

## **Technical Report**

**Project Title:** Adaptation of Student Research Experience Questionnaire (SREQ) for  
Evaluation of Higher Degree Supervision in HKIEd



## 1. Background of Study

There has been a substantial increase in the number and proportion of postgraduate research students in recent years worldwide, especially in Asian countries. Assuring the quality of research supervision is of utmost important to higher degrees by research. There are several approaches to evaluate research supervision, namely, reflection, interview, analysis of outcomes of the research process, and using a questionnaire. The objective of this project is to develop an instrument to evaluate Research Higher Degree (RHD) supervision.

The Hong Kong Institute of Education (HKIEd) recruited the first cohort of Research Postgraduate (RPg) students in June 2010; a majority of them have entered their thesis stage. There will be an increasing number of RPg students starting their research project ahead. In regards to Doctor of Education (EdD) students who entered the programme after it was launched in 2007, many of them are also in their thesis stage. Moreover, some Master of Education (MEd) students have chosen the research project option as part of their programme. It is therefore timely for the Institute to consider how research supervision and support will be evaluated.

The primary purpose of this project is to adapt, and revise if necessary, the Student Research Experience Questionnaire (SREQ) for use in HKIEd to evaluate the quality of research supervision and research training support in the RPg and EdD programmes. The secondary purpose is to translate SREQ into Chinese and perform a comprehensive validation of the instrument using Item Response Theory models for use in universities in the Greater China Region.

This project is in line with the strategic development of the Institute:

- (a) Research supervision is a core part of teaching and learning in higher degrees by research. The proposed project complements with various other projects currently being undertaken in the Institute, e.g., a revision of the SET questionnaire.
- (b) The results will have significant impact on quality assurance of research degrees, which is consistent with the mission of developing research training in the Institute.
- (c) The collaboration with colleagues in Taiwan and Mainland China is consistent with the Institute's strategic linkage with institutions in the Greater China Region.

## 2. Adaptation of SREQ and PREQ

The Student Research Experience Questionnaire (SREQ) has been widely used in the UK and Australia for evaluating the quality of research supervision and one of the very few existing instruments with robust psychometric properties. However, little is known about the appropriateness and usefulness of SREQ in the Asian context.

The SREQ was developed from an existing questionnaire known as the Postgraduate Research Experience Questionnaire (PREQ) which focuses on evaluating the supervision experience of RHD graduates each year (Ainley, 2001; Marsh, Rowe & Martin 2002). One major limitation of PREQ is that it only gathers RHD graduates' supervision experience where there are only relatively few numbers of graduates each year. To address such a limitation, the SREQ was modified for use with currently enrolled students (Qinns et al. 2009). Since we would like both current and graduated research students to evaluate the quality of research supervision, when developing our questionnaire for use at HKIED, we adapted and revised both the SREQ and PREQ.

The PREQ is a well-developed tool on evaluating the supervision experience of RHD graduates for over twenty years and its validity and reliability have been established (Graduate Careers Australia, 2007; Heath, 2002; Marsh, Rowe, and Martin, 2002). In recent years, the SREQ which was adapted from PREQ has been widely used in the UK and Australia. In previous studies (e.g. Ginns al et. 2009) in Australia, it has been revealed that the SREQ has also obtained a certain level of validity and reliability: Construct validity (CFA:  $\chi^2=3883.31$ ,  $df=486$ ; TLI 0.98, CFI 0.98, RMSEA 0.056); Inter-rater reliability (The intraclass correlation between different faculties and departments: Faculty ICC 0-0.08, department ICC 0.01-0.11); and Internal consistency (Cronbach's alpha, point estimates of reliability ranging from 0.85 to 0.93).

The SREQ is similar to PREQ in its research dimensions. The follow scales - Supervision, Intellectual and Social Climate, Infrastructure and Generic Skill - are explored in both PREQ and SREQ, however the Thesis examination and Goal Clarity Scales were dropped in the SREQ. Some major differences between the instruments need to be noted:

Firstly, items on SREQ are written using the present rather than the past tense to reflect the target sample of enrolled RHD students rather than graduates.

Secondly, the Thesis Examination Scale and Goal Clarity on PREQ was dropped in SREQ since students by definition had not had their dissertations marked and were not at a stage to evaluate overall goal clarity.

Thirdly, the Climate Scale was expanded by five items to assess aspects not covered by the PREQ. The expanded items are as follows: 1. I feel that this department / school provides a supportive working environment. 2. I feel that other postgraduate students in my department / school are supportive. 3. I tend to feel isolated within this department / school. 4. Interaction with other postgraduate students is actively encouraged in this department / school. 5. I feel respected as a fellow researcher within my department / school.)

Fourthly, the Generic Skills Scale was expanded by four items. The expanded items are as follows: 1. Doing my research has helped to develop my written communication skills. 2. As a result of my research, I have developed the ability to work collaboratively with other researchers. 3. Doing my research has helped to develop my oral communication skills. 4. As a result of my research I have developed the ability to learn independently)

Fifthly, the Supervision Scale was expanded 1 item: 1. Overall, I am satisfied with the quality of my supervision.

### 3. Summary of Project Activities

The project was divided into four phases. Phase one (July - October 2011), the preparation stage, involved the hiring of a research assistant, literature review, application for ethics approval, seeking of copyright permission to translate SREQ and forming an expert team to translate the SREQ to Chinese.

Phase two (October 2011 – January 2012), the development stage, focused on translating and revising the SREQ. The Chinese SREQ was translated by the expert team was sent out to two

bilingual teachers for review. Student and supervisor focus groups were conducted for feedback on the usefulness and appropriates of SREQ for use at HKIED.

Phase three (February 2012- March 2012), the data collection and analysis stage involved collecting data from RPG, EdD and MEd students at HKIED, and sorting and analysis of data.

Phase four (April 2012), the write up and dissemination stage involved preparing the final report of this study, writing an academic paper for the Journal of Assessment and Evaluation in Higher Education and organizing a research workshop.

Below is a summary of the activities at different phases of the research:

Phase I July 2011 – October 2011 Preparation	<ul style="list-style-type: none"> <li>➤ Hiring research assistant</li> <li>➤ Continued literature review</li> <li>➤ Form “Expert Team” for the English to Chinese translation</li> <li>➤ Seek permission / copyright to translate SREQ</li> <li>➤ Ethics clearance</li> </ul>
Phase II October 2011 – January 2012 Revision of SREQ and translation	<ul style="list-style-type: none"> <li>➤ Initial translation of SREQ into Chinese by “Expert Team” (C-SREQ)</li> <li>➤ Student and supervisor focus groups to consider whether some items in SREQ need revision for adaptation in HK</li> <li>➤ Revision and adaptation of SREQ</li> </ul>
Phase III February 2012- March 2012 Data collection and data analysis	<ul style="list-style-type: none"> <li>➤ Collect data using “revised” SREQ in HK</li> <li>➤ Coding, data entry, ... etc</li> <li>➤ Comprehensive data analysis using Item Response Theory</li> </ul>
Phase IV April 2012 Write up and dissemination of findings	<ul style="list-style-type: none"> <li>➤ Disseminate findings: Workshop on Research Supervision</li> <li>➤ Write manuscripts for submission to prestige journals</li> <li>➤ Prepare a final project report to HKIED</li> </ul>

## 4. Research Design

### 4.1 Ethics Clearance and Copyright

Before we proceeded to the development of a revised version of the SREQ for use in HKIEd, we sought for ethics approval from HKIEd Human Research Ethics Committee and copyright permission from the original researchers who developed the SREQ to revise and use the instrument at HKIEd. Ethics approval and copyright permission from Dr Paul Ginns were both granted in October 2011. Upon approvals, focus groups were conducted with HKIEd's PhD (Doctor of Philosophy) and EdD (Doctor of Education) students and their supervisors to solicit their views and feedback on the adaptation of SREQ in doctoral degree programme evaluation.

### 4.2 Focus Groups

Two focus groups were conducted in with students and supervisors to discuss how suitable the SREQ is in evaluating our doctoral degree supervision. The student and supervisor focus groups were conducted in October and November 2011 respectively and lasted for around 1 hour. All participants were provided with an information sheet and were requested to fill in a consent form.

For the student focus group, the participants were made up of two PhD and four EdD students. We aimed to select participants in different higher degree programme and at different stages. For the supervisor focus group, five participants, who were currently or have previously supervised RHD students were recruited from the following academic units: Department of Social Sciences, Department of Health and Physical Education, Centre for Religious and Spirituality Education, Department of Eng, Department of Education Policy and Leadership.

During the focus groups, the interviewer went through every item on the original SREQ and sought for comments from participants on the appropriateness and usefulness of each for use at HKIEd. The interactions between participants and interviewer generated useful feedback on items and gaps in the original SREQ. The comments from both focus groups were recorded by the interviewer and a research assistant who was also present at the focus groups.

### 4.3 Revising the SREQ

Comments and feedback gathered from the student and supervisor focus groups were collated for the revision of the SREQ. An external member who is an active researcher and not a part of the main research team was recruited to provide objective feedback on the final version of the revised SREQ.

In designing and adapting the questionnaire of use at HKIEd, the following main processes were taken:

- 1) Some items from both the original SREQ and PREQ were used without changes
- 2) Some items were revised
- 3) Some new items added were added

The main focus of the questionnaire for use at HKIEd is on the evaluation of research supervision and research experience during the research phase. As such, most of items were taken from the original SREQ. However, as we also want to students who are ready to submit their thesis or those who have submitted their thesis for examination to have a chance to provide their evaluation on 'Thesis Examination' and 'Goals and Expectations', we therefore included the original items under these two scales on the PREQ to be included in the revised SREQ.

Revisions on some items were necessary so that they fit more appropriately for use at HKIEd. For example, not all RRg or EdD research students are affiliated to a school or department, some are affiliated to research centers. As such, the original item which was worded as such: "I feel integrated into the department's/school's community" was revised to: "I feel integrated into the academic unit I am affiliated with."

Some new items were also added to the revised SREQ. For example, both participants from student and supervisor focus groups felt that the library is an important part of any research programmes and should be included in the questionnaire. As such, the items "The library offers good resources on literature relevant to my research" and "The library offers good research related training workshops and services relevant to my research" were added to the revised questionnaire.

We designed three sets of questionnaire for students in the MEd, EdD and RPg programmes. While the items on each of the revised SREQ are similar, it is necessary to have three sets as some questions are only relevant to a specific group and not the others. For example, only RPg students are given financial resources for research activities as such the item “There is appropriate financial support for research activities” is not appropriate for assessment by MEd and EdD students. Another example is that most MEd students are part-time and most do not spend much time at the institute. Therefore, the items in the section ‘intellectual and social climate’ are not included in the MEd questionnaire as they are not relevant for to this group of students.

Compared to 33 items on the original SREQ and 28 items on the PREQ, in the revised SREQ there are 47 items for PhD, 46 for EdD and 37 MEd programmes. The five dimensions of the original SREQ: Supervision, Infrastructure and Services, Intellectual and Social Climate, Generic Skills, Overall Satisfaction with Research Higher Degree Quality were adapted. In addition, the dimensions of Goals and Expectations and Thesis Examination on the PREQ were also adapted. Below are tables that detail all the items on the original SREQ, original PREQ and revised SREQ for RPg, EdD and MEd programmes. Items are divided into the stated seven dimensions and the bolded texts indicate revised and new items:

### Supervision

SREQ (7)	PREQ (6)	Revised SREQ RPg (11)	Revised SREQ EdD (11)	Revised SREQ MEd (11)
1. Supervision is available when I need it.	1. Supervision was available when I needed it.	1. Supervision is <b>readily available</b> .	1. Supervision is <b>readily available</b> .	1. Supervision is <b>readily available</b> .
5. My supervisor(s) make(s) a real effort to understand difficulties I face.	7. My supervisor(s) made a real effort to understand difficulties I faced.	2. My supervisor makes a real effort to understand difficulties I face.	2. My supervisor makes a real effort to understand difficulties I face.	2. My supervisor makes a real effort to understand difficulties I face.
13. My supervisor(s) provide(s) me with additional information relevant to my topic.	13. My supervisor(s) provided additional information relevant to my topic.	3. My supervisor provides me with information relevant to my topic.	3. My supervisor provides me with information relevant to my topic.	3. My supervisor provides me with information relevant to my topic.
18. I am given good guidance in topic selection and refinement.	17. I was given good guidance in topic selection and refinement.	4. I am given clear guidance in topic selection and refinement.	4. I am given clear guidance in topic selection and refinement.	4. I am given clear guidance in topic selection and refinement.
22. My supervisor(s) provide(s) helpful feedback on my progress.	21. My supervisor(s) provided helpful feedback on my progress.	5. My supervisor provides helpful feedback on my progress.	5. My supervisor provides helpful feedback on my progress.	5. My supervisor provides helpful feedback on my progress.
26. I have received good guidance in my literature search.	24. I received good guidance in my literature search.	6. I am given clear guidance in my literature review.	6. I am given clear guidance in my literature review.	6. I am given clear guidance in my literature review.
		7. My supervisor provides me with good emotional support.	7. My supervisor provides me with good emotional support.	7. My supervisor provides me with good emotional support.
		8. I am given helpful feedback on my written work.	8. I am given helpful feedback on my written work.	8. I am given helpful feedback on my written work.
		9. I am given clear guidance in my research design.	9. I am given clear guidance in my research design.	9. I am given clear guidance in my research design.
		10. My supervisor is sensitive to intercultural differences.	10. My supervisor is sensitive to intercultural differences.	10. My supervisor is sensitive to intercultural differences.
36. Overall, I am satisfied with the quality of my supervision.		11. Overall, I am satisfied with the quality of my supervision.	11. Overall, I am satisfied with the quality of my supervision.	11. Overall, I am satisfied with the quality of my supervision.

### Infrastructure

SREQ (7)	PREQ (5)	Revised SREQ PhD (10)	Revised SREQ EdD (9)	Revised SREQ MEd (10)
2. I have access to a suitable working space.	3. I had access to a suitable working space.	12. I have access to a suitable working space.	12. I have access to a suitable working space.	12. I have access to a suitable working space.
6. I have good access to the technical support I need.	8. I had good access to the technical support I needed.	13. I have good access to the technical support I need.	13. I have good access to the technical support I need.	13. I have good access to the technical support I need.
10. I have access to a common room or a similar type of meeting place.		14. I have access to a common room or a similar type of meeting place.	14. I have access to a common room or a similar type of meeting place.	14. I have access to a common room or a similar type of meeting place.
12. I am able to organize good access to necessary equipment.	12. I was able to organize good access to necessary equipment.	15. I have good access to necessary equipment.	15. I have good access to necessary equipment.	15. I have good access to necessary equipment.
19. I have good access to computing facilities and services.	18. I had good access to computing facilities and services.	16. I have good access to computing facilities and services.	16. I have good access to computing facilities and services.	16. I have good access to computing facilities and services.
28. There is appropriate financial support for research activities.	27. There was appropriate financial support for research activities.	19. There is appropriate financial support for research activities.		
		17. The library offers good resources on literature relevant to my research.	17. The library offers good resources on literature relevant to my research.	17. The library offers good resources on literature relevant to my research.
		18. The library offers good research related training workshops and services relevant to my research.	18. The library offers good research related training workshops and services relevant to my research.	18. The library offers good research related training workshops and services relevant to my research.
		20. The institute provides me with access to quality student accommodation.	19. The institute provides me with access to quality student accommodation.	19. The institute provides me with access to quality student accommodation.
35. Overall, I am satisfied with the quality of the services and facilities.		21. Overall, I am satisfied with the quality of the services and facilities.	20. Overall, I am satisfied with the quality of the services and facilities.	21. Overall, I am satisfied with the quality of the services and facilities.
				20. The institute as a whole provides research seminars for postgraduate studies.

### Intellectual and Social Climate

SREQ (10)	PREQ (5)	Revised SREQ RPg (10)	Revised SREQ EdD (10)	Revised SREQ MEd
3. The department/school provides opportunities for social contact with other postgraduate students.	5. The department provided opportunities for social contact with other postgraduate students.	22. My <b>affiliated academic unit</b> provides opportunities for social contact with other postgraduate students.	21. My <b>affiliated academic unit</b> provides opportunities for social contact with other postgraduate students.	
8. I feel integrated into the department's/school's community.	9. I was integrated into the department's community.	23. I feel integrated into the community of the <b>academic unit that I am affiliated with.</b>	22. I feel integrated into the community of the <b>academic unit that I am affiliated with.</b>	
15. The department/school provides opportunities for me to become involved in the broader research culture.	16. The department provided opportunities for me to become involved in the broader research culture.	24. My <b>affiliated academic unit</b> provides opportunities for me to become involved in the broader research culture.	23. My <b>affiliated academic unit</b> provides opportunities for me to become involved in the broader research culture.	
16. I feel that other postgraduate students in my department/school are supportive.		25. I feel that other postgraduate students in my <b>affiliated academic unit</b> are supportive.	24. I feel that other postgraduate students in my <b>affiliated academic unit</b> are supportive.	
20. I tend to feel isolated within this department/school. (reversed)		26. I tend to feel isolated within my <b>affiliated academic unit.</b>	25. I tend to feel isolated within my <b>affiliated academic unit.</b>	
23. Interaction with other postgraduate students is actively encouraged in this department/school.		27. Interaction with other postgraduate students is actively encouraged in my <b>affiliated academic unit.</b>	26. Interaction with other postgraduate students is actively encouraged in my <b>affiliated academic unit.</b>	
24. A good seminar programme for postgraduate students is provided.	22. A good seminar program for postgraduate students was provided .	33. <b>The institute as a whole provides research seminars for postgraduate studies.</b>	30. <b>The institute as a whole provides research seminars for postgraduate studies.</b>	
25. The research ambience in the department/school or faculty stimulates my work.	23. The research ambience in the department or faculty stimulated my work .	28. The research ambience in my <b>affiliated academic unit</b> stimulates my work.	27. The research ambience in my <b>affiliated academic unit</b> stimulates my work.	
29. I feel that this department/school provides a supportive working environment.		29. I feel that my <b>affiliated academic unit</b> provides a supportive working environment.	28. I feel that my <b>affiliated academic unit</b> provides a supportive working environment.	
31. I feel respected as a fellow researcher within my department/school.		30. I feel respected as a fellow researcher within my <b>affiliated academic unit.</b>	29. I feel respected as a fellow researcher within my <b>affiliated academic unit.</b>	

### Generic Skills

SREQ (7)	PREQ (5)	Revised SREQ PhD (10)	Revised SREQ EdD (10)	Revised SREQ MEd (10)
4. My research has further developed my problem-solving skills.	6. My research further developed my problem-solving skills.	32. My research <b>training</b> has further developed my problem-solving skills.	31. My research <b>training</b> has further developed my problem-solving skills.	22. My research <b>training</b> has further developed my problem-solving skills.
7. Doing my research has helped to develop my written communication skills.	20. Doing my research helped me to develop my ability to plan my own work.	33. Doing my research has helped to develop my written communication skills.	32. Doing my research has helped to develop my written communication skills.	23. Doing my research has helped to develop my written communication skills.
9. I have learned to develop my ideas and present them in my written work.	10. I learned to develop my ideas and present them in my written work.	34. I have learned to develop my ideas and present them in my written work.	33. I have learned to develop my ideas and present them in my written work.	24. I have learned to develop my ideas and present them in my written work.
14. My research has sharpened my analytical skills.	14. My research sharpened my analytical skills.	38. My research <b>training</b> has sharpened my analytical skills.	37. My research <b>training</b> has sharpened my analytical skills.	28. My research <b>training</b> has sharpened my analytical skills.
21. Doing my research has developed my ability to plan my own work.		33. Doing my research has developed my ability to plan my own work.	34. Doing my research has developed my ability to plan my own work.	25. Doing my research has developed my ability to plan my own work.
27. As a result of my research I feel confident about tackling unfamiliar problems.	26. As a result of my research, I feel confident about tackling unfamiliar problems.	39. As a result of my research training I feel confident about tackling unfamiliar problems.	38. As a result of my research training I feel confident about tackling unfamiliar problems.	29. As a result of my research training I feel confident about tackling unfamiliar problems.
30. As a result of my research I have developed the ability to learn independently.		40. As a result of my research training I have developed the ability to learn independently.	39. As a result of my research training I have developed the ability to learn independently.	30. As a result of my research training I have developed the ability to learn independently.
		36. My research training has developed my critical and reflective thinking skills.	35. My research training has developed my critical and reflective thinking skills.	26. My research training has developed my critical and reflective thinking skills.
		37. My research training has developed my decision making skills.	36. My research training has developed my decision making skills.	27. My research training has developed my decision making skills.
		41. As a result of my research training, my awareness on research ethics has increased.	40. As a result of my research training, my awareness on research ethics has increased.	31. As a result of my research training, my awareness on research ethics has increased.

### Overall satisfaction

SREQ (1)	PREQ (1)	Revised SREQ PhD (1)	Revised SREQ EdD (1)	Revised SREQ MEd (1)
37. Overall, I am satisfied with the quality of my RHD experience.	28. Overall, I am satisfied with the quality of my RHD experience.	42. Overall, I am satisfied with the quality of my <b>research higher degree</b> experience.	41. Overall, I am satisfied with the quality of my <b>research higher degree</b> experience.	32. Overall, I am satisfied with the quality of my <b>research higher degree</b> experience.

### Goals and Expectations

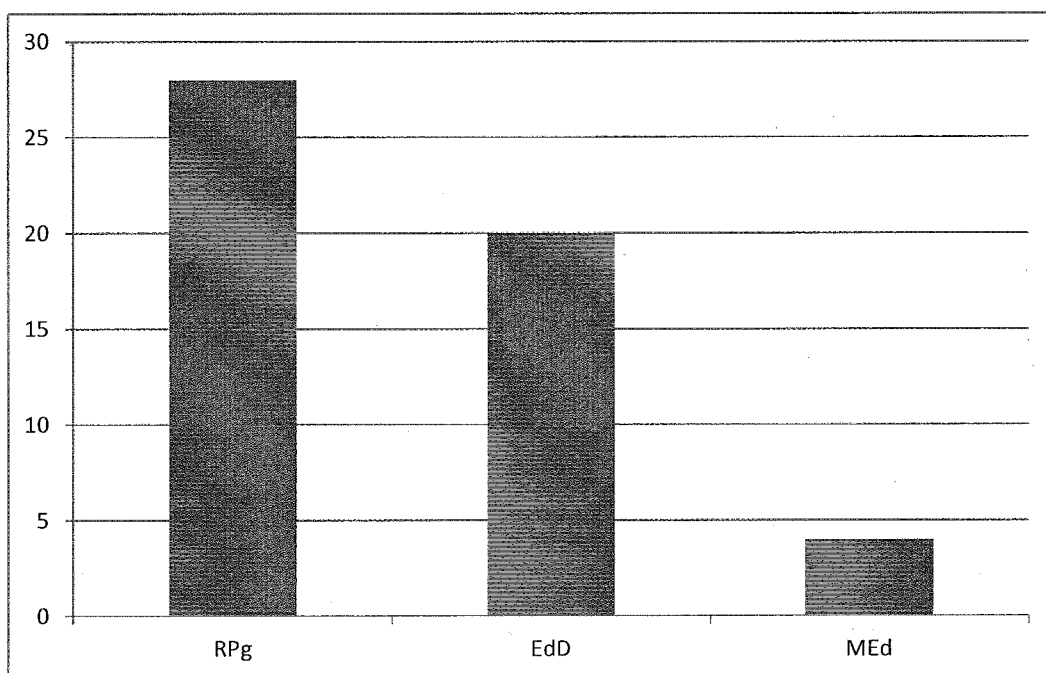
SREQ	PREQ (3)	Revised SREQ PhD (2)	Revised SREQ EdD (2)	Revised SREQ MEd (2)
	4. I developed an understanding of the standard of work expected.	43. I developed an understanding of the standard of work expected.	42. I developed an understanding of the standard of work expected.	33. I developed an understanding of the standard of work expected.
	11. I understood the required standard for the thesis.	44. I understood the required standard for the thesis.	43. I understood the required standard for the thesis.	34. I understood the required standard for the thesis.
	19. I was satisfied with the thesis examination process.			

### Thesis examination

SREQ (0)	PREQ (3)	Revised SREQ PhD (3)	Revised SREQ EdD (3)	Revised SREQ MEd (3)
	2. The thesis examination process was fair.	45. I was satisfied with the thesis examination process.	44. I was satisfied with the thesis examination process.	35. I was satisfied with the thesis examination process.
	11. I understood the requirements of thesis examination.	46. I understood the requirements of thesis examination.	45. I understood the requirements of thesis examination.	36. I understood the requirements of thesis examination.
	19. The examination of my thesis was completed in a reasonable time.	47. The examination of my thesis was completed in a reasonable time.	46. The examination of my thesis was completed in a reasonable time.	37. The examination of my thesis was completed in a reasonable time.

#### 4.4 Data Collection

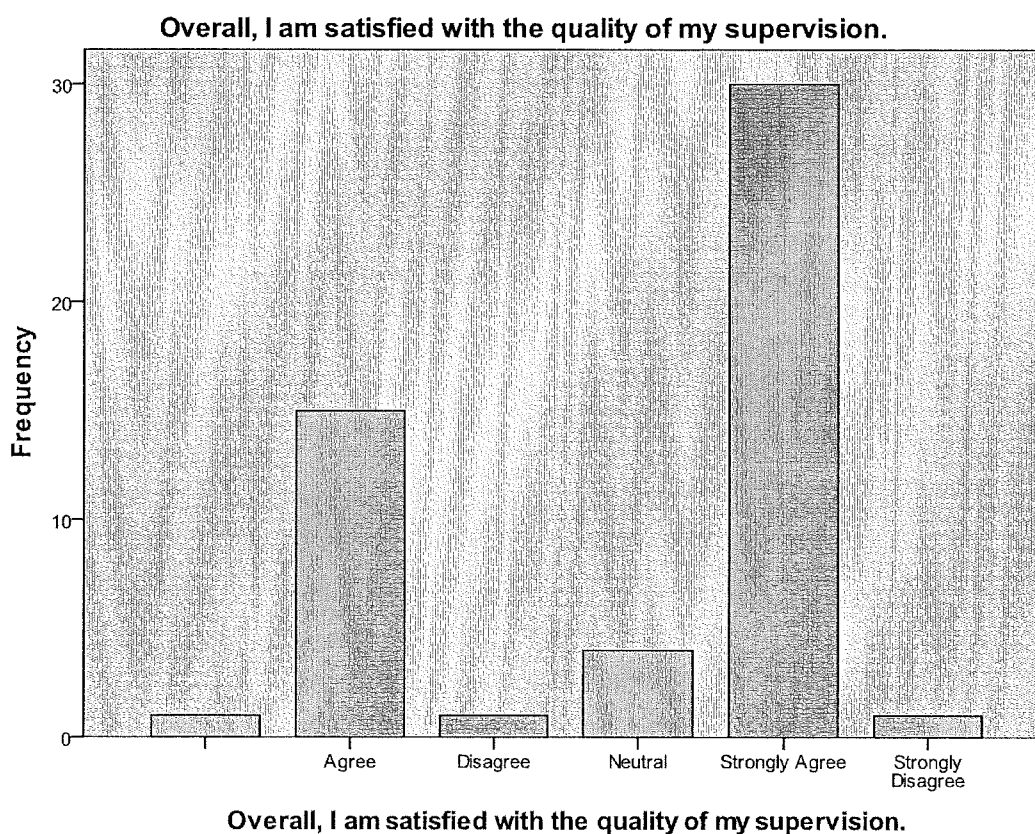
In February 2012, RHD students were requested to complete the revised SREQ. An online survey was sent out to all RPG, EdD and MEd students at HKIEd in February 2012. All selected students have entered the research stage of their respective programme. Students were given around two weeks to complete the online form. At the end of the date, 28 RPG, 20 EdD and 4 MEd students filled out the survey.



Programme	Frequency	Percent	Valid Percent	Cumulative Percent
EdD	20	38.5	38.5	38.5
MEd	4	7.7	7.7	46.2
Rpg	28	53.8	53.8	100
Total	52	100	100	

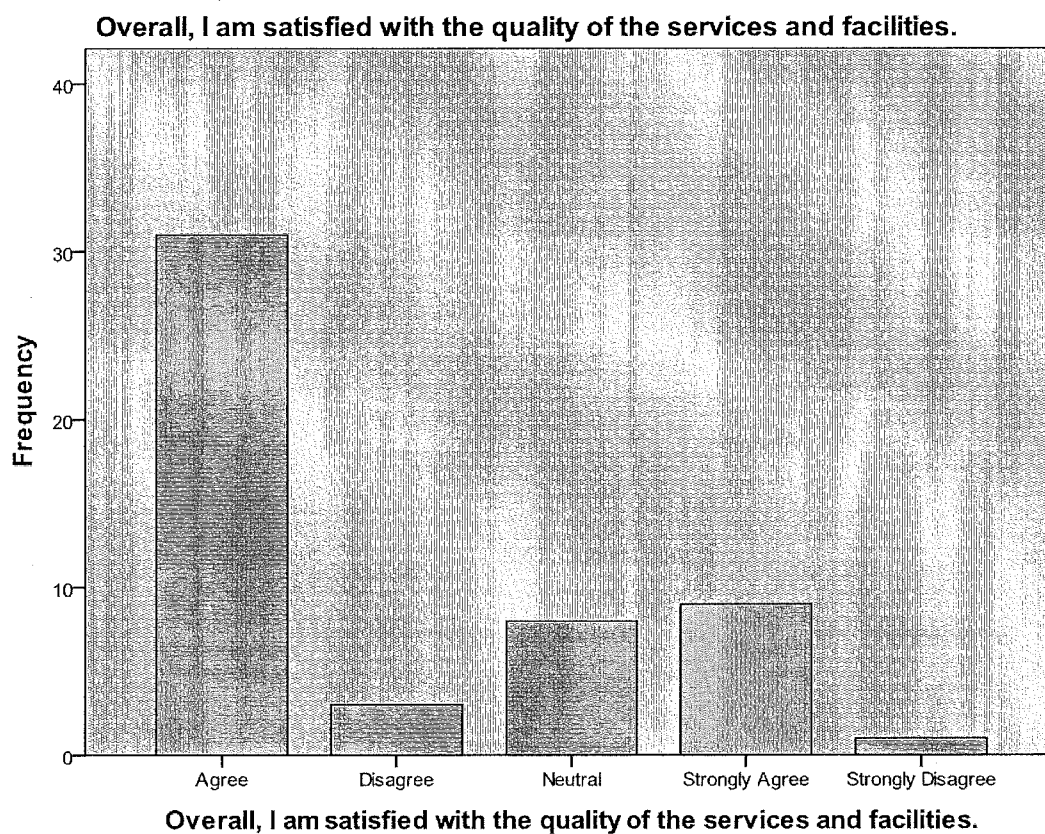
## 5. Results and Discussion

Regarding to the overall satisfaction of supervision quality, 57% students were strongly agreed with the statement “Overall, I am satisfied with the quality of my supervision.” 28.8% agree; 7.7% neutral; 1.9% were on disagree, strongly disagree, and missing. Generally, we can assume that the students were satisfied with the quality of their supervision.



Option	Frequency	Percent	Valid Percent	Cumulative Percent
Missing	1	1.9	1.9	1.9
Agree	15	28.8	28.8	30.8
Disagree	1	1.9	1.9	32.7
Neutral	4	7.7	7.7	40.4
Strongly Agree	30	57.7	57.7	98.1
Strongly Disagree	1	1.9	1.9	100
Total	52	100	100	

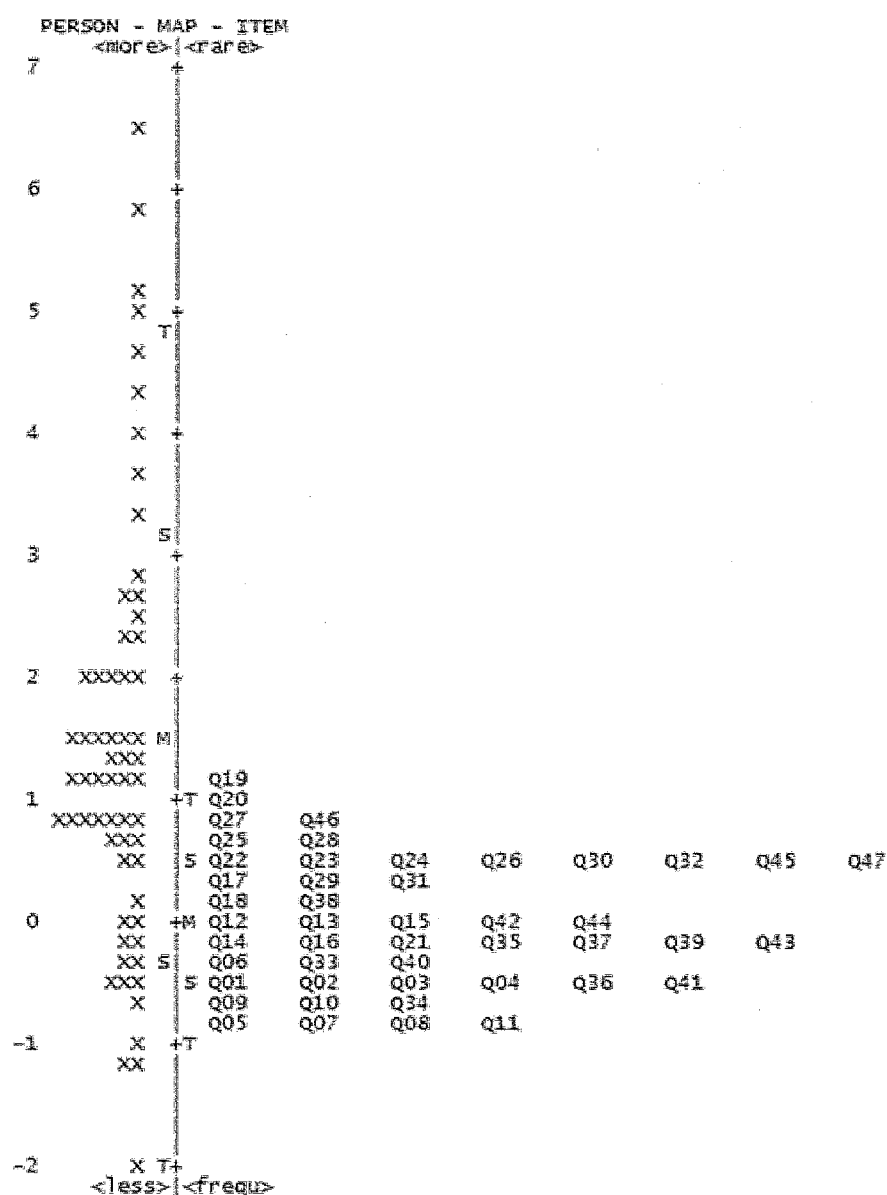
On the other hand, for services and facilities, the trend was similar; most of them (59.6%) were agreed that they are satisfied with the quality of the services and facilities.



Option	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	31	59.6	59.6	59.6
Disagree	3	5.8	5.8	65.4
Neutral	8	15.4	15.4	80.8
Strongly Agree	9	17.3	17.3	98.1
Strongly Disagree	1	1.9	1.9	100
Total	52	100	100	

## The revised SREQ

Rasch analysis was applied for assess the general quality of the revised scale. According to the person-item map, the item mean was far below the person mean, and the effective range of the scale only covered half of the samples, which means no item in this scale can properly distinguish those in high score zone. We may consider to include more critical items for the scale, in order to appropriately separate those high score students.



## ITEM STATISTICS: MISFIT ORDER

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL S.E.	INFIT MNSQ ZSTD	OUTFIT MNSQ ZSTD	PT-MEASURE CORR. EXP.	EXACT OBS%	MATCH EXP%	ITEM	G
1	263	62	-.53	.18	1.81 2.9	3.20 3.5	A .42 .60	59.7	58.4	Q01	0
19	92	28	1.15	.26	1.71 2.4	2.01 3.1	B .43 .69	17.9	51.3	Q19	0
12	245	62	-.07	.17	.94 -.2	1.93 2.4	C .63 .66	50.0	55.4	Q12	0
26	188	57	.58	.18	1.41 2.0	1.87 3.3	D .58 .72	40.4	52.0	Q26	0
20	151	46	1.00	.20	1.56 2.4	1.49 2.0	E .62 .74	41.3	50.9	Q20	0
40	246	58	-.35	.23	1.53 2.3	1.25 .8	F .47 .61	58.6	63.2	Q40	0
31	224	59	.33	.19	1.12 .6	1.53 1.7	G .60 .66	61.0	64.5	Q31	0
17	232	62	.39	.17	1.39 1.7	1.42 1.5	H .60 .68	46.8	55.4	Q17	0
13	239	62	-.04	.18	1.20 1.0	1.36 1.3	I .60 .67	50.0	56.5	Q13	0
18	226	61	.22	.19	1.32 1.5	1.32 1.4	J .61 .69	54.1	58.3	Q18	0
3	261	62	-.49	.19	1.29 1.2	1.16 .5	K .57 .60	58.1	58.0	Q03	0
16	244	61	-.10	.18	.98 .0	1.24 .9	L .59 .64	57.4	59.5	Q16	0
8	263	61	-.82	.20	1.19 .9	.79 -.4	M .58 .59	67.2	60.7	Q08	0
6	256	62	-.37	.20	1.16 .7	.82 -.5	N .64 .61	71.0	64.5	Q06	0
10	245	59	-.65	.20	1.13 .7	1.15 .5	O .60 .63	64.4	58.1	Q10	0
41	252	60	-.49	.25	1.11 .6	.98 .0	P .59 .62	75.0	68.0	Q41	0
47	127	36	.55	.27	1.00 .1	1.10 .5	Q .66 .70	50.0	58.4	Q47	0
32	242	61	.43	.22	1.03 .2	.87 -.5	R .66 .65	65.6	66.1	Q32	0
4	263	62	-.53	.19	1.02 .1	.76 -.5	S .62 .60	61.3	57.9	Q04	0
9	258	61	-.70	.20	.99 .0	.86 -.2	T .63 .61	67.2	58.0	Q09	0
14	245	61	-.13	.18	.92 -.3	.99 .1	U .63 .64	62.3	59.4	Q14	0
27	185	55	.86	.19	.96 -.1	.98 .0	V .71 .71	50.9	54.2	Q27	0
7	262	61	-.80	.19	.94 -.2	.97 .1	W .61 .60	70.5	61.0	Q07	0
36	243	58	-.44	.21	.96 -.1	.83 -.5	X .62 .59	70.7	63.1	Q36	0
33	245	59	-.41	.25	.95 -.2	.86 -.5	Y .62 .61	69.5	69.3	Q33	0
25	193	56	.59	.18	.94 -.3	.87 -.5	Z .73 .71	53.6	51.4	Q25	0
34	248	59	-.67	.22	.94 -.2	.70 -1.0	aa .65 .60	72.9	66.9	Q34	0
15	210	53	-.08	.19	.73 -1.3	.94 -.1	ab .69 .66	54.7	56.3	Q15	0
22	200	57	.44	.19	.91 -.4	.86 -.6	ac .72 .69	56.1	54.7	Q22	0
11	267	61	-.91	.21	.91 -.3	.74 -.5	ad .61 .57	68.9	63.8	Q11	0
2	265	62	-.57	.19	.90 -.3	.66 -.7	ae .62 .59	58.1	59.2	Q02	0
5	254	59	-.82	.20	.89 -.4	.68 -.6	af .63 .59	66.1	60.6	Q05	0
39	237	60	-.12	.21	.88 -.5	.80 -.8	ag .69 .64	75.0	63.6	Q39	0
45	129	35	.58	.30	.87 -.5	.76 -.9	ah .75 .68	60.0	61.8	Q45	0
43	171	41	-.23	.31	.83 -.6	.74 -.8	ai .69 .63	68.3	71.2	Q43	0
21	240	62	-.14	.21	.81 -.8	.77 -1.0	aj .71 .65	67.7	64.8	Q21	0
38	241	59	.21	.22	.81 -.9	.69 -1.2	ak .70 .64	66.1	64.5	Q38	0
46	137	37	.87	.28	.80 -.9	.77 -1.0	al .76 .69	70.3	60.3	Q46	0
35	249	60	-.16	.24	.79 -1.0	.69 -1.2	am .71 .63	71.7	67.0	Q35	0
23	192	55	.51	.18	.78 -1.1	.72 -1.2	an .76 .71	52.7	50.8	Q23	0
37	243	61	-.13	.20	.74 -1.2	.59 -1.7	ao .72 .64	68.9	62.9	Q37	0
30	200	55	.54	.18	.71 -1.5	.73 -1.1	ap .71 .66	60.0	51.5	Q30	0
44	159	39	-.01	.31	.70 -1.2	.59 -1.6	aq .79 .65	69.2	70.5	Q44	0
29	202	56	.34	.19	.67 -1.8	.61 -1.8	ar .78 .69	67.9	55.2	Q29	0
42	233	60	.02	.19	.66 -1.6	.61 -1.6	as .76 .66	73.3	63.9	Q42	0
24	205	57	.47	.18	.64 -1.9	.59 -1.9	at .77 .68	64.9	57.5	Q24	0
28	195	56	.69	.19	.49 -3.0	.46 -3.0	au .83 .69	75.0	56.5	Q28	0
MEAN	220.6	56.1	.00	.21	1.00 .0	1.01 -.1		61.3	59.9		
S.D.	42.2	8.4	.54	.04	.28 1.2	.48 1.4		10.9	5.3		

The most difficult item was item 19 ("There is appropriate financial support for research activities."), with 1.15 logits; the easiest item was item 11 ("Overall, I am satisfied with the quality of my supervision."), with -0.91 logits. The infit/outfit of item 1 ("Supervision is readily available."), item 19 ("There is appropriate financial support for research activities."), item 12 ("I have access to a suitable working space."), item 26 ("I tend to feel isolated within this affiliated academic unit."), item 20 ("The institute provides me with access to quality student accommodation."), item 40 ("As a result of my research training I feel confident about tackling unfamiliar problems."), item 31 ("The institute as a whole provides research seminars for postgraduate studies."), and item 28 ("The research ambience in the affiliated academic unit stimulates my work.") were all out of the acceptable range, 0.5-1.5, those items maybe poorly defined, and need further investigation on its actual content.

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PERSON - MAP - ITEM
<more>><rare>
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6      .##+
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4      +
      #
      ##
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3      +
      .#
      .#
      M
2      +
      ##
      .
      .
1      +
      T
      Q09    Q10
      Q07
      S   Q05    Q08
      +   Q06
      M   Q03
0      S   Q01    Q02    Q04    Q11
      #
      T
-1     +
      #
      #
-2     T
      .
-3     +
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-4     +
      .
EACH "##" IS 2. <less>"IS 1."

```

## ITEM STATISTICS: MEASURE ORDER

ENTRY	TOTAL	TOTAL		MODEL	INFIT		OUTFIT		PT-MEASURE		EXACT MATCH			
NUMBER	SCORE	COUNT	MEASURE	S.E.	MNSQ	ZSTD	MNSQ	ZSTD	CORR.	EXP.	OBS%	EXP%	ITEM	G
9	258	61	.51	.28	.75	-1.2	.71	-1.4	.85	.81	80.0	67.2	Q09	0
10	245	59	.49	.29	1.47	2.0	1.69	2.5	.76	.83	62.8	66.9	Q10	0
7	262	61	.31	.27	.88	-.5	1.79	2.2	.78	.78	68.9	65.3	Q07	0
5	254	59	.17	.29	.55	-2.4	.55	-2.1	.85	.79	76.7	67.0	Q05	0
8	263	61	.17	.29	1.06	.4	.81	-.8	.79	.79	80.0	66.3	Q08	0
6	256	62	-.04	.30	.71	-1.0	.60	-1.2	.87	.83	78.3	74.2	Q06	0
3	261	62	-.24	.27	1.61	2.3	1.74	2.7	.77	.83	65.2	66.0	Q03	0
1	263	62	-.31	.26	2.28	4.2	2.42	4.4	.70	.81	63.0	65.1	Q01	0
4	263	62	-.32	.26	.68	-1.5	.70	-1.4	.85	.82	78.3	64.8	Q04	0
11	267	61	-.33	.30	.50	-2.9	.44	-2.8	.85	.77	73.3	68.3	Q11	0
2	265	62	-.41	.26	.47	-2.8	.45	-2.9	.87	.81	76.1	64.7	Q02	0
MEAN	259.7	61.1	.00	.28	1.00	-.3	1.08	-.1			73.0	66.9		
S.D.	5.9	1.1	.33	.02	.54	2.2	.66	2.4			6.5	2.5		

The most difficult item was item 9 ("I am given clear guidance in my research design."), with 0.51 logits; the easiest item was item 2 ("My supervisor makes a real effort to understand difficulties I face."), with -0.41 logits. The infit/outfit of item 10 ("My supervisor is sensitive to intercultural differences."), item 7 ("My supervisor provides me with good emotional support."), item 3 ("My supervisor provides me with information relevant to my topic."), item 1 ("Supervision is readily available."), item 11 ("Overall, I am satisfied with the quality of my supervision."), and item 2 ("My supervisor makes a real effort to understand difficulties I face.") were all out of the acceptable range, 0.5-1.5.

## Infrastructure and Services

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PERSON - MAP - ITEM
<more> <rare>
6      XXXX +
      |
      |
5      XX +
      | T
      | XX
      |
4      X +
      |
      | X
      | X
      |
3      X S +
      |
      | XXX
      | X
      | X
      |
2      XX +
      | XX
      | XXXXXXXX
      | X
      | XXX T Q19
      | XXXXXX M Q20
      |
1      XXX +
      | S
      | X
      | XX Q17
      | XXX
      |
0      + M Q18
      | XXX
      | XXX Q12
      | S Q14
      | X S Q13
      | Q16
      | Q15
      | Q21
-1     +
      | T
      |
      | X
      |
-2     +
      | T
      |
      | XXX
      |
-3     +
      |
      | <less> <frequ>

```

## ITEM STATISTICS: MEASURE ORDER

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL S.E.	INFIT		OUTFIT		PT-MEASURE		EXACT MATCH		ITEM	G
					MNSQ	ZSTD	MNSQ	ZSTD	CORR.	EXP.	OBS%	EXP%		
8	92	28	1.30	.29	1.32	1.2	1.44	1.6	.67	.75	26.9	49.5	Q19	0
9	151	46	1.05	.23	1.86	3.3	1.81	3.1	.67	.81	41.9	52.8	Q20	0
6	232	62	.25	.19	1.41	1.7	1.43	1.6	.69	.74	56.9	58.4	Q17	0
7	226	61	-.08	.22	1.18	1.0	1.17	.9	.73	.76	66.7	59.8	Q18	0
4	210	53	-.30	.21	.46	-2.9	.46	-2.6	.81	.73	75.5	58.1	Q15	0
2	239	62	-.30	.20	.81	-1.0	.73	-1.4	.77	.73	65.5	56.9	Q13	0
1	245	62	-.39	.20	.92	-.3	.88	-.5	.73	.72	67.2	56.5	Q12	0
5	244	61	-.48	.22	.86	-.6	.71	-1.3	.76	.71	66.7	63.8	Q16	0
3	245	61	-.51	.21	.71	-1.4	.72	-1.3	.75	.71	70.2	62.9	Q14	0
10	240	62	-.53	.24	.67	-1.6	.61	-1.8	.81	.73	74.1	68.3	Q21	0
MEAN	212.4	55.8	.00	.22	1.02	-.1	1.00	-.2			61.2	58.7		
S.D.	48.4	10.5	.63	.03	.40	1.7	.42	1.8			14.6	5.2		

The most difficult item was item 8 ("I am given helpful feedback on my written work."), with 1.30 logits; the easiest item was item 10 ("My supervisor is sensitive to intercultural differences."), with -0.53 logits. The infit/outfit of item 9 ("I am given clear guidance in my research design.") was out of the acceptable range, 0.5-1.5.

## 6. Implications of the Survey/ Recommendations

The implications of the survey/project are:

- (a) Results of the project have made an impact on the quality of research supervision at HKIED, and possibly the SREQ will be used routinely in the annual progress review in the RPg and EdD programmes.
- (b) As a consequence, we anticipate that this will make an impact on the research training experienced by our research students.
- (c) We can potentially make a big impact on assessing the quality of research supervision in universities in Chinese speaking communities through the development of the Chinese version of SREQ.
- (d) Data were collected in Taiwan and Mainland China; which means we can perform a comparison between the three places, which could shed some light on the commonality and specificity of research training in these three places, which in turn could lead to an enhancement in research supervision.

## 7. Dissemination of Project Information

Because of the nature of the project, the dissemination of project information is related to the outputs, as explained below.

- (a) In May 2012, a Sharing Forum on the use of SREQ and research supervision and support was held by the Graduate School (GS); 45 students and their supervisors attended the Forum. This is useful for both students and supervisors to have a clearer understanding of the expectations of research supervision as well as how the quality of the supervision and research training services provided are evaluated (partly because there are some other forms of assessment).
- (b) In the annual progress review of students in the RPg and EdD programmes, the (HKIED version of) SREQ will be used as one of the instruments for the evaluation of the quality of research supervision. This is essential and critical in the development and management of doctoral degrees at HKIED.
- (c) Since a Chinese version of SREQ was developed, our collaborators in Mainland China and Taiwan were encouraged to use the instrument for the designated purpose. Now we have received 228 filled questionnaires from Kaohsiung Medical University and 152 from Shantou University Medical College. A comparison (between universities in the three places) will be made and presented to universities and conferences in Taiwan and the Mainland.

## 8. References

- Graduate Careers Australia. 2007. Postgraduate Research Experience Questionnaire 2006. Canberra: Graduate Careers Australia.
- Heath, T. 2002. A quantitative analysis of PhD students' views of supervision. *Higher Education Research and Development* 21, no. 1: 41–53.
- Marsh, H., K. Rowe, and M. Martin. 2002. PhD students' evaluations of research supervision. *Journal of Higher Education* 73, no. 3: 313–48.
- Ginns, P., Marsh, H.W., Behnia, M., Cheng, H.S., & Scalas, L.F. (2009). Using postgraduate students' evaluations of research experience to benchmark departments and faculties: issues and challenges. *British journal of Educational Psychology* 79, 577-598.

## Appendix I: Student Research Experience Questionnaire

### Student Research Experience Questionnaire (SREQ)

#### PART 1

The first part of the survey asks about your opinion of your research degree experience this year. To answer, please circle the number besides each statement that most accurately represents the extent to which you agree or disagree with the statement.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>Supervision</b>						
1	Supervision is readily available.	1	2	3	4	5
2	My supervisor makes a real effort to understand difficulties I face.	1	2	3	4	5
3	My supervisor provides me with information relevant to my topic.	1	2	3	4	5
4	I am given clear guidance in topic selection and refinement.	1	2	3	4	5
5	My supervisor provides helpful feedback on my progress.	1	2	3	4	5
6	I am given clear guidance in my literature review.	1	2	3	4	5
7	My supervisor provides me with good emotional support.	1	2	3	4	5
8	I am given helpful feedback on my written work.	1	2	3	4	5
9	I am given clear guidance in my research design.	1	2	3	4	5
10	My supervisor is sensitive to intercultural differences.	1	2	3	4	5
11	Overall, I am satisfied with the quality of my supervision.	1	2	3	4	5
<b>Infrastructure and Services</b>						
12	I have access to a suitable working space.	1	2	3	4	5
13	I have good access to the technical support I need.	1	2	3	4	5
14	I have access to a common room or a similar type of meeting place.	1	2	3	4	5
15	I have good access to necessary equipment.	1	2	3	4	5
16	I have good access to computing facilities and services.	1	2	3	4	5
17	The library offers good resources on literature relevant to my research.	1	2	3	4	5
18	The library offers good research related training workshops and services relevant to my research.	1	2	3	4	5
19	There is appropriate financial support for research activities.	1	2	3	4	5
20	The institute provides me with access to quality student accommodation. ( If non-applicable, please tick here <input type="checkbox"/> )	1	2	3	4	5
21	Overall, I am satisfied with the quality of the services and facilities.	1	2	3	4	5
<b>Intellectual and Research Climate</b>						
22	My affiliated academic unit provides opportunities for social contact with other postgraduate students.	1	2	3	4	5
23	I feel integrated into the community of the academic unit that I am affiliated with.	1	2	3	4	5
24	My affiliated academic unit provides opportunities for me to become involved in the broader research culture.	1	2	3	4	5
25	I feel that other postgraduate students in my affiliated academic unit are supportive.	1	2	3	4	5
26	I tend to feel isolated within this affiliated academic unit.	1	2	3	4	5
27	Interaction with other postgraduate students is actively encouraged in my affiliated academic unit.	1	2	3	4	5
28	The research ambience in the affiliated academic unit stimulates my work.	1	2	3	4	5
29	I feel that this affiliated academic unit provides a supportive working environment.	1	2	3	4	5
30	I feel respected as a fellow researcher within my affiliated academic unit.	1	2	3	4	5
31	The institute as a whole provides research seminars for postgraduate studies.	1	2	3	4	5
32	Overall, I am satisfied with the intellectual and research climate of the institute.	1	2	3	4	5
<b>Generic Skills</b>						
33	My research training has further developed my problem-solving skills.	1	2	3	4	5
34	Doing my research has helped to develop my written communication skills.	1	2	3	4	5
35	I have learned to develop my ideas and present them in my	1	2	3	4	5

written work.

36	Doing my research has developed my ability to plan my own work.	1	2	3	4	5
37	My research training has developed my critical and reflective thinking skills.	1	2	3	4	5
38	My research training has developed my decision making skills.	1	2	3	4	5
39	My research training has sharpened my analytical skills.	1	2	3	4	5
40	As a result of my research training I feel confident about tackling unfamiliar problems.	1	2	3	4	5
41	As a result of my research training I have developed the ability to learn independently.	1	2	3	4	5
42	As a result of my research training, my awareness on research ethics has increased.	1	2	3	4	5

## PART 2

The second part of the survey (question 43-47) only applies to **candidates who are ready to submit or those who have submitted their thesis for examination.**

### Goals and Expectations

43	I developed an understanding of the standard of work expected.	1	2	3	4	5
44	I understood the required standard for the thesis.	1	2	3	4	5
45	I was satisfied with the thesis examination process.	1	2	3	4	5
46	I understood the requirements of thesis examination.	1	2	3	4	5
47	The examination of my thesis was completed in a reasonable time.	1	2	3	4	5

### Overall Satisfaction with Research Higher Degree Quality

48	Overall, I am satisfied with the quality of my research higher degree experience.	1	2	3	4	5
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Thank you for completing this survey

## Appendix II: Student Research Experience Questionnaire (Traditional Chinese version)

### 研究指導經驗問卷

第一部分: 調查的第一部分是關於你就讀本校研究生期間課程學習的經驗。請在每題後面選出適當的數字以形容你的滿意程度。

指導	非常不同意	不同意	中立	同意	非常同意
1 我可以適時得到指導教授的指導	1	2	3	4	5
2 我的指導教授盡力瞭解我面對的困難	1	2	3	4	5
3 指導教授提供與我研究課題有關的資訊	1	2	3	4	5
4 在論文選題及改進方面, 我得到明確的指導	1	2	3	4	5
5 指導教授對我的進度提供有幫助的反饋	1	2	3	4	5
6 在文獻綜述方面, 我得到明確的指引	1	2	3	4	5
7 指導教授給予我精神上的支持	1	2	3	4	5
8 在寫作方面, 我得到有幫助的反饋	1	2	3	4	5
9 在研究設計方面, 我得到明確的指導	1	2	3	4	5
10 我的指導教授對跨文化差異有敏銳的視野	1	2	3	4	5
11 整體而言, 我滿意指導教授的指導品質	1	2	3	4	5
<b>基礎設施</b>					
12 我有一個適合的研究工作空間	1	2	3	4	5
13 我順利得到所需要的技術支援	1	2	3	4	5
14 我可以使用討論室或類似的會議場所	1	2	3	4	5
15 我可以順利使用必要的設備資源	1	2	3	4	5
16 我可以方便地使用電腦設施和服務	1	2	3	4	5
17 圖書館提供與我研究相關的充足資源	1	2	3	4	5
18 學校相關資源中心提供與我的研究相關的工作坊和服務	1	2	3	4	5
19 學校有適當的財政支援以支持我的研究活動	1	2	3	4	5
20 學校提供良好品質的學生宿舍給我 (如不適用, 請在此打勾□)	1	2	3	4	5
21 整體而言, 我滿意服務和資源設施的品質	1	2	3	4	5
<b>知識及研究風氣</b>					
22 我所屬的學術單位提供了研究生之間社交機會	1	2	3	4	5
23 我覺得融入了我所屬的學術單位的團隊	1	2	3	4	5
24 我所屬的學術單位提供了讓我融入多元研究文化的機會	1	2	3	4	5
25 我感受到在我所屬的學術單位內其他研究生的支持	1	2	3	4	5
26 我會感到在所屬的學術單位內被孤立	1	2	3	4	5
27 我所屬的學術單位積極鼓勵研究生之間的互動	1	2	3	4	5
28 我所屬的學術單位的研究氣氛激勵我的學習	1	2	3	4	5
29 我覺得我所屬的學術單位提供有身心靈支持性的學習環境	1	2	3	4	5
30 我感到在所屬的學術單位內被視為一名受尊重的研究人員	1	2	3	4	5
31 學校提供足夠的專題講座給研究生參與	1	2	3	4	5
32 整體而言, 我滿意我所屬的學術單位所提供的支持及研究風氣	1	2	3	4	5
<b>通用技能</b>					
33 我的研究訓練進一步發展了我解決問題的技巧	1	2	3	4	5
34 我的研究訓練有助於發展我的書面溝通技巧	1	2	3	4	5
35 我學會了建構我的想法並以書面方式表達出來	1	2	3	4	5
36 我的研究訓練培養了自我規劃能力	1	2	3	4	5
37 我的研究訓練啟發了我的批判與反思能力	1	2	3	4	5
38 我的研究訓練發展了我的決策能力	1	2	3	4	5
39 我的研究訓練強化了我的分析技巧	1	2	3	4	5
40 我的研究訓練讓我有信心處理不熟悉的問題	1	2	3	4	5
41 我的研究訓練讓我提升了自學能力	1	2	3	4	5
42 由於我的研究訓練, 我的研究倫理意識提升了	1	2	3	4	5
<b>第二部分: 調查的第二部分(43-47題)</b>					
<b>目標和期望</b>					
43 我理解對研究生工作的要求標準	1	2	3	4	5
44 我明白學位論文的要求標準	1	2	3	4	5
<b>論文審核</b>					
45 我滿意學位論文考核的過程	1	2	3	4	5
46 我明白了學位論文考核的要求	1	2	3	4	5
47 我的學位論文在合理時間內完成考核	1	2	3	4	5
<b>整體滿意度</b>					
48 整體而言, 我滿意我的研究生經歷	1	2	3	4	5

感謝您完成這份問卷。

# Appendix III: Student Research Experience Questionnaire (Simplified Chinese version)

## 研究指导经验问卷

第一部分：调查的第一部分是关于你今年就读研究生课程的经验。请在每题后面圈出适当的数字以形容你的满意程度。

指导	非常不同意	不同意	中立	同意	非常同意
1 我可以适时得到导师的指导	1	2	3	4	5
2 我的导师尽力了解我面对的困难	1	2	3	4	5
3 导师提供与我研究课题有关的资讯	1	2	3	4	5
4 在论文选题及修正方面我得到清晰的指导	1	2	3	4	5
5 导师对我的研究进度提供有帮助的反馈	1	2	3	4	5
6 在文献回顾方面我得到了清晰的指引	1	2	3	4	5
7 导师给予我精神上的支持	1	2	3	4	5
8 我在写作方面，得到有帮助的反馈	1	2	3	4	5
9 我的研究设计得到清晰的指导	1	2	3	4	5
10 我的导师对跨文化差异有敏锐的触觉	1	2	3	4	5
11 总体而言，我满意导师的指导素质	1	2	3	4	5
<b>基础设施</b>					
12 我有一个适合的工作空间	1	2	3	4	5
13 我顺利得到所需的技术支持	1	2	3	4	5
14 我可以使用休息室或类似的议事场所	1	2	3	4	5
15 我可以顺利使用必要的设备	1	2	3	4	5
16 我可以方便地使用电脑设施和服务	1	2	3	4	5
17 图书馆提供充足的与我研究相关的资源	1	2	3	4	5
18 图书馆提供与我的研究相关的专题讲座和服务	1	2	3	4	5
19 这里有适当的财政支援以支持研究活动	1	2	3	4	5
20 学校提供高质量的学生宿舍给我（如不适用，请在此打勾□）	1	2	3	4	5
21 总体而言，我满意服务和设施的质量	1	2	3	4	5
<b>知识及研究氛围</b>					
22 我所属的学术单位提供研究生之间社交机会	1	2	3	4	5
23 我觉得融入了我所属的学术单位的团队	1	2	3	4	5
24 我所属的学术单位提供让我融入多元研究文化的机会	1	2	3	4	5
25 我感受到在我所属的学术单位内其他研究生的支持	1	2	3	4	5
26 我会感到在所属的学术单位内被孤立	1	2	3	4	5
27 我所属的学术单位积极鼓励研究生之间的互动	1	2	3	4	5
28 我所属的学术单位的研究氛围激励我的学习	1	2	3	4	5
29 我觉得我所属的学术单位提供有支持性的学习环境	1	2	3	4	5
30 我感到在所属的学术单位内被视为一名受尊重的研究人员	1	2	3	4	5
31 学校提供足够的专题讲座给研究生参与	1	2	3	4	5
32 总体而言，我满意我所属的学术单位所提供的支持及研究氛围	1	2	3	4	5
<b>通用技能</b>					
33 我的研究训练进一步发展了我解决问题的技巧	1	2	3	4	5
34 从事我的研究有助发展我的书面沟通技巧	1	2	3	4	5
35 我学会了构建我的想法并以书面方式表达出来	1	2	3	4	5
36 从事我的研究培养了自我规划能力	1	2	3	4	5
37 我的研究训练发展了我的批判与反思能力	1	2	3	4	5
38 我的研究训练发展了我的决策能力	1	2	3	4	5
39 我的研究培训强化了我的分析技巧	1	2	3	4	5
40 我的研究训练令我有信心处理不熟悉的问题	1	2	3	4	5
41 我的研究训练提升了我的自学能力	1	2	3	4	5
42 由于我的研究训练，我的研究伦理意识提升了	1	2	3	4	5
<b>第二部分：调查的第二部分（43-47题）只适用于那些准备提交或那些已提交论文作审核的学生。</b>					
目标和期望	非常不同意	不同意	中立	同意	非常同意
43 我加深了对预期工作标准的理解	1	2	3	4	5
44 我明白了学位论文所需的标准	1	2	3	4	5
<b>论文审核</b>					
45 我满意学位论文审核过程	1	2	3	4	5
46 我明白了学位论文审核的要求	1	2	3	4	5
47 我的学位论文在合理时间内完成审核	1	2	3	4	5
<b>整体满意度</b>					
48 总体而言，我满意我的研究生经历	1	2	3	4	5

感谢您完成这份问卷。