

Good advice and information for supervisors:

- Students would like to get more feedback on their work than what is generally the case; it just has to be communicated in a constructive way.
- Don't talk about how busy you are when the students can hear you. It might make them feel like a burden. The students do know that you are busy. Instead, try to be explicit about when you do have time and how much feedback you are able to give.
- Invite the students to get feedback on written assignments in a way so that it appears natural and obligatory. Some students feel like a burden when they have to ask to get feedback. Others don't like the feedback situation and will not seek it themselves.
- Respect that the student has deadlines set up by the framework of the education program which limit the possibilities for immersion.
- Students like group feedback, but remember that you are expected to facilitate the meeting and that this demands preparation and a clear agenda.
- Students will often let themselves be controlled by your suggestions, e.g. choice of theory, because they think it is best to do what the supervisor wants. You should therefore remember to make it clear that there are other possibilities and perspectives than the ones you present. This is important because an academic education among other things is about viewing a phenomenon from more than one perspective, developing critical reflection and making independent choices.
- Be careful about referring to university studies as hard. Students are generally already in awe when it comes to the university and expect it to be high level. Students come with very different prerequisites and "hard" will be a subjective matter. Instead, tell the students what is expected of them and don't assess whether it is easy or hard.
- The students don't expect you to be interested in their personal lives but it is important that you show interest in them as students. Ask them about their studies and show interest in their papers and fields of interest, even though to you this is just another paper.
- Students are, as a rule, very careful with filing complaints, which the number of complaints stands as proof of. They see it as bothersome and think that conflicts are unpleasant. If a student wants to complain about a grade then start a dialogue if the student wants to. The discontent often originates from the fact that the students don't know on which criteria their papers have been assessed. If the student wants to proceed with the complaint then

remember that it has nothing to do with your person or your academic competence but that the student sees the evaluation as unfair and wants you to have another look at their performance.