachelle Esterhazy, Paige Mahoney & Elizabeth Molloy (2024) Enhancing feedback practices within PhD supervision: a qualitative framework synthesis of the literature, *Assessment & Evaluation in Higher Education*, 49:5, 634-650, DOI: [10.1080/02602938.2024.2307332](https://doi.org/10.1080/02602938.2024.2307332)

**To link to this article:** <https://doi.org/10.1080/02602938.2024.2307332>

**Table 2.** Overview of thematic analysis.

Category	Subthemes
Contexts of feedback practices	National influences Disciplinary influences Institutional influences
How feedback is enacted	Talk Text Formal reporting processes
Dynamics of feedback relationships	Power in feedback relationships Emotional responses Feedback beyond the supervisory dyad
What the supervisors and candidates bring to feedback enactments	
Feedback as a temporal practice	Reflections prompted by feedback enactments Timing of comments How feedback enactments changed over time

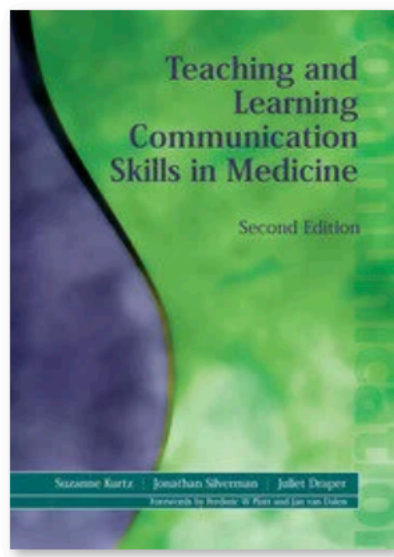
**Table 3.** Proposed feedback pedagogical strategies within doctoral supervision.

Origin of observation	Useful feedback pedagogical strategies
Represented within the included studies in the framework synthesis	<ul style="list-style-type: none"><li>• Collaborative feedback relationships founded on clear expectations and mutual respect</li><li>• Generative talk, informed by texts</li><li>• Orientation and integration into the discipline</li><li>• Opportunities for sophisticated feedback enactments through strong supervisor-candidate relationships</li><li>• Extensive and multi-purposed commentary on work</li><li>• Multiple perspectives on candidate work</li><li>• Explicit orientation to standards</li></ul>
Reported by wider feedback literature (not represented within review studies)	<ul style="list-style-type: none"><li>• Focus on candidate goal-setting to frame feedback (Kurtz, Draper, and Silverman 2005)</li><li>• Explicitly developing independence through building ability to judge work of self and peers (Tai et al. 2018)</li><li>• Establishing expectations about feedback and orientation on how to learn through seeking and using feedback (Carless and Boud 2018)</li><li>• Feedback as a process for learning to learn (Butler and Winne 1995)</li><li>• Attending to emotions through supervisors sharing own challenges (Molloy and Bearman 2019; Johnson, Keating, and Molloy 2020)</li><li>• Aligning with (and scaffolding for) authentic academic practices (Carless, Jung, and Li 2023)</li></ul>



**Table 4.** Institutional support for supervisors.

Challenging feedback practices described in this review	Suggested means for institutions to counter these
An exclusive supervisor-candidate dyad means that the student lacks sufficient alternative perspectives on their work	<ul style="list-style-type: none"><li>• Multi-supervisory teams, possibly including supervisors with process expertise (Wisker et al. 2003; Olmos-López and Sunderland 2017)</li><li>• Doctoral peer groups (Maher et al. 2008)</li><li>• Supervisor and candidate education on promoting candidates' capacity to seek and use feedback information (Carless and Boud 2018)</li></ul>
Feedback does not develop candidate independence and induces appeasement rather than learning	<ul style="list-style-type: none"><li>• Educate supervisors about goal-oriented feedback models (Kurtz, Draper, and Silverman 2005)</li><li>• Supervision training on independence-building feedback pedagogy (e.g. "evaluative judgement" (Boud et al. 2018; Tai et al. 2018))</li><li>• This framework synthesis proposes establishing a process for reviewing feedback processes to assist with managing power dynamics</li></ul>



Book

# Teaching and Learning Communication Skills in Medicine

By *Suzanne Kurtz, Juliet Draper, Jonathan Silverman*

Edition	2nd Edition
First Published	2005
eBook Published	31 December 2016

---

Chapter 1 | 16 pages

## The 'why': a rationale for communication skills teaching and learning

### Abstract ^

This chapter provides a rationale for communication skills teaching that is based squarely on theory and research. It describes in detail the research evidence which demonstrates that there are substantial problems in communication between doctors and patients. The chapter shows how communication can significantly improve health outcomes for patients - individual skills can lead to improvements in patient satisfaction, adherence, symptom relief and physiological outcome. Effective communication between patient and doctor is a basic clinical skill which demands teaching just as much as the physical examination. Communication in medicine is a series of learned skills rather than just a matter of personality. Communication can improve outcomes for doctors. The use of appropriate communication skills not only increases patients' satisfaction with their doctors but also helps doctors to feel less frustrated and more satisfied in their work. Appropriate communication reduces conflict by preventing the misunderstanding which is so often the source of difficulties between doctors and patients.