



Proceedings of the Informing Science + Information Technology Education Conference

An Official Publication
of the Informing Science Institute
InformingScience.org

InformingScience.org/Publications

Online July 7-8, 2020

OVER MOUNTAIN TOPS AND THROUGH THE VALLEYS OF POSTGRADUATE STUDY AND RESEARCH: A TRANSFORMATIVE LEARNING EXPERIENCE FROM TWO SUPERVISEES' PERSPECTIVES [ABSTRACT]

Joy Penman*	Monash University, Melbourne, Australia	Joy.Penman@monash.edu
Glenna Lear	University of South Australia, Adelaide, Australia	Glenna.Lear@unisa.edu.au

* Corresponding author

ABSTRACT

Aim/Purpose	The purpose of this paper is to illuminate the learning that happens in assuming a supervisee's role during the postgraduate study.
Background	The facilitators and barriers students encountered while pursuing postgraduate studies, strategies to achieve success in postgraduate studies, and how to decrease attrition rates of students, have been sufficiently explored in literature. However, there is little written about the personal and professional impact on students when they are being supervised to complete their postgraduate studies.
Methodology	Autoethnographic method of deep reflection was used to examine the learning that transpired from the supervisee's perspective. Two lecturers (a Senior Lecturer in Nursing and an Aboriginal Tutor) focused on their postgraduate journeys as supervisees, respectively, with over 30 years of study experience between them, in Australia and abroad.
Contribution	Future postgraduate students, researchers, would-be supervisors and experienced supervisors could learn from the reflections of the authors' postgraduate experiences.
Findings	Four themes surfaced, and these were <i>Eureka moments</i> , <i>Critical friend(s)</i> , <i>Supervisory relationship</i> , and <i>Transformative learning</i> . The authors highlighted the significance of a supervisory relationship which is key to negotiating the journey with the supervisor. Essential for these students also were insights on finding the path as well as the destination and the transformative aspects that happened as a necessary part of the journey.

This Proceedings paper was revised and published in the journal *Issues in Informing Science and Information Technology*, 16, 1-20. <https://doi.org/10.28945/4546>

(CC BY-NC 4.0) This article is licensed to you under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/). When you copy and redistribute this paper in full or in part, you need to provide proper attribution to it to ensure that others can later locate this work (and to ensure that others do not accuse you of plagiarism). You may (and we encourage you to) adapt, remix, transform, and build upon the material for any non-commercial purposes. This license does not permit you to use this material for commercial purposes.

Conclusion. The postgraduate journey has taught them many lessons, the most profound of which was the change in perspective and attitude in the process of being and becoming. Personal and professional transformative learning did occur. At its deepest level, the authors' reflections resulted in self-actualization and a rediscovery of their more authentic selves.

Recommendations for Practitioners	This article highlights the importance of the supervisory relationship that must be negotiated to ensure the success of the candidate. Reflections of the transformation are recommended to support the students further.
Recommendations for Researchers	Quality supervision can make a significant influence on the progress of students. Further research on the supervisory relationship is recommended.
Impact on Society	The support in terms of supervision to ensure postgraduate students' success is essential. Postgraduate students contribute to the human, social, professional, intellectual, and economic capital of universities and nations globally.
Future Research	Further reflections of the transformative learning will advance the understanding of the personal and professional changes that occur with postgraduate supervision.
Keywords	postgraduate study, supervisee, autoethnographic reflection, supervisory relationship, transformation

BIOGRAPHIES



Dr Joy Penman graduated in nursing from the University of South Australia in 1993. She has since obtained her Masters and Doctoral degrees from the same university. She practiced as a nurse in the local hospital and clinics, but quickly moved to university teaching and research. She has lectured in both undergraduate and postgraduate nursing programs for over 25 years. Joy was also a pharmacist before pursuing nursing. Recently, she served as Stream Lead for the Australian Nursing Studies program at the Monash University, where she is a Senior Lecturer. She has worked to provide professional and clinical education for internationally qualified nurses wishing to join the Australian workforce. She has earned over AUD 400K in internal and external research funding for various collaborative projects. She is well published in peer-reviewed journals and books and has presented her work in national and international conferences.



Dr Glenna Lear began her third age university career in 1997. The University of South Australia awarded her PhD in 2011 for research on rural women's third age learning. Her lifelong passion is learning and she tutors Indigenous students at the University of South Australia's regional study hub in her local community which is classified as remote.