Problematising “good” HDR Supervision: A curriculum model for research supervision.

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Abstract

There has been considerable discussion in higher degree research (HDR) literature about what constitutes ‘good’ HDR Supervision. The discussion, consciously or unconsciously explores other questions such as ‘What is Research?’ and ‘What is Supervision?’ and in doing so reveals multiple constructs and dissonance across the terrain. This author has concluded that a curriculum for Higher Degree Research supervision must therefore adopt a constructivist stance in order to portray these multiple possible meanings for ‘good’ research supervision.