

## Course description, schedule and assignments:

# Supervising doctoral and licentiate students

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## Course description

The course is offered to Karlstad University lecturers who hold PhDs and who supervise or plan to supervise third-cycle students. The overarching aim is to promote professional supervision practices.

The learning outcomes are to:

- give an account of, analyse and evaluate different supervision models,
- give an account of, analyse and evaluate different theoretical perspectives on response and feedback, and putting these into practice,
- give an account of and evaluate the structures, activities and strategies used to educate future researchers in different doctoral programmes,
- discuss and reflect on one's own role as doctoral supervisor.

Current and future supervisors from the university's third-cycle subject areas meet during the course. The course is based on participants' prior experiences of being supervised during their own doctoral education and of acting as supervisors at different levels. During the course, these experiences are problematised and analysed in the light of lectures, the course literature, group discussions and assignments.

Within the framework of current national and local regulations, participants exchange experiences and increase their understanding of how subjects and academic traditions differ regarding supervision practices, PhD programmes and thesis writing. In addition, supervision, the supervisory situation and its terms, are problematised and discussed, for example from the perspectives of ethics, class, gender, ethnicity and age.

Each of the five course themes is addressed over two days. The time between the meetings is used for reading and to complete an individual assignment for each of the themes. The course is offered using *itslearning* as a platform ([www.its.kau.se](http://www.its.kau.se)).

In order to pass the course, participants have to participate in all meetings and complete the course assignments. The course coordinator will issue course certificates.

## Schedule

### Theme 1 National and local regulations and exchange of experiences

Meeting 1a 17 October

9–10 Ann Bergman and Roger Renström, course coordinators (AoR)

*Introduction to the course*

10–12 Thomas Nilsson, deputy vice-chancellor

*Regulations and directives for third-cycle education*

13–16 Ilga Jaunzems, drama pedagogue

*Mapping exercise and communication*

Meeting 1b 7 November

9–10 Martin Sundqvist

*With a PhD from Karlstad University: Alumni 2015*

10–11 What did you write your PhD thesis on? (AoR)

13–15 Discussion: Assignment 1. Personal experiences of supervision, with a group

discussion of the following literature:

Adkins, Barbara (2009) PhD pedagogy and the changing knowledge landscapes of universities. *Higher Education Research and Development*, 28(2): 165-177.

Deuchar, Ross (2008) Facilitator, director or critical friend? Contradiction and congruence in doctoral supervision styles, *Teaching in Higher Education*, 13(4): 489-500.

Lee, A. (2008) How are Doctoral Students Supervised? Concepts of Doctoral Research Supervision. *Studies in Higher Education*, 33(3), s. 267- 281

## **Theme 2 Literature (7–8 December)**

9–12 Magnus Åberg, librarian

*The current and future role of libraries*

13–15 Magnus Lestelius, professor

*An experienced supervisor*

9–10 Practical conditions for observations and points to note (AoR)

10–12 Discussion: Assignment 2. Literature seminar (AoR)

13–15 Discussion: Assignment 2. Literature seminar (AoR)

Three articles or one book of your own choice See course literature below, or choose your own.

## **Theme 3 Socialisation and environment**

10 January

9–14

James Lees, research advisor, Grants and Innovation Office

*The aim of the day is to encourage PhD supervisors at Karlstad University to consider the wider career support which they can offer their students, and to inform them of the resources available to help them within the University.*

11 January

9–12

Ann Bergman or Anna from Gothenburg (to be confirmed)

13–15

Discussion: Assignment 3. Experiences of socialisation into a research environment (AoR)

## **Theme 4 The writing process, observations and ethical considerations**

21 February

9–12

Annica Löfdahl Hultman, professor

*Ethics and ethical review of research projects. Supervision and ethics.*

13–15

Ingrid Mossberg Schüllerqvist, senior lecturer

*Presentation of research on writing and text production*

22 February

9–11

Ingrid Mossberg Schüllerqvist, senior lecturer

*Workshop*

12–15

Discussion: Assignment 4. Observation (AoR)

## **Theme 5 Exam**

21–22 March Discussion of Assignment 5: My ambition for supervision, as per the schedule that will be distributed (AoR)

## **Assignments**

All assignments comprise a text, as well as an oral presentation and group discussion related to the text. The four first written assignments have to be uploaded to *itslearning* at the latest three working days before each meeting. Participants have to read all the assignments written by members of their discussion group (see *itslearning* for group division).

## Assignment: Personal experiences of supervision

How did supervision work when you were a PhD student? Relate your text to the course literature and other relevant literature. Give an account of and reflect on your own experiences of supervision as a PhD student. Give concrete examples of good and bad experiences and different dilemmas you faced or had to handle.

## Assignment: Literature seminars 1 and 2

Read three of the articles below or other relevant literature and write about 500 words about each of the texts you read. Alternatively, read one of the books and write a text of a minimum of 1,200 words.

The literature list below was compiled by Åse Nygren, [any@bth.se](mailto:any@bth.se), at the request of the network for doctoral supervisor educators (NFU, *Nätverket för forskarhandledarutbildare*).

- Almlöv, C. Kvinnor och män i forskarseminarier. (1995). En studie av interaktion på tre institutioner vid Uppsala universitet. Stockholm: Centrum för kvinnoforskning.
- Appel, M. och Å. Bergenheim. (2005/2008). Reflekterande forskarhandledning. Om samarbete mellan handledare och doktorand. Lund: Studentlitteratur.
- Areskoug, Kristina et al. (2016) Should I stay or should I go? 1200 doktoranders syn på avhopp och akademisk karriär. Lund University. <<http://hj.divaportal.org/smash/get/diva2:921012/FULLTEXT01.pdf>>
- Beasley, N. and S. Taylor. (2005). A Handbook for Doctoral Supervisors. London: Routledge.
- Christie, Michael and Ramón Garrote Jurado. Using Communicative Action Theory to Analyse Relationships Between Supervisors and PhD Students in a Technical University in Sweden. *Högre utbildning*. Vol. 3, Nr. 3, 2013, 187-197.
- Delamont, S., P. Atkinson and O. Parry. (2004). *Supervising the Doctorate*. 2:a uppl. Maidenhead: Open University Press.
- Elmgren, Maja et al. (2014). *Ledning för kvalitet i forskarutbildningen*. SUHF.
- Eley, A. and R. Jennings. (2005). *Effective Postgraduate Supervision: Improving the Student/Supervisor Relationship*. Maidenhead: Open University Press.
- Guo, Philip J. THE Ph.D. GRIND A Ph.D. Student Memoir. <http://pgbovine.net/PhD-memoir.htm>
- Haake, Ulrika. (2011). "Contradictory values in doctoral education: a study of gender composition in disciplines in Swedish academia." *Higher Education*. 62:113-127
- Handal, G. och P. Lauvås. (2008). *Forskarhandledaren*. Lund: Studentlitteratur.
- Hattie, J. and Timperley, H. (2007). "The Power of Feedback." *Review of Educational Research*. Vol.77, No.1, pp.81-112.
- Hearn, J. and L. Husu. (2011). "Understanding Gender: Some Implications for Science and Technology." *Interdisciplinary Science Review (ISR)* 36.2: 103-113.
- Kamler, B. and Thomson, P. (2006). *Helping Doctoral Students Write. Pedagogies for Supervision*. London: Routledge.
- Lee, A. (2008). "How are doctoral students supervised? Concepts of doctoral research supervision." *Studies in Higher Education*, 33:3, 267-281.
- Lee, Deborah. (1998). "Sexual Harassment in PhD Supervision." *Gender and Education* 10.3: 299-312.
- Lindén, Jitka. (1999). "The contribution of narrative to the process of supervising PhD students." *Studies in Higher Education*, 24:3, 351-369. <<http://dx.doi.org/10.1080/03075079912331379945>>
- Mullins, G. and Kiley, M. (2002). " 'It's a PhD, not a Nobel Prize': how experienced examiners assess research theses." *Studies in Higher Education*. Vol 27, No. 4.
- Murray, R. *How to Write a Thesis*. Open University Press.
- Okorochoa, E. (2007). *Supervising International Research Students. Issues in Postgraduate Education: Management, Teaching and Supervision*. Series 2, No.4. London: SRHE.
- Phillips, E. and Pugh, G R. (2010). *How to Get a PhD: A Handbook for Students and their Supervisors*. 5th ed. Maidenhead: Open University Press.

- Resnik, D. B. "What is Ethics in Research and Why is it important?"  
<http://www.niehs.nih.gov/research/resources/bioethics/whatis/>
- Ryan, Y., & Zuber-Skerritt, O. (1999). (Eds.) *Supervising Postgraduates from Non-English Speaking Backgrounds*.
- Walker, Melanie and Pat Thomson, red. (2010). *The Routledge Doctoral Supervisor's Companion: Supporting Effective Research in Education and the Social Sciences*. London: Routledge.
- Wisker, G. (2005). *The Good Supervisor. Supervising Postgraduate Research for Doctoral Theses and Dissertations*. 2nd ed. Hampshire: Palgrave Macmillan.
- Wisker, G., Exley, K., Antoniou, M., & Ridley, P. (2008). *One-to-one teaching: supervising, coaching, mentoring and personal tutoring*. London: Routledge.

### Assignment: Experiences of socialisation into a research environment

Interview someone/a few people in your academic environment to find out how doctoral/licentiate students are socialised. What is characteristic for the PhD programme and environment where you currently work? Refer to the above literature or other relevant literature in your text (about 1,000 words).

To get started, imagine that you are a prospective PhD student and investigate your own department/subject. Questions that may be addressed include: How does the environment socialise a PhD student? (What help is offered to PhD students to "crack the code"?) Who assume/s responsibility/different responsibilities? How does supervision work and how much time is devoted to supervision in the environment? Is supervision provided individually or in groups? Are there seminars? Do PhD students participate in conferences? Are there any opportunities for national/international exchange? Which role does a PhD student's financing play?

### Assignment: Observation

Refer to the above literature or other relevant literature in your text (about 1,500 words). Ideally the observation should be conducted at another department.

Before observing the supervision situation, you should consult one of the involved parties to form an impression of the following:

- The context and type of supervision.
- Who initiated the supervision meeting?
- Who booked the supervision meeting? (time, place)

Your observations during the supervision meeting should be guided by your own interests and the course literature. After the observation you should discuss the meeting with one of the involved parties. This is ideally done directly after the observation, and it is important to set some time aside for this discussion.

### Assignment 5: My ambition for supervision

Write about 3,000 words, ideally making use of your earlier assignments. Make use of and refer to the literature you have read. Comment on the mind maps drawn during the course introduction in this text.