

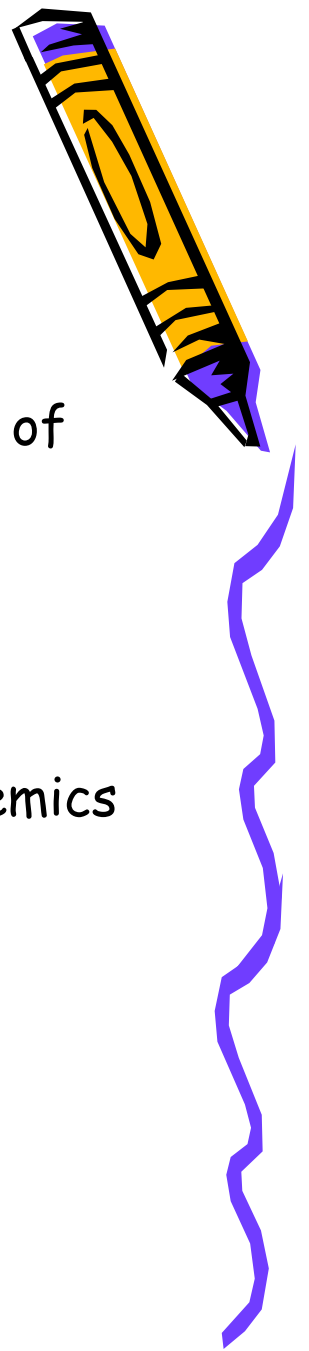


Panel-beater or Co-Supervisor? The
Politics and Paradoxes of Academic
Language and Learning Lecturers
providing support to doctoral students

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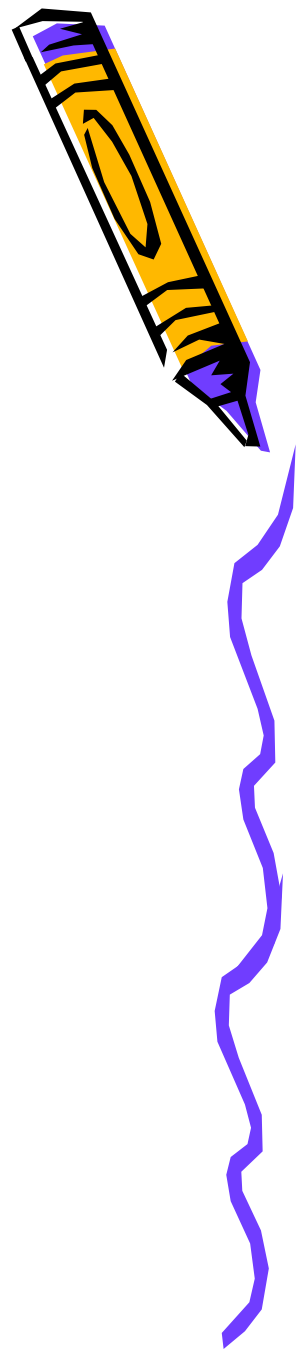
Questions for the audience

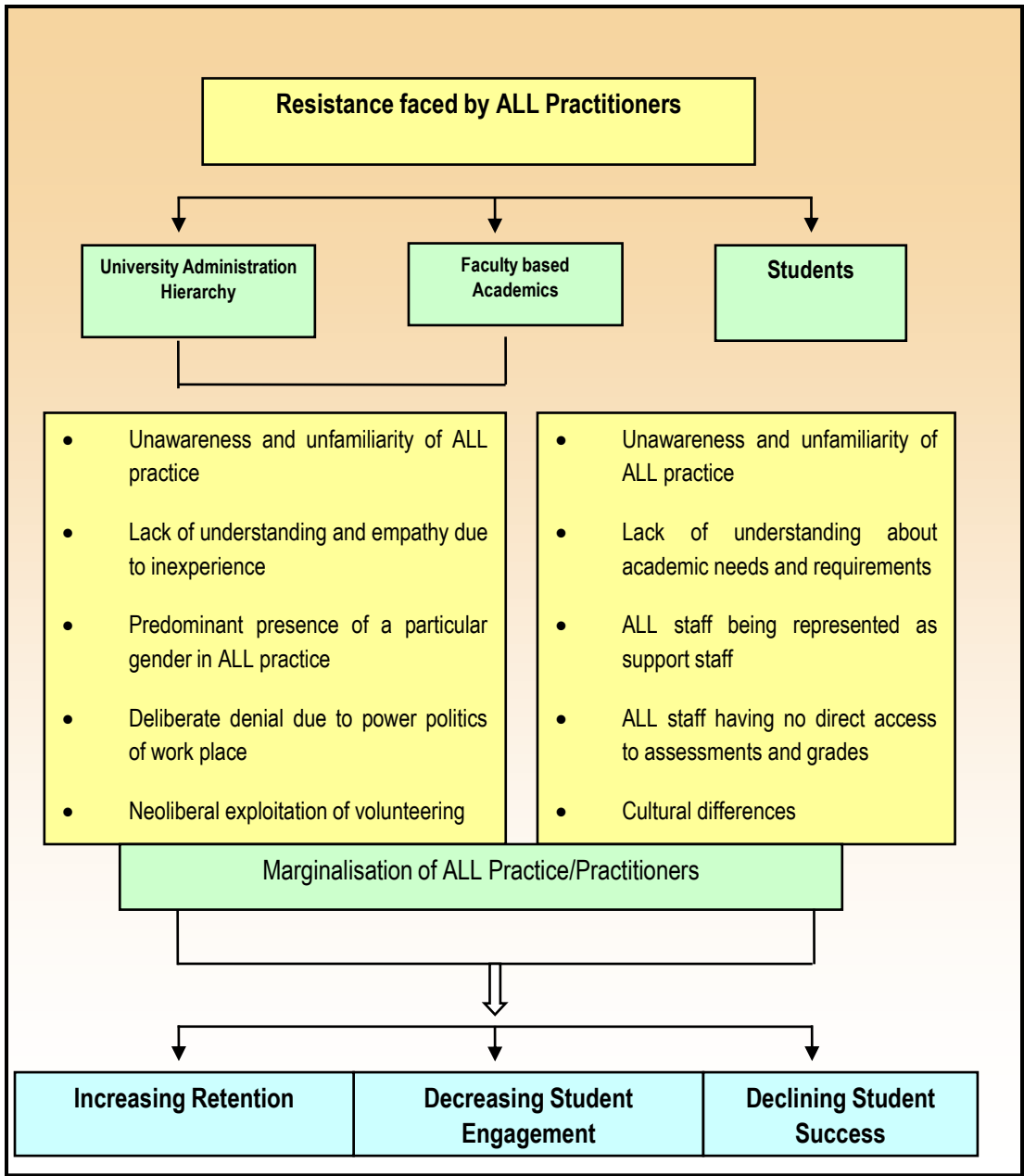
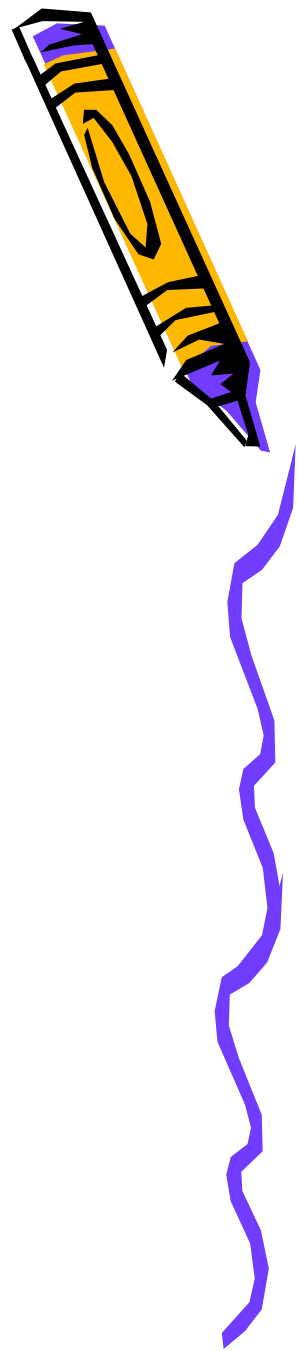


- How much importance should be placed on the teaching of written expression in doctoral supervision?
- Should this be part of the supervisor's job at all?
- Where do Academic Language and Literacy (ALL) academics come in and what role might they play in doctoral supervision?



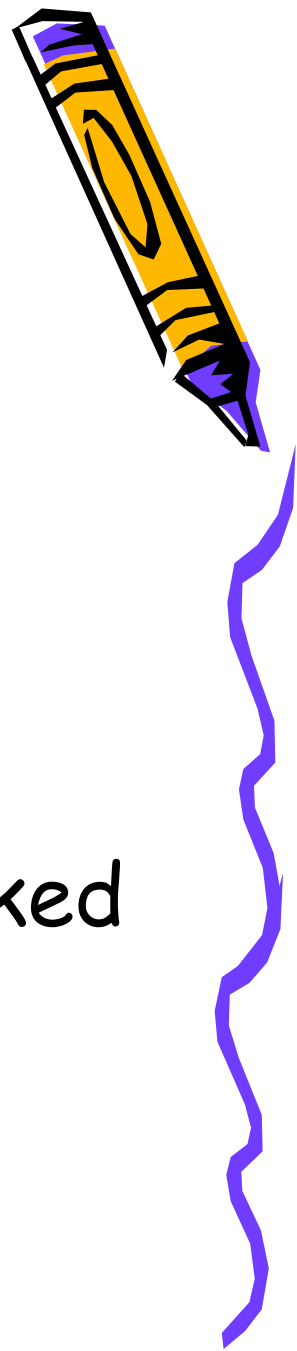
"Getting places in academia is not about burning bridges and elbowing people out of the way it's about relationships...If you do your little job in Academic Support and Development well, your efforts may be recognized one day and rewarded"

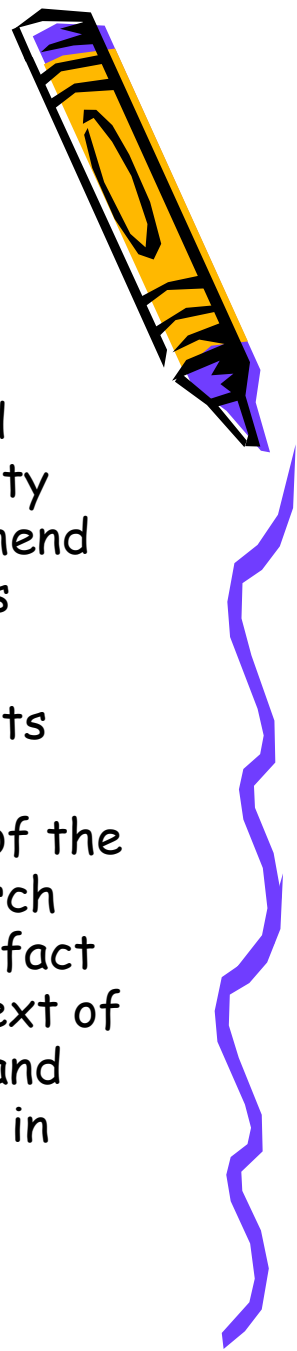




Often regarded as 'remedial' staff
fixing the problems 'here and there'
and 'whenever needed'

Frequently marginalised and overlooked
by the institutional hierarchies





- ALL Practitioner's teaching inputs are often not reported and acknowledged by many other faculty based staff and university administration, hence students in the long run fail to comprehend the value of building on language and learning skills regardless their study area.
- Relationship between the ALL Lecturers and research students provides the opportunity to share views and issues within the teaching-learning settings to create a better understanding of the research task and to feel greater confidence with the research materials and research writing. However, while this should in fact be a component of every supervisory relationship in the context of doctoral education, this holistic process often is overlooked and undervalued by the rest of the academic community and even in research process literature.

