

## Overview of supervision strategies (Inglar 2012)

	Transmission oriented strategy	Process oriented strategy	Gestalt oriented strategy	Critical oriented strategy
<b>Supervisor</b>	The master Leeds the way Transmits his/her experience and know-how	Listens Asks about the student's thoughts and understandings Catalyst for the learning process of the student	Observant to both verbal and non-verbal signals Very aware of distinguishing between what he observes and what he potentially interprets	Supervisor's role is not to judge or give advice on what to do or think – but to help the student analyse the (im)possibilities and to make the choice
<b>Supervisee</b>	Listens Observes Takes up the best from the supervisor	Answers by reflecting on his/her subject knowledge or competence and considers alternative possibilities	Reflect on own perceptions and emotions	Think through the consequences of actions from different perspectives
<b>Examples</b>	Supervisor asks questions that investigates the subject field. The questions are answered and supervisor then refrains from asking further questions but instead responds: <ul style="list-style-type: none"> <li>• "Yes, exactly"</li> <li>• "Yes, I think so too"</li> <li>• "Yes, that's fine, but I think you should rather ..."</li> </ul>	Supervisor will ask questions like: <ul style="list-style-type: none"> <li>• "Can you describe what you did?"</li> <li>• "How did it work?"</li> <li>• "What was the cause?"</li> <li>• "What would/wouldn't you have done in a similar situation?"</li> </ul>	Supervisor challenges the student to connect motivation and feelings with learning: <ul style="list-style-type: none"> <li>• "What did you experience?"</li> <li>• "How did you feel when ...?"</li> <li>• "How do you feel about ...?"</li> </ul>	Supervisor begins many questions with the confronting "why": <ul style="list-style-type: none"> <li>• "Why – why not?"</li> <li>• "Why is this important?"</li> <li>• "Does it necessarily have to be like this?"</li> <li>• "How would it affect other people, your peers, the university, society?"</li> </ul>
<b>Strengths</b>	Supervisor knows where troubles traditionally occur – can help the student to avoid them Effective and secure	Student controls own learning process Student makes own choices regarding practice Student learns to develop practice or subject knowledge	The student experiences that it is okay to have unpleasant feelings regarding a subject or a project – and by verbalizing them you might be able to move on	Develops independence and analysing competences Focuses on holistic aspects in the student's project
<b>Weaknesses</b>	Hard as a student to find your own style – there is a risk of blindly overtaking tradition Doesn't support reflection or theoretical insight – there is a strong focus on practice	The supervisor is silent – too uncritical It can take a while for the student to reach understanding Too much analysis and discussion - and no action	The supervision might come to close to personal problems There will be too little talk of subject related issues	The student can easily get frustrated and insecure – mistakes critical with negative