Supervision from the student point of view
Avoid confusion

• Basic but important: Know the rules (updated version)
• Alignment of expectations (continuous)
  – How do you work best?
  – What do you need from me?
  – What can I expect from you?
Be more interested than interesting

- Students have different needs
- Keep asking questions
- Frequent meetings – maybe sub-deadlines
Feedback

During the project AND after the grading

Feedback is the food of champions

Specific  Immediate  Honest  actionable

WELL, YOU’VE BEEN A PRETTY GOOD HOS, I GUESS. HARDWORKIN’ NOT THE FASTEST CRITTER I’VE EVER COME ACROSS, BUT...

NO, STUPID, NOT FEEDBACK. I SAID I WANTED A FEED BAG.

Polyteknisk Forening
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Examples of good practice – what you want your students to say about you

• “My supervisor takes the initiative to have frequent meetings with me. He seems interested in my progress and I always feel welcome to take a moment of his time”

• “My supervisor answers my emails quickly and nudges me out of my writers block”
"My supervisor asks me questions that challenge my limits and make me curious"

"My supervisor keeps me focused and realistic about what I have time to do with my project"

"My supervisor reads (part of) my unfinished report and gives me useful feedback and new ideas"
When in doubt? Ask the student!

Which step have you reached today?
Thank you for your time