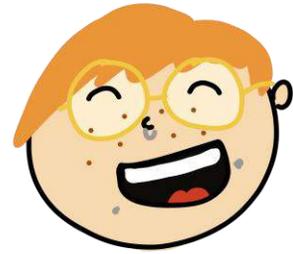


Supervision as a bridging activity

How can supervision help
bridge the transition from
writing as a student
to
writing as a researcher?



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NTNU

Kunnskap for en bedre verden

SHORT about the context of the study: My PhD-project

Writing and text in supervision on the Master's thesis

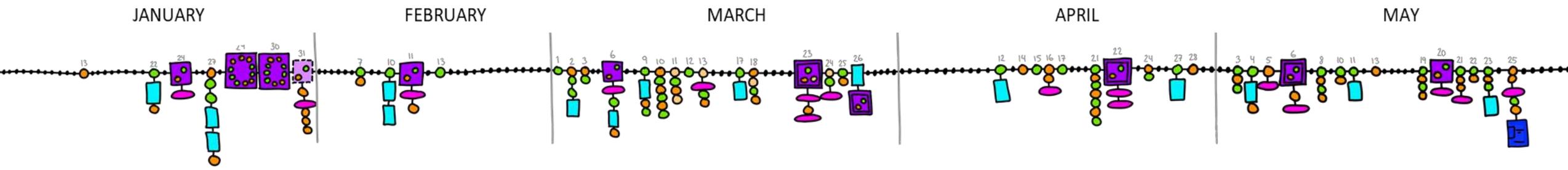
Through observational data

Main aim: to contribute with **empirical knowledge** about supervision as a writing activity
[veiledning som skrivevirksomhet]

- Two cases from a Norwegian Teacher education in 2020.
- All interaction was collected between student and supervisor(s) in the last 5 months of supervision.
- The finished thesis was also collected.

Overview of my main material

Type of material	In total
E-mails from students	96
E-mails from supervisors	113
Text drafts from students	25
Written feedback from supervisors	24
Conversations	16
Hours of video recordings	26h 38m
Finished theses	2



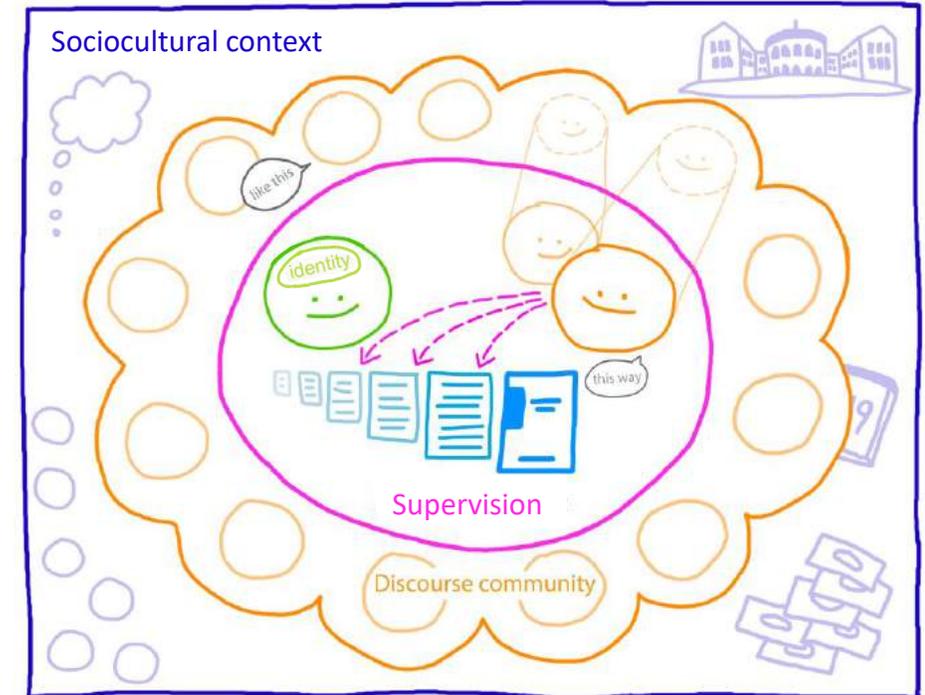
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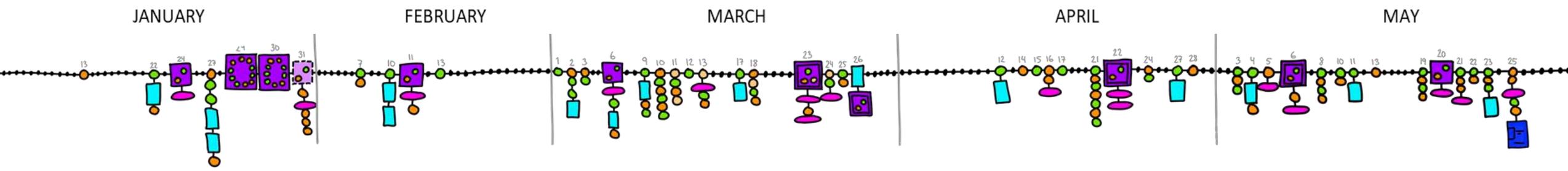
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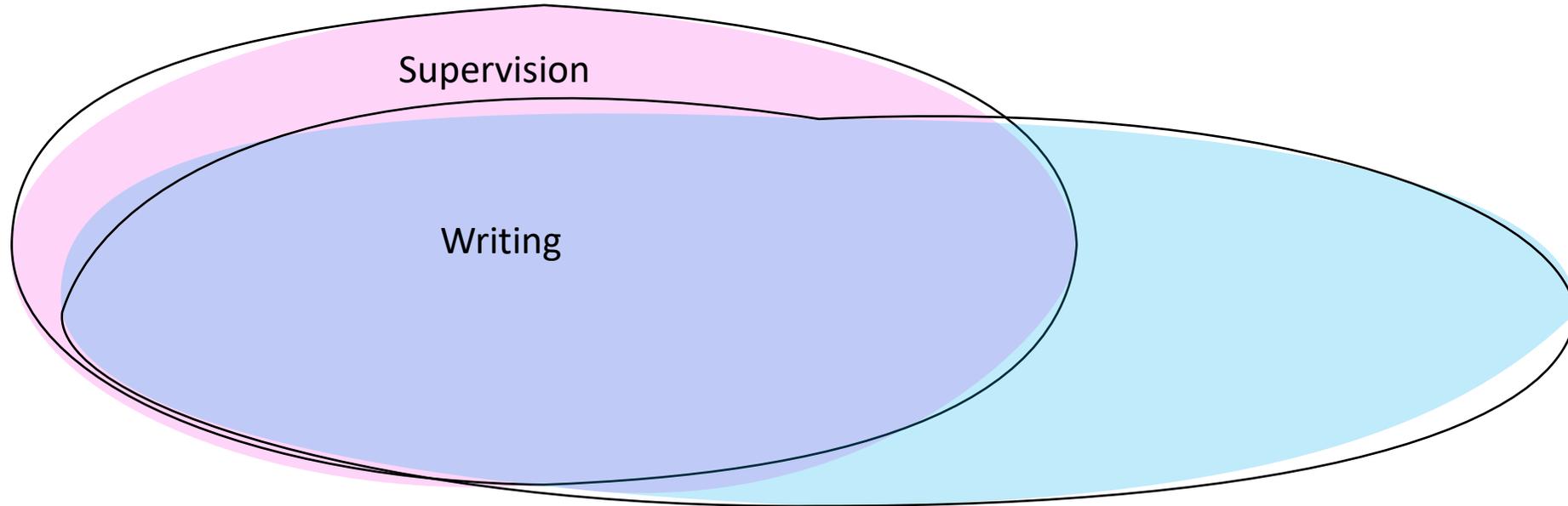


A social dialogical view on writing and supervision

(Bakhtin, 1968; Dysthe, 2002; Dressen-Hammouda, 2008; Ivanic, 1998)



Supervision as a bridging activity



The main aim of supervision as a bridging activity for student's writing:
The student is to write a master's thesis in such a way that it is recognized and approved by the discipline

How do they interact to reach this aim?

All empirical examples are originally in Norwegian. Since the translation tries to be as close to the original in content and style it at times results in pretty broken English. This must be attributed to the translation rather than the participants of this study. This applies to all slides in this presentation.

Supervision as a bridging activity



2.2.1 Generative grammar

Generative grammar is an approach to grammar that is widespread throughout the world, where linguist Noam Chomsky can be the founder. Generative grammar has been prominent since the mid-1950s, mainly through Chomsky's contributions.

Previous research

I need help with this part. How long should it be? I'm not sure what should I focus on writing research in general? SKRIV? I

Another consequence of the central role of writing in schools and the educational policy focus on literacy, is that much research has been done on it. In this presentation of previous research I limit myself to looking at what deals with subject-specific writing, and mainly in the

vingen, og det smale

e skriver at det at de

blematisk i sammenheng

tekt på danning og

pp læringen ikke

nets krav. Da blir

» (Solheim & Matre,

The essence of your project. Highlight!

Subject: RE: quick question (structure in comparative discussion)
Date: Tuesday 14th of May 2020 12:40:59

OK.

I am stuck on the discussion about grammar didactics and feel that I can't get any further with it. Would you have time for a quick chat or should I just leave it and rather come back to it later or after supervision?

Stine

Subject: RE: Text
Date: Wednesday 6th of May 2020 14:53:42
Attachments: [29th of April, Master's thesis 5.docx](#)

NOW I have read through and is sending you the comments here. I especially think the part about Andreas is good and maybe an "all time high" in your writing so far. I.e. here you have found a very nice presentation form and balance with quotation, quotes, discussion, etc.

Vidar

Communicative projects (Linell, 1998, 2009, 2011)

“A communicative project aims at solving a communicative ‘problem’ of some kind; [...] having something done through language” (Linell, 1998:218)



- Edits the student's text
- Gives suggestions
- Gives recommendations
- Gives instructions

Text instruction

- Indicate what's important
- Shows other master's theses, articles and books
- Writes with the student
- Explain textual norms explicitly



- Tells about the discipline, theories, positions and paradigms

Cultural guiding

- Tells about the people and environments that are in / have been in the discipline
- Tells about how disciplines and theories are related to different cultures, countries and time periods

- Explains that writing is hard work for most people
- Tells about own experiences with writing
- Talk about other researcher's uncertainties, shortcomings and problems

Backing

- Says that the student has something to contribute with
- Praise the student's text and process

*The quotes from the conversations are somewhat condensed and is shown here without the pauses, false starts and minimal responses

Empirical examples

Text instruction

suggestions, recommendations,
instructions

explanation of textual norm

indicate what is important to bring forward

explains the exemplary

"It is actually quite exemplary, you have a main question [overordna problemstilling] where you have three elements that all are elaborated in each research question, in those research questions you also signal when you're broadening and when you're narrowing"

Et annet språkfag enn de s av fakta kunnska

befolk møtte reform Arbei

vingen, og det smale e skriver at det at de blematisk i sammenheng vekt på danning og opplæringen ikke nets krav. Da blir » (Solheim & Matre,

unclear

Short about content?

The essence of your project. Highlight!

Do the students' understandings match the wording of the curriculum?

Alt. – to avoid yes/no-question: How and to what extent are the students' expressed understandings in accordance with the curriculum?

*"I wonder if you are a little too evaluative, you say that the thoughts are good, but that the good formulations are not enough. There is a bit of an underlying evaluative perspective that you might have to curb, you are only in the introduction"

Cultural guiding

Backing

Empirical example

Stine (student) and Vidar (supervisor [veileder])

Stine has delivered her 3rd draft...

Here I would like to highlight the language theories of two renowned linguists, Michael Halliday and Noam Chomsky. They represent two different approaches in language and language theory, but it is important to emphasize that it is not two conflicting views, but there are elements from both theories that overlap (this one I am uncertain of).

(From the theory chapter in Stine's 3rd draft)



Empirical example

Cultural guiding

Here I would like to highlight the language theories of two renowned linguists, Michael Halliday and Noam Chomsky. They represent two different approaches in language and language theory, but it is important to emphasize that it is not two conflicting views, but there are elements from both theories that overlap (this one I am uncertain of).

(From the theory chapter in Stine's 3rd draft)

The important thing here is that they represent two different approaches to language or different views of language that in their own way have left traces in linguistics. I would not use "overlap", but I think it is fair to say that they are simply trying to explain different things in language (cognitive competence vs. meaning-making), and that they, each for their own, see these levels as the "core" of language (see e.g. the second sections on this [faglige] blog: <https://technaverbascripta.wordpress.com/2012/09/26/halliday-v-chomsky/>). It may not be worth quoting, but he gives a sensible introduction to how one can look at the two programs in relation to each other.

Another article that gives a brief overview of what Halliday does that is different from the Chomsky program, you will find e.g. in part 2 and 3 here: <https://files.eric.ed.gov/fulltext/EJ920998.pdf>

So the point must be that they look at language in different ways: cognitive competence vs. meaning creation / communication.

(From Vidars written feedback on this draft)



explains about the two different approaches/theories in the discipline

*The quote from the conversation are semi condensed and is shown here without most of the pauses, false starts and minimal responses

Empirical example

Cultural guiding

*Stine: but can I say that when I then mention- choose to include SFL, right, I want to mention Halliday down there, can I say that it is because **in Norway we** (2.0) it is now-(.) we find his though- or we find like-(.)

Vidar: he is not (.) or- the reason for using SFL or mention- have it as a reference it is perhaps that it has been very (.) eh (1.0) maybe **it has been a little stronger in the school research context and thus in grammar didactics than it has been in the (.) non school grammar research in Norway**

Stine: yes

Vidar: and **you then choose to use-**

Stine: **because he is towards the area I am going into yes**

Vidar: yes so you use- you use SFL as a reference here because **it has a school reference even if it is not necessarily the one that has the greatest prevalence in grammar research**

Stine: yes, I can kind of say that

Vidar: yes

(From the conversation Vidar and Stine had about this draft)



tells about how theories are related to culture, research interests, and countries

suggestions, recommendations, instructions

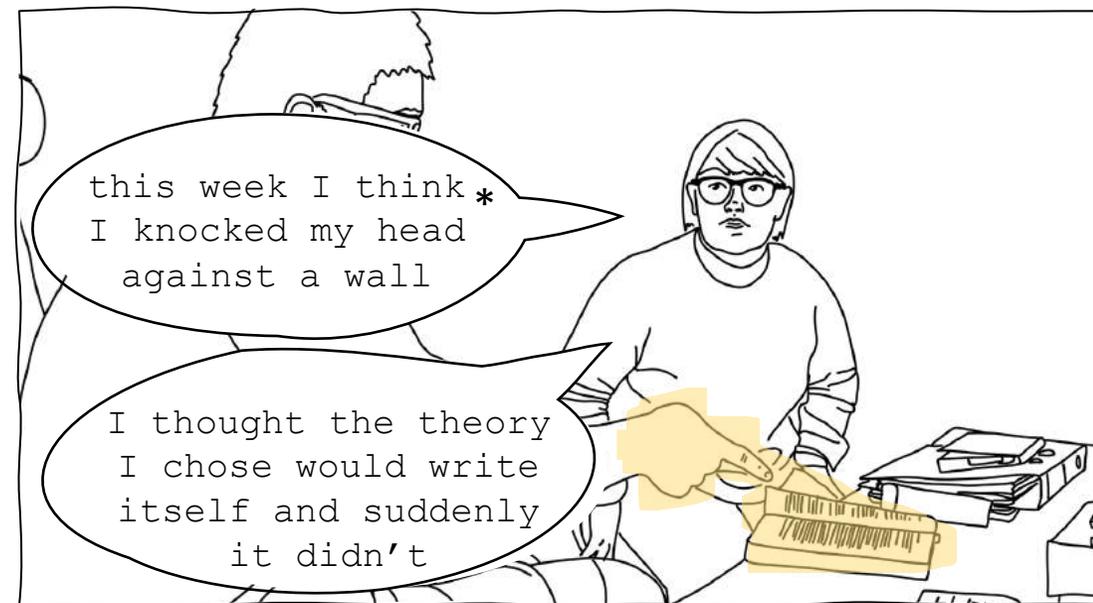
*The quotes from the conversation are semi condensed and are shown here without most of the pauses, false starts and minimal responses

Empirical example

Backing

* And just getting an overview of the field is really hard [dritvanskelig] right, because iiiit (.) it is (1.0) eh (1.0) like when he ((points to book)) Newmeyer, who has a very good overview (.) even he doesn't have a feeling of having a fantastic overview, but he just has to make a choice, "from my point of view this is so and so", right, he can safely say a lot of things also, because he is a- (.) he has a good overview, but I wouldn't take for granted that he walks around thinking he has [men det er ikke sikkert han går og tenker at han har det

(Vidar responding in the conversation)



explains that writing is hard for everyone

humanizes the other researchers – even the «best ones» have uncertainties when writing

suggestions, recommendations, instructions

this is also an example of cultural guiding

*The quotes from the conversation are semi condensed and are shown here without most of the pauses, false starts and minimal responses

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(Vidar responding in the conversation)



explains that writing is hard for everyone

humanizes the other researchers – even the «best ones» have uncertainties when writing

suggestions, recommendations, instructions

this is also an example of cultural guiding

Empirical example

Cultural guiding

Backing



Stine then delivers her 4th draft...

Here I would like to highlight the language theories of two renowned linguists, Michael Halliday and Noam Chomsky. They represent two different approaches in language and language theory, but it is important to emphasize that it is not two conflicting views, but there are elements from both theories that overlap (this one I am uncertain of).

(From the theory chapter in Stine's 3rd draft)

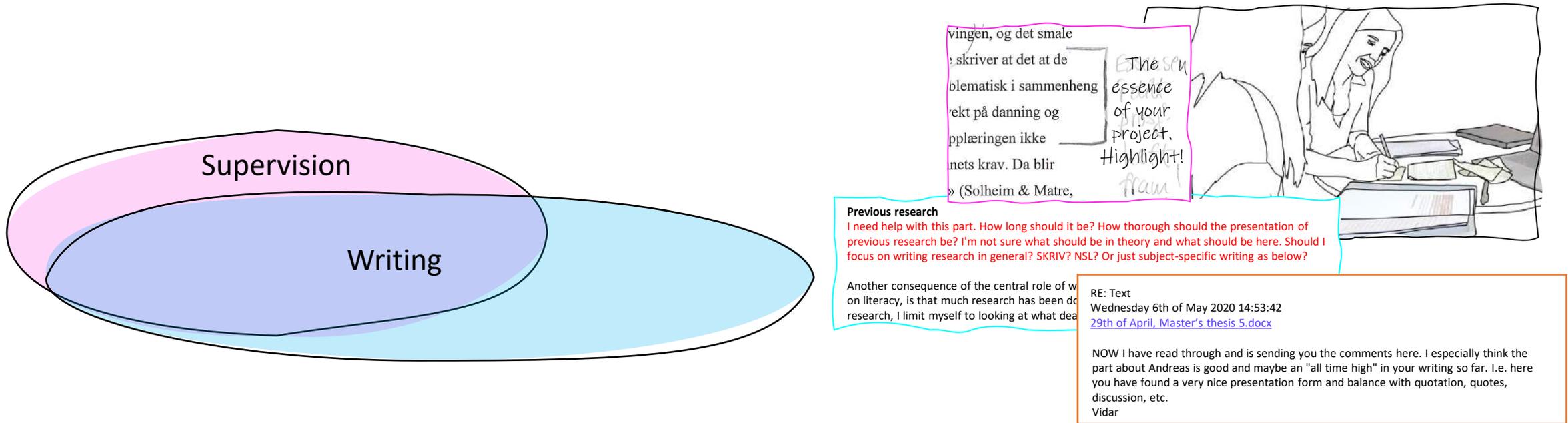
In linguistics, there are many different approaches to language, naturally since it is a big field. To be able to navigate within the field, I have chosen to rely on Newmeyer (1998) who has made a distinction between formal and functional approaches.

(From the theory chapter in Stine's 4th draft)

Systemic-functional linguistics/grammar (hereafter SFL) is a branch within functional grammar, which we find to a large extent in Norwegian school and curriculum contexts (Berge, 2005; Maagerø, 2005). Michael Halliday was one of the foremost researchers within SFL and has, perhaps especially in the Norwegian and Australian context, become a front figure for the approach.

How does supervision help the transition...

...from *writing as a student* to *writing as a researcher*?

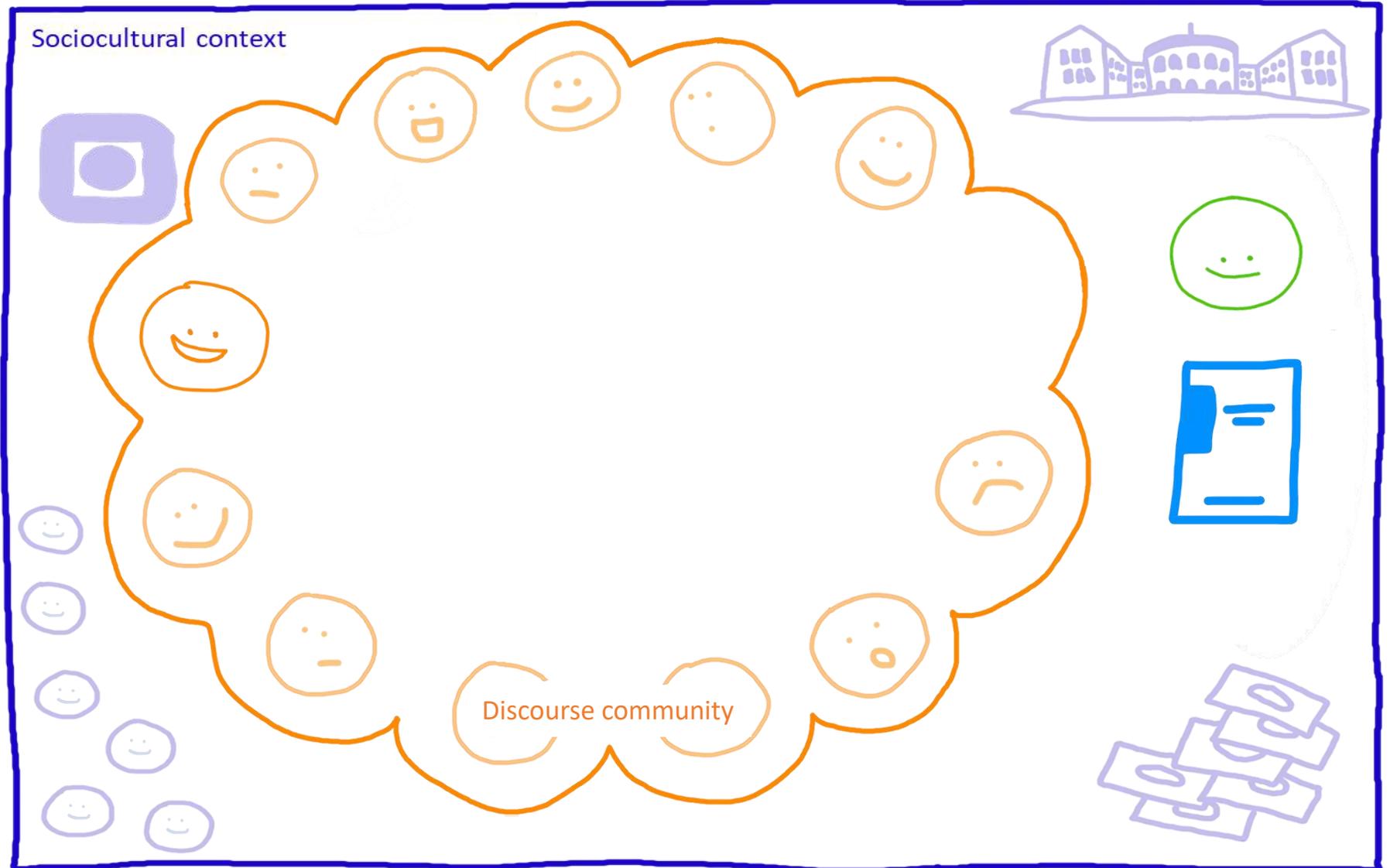


Text instruction

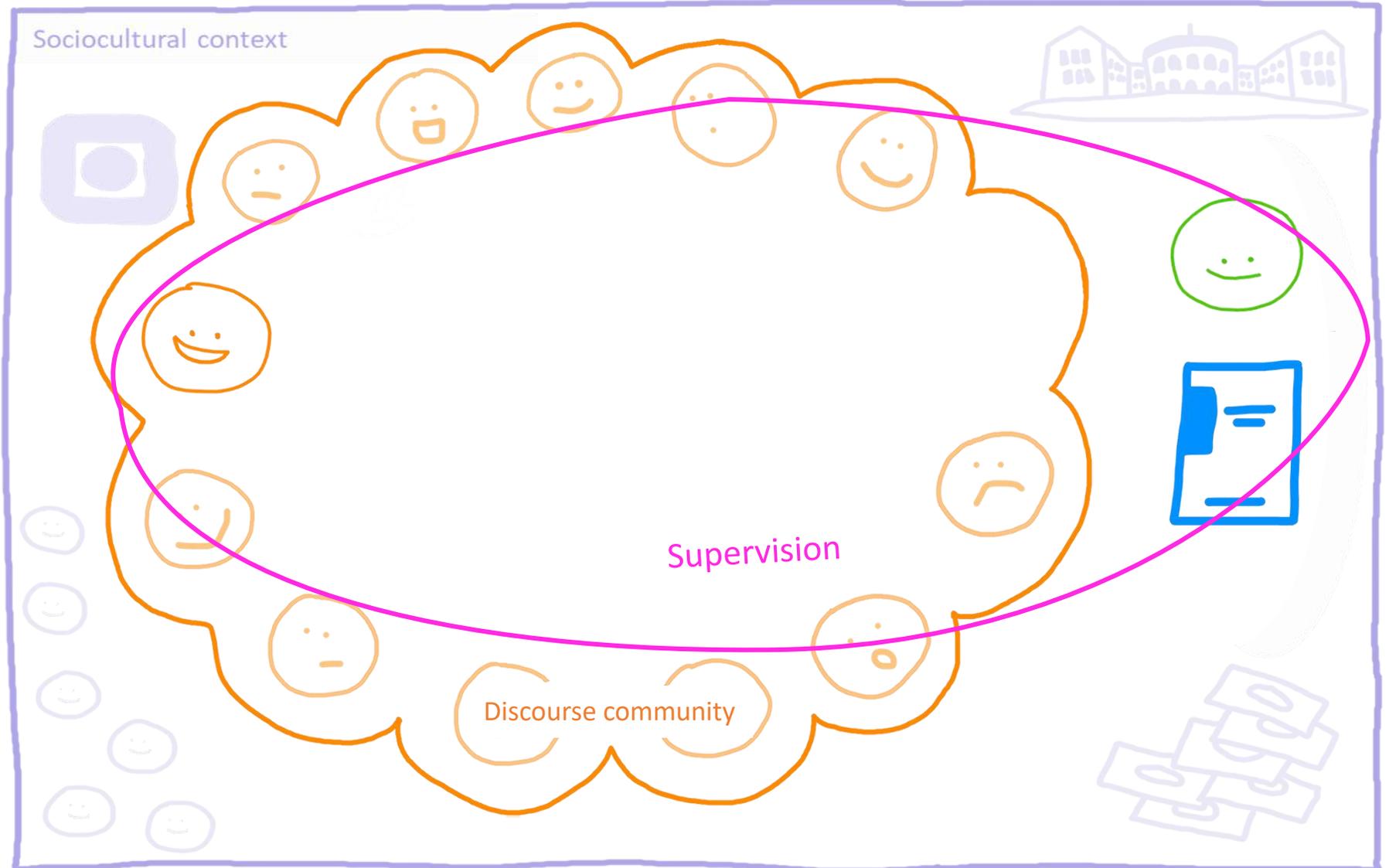
Cultural guiding

Backing

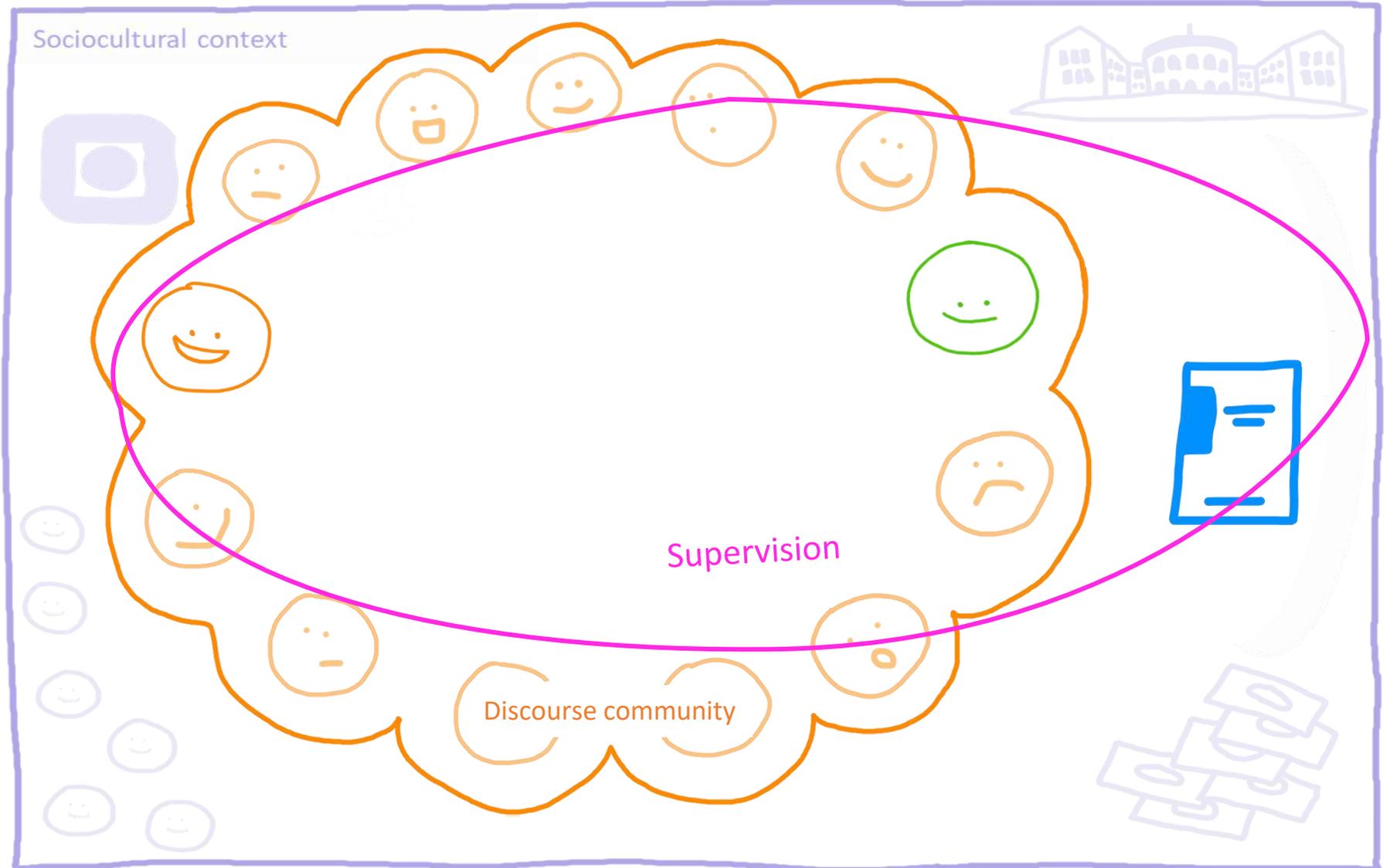
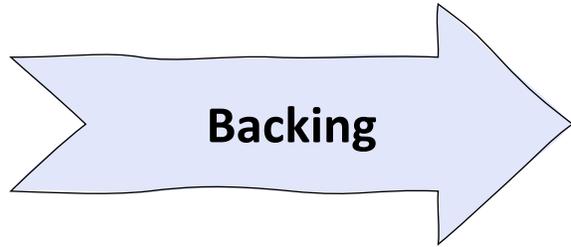
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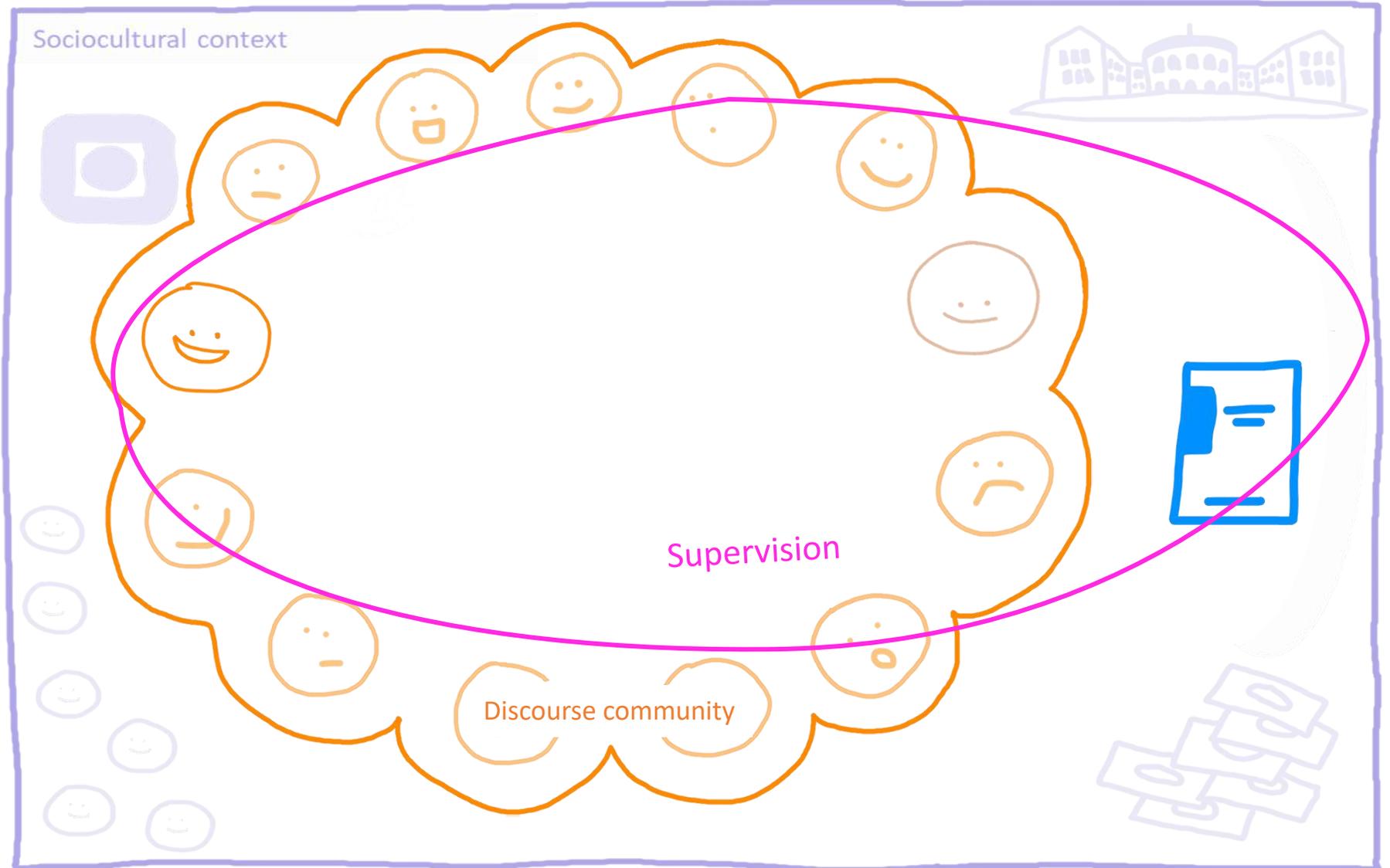
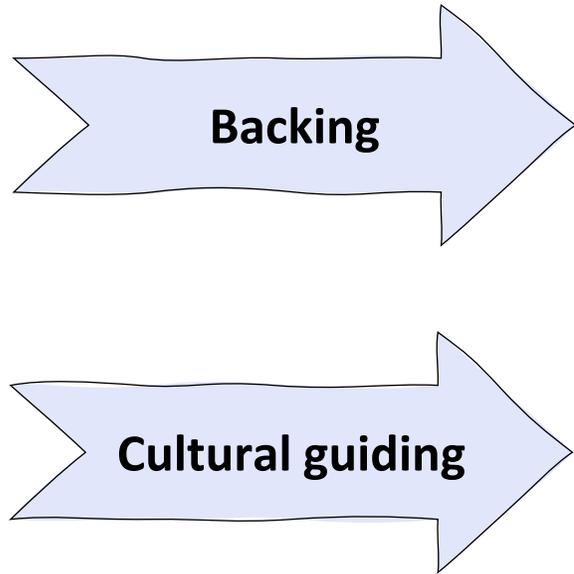
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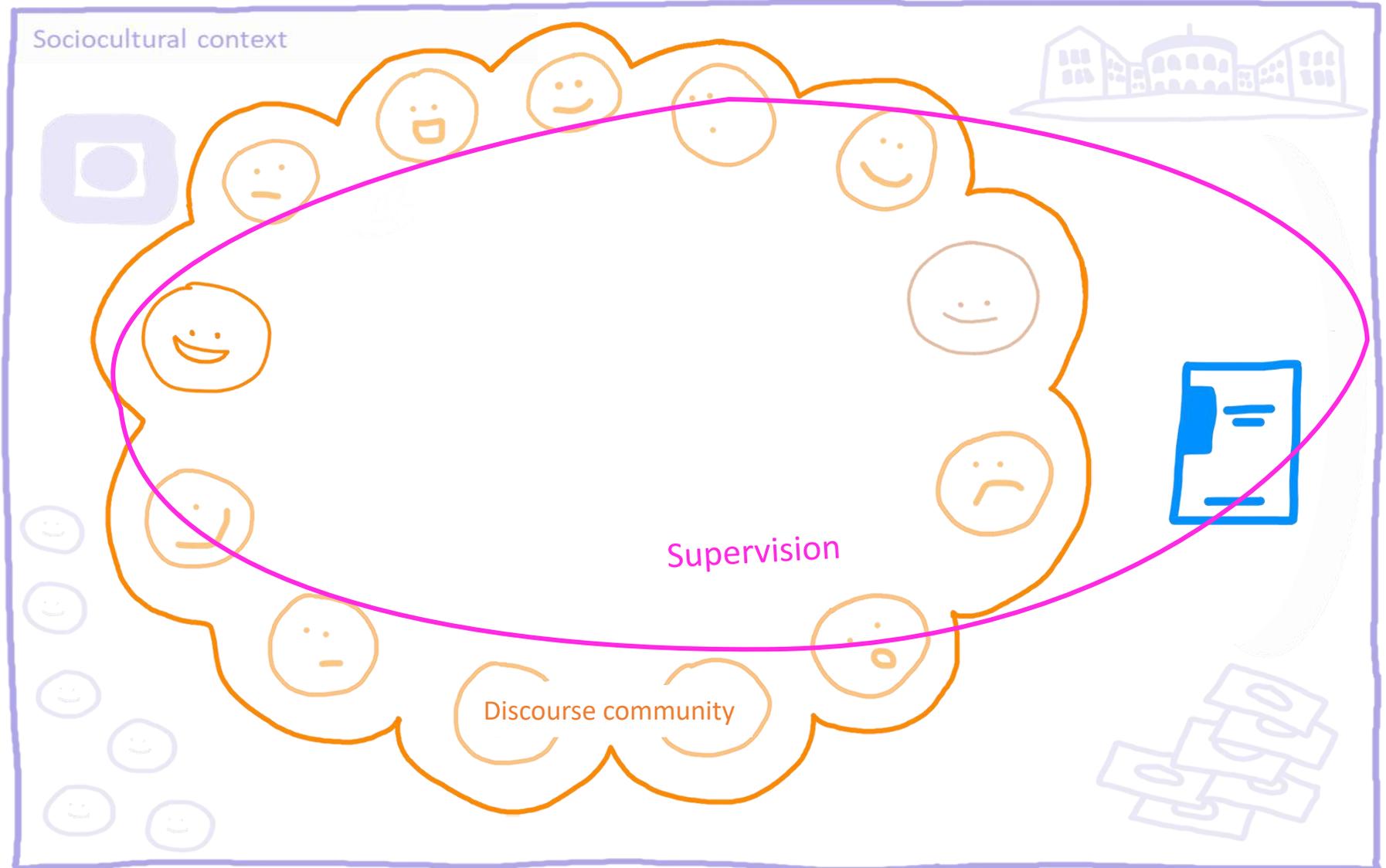
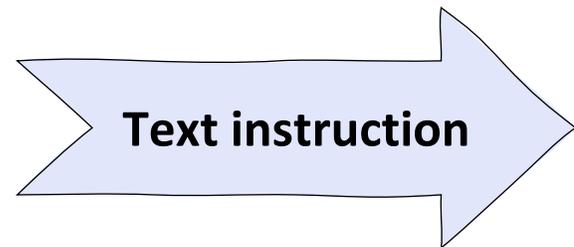
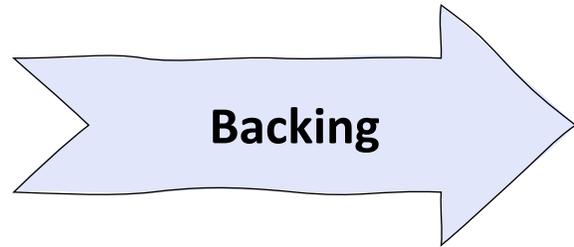
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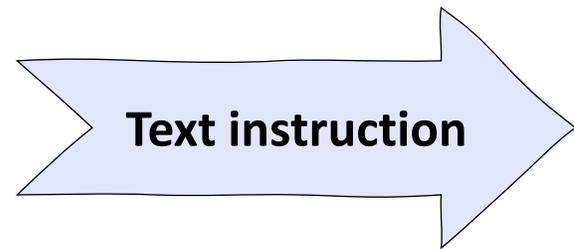
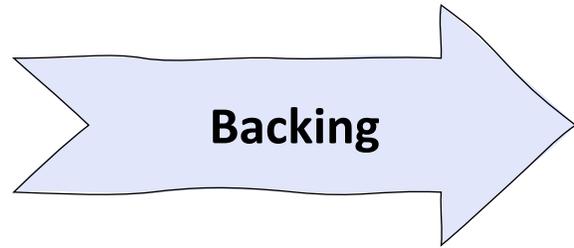
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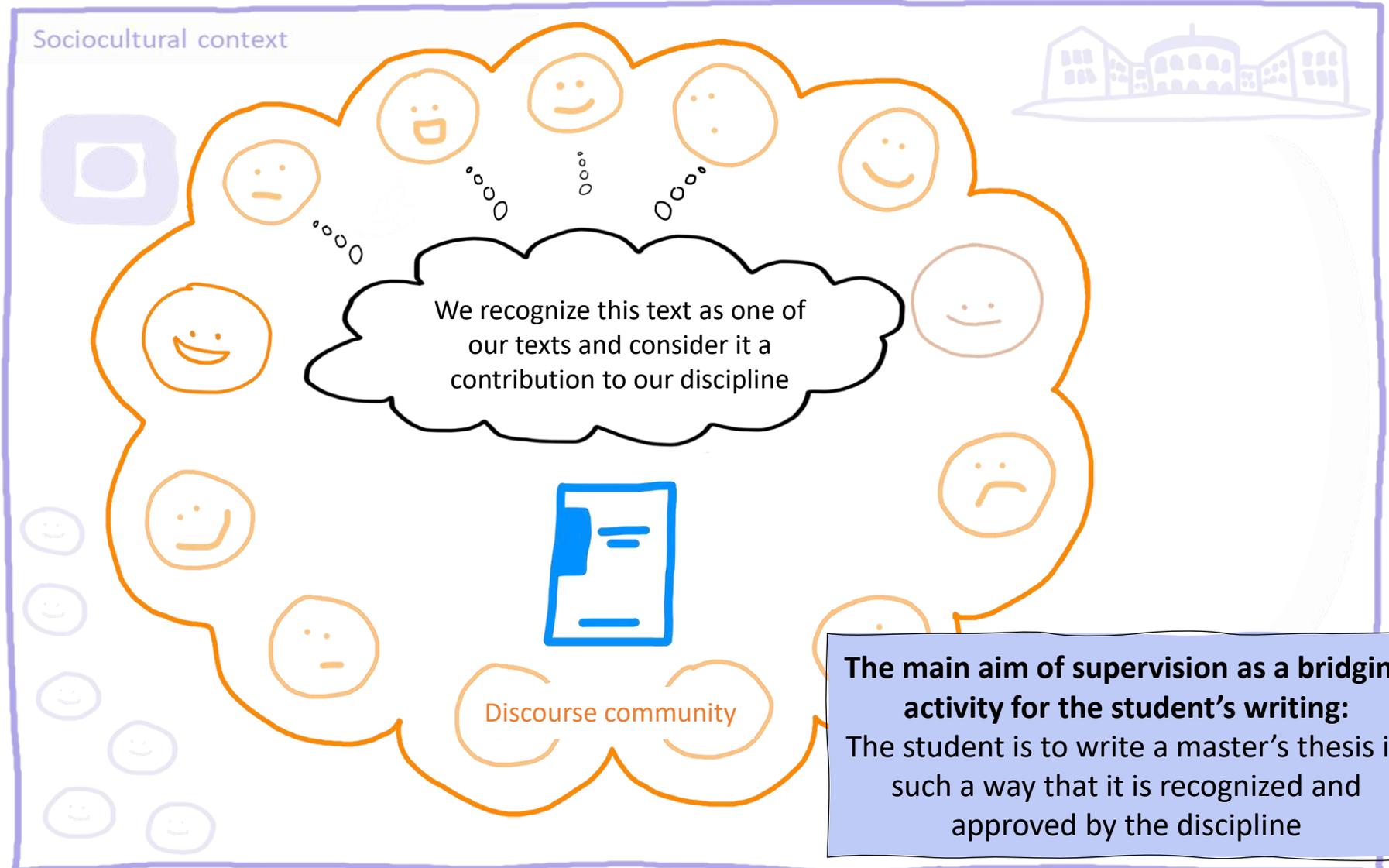
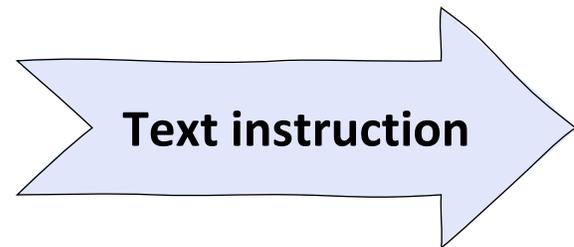
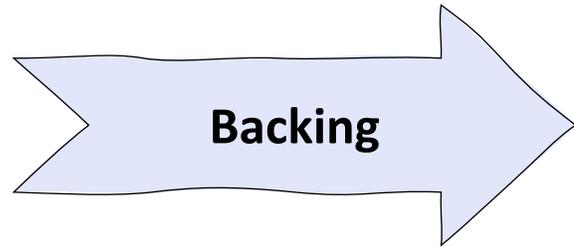
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How does supervision help the transition...



How does supervision help the transition...



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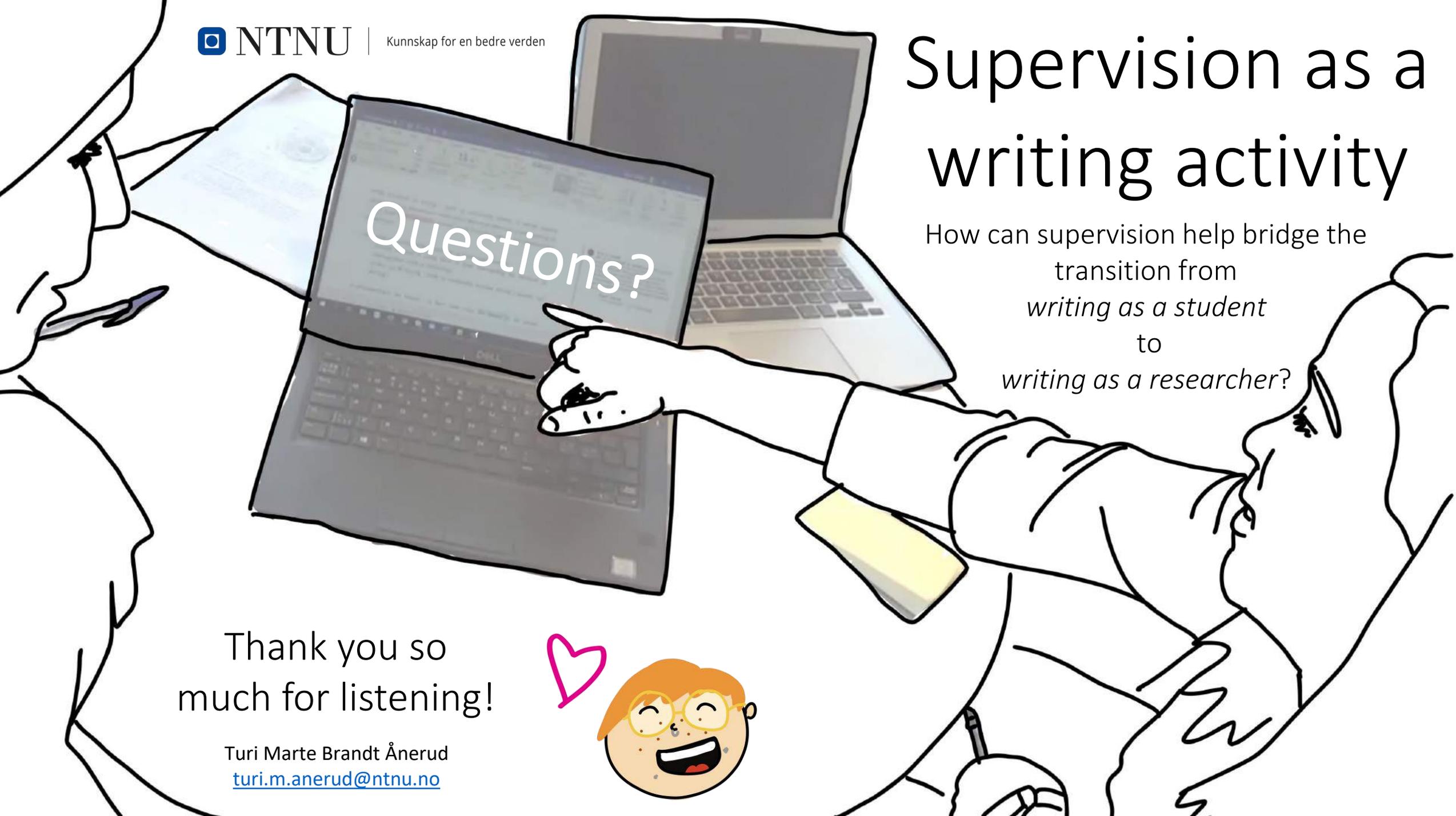
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All illustrations made by Turi Marte Brandt Ånerud

Supervision as a writing activity

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Questions?

Thank you so much for listening!

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