

Inkluderede studier i forskningsoversigten: Specialevejledning på de videregående uddannelser

	Reference	Abstract
1	<p>Acker, S. (2011). Reflections on supervision and culture: What difference does difference make?. <i>Innovations in Education and Teaching International</i>, 48(4), 413-420.</p>	<p>I'm in a nostalgic mood lately – having only just retired but still working with supervisees and doing research – so in preparation for this commentary I went back and read most of my own writings on graduate education. I say 'most' because my PhD was about graduate students, as was one article based on it, and I did not especially want to revisit the scene of that particular crime. I could go on, but it is past time to make connections to the special issue that is the subject of this commentary. Several of the authors note that there is a difference between supervision in the Australia/New Zealand context, which follows the British model of the 'research student' who manages to begin his/her research immediately and independently apart from consultations with a supervisor, and what is referred by these authors as the US model or tradition (which Barker calls 'unique') in which there are structured programs of coursework and examinations prior to dissertation research. (PsycINFO Database Record (c) 2016 APA, all rights reserved)</p>
2	<p>Aghaee, N., & Hansson, H. (2013). Peer Portal: Quality enhancement in thesis writing using self-managed peer review on a mass scale. <i>International Review of Research in Open and Distributed Learning</i>, 14(1), 186-203.</p>	<p>This paper describes a specially developed online peer-review system, the Peer Portal, and the first results of its use for quality enhancement of bachelor's and master's thesis manuscripts. The peer-review system is completely student driven and therefore saves time for supervisors and creates a direct interaction between students without interference from supervisors. The purpose is to improve thesis manuscript quality, and thereby use supervisor time more efficiently, since peers review basic aspects of the manuscripts and give constructive suggestions for improvements. The process was initiated in 2012, and, in total, 260 peer reviews were completed between 1st January and 15th May, 2012. All peer reviews for this period have been analyzed with the help of content analysis. The purpose of analysis is to assess the quality of the students work. The results are categorized in four groups: 1) excellent (18.1%), 2) good (22.7%), 3) fragmented (18.5%), and 4) poor (40.7%). The overall result shows that almost 40% of the students produced excellent</p>

		<p>or good peer reviews and almost as many produced poor peer reviews. The result shows that the quality varies considerably. Explanations of these quality variations need further study. However, alternative hypotheses followed by some strategic suggestions are discussed in this study. Finally, a way forward in terms of improving peer reviews is outlined: 1) development of a peer wizard system and 2) rating of received peer reviews based on the quality categories created in this study. A Peer Portal version 2.0 is suggested, which will eliminate the fragmented and poor quality peer reviews, but still keep this review system student driven and ensure autonomous learning. (Contains 2 tables and 2 figures.)</p>
3	<p>Aghaee, N., & Keller, C. (2016). ICT-supported peer interaction among learners in Bachelor's and Master's thesis courses. <i>Computers & Education, 94</i>, 276-297.</p>	<p>Peer interaction and collaborative learning through the use of ICT (Information and Communication Technology) is used to an increasing extent in higher education. Universities attempt to motivate learners (students) to support their peers to enhance the quality of learning outcomes. This study monitors how an ICTSS (ICT-based Support System) facilitates peer interaction in the Bachelor's and Master's thesis process. The aim of the study was to investigate learners' perception of usefulness of an ICTSS for peer interaction and the influencing factors on the quality of the peer interaction. The ICTSS was developed at the Department of Computer and Systems Sciences (DSV), at Stockholm University. The system facilitates peer interaction in three ways: peer reviews, active participation, and final opposition. The study employed a mixed-method approach, which included an online survey followed by in-depth interviews. The target groups were learners at the Bachelor's and Master's level in computer science and information systems. The findings showed that learners perceived the peer interaction useful to enhance the quality of the thesis outcomes. However, there are influencing factors affecting the quality of peer interaction, in different phases of the thesis process. Examples of these factors are the quality of thesis manuscripts, supervisors' control and grading, clear instructions and guidelines, learners' understanding of the peer interaction and why it takes place, previous training, and learners' motivation to perform peer reviews. Following these factors, the study</p>

		developed a set of strategic suggestions from both pedagogical and technical aspects to enhance the peer interaction in the thesis process. Considering these suggestions makes the use of the ICTSS more effective to enhance the quality of thesis learning outcomes. (PsycINFO Database Record (c) 2019 APA, all rights reserved) (Source: journal abstract)
4	Albrechtsen, C., Pedersen, M., Pedersen, N. F., & Jensen, T. W. (2017). <i>Mobile Probes: Exploring the Work Processes and Everyday Life of Danish Students Writing Their Master's Thesis</i> . SAGE Publications Ltd.	<p>Mobile probes is a digital method where a number of informants conduct self-documenting activities by responding to questions or tasks sent to their mobile phones. We used the method to gain insight into the work processes and daily lives of students writing their Master's thesis at The Faculty of Arts, Aarhus University, Denmark: During 3 weeks in November 2012, eight Master's thesis students each received and was asked to respond to 15 probes. The overall goal was to find out whether a mobile application could be developed to support students writing their Master's thesis. The study generated insights into students' daily routines. It also generated the insight that the use of mobile probes as a method in itself in some cases seemed to function as means of support for Master's thesis students.</p>
5	Andersen, H. L., & Jensen, T. W. (2007). Vejledernes reaktion på retningslinjer for vejledning. <i>Dansk Universitetspædagogisk Tidsskrift</i> , 2(3), 20-29.	Den undersøgelse vi her i artiklen rapporterer fra, viser at der blandt specialevejledere og specialestudere er stor forskel på kendskabet til og interessen for de opstillede rammer og regler for specialevejledningen. Vi konstaterer at vejlederen ikke primært opfatter sig selv som en medarbejder i en organisation hvor ledelsens eventuelle retningslinjer og rammer er relevante og bindende, men snarere som en privatpraktiserende vejleder der udvikler sit eget tilbud til de studerende. Vejlederne har skullet udvikle deres egen praksis, men det er alligevel påfaldende at så få problematiserer deres manglende viden om institutionens retningslinjer. Nogle af vejledernes begrundelser for ikke at interessere sig mere for fagets retningslinjer afspejler en opfattelse af de gældende retningslinjer for deres praksis som irrelevante for dem. Baggrunden er at reglerne primært er kvantitative og rammesættende og slet ikke kommer i dialog med vejledernes individuelle praksis. Hvis man vil udvikle vejledningspraksis, skal der altså andre mere kvalitative og pædagogisk velfunderede midler til.

6	<p>Anderson, C., Day, K., & McLaughlin, P. (2006). Mastering the dissertation: Lecturers' representations of the purposes and processes of Master's level dissertation supervision. <i>Studies in Higher Education</i>, 31(2), 149-168.</p>	<p>This article reports on part of a study of dissertation work in taught Masters courses. It focuses on presenting findings from interviews with 13 supervisors in a faculty of education concerning the normative order that they believed should prevail within the supervisory relationship, and their complex representation of student agency and of student and supervisor responsibilities. The final discussion frames central findings within a sociocultural account of learning and teaching. It highlights the quality of shaping and supporting students efforts that framed supervisors commitments and actions: i.e. it details how supervisors saw themselves as having a gatekeeping role and a commitment to align students work with academic standards, and at the same time a personal commitment which involved a responsibility to assist students to pursue a topic that excited their interest and to support their sense of agency. (Contains 2 figures.)</p>
7	<p>Anderson, C., Day, K., & McLaughlin, P. (2008). Student perspectives on the dissertation process in a masters degree concerned with professional practice. <i>Studies in Continuing Education</i>, 30(1), 33-49.</p>	<p>Despite the proliferation of taught masters courses, the experiences of masters students in general have received comparatively little attention within the research literature, and the dissertation process in particular has not been investigated extensively. The present article focuses on the findings of detailed interviews with 15 professionals studying part time who had recently completed a masters dissertation in a faculty of education, and is part of a larger study that examined both student and staff perspectives. A central facet of these students' experiences of researching and writing-up a dissertation was their representation of their own agency and how this was connected to a particular sense of personhood and a strategic approach, whilst being enabled by supervisors and supportive others. The normative order that study participants believed should prevail within the supervisory relationship is delineated and issues concerning the conceptualisation of student agency are addressed.</p>
8	<p>Basturkmen, H., East, M., & Bitchener, J. (2014). Supervisors' on-script feedback comments on drafts of dissertations: socialising students into the academic discourse community. <i>Teaching in Higher Education</i>, 19(4), 432-445.</p>	<p>Supervising masters and doctoral dissertations is a key function of teaching in higher education and giving written feedback on draft sections is an essential component of this function. However, the specific types of response that supervisors give to their dissertation students' written work have received limited research interest to date.</p>

		<p>The present study drew on an academic discourse community perspective in examining feedback comments on draft sections of dissertations across three disciplinary areas. It investigated which aspects of writing the comments focused on and how the comments were formulated linguistically, and developed descriptive frameworks that may be of value to supervisors wishing to reflect on their practice. Findings are discussed in relation to supervisors' perspectives, academic discourse community expectations and norms of supervisory communication.</p>
9	<p>Bengtson, S. S. (2011). Getting personal—what does it mean? A critical discussion of the personal dimension of thesis supervision in higher education. <i>London Review of Education</i>, 9(1), 109-118.</p>	<p>The argument of the article is that contemporary research into thesis supervision overlooks important didactical features of the supervisory dialogue because of its focus on general pedagogical categories. Entailing this argument I suggest that the personal dimension should be seen not only as a means to enhanced communication between supervisor and supervisee but as a way of manifesting personalised subject knowledge. As its point of departure the article gives a treatment of different understandings of the personal dimension in thesis supervision in contemporary research in Scandinavia and Britain. Subsequently these lines of research are contrasted with views on personality and professionalism found in prominent Danish and British research into the so-called ontological turn in higher education. (Contains 2 notes.)</p>
10	<p>Bitchener, J., & Basturkmen, H. (2006). Perceptions of the difficulties of postgraduate L2 thesis students writing the discussion section. <i>Journal of English for Academic Purposes</i>, 5(1), 4-18.</p>	<p>In postgraduate study, students including L2 students are often required to write a thesis and, as a growing literature reveals, L2 students often experience difficulties in the writing of this genre. While most of this research has involved surveys (questionnaires and interviews) and case studies of supervisor perceptions, only a few studies have also considered student perceptions. Most of the perceptions have considered student difficulties when writing the thesis as a whole, rather than particular section. The present study, based on the use of in-depth interviews with four supervisor-student pairs, focused on student difficulties in writing the discussion of results section (DRS) of the thesis and investigated the extent to which the perceptions of the students matched those of their supervisors. The study found that: (1)</p>

		students had a more limited understanding of the function of the DRS compared to that of their supervisors; (2) common understanding between the supervisors and the students about the nature and cause of the students' difficulties was limited; and (3) students tended to use limited proficiency as a default mode of explanation of their difficulties whereas three out of the four supervisors offered explanations not related to second language proficiency. (Contains 4 tables.)
11	Breunig, M., & Penner, J. (2016). Relationship Matters: Duo-narrating a Graduate Student/Supervisor Journey. <i>Journal of Education and Training Studies</i> , 4(6), 18-27.	The student/supervisor relationship may be one of the most important aspects of graduate student success; yet, few academics receive any training in student supervision. Students may not know what qualities and capacities to consider when choosing a supervisor. The purpose of this paper is to duo-narrate the story of our experiences with a Social Justice and Equity Studies master's thesis project at a Canadian University focusing on student/supervisor relationship-building. In this collaborative endeavor we share stories of our experiences in an effort to communicate the centrality of "relationship" in the student/supervisor collaboration. We provide personal and literature-based insights into graduate supervision, including lessons learned and advice(s) for both faculty and students about: 1) relationship matters; 2) the value of communication; and 3) the importance of culture and context.
12	Brown, L. (2007). A consideration of the challenges involved in supervising international masters students. <i>Journal of Further and Higher Education</i> , 31(3), 239-248.	This paper explores the challenges facing supervisors of international postgraduate students at the dissertation stage of the masters programme. The central problems of time pressure, language difficulties, a lack of critical analysis and a prevalence of personal problems among international students are discussed. This paper makes recommendations for the improvement of language and critical thinking skills, and questions the future policy of language requirements at HE for international masters students.
13	Bruce, A., Stajduhar, K., Molzahn, A., MacDonald, M., Starzomski, R., & Brown, M. (2008). Nursing graduate supervision of theses and projects at a distance: Issues and challenges. <i>International Journal of Nursing Education Scholarship</i> , 5(1), 1-12.	Nursing graduate supervision of theses and projects at a distance is a new experience for many faculties. In our global and mobile society, nursing students frequently seek graduate programs that are geographically distant from their home communities. As options for nursing graduate education through distributive learning become increasingly available, the challenges for faculty to supervise graduate

		students at a distance pose issues and concerns. In this paper, key issues including difficulty deciding between a project and a thesis, difficulty identifying a supervisor, developing the mentoring relationship between the student and the supervisor, and conducting analysis at a distance are discussed. Strategies developed to address these challenges are presented and critiqued. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
14	Burchell, H., & Dyson, J. (2005). Action research in higher education: exploring ways of creating and holding the space for reflection. <i>Educational Action Research, 13</i> (2), 291-300.	This article explores the place of individual and collective reflection in action research in higher education. It draws on the experience of a year-long project in which a group of five lecturers explored their practice as supervisors of students preparing dissertations. The project provided opportunities for both individual and group reflection on practice through interviews and a series of group meetings. A key dimension of the project was the creation of "reflective spaces" within both these contexts. The authors present the strategies they used and discuss some of the issues raised in facilitating action research of this kind.
15	Byers, D. S., Coburn, J., Hurvitz-Prinz, A., & Hustead, P. (2017). Learning Together: A Dialogue on Collaborative MSW Thesis Advising. <i>Smith College Studies in Social Work, 87</i> (4), 345-349.	In this coauthored reflection, we share our experiences as three MSW students and one PhD student working closely together over the 2013–2014 academic year on MSW thesis projects. The PhD student served as research advisor for our group, but we created a collaborative supervision structure. We met weekly by Skype during busy periods, read each other’s drafts, coded excerpts of each other’s interviews, pushed at and challenged each other’s analyses, and encouraged each other at each step. This reflection is based on a recorded, transcribed, and edited dialogue between the four of us, three years later. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)
16	de Kleijn, R. A., Bronkhorst, L. H., Meijer, P. C., Pilot, A., & Brekelmans, M. (2016). Understanding the up, back, and forward-component in master's thesis supervision with adaptivity. <i>Studies in Higher Education, 41</i> (8), 1463-1479.	Despite the importance of goals in educational theories, goals in master's thesis projects are rarely investigated. Therefore, this study explores how goals play a role in master's thesis supervision in terms of: defining the goals (up-component); locating where the student stands in relation to the goals (back-component); and how the student can more closely reach the goals (forward-component). Twelve

		<p>supervisors and students were interviewed and the adaptive approach of supervision emerged as a recurrent theme. Applying qualitative content analysis, findings indicated that the role of goals can be described as: aiming to reach the goals (up-component) by adapting supervision strategies (forward-component), based on students' specific needs and where they stand (back-component). This was termed "adaptivity." Providing adaptive supervision can also involve tensions concerning the level of regulation and the severity of their critique (ranging from mild to heavy-handed). Findings are discussed in relation to other studies concerning research supervision.</p>
17	<p>de Kleijn, R. A., Mainhard, M. T., Meijer, P. C., Brekelmans, M., & Pilot, A. (2013). Master's thesis projects: student perceptions of supervisor feedback. <i>Assessment & Evaluation in Higher Education</i>, 38(8), 1012-1026.</p>	<p>A growing body of research has investigated student perceptions of written feedback in higher education coursework, but few studies have considered feedback perceptions in one-on-one and face-to-face contexts such as master's thesis projects. In this article, student perceptions of feedback are explored in the context of the supervision of master's thesis projects, using review studies with respect to effective feedback in coursework situations. Online questionnaires were administered to collect data from three cohorts of master's students who were either working on their thesis or had recently finished it (N = 1016). The results of the study indicate that students perceive the focus of feedback in terms of a focus on task and self-regulation; they perceive the goal-relatedness of feedback in terms of feed up (goal-setting) and feed back-forward (how am I going and where to next?); and elaboration of feedback is perceived in terms of positive and negative feedback. Furthermore, students that perceive the feedback to be positive, and to provide information on how they are going and what next steps to take, are the most satisfied with their supervision and perceive they are learning most from their supervisor. The findings are discussed in relation to findings in coursework settings, and are explained using goal orientation theories. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>
18	<p>de Kleijn, R. A., Mainhard, M. T., Meijer, P. C., Pilot, A., & Brekelmans, M. (2012). Master's thesis supervision: Relations between perceptions of the supervisor–student</p>	<p>Master's thesis supervision is a complex task given the two-fold goal of the thesis (learning and assessment). An important aspect of supervision is the supervisor-student relationship. This quantitative</p>

	<p>relationship, final grade, perceived supervisor contribution to learning and student satisfaction. <i>Studies in Higher Education</i>, 37(8), 925-939.</p>	<p>study (N = 401) investigates how perceptions of the supervisor-student relationship are related to three dependent variables: final grade, perceived supervisor contribution to learning, and student satisfaction. The supervisor-student relationship was conceptualised by means of two interpersonal dimensions: control and affiliation. The results indicated that a greater degree of affiliation was related to higher outcome measures. Control was positively related to perceived supervisor contribution to learning and satisfaction, but, for satisfaction, a ceiling effect occurred. The relation between control and the final grade was U-shaped, indicating that the average level of perceived control is related to the lowest grades. The results imply that it is important for supervisors to be perceived as highly affiliated and that control should be carefully balanced. (Contains 3 tables and 3 figures.)</p>
19	<p>de Kleijn, R. A., Meijer, P. C., Brekelmans, M., & Pilot, A. (2013). Curricular Goals and Personal Goals in Master's Thesis Projects: Dutch Student-Supervisor Dyads. <i>International Journal of Higher Education</i>, 2(1), 1-11.</p>	<p>To be effective, feedback should be goal-related. In order to better understand goal-related feedback in Master's thesis projects, the present study explores the goals of supervisors and students in supervision dyads and similarities and differences within and between these dyads. Twelve supervisors and students were interviewed, and their goals were categorized using a curricular perspective and personal goals perspective. Results indicated that most students and supervisors pursue both curricular and personal goals, which is explained with the transitional phase from being a student to becoming a professional. Within dyads goals of supervisors and students vary greatly and supervisors recognize students' curricular goals better than students' personal goals. The findings suggest that goal-related feedback in Master's thesis supervision can be complex, as students and supervisors (1) can pursue different goals and (2) do not always correctly perceive each other's goals.</p>
20	<p>de Kleijn, R. A., Meijer, P. C., Brekelmans, M., & Pilot, A. (2015). Adaptive research supervision: exploring expert thesis supervisors' practical knowledge. <i>Higher Education Research & Development</i>, 34(1), 117-130.</p>	<p>Several researchers have suggested the importance of being responsive to students' needs in research supervision. Adapting support strategies to students' needs in light of the goals of a task is referred to as "adaptivity." In the present study, the practice of adaptivity is explored by interviewing expert thesis supervisors about diagnosing student characteristics in order to determine students' needs and concurrent</p>

		<p>adaptive support strategies. The findings suggest that next to competence, supervisors also diagnose elements of students' determination and context. With respect to support strategies, it is suggested that supervisors adapt to student needs in terms of explicating standards, quality or consequences, division of responsibilities, providing more/less critical feedback and sympathising. The complexity of the relationship between diagnosing student characteristics and adapting support strategies is illustrated and needs further study.</p>
21	<p>de Kleijn, R. A., Meijer, P. C., Pilot, A., & Brekelmans, M. (2014). The relation between feedback perceptions and the supervisor–student relationship in master's thesis projects. <i>Teaching in Higher Education</i>, 19(4), 336-349.</p>	<p>Research supervision can be investigated from social-emotional and cognitive perspectives, but most studies include only one perspective. This study aims to understand the interplay between a social-emotional (supervisor-student relationship) and cognitive (feedback) perspective on the outcomes of master's thesis supervision in specific, by investigating student perceptions of both perspectives. Questionnaire data (N=1016) were collected and analysed using regression analyses. For student satisfaction (SS) and students' perceived supervisor contribution to learning (PSCL), affiliation by far is most important, followed by control for SS and feedback-forward for PSCL. Also, interaction effects between feedback and interpersonal perceptions were found, indicating that the role of feedback perceptions is most important in situations in which no optimal supervisor-student relationship could be established. Findings imply the importance for master's thesis supervisors of creating friendly and helping relationships with students and if this is problematic, extra care should be taken with giving feedback.</p>
22	<p>Dupont, S., Galand, B., & Nils, F. (2015). The impact of different sources of social support on academic performance: Intervening factors and mediated pathways in the case of master's thesis. <i>European Review of Applied Psychology</i>, 65(5), 227-237.</p>	<p>Introduction: Academic failure and dropout are pervasive challenges at all levels of the education system. Research so far pointed out different aspects of this large phenomenon. On the one hand, some scholars have argued that social support is a key factor to foster learning and persistence. On the other hand, some other scholars have rather highlighted the role of student motivation and engagement itself in improving performance on academic tasks. In this article, we tested theoretical models that combine the two approaches in a whole process.</p>

		<p>Aims: We aimed at clarifying (1) the specific contribution of several sources of perceived social support to academic performance, and (2) the mediation role of motivation and engagement in the relationships between perceived social support and performance. Method: The sample consisted of 226 last year university students. Structural equation modeling analyses were used to test the hypothesized associations. Results: Structural equation modeling analysis revealed that institutional and supervisor support were associated with motivation, which in turn predicted greater behavioral, cognitive and emotional engagement. Further, behavioral engagement was the unique contributor of academic performance at the master's thesis. Conclusion: The results clarify the specific contribution of different sources of perceived social support and underline the importance of the supervisor and the institution. They also underline the importance of considering different sources of perceived social support at the same time. Finally, theoretical assumptions concerning the mediational role of motivation were confirmed. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)</p>
23	<p>Dysthe, O., Samara, A., & Westrheim, K. (2006). Multivoiced supervision of Master's students: a case study of alternative supervision practices in higher education. <i>Studies in Higher education</i>, 31(03), 299-318.</p>	<p>This article describes and analyzes an alternative supervision model at the Master of Education Programme at the University of Bergen aimed at improving research supervision. A three-pronged approach was introduced, combining supervision groups, student colloquia and individual supervision. The supervision groups consisted of two supervisors and their Master's students, while the student colloquia consisted of the same students without teachers. The case study of this alternative supervision practice is based on sociocultural perspectives on knowledge and learning, combining theoretical concepts from Lave and Wenger and Bakhtin. The three arenas were found to supplement one another: while student colloquia provided personal support, and served as a first filter for ideas and texts, the supervision groups provided multivoiced feedback on student texts and enculturation into the discipline. Individual supervision provided more specific advice. Critical factors for supervision groups were regular attendance, mutual obligation, structure and clear rules.</p>

24	<p>Eriksson, A., & Nordrum, L. (2018). Unpacking challenges of data commentary writing in master's thesis projects: an insider perspective from chemical engineering. <i>Research in Science & Technological Education</i>, 36(4), 499-520.</p>	<p>Background: Data commentary, in-text comments on the visual presentation of data, is acknowledged as a central aspect of academic writing in many engineering disciplines. At the same time, it is a feature that has been shown to be challenging for students. One of the genres in which data commentary plays a significant role in many engineering disciplines is the master's thesis. Comparatively little research has been done on the process of master thesis supervision, and combining the study of data commentary and master's thesis supervision is therefore particularly interesting. Purpose: This study explores the challenges of data commentary writing through interviews with master's students and thesis supervisors of chemical engineering. Sample and method: Master's students at a Swedish university were invited to participate in a workshop about the writing of data commentary. Nine master's students and five supervisors were interviewed about what is difficult and important about writing data commentaries in their discipline as well as about decisions made in data commentaries written by the students. The interviews were divided into a semi-structured and a discourse-based part. Results: Our results indicate that data commentary comes with a variety of challenges. Among the most difficult and important aspects are selection of content and clarity. The study also indicates a close connection between data commentary and disciplinary learning in chemical engineering, suggesting that highlighting data commentary in the teaching of master's thesis writing will be time well spent. Conclusions: In order to make the teaching and learning of data commentary effective in the context investigated, we propose that important measures are: the development of a shared metalanguage among students and supervisors, a genre approach, and collaboration between engineering and communication faculty.</p>
25	<p>Filippou, K., Kallo, J., & Mikkilä-Erdmann, M. (2017). Students' views on thesis supervision in international master's degree programmes in Finnish universities. <i>Intercultural Education</i>, 28(3), 334-352.</p>	<p>This paper employs an intercultural perspective to examine students' views on master's thesis supervision and the roles and responsibilities of supervisors and students. The 302 respondents who answered the online questionnaire were enrolled in international master's degree programmes in four Finnish universities. The study revealed</p>

		asymmetric views by students regarding the division of responsibilities between themselves and their supervisors. It was found that very few students and supervisors discuss the differences in study cultures between Finland and students' countries of origin, their cultural backgrounds or the aspects of Finnish society that students do not understand. The research suggests that supervisors and students need to conduct early discussions on supervision and culture.
26	Firing, K., Klomste, A. T., & Moen, F. (2013). Masterstudents opplevelse av møter med veileder: Det er veiledningen som gjør at en føler at en mestrer. <i>Uniped</i> , 36(02), 81-92.	I studier av veiledning er det ofte gjort et skille mellom den akademiske og den personlige dimensjon. Det anerkjennes videre at veiledning har betydning for studenters mestring. Med bakgrunn i denne faglige argumentasjonen, utviklet vi følgende problemstilling: Hvordan opplever studenter sitt møte med veileder i forhold til mestring under veiledning på masteroppgaver? Intervjuer viste at studentene opplevde veilederne i spekteret fra svak til sterk innenfor både den akademiske og den personlige dimensjon. Den på følgende analysen resulterte i følgende fire kategorier: (1) Ikke-møting, (2) Rosemøting, (3) Prestasjonsmøting og (4) Mestringsmøting. Videre ble de ulike møtene diskutert i forhold til mestring. Møtene og veiledningens betydning for mestring illustreres gjennom ytringen "det er veiledningen som gjør at en føler at en mestrer".
27	Fossøy, I., & Haara, F. (2016). Training Master's Thesis Supervisors within a Professional Learning Community. <i>International Journal of Higher Education</i> , 5(4), 184–193.	Completion of a master's degree has changed significantly from being the specific responsibility of the candidate and his/her supervisor to being the responsibility of the whole educational institution. As a consequence, we have initiated an internal training course for professional development related to the supervision of master's theses. In this article, we outline the course and the participants' experiences and reflections. Further, the results are analyzed and discussed. We use the analytical framework of the concept of "professional learning communities" (Stoll et al., 2006), and action learning as a tool to implement ideas on professional learning. The course itself was divided into two separate phases: one combined (shared) training phase and one phase where supervisors were divided into forums to discuss authentic situations arising from forum members' supervision. The results

		indicate that the course as a whole was successful in promoting the professional development and collective learning of the academic staff.
28	Ginn, F. (2014). "Being like a researcher": supervising Masters dissertations in a neoliberalizing university. <i>Journal of Geography in Higher Education</i> , 38(1), 106-118.	The neoliberalization of universities is creating an increasingly instrumental, market-focused approach to higher education. This paper focuses on Masters dissertation supervision in the UK, which to date has been understudied and which recent changes to higher education have left in a precarious position. It presents a collaborative reflection on the supervision process conducted by students and the author at the University of Edinburgh. Expanding on recent interventions concerning geography, neoliberalization and the academy, I suggest that communality, ambiguity and collective reflectivity offer tactics both to enhance supervisory practice and to resist neoliberalization.
29	Goltermann, P., Ottosen, L. M., Nielsen, J. H., Schmidt, J. W., Jensen, P. E., Kirkelund, G., & Olesen, J. F. (2018). <i>Project families: How to improve learning in thesis works and increase impact on research</i> . Technical University of Denmark, Department of Civil Engineering. B Y G D T U. Rapport, No. R-402	This paper describes the development of a new concept for organizing thesis work and supervision with the purpose of improving civil engineer students learning within the general key competences and increase their contribution to research and development, by using the student, supervisor and technicians resources in a more efficient way. This concept organizes the traditional thesis works with 1 or 2 students collaborating at a project and a report into project families. A project family consists of a number of project students focusing on a common problem, where the students works supplement each other, share the supervisor team, test facilities, data and project room, while still being independent. The paper presents results for 104 students thesis works and documents significant improvements in learning and in contributions to research and thus a better and more efficient use of the students resources and of the university resources.
30	Hajar, A. (2018). Understanding Arab students' challenges, strategy use and future vision while writing their Masters dissertations at a UK University: a qualitative inquiry. <i>Innovation in Language Learning and Teaching</i> , 12(3), 260-273.	This paper aims to explore the strategic learning efforts and future vision of a group of Arab postgraduate students studying in a British University while writing a dissertation in English (about 15,000-20,000 words). It is guided by Dörnyei's [2009. "The L2 Motivational Self System." In "Motivation, Language Identity and the L2 Self," Chapter 2, edited by Z. Dörnyei and E. Ushioda, 9-42. Bristol: Multilingual Matters] concept of 'possible selves', and Hajar's [2016. "Motivated by Visions: A Tale of a Rural Learner of English." "The Language

		<p>Learning Journal" 1-17. doi:10.1080/09571736.2016.1146914.] distinction between compulsory and voluntary strategies. Semi-structured interviews with each participant were used to collect data. The data suggest that the participants' language learning goals and associated strategy use for writing a dissertation were essentially influenced by the practices of their dissertation supervisors, who seemed to adopt a 'dynamic assessment' approach. The adoption of dynamic assessment by most supervisors helped the participants to strengthen the vision of their ideal L2 self, and make their goals clearer and more specific. From this qualitative study, practical recommendations to develop the effectiveness (quality) of Masters dissertation supervision at UK universities were made, and areas for ongoing research were suggested.</p>
31	<p>Hansen, P., & Hansson, H. (2017). Exploring student and supervisor interaction during the scipro thesis process: Two use cases. <i>International Journal of Distance Education Technologies (IJDET)</i>, 15(2), 33-44.</p>	<p>Common problems identified by students during their interaction with supervisors are too little instructions as well as infrequent and insufficient supervisor feedback. The SciPro system has been developed to tackle these problems. This paper describes, analyzes and discusses the interaction between students and supervisors using the SciPro system. Through two use cases involving two supervisors and 38 bachelor and master students, the authors show that the structure implemented in SciPro supports and allows for different pedagogical approaches and supervision styles. Ten different types of interactions in the thesis process are identified. In order to explain why some students do not complete within the timeframe, the authors identify six categories of problems: (1) language skills; (2) inability to apply research methods; (3) ability for self-study; (4) lack of creativity; (5) limited knowledge about how to write academic work; and (6) lack of motivation. The collaborative stage of group-supervision may be one possible way to deal with the different type of support for the process of managing student theses.</p>
32	<p>Hansson, H., Moberg, J. & Peiris, R. (2012). SciPro Idea Bank: Matchmaking Ideas, People And Organizations To Facilitate Innovative Theses, <i>International Conference on</i></p>	<p>This article focus on thesis writing and how to match a large number of students with available supervisors based on creative ideas. Another challenge is to connect the students' thesis topics with current research activities at the university and businesses. In order to facilitate a good</p>

	<p><i>Advances in ICT for Emerging Regions (ICTer2012)</i>, Colombo, 111-121.</p>	<p>start, the Idea Bank has been developed. This pool of ideas is generated by business, research funding bodies, supervisors and students. This management problem is of general interest for all universities and of importance for quality thesis output as well as for skills and learning in demand by the public and private sector. The Idea Bank is the point of departure for the thesis process, supported by the IT-system, SciPro. Aim: To describe and analyse matching based on ideas, students and supervisors in order to facilitate quality thesis production. Methods: The research approach is based on action research and design research principles. Data collection methods: interviews, observations, focus group discussions and log data during a period of 1,5 year. Results and Discussion: Students appreciate as much information and inspiration as possible when creating their thesis topics. Our model consists of one semester of “thinking” and developing and during that period ideas are available from supervisors, business enterprises and public sector organisations. This paper presents three IT-models that have been developed to manage these thesis ideas and the matching with supervisors. Conclusions: The Idea Bank and matching system definitely add value, saves time and increase the quality of theses. Due to conflicting interests about the process between the stakeholders, the system has been rebuilt each year in order to create the best compromise. The process implemented rewards active supervisors and active students by providing freedom, control and selection of relevant topics to a high degree.</p>
33	<p>Harwood, N., & Petrić, B. (2020). Adaptive master’s dissertation supervision: a longitudinal case study. <i>Teaching in Higher Education</i>, 25(1), 68-83.</p>	<p>Drawing on supervisor and supervisee interviews, analysis of supervisor feedback on the supervisee’s draft chapters, and departmental supervisory guidelines, this study focuses on the roles a master’s dissertation supervisor plays during the course of supervision. These roles are discussed referring to models of supervisory pedagogy, the teaching, partnership, apprenticeship, contractual, pastoral, and non-interfering models. Supervisee and supervisor agreed that the supervisor aligned with different roles at different times for different purposes, showing this was a case of adaptive supervision. Nonetheless, the supervisor’s feedback indicated supervision was more directive than</p>

		<p>his interview data suggested, illustrating the need to collect data from multiple sources to capture the complexities of the supervisory dynamic. We conclude that the dangers of departments attempting to formulate homogenized supervisory practices are highlighted by our case.</p>
34	<p>Holliman, A. J., & Jones, T. (2018). Identifying a Topic for a Psychology Dissertation: A Process Map for Students. <i>Psychology Teaching Review</i>, 24(1), 82-90.</p>	<p>Identifying a 'promising' topic for a psychology dissertation is widely recognised as one of the most important, challenging, and stressful parts of the research process. Students are required to work in a relatively unstructured way (compared with other modules) to independently identify a topic that is not only appropriate, of personal interest, ethical, and achievable, but also rooted in psychological literature, methodologically sound, and with originality (for higher marks and publication potential). This typically occurs concomitantly with other modules, assessments, and obligations, within a restricted timeframe, placing heavy demands on students (and sometimes their supervisors). Although there are extensive resources on 'doing a psychology project' and on 'choosing a dissertation topic' we feel there remains scope to more effectively support students' topic selection in a way that does not circumvent the independent nature of the activity and process. In this article, we present a 'process map' (the first of its kind to our knowledge) that may assist students to independently identify a 'promising' topic for their psychology dissertation. We believe this will be of great value to undergraduate and postgraduate psychology students, dissertation supervisors, and other module and course teams. Given the timing and importance of the dissertation module, this resource may also lead to enhancement of the overall student experience.</p>
35	<p>Host, M., Feldt, R., & Luders, F. (2009). Support for different roles in software engineering master's thesis projects. <i>IEEE Transactions on Education</i>, 53(2), 288-296.</p>	<p>Like many engineering programs in Europe, the final part of most Swedish software engineering programs is a longer project in which the students write a Master's thesis. These projects are often conducted in cooperation between a university and industry, and the students often have two supervisors, one at the university and one in industry. In particular, the Bologna Process that is currently underway to align different higher educational programs in Europe discusses industrial</p>

		<p>Master's theses as a major type of thesis project. However, there is a lack of knowledge on how best to support these projects and the different stakeholders involved. This paper presents a study where students and supervisors from software engineering Master's thesis projects at three different Swedish universities are interviewed. The intention of the study is to explore what the major problems of different stakeholders are during a project and to investigate what type of support is needed. Based on the interview results, a support model is defined, which outlines the different types of support that are needed for different roles in Master's thesis projects. (Contains 2 figures and 1 table.)</p>
36	<p>Hu, Y., van der Rijst, R. M., van Veen, K., & Verloop, N. (2016). The purposes and processes of master's thesis supervision: a comparison of Chinese and Dutch supervisors. <i>Higher Education Research & Development</i>, 35(5), 910-924.</p>	<p>The number of international Chinese students enrolled in research programmes in Western universities is growing. To provide effective research supervision to these students, it is helpful to understand the similarities and differences in the supervision process between the host country and their home country. We explored which learning outcomes supervisors of master's theses aim for in two cultures, China and the Netherlands, and how they help their students to achieve these learning outcomes. Semi-structured interviews with 10 Chinese and 10 Dutch supervisors revealed, besides a strong resemblance, some clear differences between the two groups. For example, the Chinese supervisors aim to prepare their students for future jobs and use explicit assessment and regulation to monitor student progress, while the Dutch supervisors aim to enhance student well-being and use implicit regulation, emotional support and frequent posing of questions to facilitate student learning. Implications for cross-cultural and international education are provided.</p>
37	<p>Iversen, A. C., Hetland, H., & Wiium, N. (2007). Hvilken betydning har personlige og strukturelle faktorer for gjennomføring av mastergrad? <i>UNIPED</i>, 30(2), 5-14.</p>	<p>Med innføring av Kvalitetsreformen fra 2003 har det blitt sterkere fokus på gjennomføring av høyere grad. I denne artikkelen undersøker vi betydning av personlig motivasjon, strukturelle forhold og veileders engasjement for fullføring av mastergrad. Artikkelen er basert på data fra en spørreskjemaundersøkelse gjennomført ved Universitet i Bergen våren 2006. Av de 381 studentene som besvarte spørreskjema (52 % svar) var det 266 studentene som hadde påbegynt studiene i 2003. Av</p>

		disse studerte 203 på heltid og denne gruppen utgjør materialet i denne undersøkelsen. Studentene ble delt inn i to grupper: fullført og ikke fullført. I gruppen fullført har vi inkludert studenter som har levert innen 5-6 semester. Resultatene viser at 70% av studentene som påbegynte masterstudier i 2003, hadde fullført innen våren 2006, blant disse hadde 38.6% fullført innen normert tid. En kombinasjon av personlig motivasjon og strukturelle forhold ser ut til å være av betydning for fullføring av mastergrad. Personlig målsetting, det at studentene synes det var viktig å fullføre på normert tid, hadde signifikant betydning, likeså veileders målsetting. Også hyppighet av veiledning var av signifikant betydning. Av strukturelle forhold var det å ha masteroppgaven som en del av et forskningsprosjekt av signifikant betydning for fullføring.
38	Jaber, R., & Kennedy, E. (2017). 'Not the same person anymore': groupwork, identity and social learning online. <i>Distance Education</i> , 38(2), 216-229.	This paper argues that identity may be key to understanding why social presence has been considered so important to successful learning experiences. A qualitative case study of 10 students and 4 tutors in an online postgraduate education program was conducted. The research applied the work of Goffman to explain the relationship between social presence and support for the social production of identity online. Semi-structured individual and group interviews revealed the importance of trustworthy social interaction to support students' performance of identity and identity shifts in fostering deeper social learning. Implications for the design of effective online learning experiences are provided.
39	Jensen, H. N. (2010). » Det lukkede rum «—en dør på klem til specialevejledning. <i>Dansk Universitetspædagogisk Tidsskrift</i> , 5(8), 17-22.	Døren til ti specialevejledningsemøder er blevet åbnet. Hvad der foregik bag døren giver artiklen et lille indblik i. Tre fund viser, at det er vigtigt at forventningsafstemme det enkelte vejledningsemøde; at faglige, metodiske og processuelle dimensioner i vejledningen smelter sammen i varierende former og øget opmærksomhed på enkeltdelene kan bidrage til at kvalificere vejledningen samt at feedback med afsæt i den studerendes dagsorden kan bidrage til at aktivere de studerende.
40	Jensen, H. N., & Christensen, N. T. (2012). <i>Dialogisk specialevejledning: sammenfattende rapport om projektføreløb og resultater</i> . Kbh.: Institut for Statskundskab.	

41	<p>Jensen, H. N., & Jensen, C. J. (2015). Specialestuderendes læringsudfordringer i vejledningen-nudging som handlemulighed. <i>Dansk Universitetspædagogisk Tidsskrift</i>, 10(18), 25-34.</p>	<p>Specialeskrivere møder læringsudfordringer i skriveprocessen. Hvilke læringsudfordringer, det er, og hvordan studerende og vejledere håndterer dem, er artiklens fokus. Empirien er videooptagede vejledningssmøder, hvor der er minimum to optagelser for hver vejleder og studerendes forløb. Det teoretiske afsæt er generiske læringsudfordringer i vejledningsprocesser, hvor læring opstår, når de studerende passerer en læringsudfordring. Vejledere kan bruge forståelsen af læringsudfordringer til at "nudge"- plante en idé – som en måde at få studerende til at passere læringsudfordringerne.</p>
42	<p>Jensen, H. N., & Jensen, H. (2013). Specialevejledning på seks måneder: De nye specialeregler belyst ved erfaringer fra Institut på Statskundskab, Københavns Universitet. <i>Dansk Universitetspædagogisk Tidsskrift</i>, 8(14), 3-12.</p>	<p>Artiklen, der bl.a. bygger på resultaterne fra en spørgeskemaundersøgelse blandt specialevejlederespecialevejledere på Institut for Statskundskab, KU, viser, at 6-månedersreglen har ført til mere fokus på tidsfaktoren i specialevejledningen, men formentlig også lidt ændrede krav til vejlederne. Holdningen til 6-månedersreglen hos vejlederne er den samme som hos de studerende, nemlig positiv.</p>
43	<p>Jensen, T. W., & Bengtsen, S. S. (2011). Fra løsninger til nye spørgsmål. Kandidatspecialet som forskningsfelt. <i>Dansk Universitetspædagogisk Tidsskrift</i>, 6(10), 31-36.</p>	<p>I denne artikel argumenterer vi for, at der er et behov for flere og varierede metoder og tilgange indenfor universitetspædagogisk forskning i kandidatspecialer. Ønsket er at udvide forskningsfeltet, så der kommer et supplement til den overvejende problemorienterede og pragmatiske tilgang, som dominerer på feltet i dag. Vi forsøger at optegne feltets alleredeeksisterende tilgange til forskning i kandidatspecialet samt at udpege, hvorledes andre tilgange kan være givende som supplement til feltet. Vores sigte er at påpege vigtigheden af, at specialet ikke blot ses som noget, man gør, eller noget, man ved noget om, men i høj grad også har at gøre med noget, man er eller bliver til.</p>
44	<p>Jensen, T. W., Bay, G., & Andersen, P. (2017). Udvikling af studerendes akademiske skrivekompetencer – en model for en indsats på fakultetsniveau. <i>Dansk Universitetspædagogisk Tidsskrift</i>, 12(22), 88-98.</p>	<p>I artiklen præsenteres en model for, hvordan den faglige ledelse på enkeltuddannelser og den faglige ledelse på tværs af flere uddannelser (her konkret et helt fakultet) kan igangsætte arbejdet med udviklingen af de studerendes akademiske skrivekompetencer på en måde, der både er forankret i de enkelte faglige miljøer og samtidig muliggør opsamling af erfaringer og behov på tværs af fag. Modellen er udviklet og afprøvet i forbindelse med et projekt afviklet i efteråret 2015 i samarbejde med samtlige syv institutter på Aarhus BSS ved Aarhus</p>

		<p>Universitet. Særligt fremhæves tre af modellens styrker: 1. Modellen faciliterer, at flere centrale faglige aktører involveres i arbejdet med at understøtte de studerendes skrivekompetencer, 2. Modellen giver indsigt i studerendes aktuelle udfordringer og behov på tværs af et fakultet (her i form af 354 skriftlige evalueringer) og 3. Modellen har vist potentiale til at motivere fagene til at fortsætte arbejdet med at understøtte de studerendes skrivekompetencer på egen hånd og tilføre nødvendig viden til dette fortsatte arbejde. This article presents a model for initiating development of academic writing skills in a manner that is both embedded in the disciplines and makes it possible to gain insight into students' experiences and needs across departments. The model is developed and tested in the fall 2015 with all 7 departments at Aarhus BSS, Aarhus University. Three of the models strengths are emphasized: 1. The model facilitates the involvement of central players regarding the task of supporting students writing skills, 2. The model enables insight into the challenges and needs of student writers across faculty (the form of 354 written evaluations) and 3. The model has shown potential to motivate departments to continue to focus on developing students' writing skills.</p>
45	<p>Karunaratne, T. (2018). Blended Supervision for Thesis Projects in Higher Education: A Case Study. <i>Electronic Journal of e-Learning</i>, 16(2), 79-90.</p>	<p>The thesis component of a degree program is vital since the quality of it contributes to the quality of the whole degree. Maintaining the quality of the degree programs and handling the constantly increasing numbers of students entering higher education simultaneously is a challenge for many higher educational institutions. This paper presents a study of how ICT can be used to improve the quality and effectiveness of the thesis projects at Bachelors and Masters Levels. Further, how the blended model of supervision supports solving the issues of managing supervisor time efficiently and providing a quality guidance for thesis students are also explored. Supervisors' perceptions of the ICT enabled thesis process are captured via interviews. Statistics about the completed theses and the user log data of the ICT system are triangulated to complement supervisor perceptions. Results revealed that the supervisors take advantage of the functions in the system to support improving the quality and the quantity of the theses, and the</p>

		blended supervision model adapted in the thesis process support the supervisors to have a better collaboration with the students.
46	McMichael, P. (1992). Tales of the unexpected: supervisors' and students' perspectives on short-term projects and dissertations. <i>Educational Studies</i> , 18(3), 299-310.	Interviews with 22 supervisors of undergraduate and postgraduate projects and dissertations and their students and analysis of audiotapes of tutorials revealed the supervisors' more elaborated views of dissertation management. Responses were categorized into educational support and guidance and personal support, with 79.2% of the supervisors and students highlighting educational guidance and 20.8% personal support. Students and staff mentioned an enabling approach that allowed student ownership of their projects. Staff and students also agreed on their expectations of the students' role, with two-thirds of the responses of both groups emphasizing personal and organizational qualities. The apparent agreement of supervisors and students is examined by means of 2 problematic cases that raise questions of supervisory style, contrasting perceptions of process, and the need to take account of student needs as well as the aims of staff. (PsycINFO Database Record (c) 2016 APA, all rights reserved)
47	Olsson, U., & Hallberg, D. (2018). Gaps and Overlaps in Supervisory Responsibilities: A Case Study of Bachelor's and Master's Students' Thesis Writing in Two Departments. <i>Journal of Academic Writing</i> , 8(1), 54-71.	This article focuses on how supervisors and students perceive their responsibilities at the beginning of the thesis writing process. Students in general do little research writing before beginning their Bachelor's or Master's programs and they often find academic writing to be a complicated task, which means that many do not complete their thesis writing within the stipulated time. A survey was conducted at the Department of Computer and Systems Sciences (DSV) and the Department of Child and Youth Studies (BUV) at Stockholm University, Sweden. In addition to the distribution of responsibility, participants ranked the importance of four issues: the student's own collected data in the thesis; language, layout, and correct referencing; the thesis as an excellent product; and the student's development of his or her competence. In general, students and supervisors agreed on the distribution of responsibilities between them and the importance of some of the issues. The opinions were coherent, considering the survey was conducted early in the thesis writing period. It is suggested that

		future research includes an in-depth investigation of cultural differences between departments.
48	Peiris, R., Hansson, H., Priyantha Hewagamage, K., & Wickramanayeke, G. N. (2013). Assessment Theory and Practice in Thesis Supervision: A Study of Information and Communication Technology Enabled System (SciPro) for Effective Evaluation. In EDEN 2013 Annual Conference: The Joy of Learning. Enhancing Learning Experience Improving Learning Quality. Book of Abstracts (pp. 79–79). European Distance and E-Learning Network.	This paper discusses Information and Communication Technology (ICT) support for thesis supervision assessment from a theoretical point of view. A case study methodology was selected due to the qualitative nature of this research and data collected through the observations and development team discussions. Formative and summative assessment methods were selected from the literature for the main discussion from the thesis supervision assessment point of view. Thesis supervision is a special type of pedagogy, which creates a flexible learning and teaching environment. Students and supervisors collaboratively work for designing a learning process to accomplish objectives of the thesis. Although the academic institution provides a general structure for the thesis supervision process, students and supervisors are in an unstructured environment, which can easily deviate from the study plan and hence, continuous assessment is highly required. Formative assessment methods provide a continuous feedback to both supervisors and students to take necessary actions to re-align the process. Summative assessments are used to assess the overall quality of the product in a particular point. When compared with traditional classroom teaching assessment practices, implementation of summative and formative assessment in thesis supervision process is a challenging task. Although both, formative and summative methods contribute to produce a quality thesis, implementation of formative assessment methods are more complex than summative methods. “SciPro”, a web based thesis supervision information system was observed as a critical case. The observation of the selected case confirms that, facilities in ‘SciPro’ have implemented formative and summative assessment principles and we argue that ICT enabled thesis supervision is highly supportive for implementing assessment theories in thesis supervision process.
49	Pilcher, N. (2011). The UK postgraduate Masters dissertation: an ‘elusive chameleon’?. <i>Teaching in Higher Education</i> , 16(1), 29-40.	Many studies into the process of producing and supervising dissertations exist, yet little research into the ‘product’ of the Masters dissertation, or into how Masters supervision changes over time exist.

		<p>Drawing on 62 semi-structured interviews with 31 Maths and Computer Science supervisors over a two-year period, this paper explores the Masters dissertation ‘product’ and the temporal nature of its supervision. The paper argues that the UK Masters dissertation is, for supervisors, a ‘chameleon’; i.e. perfect for them to modify and adapt to any student within a diverse body in a short completion time. This, coupled with the evolving nature of supervision, means that although the Masters dissertation possesses a number of ‘core’ characteristics, it is difficult to define; an ‘elusive chameleon’. The paper argues that awareness of this will help counter misassumptions and inform supervision, and that further research into the Masters dissertation product will aid our understanding of supervision. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>
50	<p>Ross, J., & Sheail, P. (2017). The ‘campus imaginary’: online students’ experience of the masters dissertation at a distance. <i>Teaching in Higher Education</i>, 22(7), 839-854.</p>	<p>Higher education research has overlooked online distance Masters students’ experiences of independent research, and this is an important gap at a time when increasing numbers of taught postgraduate programmes are delivered online. This article discusses findings from interviews with eighteen graduates from four online Masters programmes. It introduces a key theme from the research: the concept of the ‘campus imaginary’, which emerged during analysis as a way of accounting for interviewees’ tendencies to attribute challenging experiences to being at a distance from their supervisors, peers and the university campus. Common issues for Masters students, such as unexpected obstacles, difficult supervisory relationships, lack of time, and feelings of isolation were interpreted by students as features of the online dissertation process. We argue that the over-privileging of the campus and the face-to-face experience affects students’ campus imaginaries, but that imaginaries also leave space for more productive ways of engaging with online students at the independent research stage. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)</p>
51	<p>Rønn, K.V. & Petersen, K.L. (2018). Collective supervision of Master’s thesis students. <i>Dansk Universitetspaedagogisk Tidsskrift</i>, 13(25), 171-193.</p>	<p>Collective supervision has become a common way to provide supervision at schools of higher education. This is also true for the supervision of master’s thesis students on the Master’s Programme,</p>

		<p>Security Risk Management at the University of Copenhagen. Based on experiences with collective supervision of master thesis students, this paper engages with the many understandings of feedback and learning in play in the teaching situation. In the scholarly literature, features such as multivoicedness, dialogue, process- and student-orientation are emphasized when addressing collective supervision. Yet, our findings show a clash of expectations between a majority of the students (and supervisors) and these ideals of collective supervision. Indeed, many students still believe feedback should be troubleshooting and product-oriented. In the final part of the paper we outline a handful of ideas on how to improve future collective supervision to explicitly address the gap between expectations and conceptions of good feedback.</p>
52	<p>Salter-Dvorak, H. (2017). 'How did you find the argument?': Conflicting discourses in a master's dissertation tutorial. <i>London Review of Education</i>, 15(1), 85-100.</p>	<p>This paper discusses feedback for developing L2 writing. It presents data from a serendipitous audio-recording of one L2 master's student's tutorial with her dissertation supervisor at a UK university, which is extracted from a 13-month linguistic ethnography. Following "academic literacies" scholars, I view the tutorial as a "literacy event" (Heath, 1982: 83), which, I argue, takes place in a "backstage" (Goffman, 1959) social learning space where student-teacher power relations and identities may be asymmetrical, contested, and fluid. In line with the tenets of linguistic ethnography (Copland and Creese, 2015: 13), the discourse analysis of the tutorial considers how the interaction here is "embedded in wider social contexts and structures." I identify dominant institutional discourses and discuss how these create power relations that interact with language, identities, and agency in the student's experience. These data are triangulated with post-recall interviews with the two participants, the dissertation draft with the lecturer's written feedback, the summative feedback, and course documents. Findings demonstrate that, while the student was interested in developing argumentation, the supervisor focused on other aspects. I relate this to recent literature on knowledge transformation and argumentation in academic writing, and discuss its implications for L2</p>

		master's students by drawing on Bourdieu's notion of "right to speak" (1991).
53	Samara, A. (2006). Group supervision in graduate education: a process of supervision skill development and text improvement. <i>Higher Education Research & Development, 25</i> (2), 115-129.	This paper is an investigation of group supervision of the Master of Education thesis at the University of Bergen, Norway. Four recorded group supervision sessions are analysed. The group participants are five students and three supervisors. The sessions are analysed from a qualitative, phenomenological perspective. The results show that group supervision enables the development of supervision skills, has an impact on the students' writing process and facilitates the students' enculturation into the particular discipline. The article refers briefly to contextual elements that influence the above processes and makes claims about the function group supervision can serve in higher education.
54	Schwartz, H. L., & Holloway, E. L. (2012). Partners in learning: A grounded theory study of relational practice between master's students and professors. <i>Mentoring & Tutoring: Partnership in Learning, 20</i> (1), 115-135.	Meaningful academic relationships between adult master's students and their professors can both deepen students' learning and serve as a regenerating force for professors. This study employed grounded theory methods to explore the question, "What goes on in relational practice between master's students and professors?" I interviewed 10 matched pairs of recent alumni and professors who identified as having "a meaningful academic relationship". Dimensional analysis surfaced two core dimensions: reconstructing and regenerating. In reconstructing, the students' core dimension reveals the student experience of reconstructing, or understanding more deeply, theory or one's self. In the case of regenerating, the professor's core dimension identifies the professors' experience of "giving back" through their teaching and extending their professional reach by training others. These experiences serve to reinvigorate professors over the course of their careers. In addition, findings in this study resonate with sensitizing concepts including relational cultural theory and relational practice. Finally, the analysis surfaced evidence supporting authentic teaching concepts and connected these concepts to faculty and student learning partnerships. (PsycINFO Database Record (c) 2019 APA, all rights reserved) (Source: journal abstract)

55	<p>Skagen, K. (2017). Faglig dybdeveiledning på masternivå. <i>Norsk pedagogisk tidsskrift</i>, 101(01), 80-91.</p>	<p>Formålet med denne artikkelen er å belyse den personlige og faglige dimensjonen i faglig dybdeveiledning på masternivå. Empirisk forskning og relevant veiledningsteori blir presentert og drøftet for å vise forskjellige forståelser av -begrepene «faglig» og «personlig», og relasjonene mellom disse dimensjonene i praktisk veiledning. Drøftingen belyser også den betydningen det individuelle har for vellykket veiledning, og hevder at veiledningskompetanse på masternivå innebærer faglig individualitet, erfaring fra skrivepraksis og veiledningsdidaktisk kunnskap og ferdigheter. Artikkelen argumenterer for at samvirke mellom det faglige og personlige kan bety levende kunnskap, og at veiledningen slik kan oppnå en forbindelse til et dannelsesnivå. -Artikkelen hevder at allmenne psykologiske eller didaktiske bestemmelser av begrepet «personlig» er reduksjonistiske, og drøfter begrepene «personlig» og «faglig» ut fra Polanyis kunnskapsteori.</p>
56	<p>Sloan, D., Porter, E., Robins, K., & McCourt, K. (2014). Using e-learning to support international students' dissertation preparation. <i>Education + Training</i>, 56(2/3), 122–140.</p>	<p>Purpose: A research paper on the design and implementation of an e-learning resource responding to the globalisation of education. The purpose of this paper is to focus on the challenges presented in learning and teaching on how to support international postgraduate (PG) students undertaking the specific task of a dissertation. Design/methodology/approach: Using findings from 250 PG students, 40 supervisors and two module tutors the research identified the content and language issues faced by students and recognised the need to design an enabler supporting the latter as independent learners and the academic staff delivering support. Findings: The e-learning tool provides an independent learning tool which addresses student concerns relating to the process and content of structuring a dissertation and the function of language. Initial responses have been positive from both staff and students in respect to providing a source of student support and feedback. Originality/value: The research shows how the Dissertation Game Model (DGM), evolved into an e-learning resource supporting student understanding of the content, structure, planning and writing of a dissertation. The e-learning tool focuses on helping international students understand what the generic contents of each</p>

		chapter of a dissertation should contain and supports them in engaging in research as a transferable skill. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)
57	van Swet, J., Smit, B. H., Corvers, L., & van Dijk, I. (2009). Critical friendship as a contribution to master's-level work in an international programme of study. <i>Educational action research, 17</i> (3), 339-357.	This article reports on an action research project in which the value of critical friendship for students doing research and writing their dissertations within an international master's course has been explored. This course is run jointly by Roehampton University (London, UK), Charles University (Prague, Czech Republic) together with Fontys OSO (Tilburg, the Netherlands). It describes the process and the results of working with the concept of critical friendship in this master's course since its start in 2005. Data were collected by means of various qualitative instruments and data sources: evaluation forms after tutorial sessions, reflective logs and focus interviews. The results show that the process of engaging with the research they did was enhanced and supported by the development of critical friendship groups. A number of recommendations have been formulated, such as the importance of discussing the concept of critical friend and its philosophy with the participants and of defining roles and tasks as clearly as possible. (Contains 1 note and 8 tables.)
58	Vehviläinen, S. (2009). Problems in the research problem: Critical feedback and resistance in academic supervision. <i>Scandinavian Journal of Educational Research, 53</i> (2), 185-201.	The paper focuses on a routine activity of academic supervision: Giving and receiving feedback based on the student's master's thesis manuscript. Two case analyses are presented on fundamentally critical feedback. Such feedback constitutes a recommendation to the student to seriously rethink the thesis, but there are various interactional possibilities available for the student not to accept this recommendation. The analysis shows how persistent, albeit subdued, resistance to feedback occurs in two different sequential environments, and how cumulative misalignment results from this development. Pedagogical implications of the analysis are discussed, and it is suggested that the supervision should be viewed and explicitly addressed as a meeting point for two agendas. (Contains 1 table and 7 footnotes.)

59	<p>Vehviläinen, S. (2009). Student-initiated advice in academic supervision. <i>Research on language and social interaction</i>, 42(2), 163-190.</p>	<p>The article analyzes student-initiated advice sequences in Finnish master's thesis supervision, encounters where teachers and students discuss students' ongoing thesis work. Drawing from prior conversation analytic research on advice giving, advice is analyzed here as a problem-solving activity. The article presents two questioning formats used by students. Format I, less frequent, invokes a clear lack of knowledge or competence in a relevant thesis task. Through open-ended question elements and various other design features, these questions constitute a clear plea for help. They also tend to be successful in eliciting extensive advice and help from teachers. Format II, clearly more frequently used in the data, presents checks and proposals and thereby suggests potential solutions to potential problems in the thesis. Polar question or statement formats are used. These questions receive advice in the form of expansions: In addition to the minimal confirmation or disconfirmation, the teachers provide grounds and accounts for their responses. The article demonstrates that responding to student questions is a central pedagogical activity in supervision. In addition, the study shows that in their responding activities, teachers not only orient to the problem-solving task (remedy) but also to estimating the usefulness of the student's problem (relevance). The article discusses these results in terms of their pedagogical relevance and their contribution to the research on advice giving, especially in connection to institutional settings where advisees' autonomy and self-directedness need to be balanced with advice givers' expert perspectives. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>
60	<p>Vehviläinen, S., & Löfström, E. (2016). 'I wish I had a crystal ball': discourses and potentials for developing academic supervising. <i>Studies in higher education</i>, 41(3), 508-524.</p>	<p>Academic supervision of PhD dissertations and master's theses has traditionally been conceptualised as the pedagogy of the dyadic relationship between master and apprentice. Recently, researchers have argued for a more systemic approach. Yet, many communities lack practices for sharing the pedagogical responsibility of supervision. Consequently, individual teachers face the challenges of supervision alone. We have been involved in university pedagogical training where these challenges are explored. Data consist of 44 academics' learning</p>

		<p>tasks, from which we analysed to what extent and how supervision is interpreted as a social activity, and what kind of cultural elements appear in the teachers' discourses. We adopted the sociocultural approach to discourse analysis and treat the academics' experiences as reflections of their wider culture. A "traditional supervisory discourse" pervaded much of the challenges we identified in the academics' descriptions; however, there was also evidence of an aspiring "process-orientated dialogical supervision discourse."</p>
61	<p>Vereijken, M. W., van der Rijst, R. M., van Driel, J. H., & Dekker, F. W. (2018). Novice supervisors' practices and dilemmatic space in supervision of student research projects. <i>Teaching in Higher Education</i>, 23(4), 522-542.</p>	<p>Growing interest in student research projects in higher education has led to an emphasis on research supervision. We focus in this study on novice supervisors' approaches to research supervision as they explore their practices and experience difficulties supervising medical students. Teacher noticing was used as a sensitising concept and relations with teacher dilemmas were explored in the research supervision context. To provide in-depth insights into supervisors' practices and pedagogical choices, twelve stimulated recall interviews with supervisors were analysed. The supervisors were involved in individual undergraduate or master degree student research projects at a research-intensive university. Analysis revealed four kinds of dilemmas which may influence research supervision practices, namely questions regarding regulation, student needs, the student-supervisor relationship and supervisors' professional identity. We explain the relationship between novice supervisors' practices and dilemmas in detail. Implications are given to enhance initiatives for professional development of supervisors.</p>
62	<p>Wagener, B. (2018). The importance of affects, self-regulation and relationships in the writing of a master's thesis. <i>Teaching in Higher Education</i>, 23(2), 227-242.</p>	<p>While the number of postgraduate students is increasing, the writing of a master's dissertation still poses numerous challenges to them. The outcome of this work depends just as much on technical and methodological skills as on affects, self-regulation, and the relationship to the supervisor. In order to test a comprehensive model including all these dimensions for this specific task, we sent a questionnaire to students who had recently completed their master's thesis. The collected answers highlight the importance of the self-regulation of both cognition and affects in such an endeavor. The quality of the</p>

		relationship with the supervisor is also essential. In light of these results, changes regarding the training of students and the coaching methods of supervisors seem necessary.
63	Ward, G., & Dixon, H. (2014). The research masters experience: The impact of efficacy and outcome expectations on enrolment and completion. <i>Journal of Further and Higher Education</i> , 38(2), 163-181.	Students need support to complete research masters degrees. Many of the studies aimed at enhancing the student experience to date have tended to focus on structural aspects of the degree, the academic needs of the students or the qualities of the supervisor. Few studies focus on the support needed to complete research masters degrees and even fewer consider the affective needs of the students. Semi-structured focus group interviews, analysis of the participants' academic transcripts--including thesis examination reports--and a content analysis of postgraduate coursework comprised the dataset for this qualitative pilot study. Using Bandura's theory of self efficacy (1977), the subjective experience of mature age teacher practitioners undertaking a Masters of Education degree was explored. Teachers' efficacy and outcome expectations were found to be influential in regard to enrolment in and completion of a masters degree. This initial foray into the emotional world of the student uncovers aspects that help us to understand more deeply the nature of the research masters students' journey through gaining a degree. As a result, this may help students to understand their journey and help university supervisors to support students through to successful completion of a masters degree.
64	Wichmann-Hansen, G., Herrmann, K. J., Bager-Elsborg, A., & Andersen, P. (2018). Hvad er konsekvensen af Fremdriftsreformen for specialevejledning? Abstract fra DUN Konference 2018, Bredsten, Danmark.	Programtekst Vi præsenterer resultaterne af en spørgeskemaundersøgelse blandt specialevejledere på Aarhus BSS og diskuterer på den baggrund konsekvenserne af Fremdriftsreformen for vejledere og beslutningstagere. Abstract Introduktion Med Fremdriftsreformens vedtagelse og implementering er kandidatspecialet på de danske universiteter kommet under tidsmæssigt pres. Dette gælder også på Aarhus BSS, hvor specialets varighed er skåret fra måneder til 4½ måned. Her har såvel vejledere som ledelse rejst spørgsmålet, om hvorvidt kvaliteten af både specialer og specialevejledningen er kommet under pres. Derfor ønskede fakultetets uddannelsesledelse, få afdækket konsekvenserne af reformen for vejledernes praksis samt vilkårene for deres vejledning. I det oplæg

		<p>præsenterer vi resultaterne af undersøgelsen og hvordan de kan bruges til at skabe et informeret grundlag for beslutningstagning på mange niveauer. Metode Undersøgelsen blev gennemført af fakultetets udviklingsenhed som en elektronisk spørgeskemaundersøgelse udsendt til ca. 400 specialevejledere ved Aarhus BSS. Svarprocenten var 66. Resultater Resultaterne viser, at flertallet af vejlederne oplever, at arbejdspresset er vokset. For en stor dels vedkommende har reformen ikke haft betydning for deres vejledningsstrategier. Hovedparten angiver, at d lige så høj grad som tidligere taler med de studerende om ambitionsniveauet for opgaven, og forventer, at studerende sender tekstudkast forud for møder. Derimod angiver over halvdelen af vejlederne, at de nu fraråder deres studerende at lave et risikofyldt projekt. Hertil kommer at mere end 1/3 af vejlederne vurderer at specialerne er fagligt svagere, knap 1/4 af vejlederne vurderer at specialerne i mindre grad bygger på empiri, og at 1/5 af vejlederne vurderer at specialerne i mindre grad er baseret på eksternt samarbejde</p> <p>Diskussion Undersøgelsens resultater underbygger i nogen grad de bekymringer som har været fremsat. Samtidig leverer undersøgelsen så detaljerede data, at der er solidt grundlag for at træffe beslutninger om håndteringen af Fremdriftsreformen på universitetets forskellige niveauer – fra vejledningslokale til ledelsesgang.</p>
65	<p>Williams, F. (2014). Decisions along the dissertation journey: reflections of a coach-researcher. <i>International Journal of Evidence Based Coaching & Mentoring</i>, 67–82.</p>	<p>When designing, undertaking and presenting research, there are many decisions to be taken by a researcher. This paper explores the author's experiences and reflections in respect of some of those decision points. The paper is based on a central narrative thread in the author's dissertation for their Master's degree—an action research study to develop and use a new perception-themed coaching approach. These practitioner-researcher insights, which shed light on the dissertation process, could be considered useful for fellow coaches and mentors when planning, undertaking and presenting their own research, as well as for tutors supporting dissertation students. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)</p>
66	<p>Woolhouse, M. (2002). Supervising dissertation projects: Expectations of supervisors and students. <i>Innovations in Education and Teaching International</i>, 39(2), 137-144.</p>	<p>This case study describes an action research project that explored the relationship between a supervisor and a dissertation student who was</p>

		<p>following an in-service Master's course for teachers. The focus of the article is on the initial expectations of both the supervisor and the student in relation to their one-to-one relationship. Both the supervisor and the student analysed the interview data in order to identify similarities and differences in expectations. The results of this process are discussed and some comparisons are made with the work of others who have also studied this important issue. The impact of the research findings on the supervisor is then discussed.</p>
67	<p>Ylijoki, O. H. (2001). Master's thesis writing from a narrative approach. <i>Studies in Higher Education</i>, 26(1), 21-34.</p>	<p>Thesis writing as the final phase in achieving the master's degree has been identified both as a culmination of university studies, providing students with a bridge from the world of study to the world of scholarship, and as a severe problem associated with drop-out, lengthening of the duration of studies and personal anxiety of students. In this article, thesis writing and the problems involved in it are approached from a narrative perspective. The study is based on focused interviews with 72 students from four disciplines at one Finnish university. From students' accounts of their study experiences, four cultural core narratives are constructed: the heroic, tragic, businesslike and penal stories. In each type of story the meaning of thesis writing, the relationship between student and supervisor, and study problems are experienced in an essentially different manner. It is suggested that, in order to improve academic teaching and thesis supervision, it is important to analyse and critically reflect on the kinds of stories students are living by, and how these narratives are sustained in the disciplinary cultures into which they are socialised during their studies.</p>
68	<p>Åkesson, M., & Thomsen, M. (2016). A blended model for student-centered supervision of thesis work in higher education. In <i>ICERI2016 Proceedings</i> (pp. 906–914). Valencia: IATED.</p>	<p>Thesis work is challenging to both students and supervisors. The traditional model of supervision is that one supervisor individually supervises thesis work. In higher education this model has been challenged with new approaches such as blended group supervision to make the process more interactive and to provide support for students to complete the thesis work on time. In this paper we report from an effort to design a model for blended group supervision with the aim to provide structure and support for students as well as supervisors. The</p>

		model is discussed in relation to the theoretical concepts zone of proximal development and scaffolding.
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