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

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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

Introduction

Supervision can be seen as a form of teaching. I never really saw it that way and actually viewed it as a separate practice to the normal teaching we do in the classroom. However, I was wrong. One is actually teaching a student to become a researcher or scholar at different levels; that is, at master and doctorate level. At doctorate level, we teach students to surpass our own ability or knowledge as researchers, and teach them to discover their own niche as researchers within the discipline or, at times, across disciplines. The factors that I take into consideration when supervising a student are almost similar to what I would apply when teaching in the classroom. Friere (2005) defines a humanizing pedagogy as an approach where the teacher is a revolutionary leader in establishing a permanent relationship of dialogue with her/his students in an effort to build confidence in students who may be alienat-

ed or feel alienated from the process of supervision or research development. He describes it as a method that "ceases to be an instrument by which the teachers (in this instance, the revolutionary leadership) can manipulate the students (in this instance, the oppressed), because it expresses the consciousness of the students themselves" (Friere, 2005, p. 69). A humanizing pedagogy, as I have come to understand, is an approach that attempts to be centred on the student; something that Biggs (1999) calls, a student-focused approach. Of course this does not mean that we as academics succumb to believing the student is always right, and there is just something wrong with the way we supervise. Rather, a student-focused approach *moves us away* from a traditional teacher-focused approach of transmitting knowledge from expert supervisor to inexpert student, where the focus on strategies is on 'what the supervisor does'. Traditionally, the focus is on the procedures and rules of conduct for a supervisor to meet management criteria, regardless of the essential desired outcome, which is meant to be a good quality student with quality (*not* quantity) output. This is where the concept of a humanizing pedagogy is vital, where the conscientious supervisor actually needs to become sensitive to the student they are supervising, and guide them into conversing in the language of research and practicing the skill of research in the discipline (Northedge, 2003a).

I relate humanizing pedagogy in research supervision to now practicing supervision that is sensitive to 'what the student does' (Biggs, 1999), where the supervisor guides the student into engaging in learning activities or tasks that support their learning process to become researchers. I have come to notice my students all struggle at the beginning of a research degree, mainly because of a fear of the unknown, but also a fear to develop and operate in a new learning environment. This has an influence on their confidence (feeling oppressed) in conducting research in the field, as well as their ability to write. As a supervisor, I have seen my role as a facilitator in transforming the scholarly research identity of my students, so that they can realise their potential. Understanding their challenges, and how these result in self-exclusion and alienation, played a big role in determining how I relate to my students.

The context I work in, that is, my university, which is located in a developing country, has a significant influence on how I supervise. This is an influence that academics from other developing countries may also relate to. My views in this paper are therefore not isolated from my context. Hence it would make sense to briefly discuss the vision and mission of my university in relation to the development of researchers in South Africa. Rhodes University holds values that they believe should be incorporated into the supervisory process and relationship in support of a humanizing pedagogy. These values can be found in their Vision and Mission statement (http://www.ru.ac.za/rhodes/introducingrhodes/visionandmission). The vision and mission statement are quite holistic, emphasizing student development, academic staff development, as well as community engagement. The vision of Rhodes University is "to be an outstanding internationally-respected academic institution which proudly affirms its African identity and which is committed to democratic ideals, academic freedom, rigorous scholarship, sound moral values and social responsibility". The mission of Rhodes emphasizes that we should be aware of, and sensitive to, the effects of the history of South Africa, and play a role in supporting the development of students from disadvantaged backgrounds. It points out that it should be the mission of academics to:

> …create a research-based teaching and learning environment that will encourage students to reach their full potential, that is supportive of students from disadvantaged backgrounds, and that will produce critical, capable and skilled graduates who can adapt to changing environments

Furthermore, we are to "develop shared values that embrace human and civil rights", taking into consideration factors that may hinder the supervision relationship, such as gender, race, communication style, age, language, and so forth. These aspects are not limited to students from disadvantaged backgrounds, but also affect students and supervisors in general. Academics should be-

come consciously aware of the above factors, as this affects the kind of doctoral graduates we produce in and for society. Badat (2007) emphasises that:

> … the transformation of higher education and its institutions must be assessed by their social responsiveness to our development challenges, but equally by their visibility as catalysts of public intellectual debate on vitally important issues of contemporary South African economic, political, and social life. (p. 20)

We should encourage and empower our students to participate in research development and society, without being constrained by factors that hinder the learning process to become doctoral level researchers. This motivates my focus in this paper. In order to understand aspects of humanizing pedagogy in my supervision relationship, I first discuss factors that hinder a humanizing pedagogy, and then discuss how I have addressed some of these factors or how I hope to address some factors that still constrain the supervision process and relationship.

Factors that Hinder a Humanizing Pedagogy

Competition for Academics Time, Energy, and Creativity

Given the apartheid history of South Africa that created disadvantaged groups, universities and government highly value the role of the institution in supporting the development of students from disadvantaged communities, and providing strategies that support equity in access to higher education (Scott, 2009). Therefore, there has been significant pressure to produce more graduates, expanding the universities, and hence restructuring higher education systems to accommodate these changes (Bitzer & Albertyn, 2011; Scott, 2009). This places significant pressure on academics in two key ways: 1) pressure to change the curriculum and teaching approaches that accommodate large numbers of students; and 2) pressure to maintain the quality of teaching requiring more time, energy and effort, to guide students who may struggle with university level learning (Badat, 2007; Bitzer & Albertyn, 2011). This also results in a challenge to balance mass undergraduate teaching, and supervising at postgraduate level (Boughey, 2004). I have noticed my colleagues and I are under a lot of pressure to meet our responsibilities as academics, up to the extent we do not place as much effort in building and experiencing a good supervisory relationship. I personally do not like leaving my postgraduate students unattended to and so a lot of sacrifices are made of my time at work, versus leisure or family time, to meet these demanding responsibilities. I have also seen students supervised by other academics suffer because of a lack of time invested in the supervision process and relationship to build and develop students as researchers. I have come to realise that the supervision process is vital for the learning experience of the student, yet many assume the student should learn to *entirely* work independently. Here, the assumed supervisor's role is to assess and critique the research chapters they produce, rather than spend time to engage and discuss research with the student. The quality of the graduate is then put into question because here, the student who has not experienced engagement in the research process may lack the ability to realise their full potential as researchers, or doctoral graduates. I realise the issues above are not something I only notice in my own institution, but have noticed through the quality of some theses that I have externally examined. Of course, we cannot blame the academic for all poor quality theses; however, we can question those that even consented to allow a student to submit an incomplete, poorly structured thesis *begging* for guidance.

Approaches to Learning

A shared sentiment among lecturers is that "all students have the ability to learn". However, their approaches to learning or getting by in their university education will differ. This difference has an impact on how they apply themselves in the research and supervision process, and eventually

society, based on their ability to engage in the discourse and research of the discipline (Northedge, 2003a). There is a great deal of literature in higher education that describes or characterizes the different approaches to learning that students adopt. Biggs (1999) proposes a sensible and powerful framework, which categorises approaches to learning that students adopt as deep approaches and surface approaches. It may be assumed that these approaches only apply at undergraduate level, as mainly discussed in the literature. However, I have noticed this at postgraduate level as well. I interpret this for postgraduate level as follows:

- *Deep Approach:* Students who adopt this approach engage with the research and supervision process in an academic way through relating, applying and theorizing various concepts of the research field. The student explores, critiques, and questions various aspects of the research, individually, as well as with the supervisor or peers. One would assume all research students choose to learn like this; however, this is not always the case.

- *Surface/Strategic Approach:* At undergraduate level, students who adopt this approach mainly aim to get through a course by memorizing and note-taking, without engaging much with the course content. When I relate this approach to postgraduate students, from my experience, students who adopt this approach to the research and supervision process are quite passive individuals. They do not engage much with the learning process to become researchers and always wait for the supervisor to tell them the next step or next chapter to write up. There is a lack of initiative or innovation in such an approach, and such students are reluctant to progress effectively and independently in their research. As supervisors, we need to be aware of such approaches that students may adopt, and aim to address them early in the supervision relationship and process. Such an approach can emerge from diverse reasons, one of which Mann (2001) commonly refers to as 'alienation'.

Alienation – Positioned as Subject/Object – the Primacy of Discourse

It is quite common for postgraduate students to study for a research degree at a new university. Such students may feel they are entering a new form of discourse, not only at a new research level, but the way of thought and discourse in the university and discipline. Mann (2001) provides an example of a first year student; however, the same applies to a new postgraduate student, or a student entering the discourse of a masters/doctorate:

> … the person who registers as a student in a higher education institution enters a pre-existing discoursal world in which they are positioned in various ways as (student, learner, competitor, debtor, consumer, etc.) and in which more powerful others (lecturers, more experienced students, etc.) have greater facility, knowledge and understanding of higher education discursive practice. (p. 10)

The student, therefore, becomes estranged from the "language, culture and practice of the context", and feels reduced to a *type* (unengaged individual), with less of a desire to participate. My academic department holds a research seminar every two weeks, where the masters and doctoral students are expected to present their progress. A student of mine was so afraid of the process; no matter how great his ideas were about research, he always failed to be confident enough to present his research, and at times could not present as clearly to the audience in the way presentations occur in the discipline and department. Mann (2001, p. 11) argues that this pressure on a student provokes estrangement and disorientation, of "invisibility, voicelessness, and ineffectualness", experienced by outsiders. Those in power (lecturers) can impose their "particular ways of perceiving and understanding the world" (Mann, 2001, p. 11), resulting in a discipline that may make the outside (or new to research) students feel excluded, feeling forced to succumb to the

limited boundaries of thinking in the discipline or department. As a result, the demands of learning the language or academic discourse in the discipline may require the student to repress their freedom of conscious creativity and desired learning, which are needed to be able to *engage* in the learning process, especially at doctoral level. The students estrange themselves from being creative and autonomous learners; they become compliant students, unable to access or present the vigour of their creative selves in their research (Bitzer & Albertyn, 2011; Mann, 2001). As supervisors, it is essential that we are aware and sensitive to these aspects in our students, so that we may provide support to address them. We need to be aware of our positional power, and that of our colleagues, which have an influence negatively on the learning process of our research students. How may we redistribute power that controls and sets boundaries on the student's development and learning process, such that they can exercise their own agency on their learning and development?

Supporting a Humanizing Pedagogy in the Supervision Process and Relationship

Practicing and developing a humanising pedagogy requires that we as academics learn to see and treat our students as human beings (Friere, 2005). I find it 'weird' to look at it this way, because naturally we should treat each other as human beings. However, as supervisors we can become so disconnected in the process of supervision, we begin to see our students as objects that will help us reach tenure, get those publications through, or maintain our 'guru' stature. However, as discussed earlier, such an approach has negative consequences on the development of the postgraduate student. The practices I learned and apply to my supervision process with my students originate from the positive aspects I learned from being supervised, my experience as a previous postgraduate student, and my teaching philosophy. As supervisors we need to engage with the student appropriately to induct them into the knowledge of being a researcher, so that they may also realise their full potential as researchers themselves.

Haggis (2003, p. 533) indicates that attempting to understand learning processes should not only focus on how students learn, but rather "whether or not they learn how to function as is expected within specific disciplinary areas". Northedge (2003b) and Haggis (2003) urge that students need to be inducted into the 'communicative practice' of academic 'knowledge communities' (in this case research). Students need to be enabled to participate in knowledge communities, and engage with the research field, as well as research at postgraduate level. Supervision should be viewed as enabling participation in 'knowing', enabling our students to acquire membership in the research discourse and the profession, to potentially become knowledgeable as a professional researcher.

In order to induct our students into the discipline of research, the supervisor plays a complex role which involves organisational/management, social, intellectual/cognitive, and emotional aspects (Bitzer & Albertyn, 2011). I see supervision as some sort of partnership where, although the supervisor is consulted by the student, the supervisor and student both travel the research journey together, where the supervisor plays an amalgamation of roles as expert, coach, facilitator, mentor, reflector and sponsor. Supervision is an interactive process where both the supervisor and student grow throughout the research process. Table 1 summarises the supervision process I adopt with my students, and the associated supervision characteristics and activities (all inspired by Bitzer & Albertyn, 2011; Gardner 2008; Grover & Malhotra, 2003). Gardner (2008) suggests that there are phases that doctoral student experience in the process of becoming an independent researcher, which I adapt and contextualise for my process. Bitzer & Albertyn (2011) provide a framework for postgraduate supervision planning that highlights the different roles of the supervisor throughout the doctoral research process, which are incorporated as supervisor characteristics at different phases of the doctoral process. Finally, Grover & Malhotra (2003) describe the different interaction styles (domineering/egocentric to inclusive/participative) and incidents (hands-

on/frequent meetings to hand-off/no meetings) that supervisors adopt with their students. I apply more of an inclusive/participative interaction style (exercising consciousness of the student – a humanising pedagogy), but apply different interaction styles at different phases of the doctoral process.

Table 1: My Supervision Process
(adapted from Bitzer & Albertyn, 2011; Garner 2008; Grover & Malhotra, 2003)

Phase	Supervision Characteristics	Activities/Deliverable
PHASE 1: Induction (First 6 months)	- Hands-on - Frequent meetings (once a week - Detailed feedback (high granularity) - Introduction to the 'doing' of research - Dominant supervisor roles – expert, coach, mentor, sponsor	Research Proposal
PHASE 2: Developmental	- Hands-on (less) - Less frequent meetings (every 2 weeks) - Research dialogue (vocal or written) concentrates on questioning and debating aspects - Dominant supervisor roles – reflector, mentor, sponsor, facilitator	Literature Review Data Collection Analysis
PHASE 3: Launch	- Hands-on and Hands-off - Still meetings every 2 weeks - Research dialogue (vocal or written) concentrates on questioning and debating aspects to establish the student's niche - Establishing student's research identity - Dominant supervisor roles – facilitator and reflector	Data Collection Analysis Final write-up

My typical supervision process consists of three phases: 1. Induction, 2. Developmental, and 3. Launch. The time spent on each phase will vary with the student's approach to research; that is, from those who catch on quickly and apply a deeper approach to the research process, versus the students who apply a surface approach to the research process. Other factors may also impact on the process such as a tendency for some students to alienate themselves from the process due to social factors such as language, age, gender, and so forth (Mann, 2001). Students who adopt an engaged approach are more likely to spend less time on a phase than those who adopt a surface approach. Nonetheless, I always hope that Phase 1 may induct students into developing a deeper approach to the research process. *Phase 1, Induction* is associated with inducting the student into the way of 'doing' research at masters or doctoral level. Here I meet with the student frequently to build a student-supervisor relationship, guide them towards focusing their topic, introduce them to sources of literature for their research, and act more as an expert consultant in getting them settled and orienting them into their research field and a Masters/PhD. The deliverable at the end of this phase is an established Research Proposal that will be presented at the Faculty Higher

Degrees Committee for approval. Once the proposal has been approved, *Phase 2 (Developmental)* begins. Phase 2 focuses on further developing and refining the research skills of the student. The student is further immersed in the research literature to familiarise themselves with aspects of their research. Furthermore, the student begins to collect preliminary data in the field to reflect on what literature is saying and develop the skill of data collection and working in the field. This phase is less Hands-on, allowing the student to make mistakes, however, mentoring them into identifying and realising mistakes. I also encourage the student to be confident to question aspects in the literature, and any suggestions I make that are not clear or questionable. I attempt to refine the student's ability to develop a critical eye for their research. *Phase 3 (Launch)*, as the name indicates, focuses on launching the student into becoming knowledgeable as a professional researcher. The extent to which this will be achieved will vary at masters and doctoral level, where doctoral level establishes the student as a novel contributor, with confidence to present and discuss their research (also in journals and at conferences). I apply a mixture of Hands-on and Hands-off, as I still facilitate the process, but allow the student to dominantly drive their own research development, and establish their own research identity. I also still aim to maintain a meeting every two weeks; however, these meetings are quite simple to allow the student to discuss their progress, and sort of speak their thoughts, so that they feel confident in writing their thoughts. At this stage, the student is finalising their data collection, analysis, and write-up, to finalise the research process.

There are two key practices I attempt to apply in my supervision relationship and process to support a humanising pedagogy. Possibly, other practices may emerge out of these; however, these two holistically describe an attempt at humanising pedagogy. These two practices support the supervisory process I apply.

Adopting a Collaborative Interactive Approach

Collaborative teaching is an effective approach to engage the students in the lecture as well as in the supervision process. I support Vygotsky's cognitivist theory on the zone of proximal development, where proximal development is described as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Jarvis, Holdford, & Griffin, 2003, p. 37). My teaching philosophy mainly leans towards this approach. However, I have also come to realise this as significant in the supervision process. Currently in our department, we have research seminars where we encourage students to present their research and receive feedback from each other as well as other supervisors. Bitzer & Albertyn (2011) refer to this as Group Supervision, where power relations are diffused and social learning in a collaborative and collective environment is increased. Students are encouraged to discuss aspects of research that are challenging, which they may have picked up from a peer student's research presentation. This process is quite engaging, but it could be more engaging if we provide a space where students do not feel like they are being evaluated in an objectifying way. Some students do not even feel confident to comment on research presentations, or there is no structure or guideline to guide the discussions and feedback on research. If we actually had larger research groups, perhaps supervisors could meet with their own group of students. However, this is not the case in the Information Systems Department, as we do not have that many postgraduate students. Therefore, the research seminars are key forums to get students engaged with their peers and other supervisors or staff members who attend. Based on an evaluation of my supervision, a student suggested that more seminars, which are focused on group research, should be introduced to the department in addition to the already existing departmental seminars, which they felt were insufficient:

> Regular seminars for ICT4D [research focus area] researchers in the department, to share and exchange ideas. Also to get constructive feedback from each other. What I am referring to here are seminars separate from the departmental seminars for all researchers in the department.

Group supervision is a key concept to apply, with the growth in postgraduates numbers based on the university's and country's vision. If academics are to manage these growing numbers, in addition to their other responsibilities, group supervision needs to become the norm and way of supervision in the future.

Encouragement and Motivation

Collaborative learning in the supervision process can only be effective if students feel 'safe' to participate. Vygotsky, a supporter of collaborative learning, speaks of human learning in the realm of meaning, where the 'affective and intellectual unite' (Jarvis et al., 2003, p. 37). Here, emotional literacy plays a role in supporting academic literacy and the need to get there. Green (2005, cited in Bitzer & Albertyn, 2011, p. 882) emphasizes that "doctoral education is as much about identity formation as it is about knowledge production". Such identity can be achieved by affectively supporting the relational and personal development of the student. Supervisors need to be responsible for 'seducing' the students into a level of interest and commitment in the discipline, which they were unaware of before (Haggis, 2006). Ahern & Manathunga (2004) indicate that there has been a growing acknowledgement of the affective role of the supervisor, in the supervision and research process. I believe an emotional or affective approach plays a role in the learning process, and I have always attempted to make my students feel safe in the supervision relationship. I engage in informal conversations with them, try to show them a personal side of myself, take them out for coffee or go for a walk with them to discuss research when they are stressed, and so forth. I also discuss my experiences as a postgraduate student with them, providing them with tips on how to engage with their research process, or overcome personal challenges. One of my students explained my supervision relationship as follows, in an evaluation I conducted:

> Cordial however candid, treats the researcher as a mature individual, respects the researcher, caring, communicates constructive criticism without belittling the researcher.

To provide more insight on the dialogue and feedback I provide to my student, the Appendix illustrates my feedback to her, on a progress report she sent to me, to keep me updated on her progress while I was on maternity leave. This report shows that I attempt to teach, as well as build up her confidence as an emerging researcher. The kind of feedback I provide for her attempts to help her identify unclear or incorrect aspects to *enable* her to question her approach and make the relevant change herself (associated with Phase 2 and 3 of the supervision process in Table 1). Therefore, as a supervisor, I need to portray myself as an ally (not all-knowing) in the learning process, supporting the student to realise their potential (Middendorf & Pace, 2004). This can create a safe playing field for students who may feel intimidated by the research and supervision process itself. By applying this approach, I have seen my students transform from intimidated individuals to confident and insightful researchers. However, one should also maintain assertiveness in the relationship, as some students may interpret the friendliness of the supervisor as a way to get out of getting research tasks done.

Conclusion

Supervision is a form of teaching and should not really be seen as a separate exercise from teaching in academia. There is a lot one can learn from the challenges experienced in undergraduate teaching, because we are still engaging with students. Even though postgraduates are more ma-

ture and have reached a higher cognitive level of thinking (than undergraduates) in the discipline, they are still human beings who are faced with challenges that may hinder the supervision and research process (some of these factors they bring may have originated or were not addressed when they were undergraduates). Even within my developing country context, sensitivity to disadvantaged groups based on the effects of the apartheid history of South Africa, and the need to develop shared values that embrace human and civil rights, emphasise the need to practice humanizing pedagogy in the supervision relationship and process.

Three factors were identified that hinder the supervision relationship, which include competition for academics time, energy and creativity; approaches to learning; and alienation. These factors diverge a supervisor from treating a student as a human being, but rather more like an object (or what Bitzer & Albertyn (2011) would call a 'product'). I therefore give an account of two key practices I have attempted to apply in my supervision relationship and process to support a humanizing pedagogy. These include, adopting a collaborative interactive approach, and encouragement and motivation. Other practices may emerge from these two; however, holistically, I have found these to be key to a nascent student-supervisor relationship, and research supervision process. I do hope to learn other practices to apply from literature and experienced supervisors, especially as our masters and doctoral students are likely to grow in number, hence the need to adopt more group or team supervision to manage the effects of the massification of higher education while at the same time maintaining the quality and output of the supervision process.

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Appendix

Progress Report

What has been covered and work in progress:

I have completed summarising the selected articles. Currently I am integrating and discussing the articles falling under the following sections: social programs and IT frameworks. I have completed my theoretical analysis for the ICT4D frameworks. By tomorrow I plan to discuss my overall integration of all the articles together as one and hopefully that will be completed by tomorrow as well.

> **Comment [C1]:** Ok good. That may take longer than one day though. Don't you plan to highlight common aspects or themes across all of the articles?

Challenges:

There have been minor issues with some articles not providing in depth detail on their frameworks, for example very little would be provided on the methods and tools used for assessing the themes identified. However, that has been complemented by some articles that do manage to fill in the gaps that have been identified. I also realize that the selected articles may be a bit too old and may give me problems in future.

> **Comment [C2]:** Yes, that does happen.

> **Comment [C3]:** Good, that is emancipation means in research. Not confining yourself to the limitations of theory or articles, but using other theories or articles to make sense of what is non-existent.

> **Comment [C4]:** As long as the majority are not too old, then it should not be a problem. It is acceptable to have some old articles, because we can still learn from what has been done in the past. It may be old to the context it was written for, but new for the context you will be focusing on.

Furthermore some articles are not explicit on the themes being assessed and so there are cases were I rely heavily on my own instinct which then opens room for misinterpretation of what the original authors implied. Lastly the articles together provide a wide range of themes which will require expert skills to effectively combine them into themes that will truly encompass the key areas for impact assessment

> **Comment [C5]:** Not a bad thing. Your own instinct is what drives the research process. The theoretical analysis is meant to show that you have used your instinct to derive the themes discussed in the article.

> **Comment [C6]:** Yes, that can happen. So you need to use the correct words to explain your interpretation, so that it does not seem like you have a 100% correct interpretation. Words you could use include "this may imply…", "this may suggest…", "possible themes that arise include…."…etc. You can find your own words, but you get what I mean.

> **Comment [C7]:** So be the expert! This is what research is about, you are proposing something here…so there is space to allow yourself get themes and associated sub-themes from this.

Successes:

No major breakthroughs as of yet until the chapter is complete.

> **Comment [C8]:** Ok then ☺, I await the big chapter.

Biography
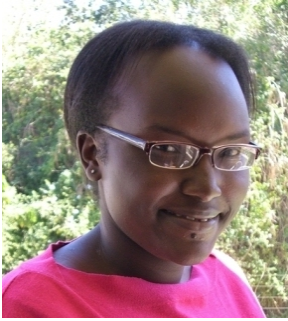
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