

Cite as: Khene, C. P. (2014). Supporting a humanizing pedagogy in the supervision relationship and process: A reflection in a developing country. *Proceedings of the e-Skills for Knowledge Production and Innovation Conference 2014, Cape Town, South Africa*, 189-190. Retrieved from <http://proceedings.e-skillsconference.org/2014/e-skills189-190Khene787.pdf>

Supporting a Humanizing Pedagogy in the Supervision Relationship and Process: A Reflection in a Developing Country

Caroline Pade Khene
Rhodes University, Grahamstown, South Africa

c.khene@ru.ac.za

Abstract

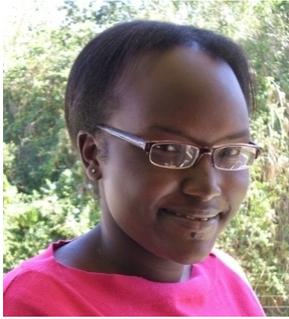
Research supervision should be treated with as much significance as teaching at undergraduate levels. Essentially, research supervisors are still dealing with students, about whom they have to be sensitive and aware, and the challenges they face in engaging with their doctoral study journey. As supervisors, it is essential that we apply a humanizing pedagogy in the supervision relationship to launch our students into becoming mature and capable researchers. The concept of a humanizing pedagogy is vital. In adopting this approach, the supervisor needs to become sensitive to the students they are supervising, and guide them towards a familiarity with the language of research and practical understanding of the skills of research within their discipline. This is especially vital in the South African and developing country context, as the students who enroll in these universities are often constrained by a number of factors, including their disadvantaged past and their cultural and social barriers. This paper presents a reflective discussion on an attempt to apply a humanizing pedagogy in the supervision relationship. Emerging academics who relate to this paper can use this reflection as an example to frame their own practice in applying a humanizing pedagogy in supervision.

Keywords: Humanizing pedagogy, collaboration, developing country, alienation, supervision relationship

NOTE: The full paper was published in the *International Journal of Doctoral Studies*, Volume 9, pages 73-83 and can be found at <http://ijds.org/Volume9/IJDSv9p073-083Khene0545.pdf>

Material published as part of this publication, either on-line or in print, is copyrighted by the Informing Science Institute. Permission to make digital or paper copy of part or all of these works for personal or classroom use is granted without fee provided that the copies are not made or distributed for profit or commercial advantage AND that copies 1) bear this notice in full and 2) give the full citation on the first page. It is permissible to abstract these works so long as credit is given. To copy in all other cases or to republish or to post on a server or to redistribute to lists requires specific permission and payment of a fee. Contact Publisher@InformingScience.org to request redistribution permission.

Biography



Caroline Pade Khene is a Senior Lecturer in the Department of Information Systems at Rhodes University, South Africa. Her primary research interests are in information and communication technology in developing countries, focusing on evaluation and project management; and higher education in developing countries. Caroline holds a Bachelor's Degree in Business Science, a Masters and PhD in Information Systems, and a Postgraduate Diploma in Higher Education.