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‘Collaborative critique’ for developing transcultural research degree supervision

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seek LIGHT

The changing context of transcultural supervisor (academic) development

In the past ...

- Supervisors working with international students



... and now

- intrinsically multi-cultural environment

Motivations for Collaborative Critique

- Academics operate daily in this multicultural academy
- Draw on this existing knowledge & experience
- Distil this into as set of principles & strategies



What is Collaborative Critique?

Origins in 'reciprocal peer learning' & 'situated learning'
(Boud 1999)

Plus:

- 1) important role of facilitator, and
- 2) autoethnography



Details can be found in: Guerin, C. & Green, I. (2013) "Collaborative Critique" in a supervisor development program. *Innovations in Education and Teaching International* 50(4): 399-409. [DOI:10.1080/14703297.2013.839335](https://doi.org/10.1080/14703297.2013.839335)

Principles of Collaborative Critique

Collaborative

- working together

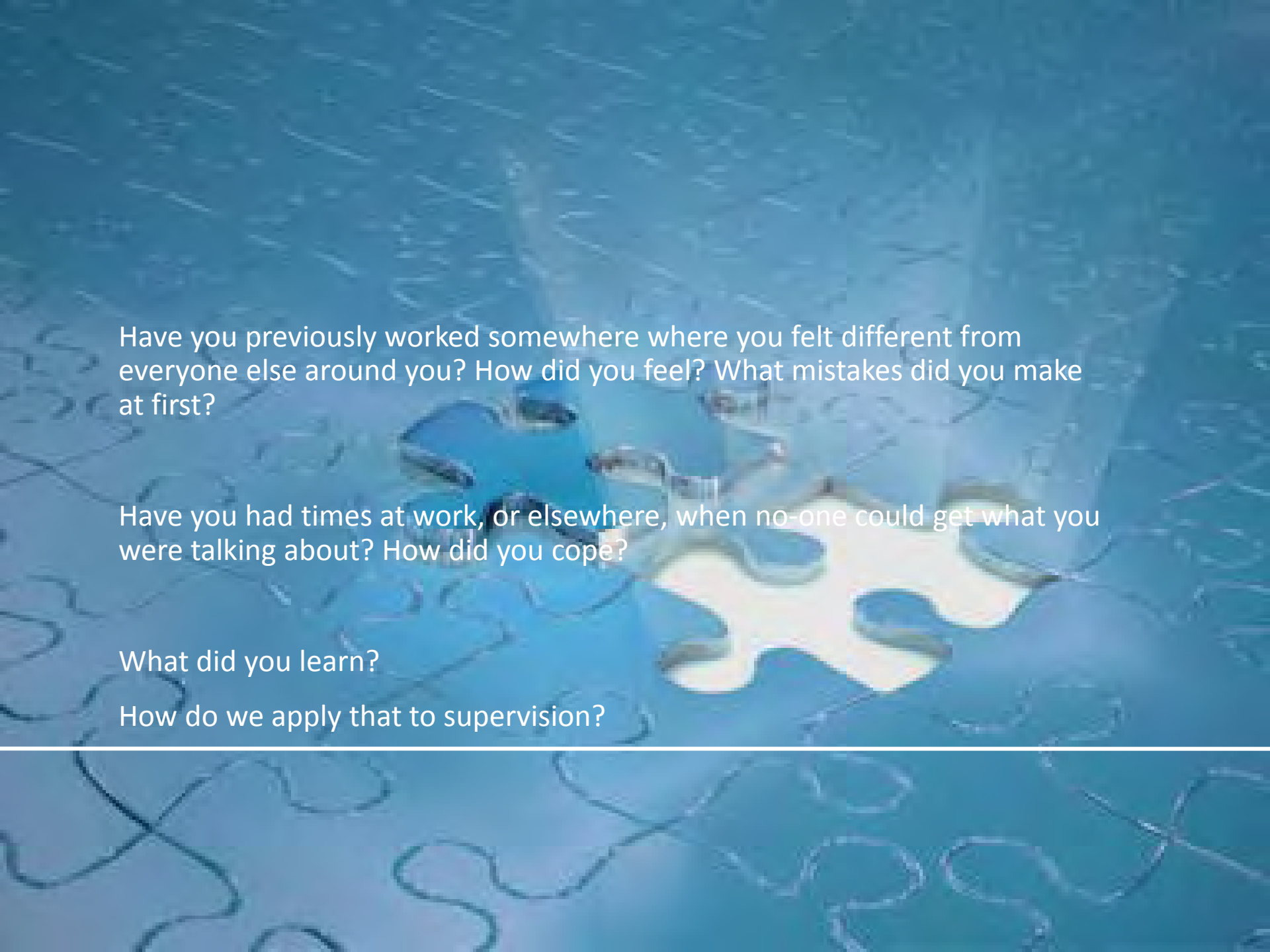


Critique

- diversity is confronted & explored
- not seeking consensus

Ethnography

- Working together, participants investigate the culture and behaviours of their workplace
- Series of exercises
 - Have you ever felt different?
 - Approaching the supervisor
 - Letter to new PhD candidate
 - Case studies



Have you previously worked somewhere where you felt different from everyone else around you? How did you feel? What mistakes did you make at first?

Have you had times at work, or elsewhere, when no-one could get what you were talking about? How did you cope?

What did you learn?

How do we apply that to supervision?



Homewood et al *Approaching the Supervisor*

http://www.mq.edu.au/ltc/altc/cross_cultural_supervision_project/



Approaching the supervisor

Describe the problem shown in the video.

What has caused this problem?

How would you address this problem?

How would you prevent similar problems happening in future?

What different behavioural rules are student

& supervisor are operating under?



Letter to new intercultural student

Possible topics might include:

- working hours and location
- dress codes
- modes of address
- greetings/goodbyes
- levels of formality
- politeness & respect
- seminar behaviour
- how to react to and critique colleagues' work
- how to accept comments/criticism from supervisors
- involvement in social activities (lunches, coffee, after work drinks, food/diet)

Case Studies

Written to explore current issues in the University

- Implications of policy changes or long-term, ongoing concerns (team supervision, part-time candidates, interdisciplinary projects)
- What's going wrong?
- What would you do to solve this situation?
- How would you prevent this situation from arising at all?

References

- Ahmed, S. (2012) *On Being Included: Racism and Diversity in Institutional Life*. Duke UP.
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- Guerin, C., Picard, M. & Green, I. (2014) A coordinated framework for developing researchers' intercultural competency. In R. Albertyn, E. Bitzer, L. Frick, B. Grant & F. Kelly, *Pushing Boundaries in Postgraduate Supervision*, Stellenbosch, African Sun Media.
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