

Course syllabus

Introductory Doctoral Supervision Course

INVITATION AND PRELIMINARY PROGRAM

Aim

The course aims at giving knowledge and proficiencies in supervising doctoral supervision.

Course objectives

Having completed the course, students are expected to be able to:

- Demonstrate knowledge of the regulations of the third-cycle courses and programmes at national as well as local level
- Critically reflect on the objectives, content and form of third-cycle courses and programmes, as well as the supervisor duties and postgraduate role
- Demonstrate the ability to understand and problematize different situations that can arise in the supervision situation
- Demonstrate knowledge of models and tools that facilitate the action process
- Problematize and discuss supervision issues in relation to power relations such as class, gender, ethnicity, and other grounds of discrimination.

Dates

- Digital meetings, 2nd and 16th of May, time 0900-1200
- Seminar at Torpshammar 12th of September, time 0900-1700
- Examination Seminar 17th of October

Selection rules and procedures*

Eligible is the person who has completed a doctoral degree. Experience in teaching or other activities after, completing your doctoral studies, is an advantage to assimilate the course.

The number of participants is limited to 20 participants; if necessary, the faculties prioritize the applications.

Language: English

Teaching form

Teaching takes place through lectures interspersed with discussions in groups.

Examination

The course ends with an examining memorandum that is assessed based on the participants' critical reflections on their own experiences or thoughts before the upcoming supervisor role set in relation to the learning objectives. You have the freedom to choose the theme for your essay where the course literature is used to deepen your knowledge in the area/theme that you have chosen.

The individual memorandum should run for approx. 2500 words and be presented at the final examining seminar. Participants are also expected to comment on two other essays and actively participate in the discussion about the other PMs

For passing, active participation is required. This includes submitting questions in time for the seminars and to actively participate in discussions in all parts of the course, both the digital and physical meetings, and the seminar.

Performance in the course is assessed based on the participant's ability to achieve the learning objectives through a presentation of individual written assignments and active participation in course meetings and seminars. A certificate is given after passing the examination.

Examinator: Pär Olausson.

Limitation of examination

The course can be completed one year after completing the education. After that, re-registration for the course is required.

Preliminary program

DIGITAL SEMINARS, THEME 1 AND 2

TIME: 0900-1200:

2/5: **Theme I:** Education to doctoral level, from PhD to doctoral degree, the university's rules of procedure concerning the management of doctoral education at the two faculties. Ethics in supervision situations.

Susanna Öhman, Gustav Lidén, Erna Danielsson

16/5: **Theme II:** The second theme deals with the distance supervision of doctoral students. The theme touches on challenges and opportunities regarding e-learning in postgraduate education.

Kristen Snyder

SEMINARS, PHYSICAL MEETING AT TORPSHAMMAR, THEME 3 AND 4

TIME: SEPTEMBER 12, AT 0900 – 1700

Theme III: The third theme concerns equal conditions in postgraduate education. During the seminar, gender and other power structures in the relationship between supervisor and doctoral student are discussed. Furthermore, screening conducted among doctoral students at the Faculty of Humanities is presented. Katja Gillander Gådin, Lasse Reinikainen

Theme IV: The fourth theme concerns relationships and conversation methodology in the supervisor situation. How is an open and constructive communication between doctoral student and supervisor created and maintained?

Francisco Esteves

COURSE COORDINATOR:

Pär Olausson, Course Coordinator

Erna Danielsson, Assistant course Coordinator

Prior to the seminars, the participants must complete the following individual task.

- Based on the literature or from your experience as supervisor, formulate three questions related to the respective seminars. You submit your questions on the course Moodle platform:
 - **Latest April 25** for the first theme, May 2.
 - **Latest May 9** for the second theme, May 16
 - **Latest September 3** for the third and fourth theme, September 12

For the seminars, be prepared to discuss and reflect in smaller groups on the themes concerning the role as supervisor in the course literature.

LITTERATUR

Tema 1: Utbildning på forskarnivå och etik

Bergenheim, Å., & Ågren, K. (2008). *Forskarhandledares robusta råd*. Studentlitteratur.

Gross, C. (2016). Scientific misconduct. *Annual review of psychology*, 67, 693-711.

<https://www.studera.nu/forskarstudier/studera-pa-forskarniva/>

Högskoleförordningen: <https://www.uhr.se/studier-och-antagning/tilltrade-till-hogskolan/Hogskoleforordningen/>

VR (2017). God forsknings sed. <https://www.vr.se/analys/rapporter/vara-rapporter/2017-08-29-god-forsknings-sed.html>

Ämnets aktuella Allmänna studieplan

Tema 2: Handleda på distans! E-lärande i utbildning på forskarnivå.

Kumar, S., & Johnson, M. (2017). Mentoring doctoral students online: Mentor strategies and challenges. *Mentoring & Tutoring: Partnership in Learning*, 25(2), 202-222.

<https://doi.org/10.1080/13611267.2017.1326693>

Nasiri, F., Mafakheri, F. (2015). Postgraduate research supervision at a distance: a review of challenges and strategies. *Studies in Higher Education*, 40(10), 1962–1969.

Snyder K. M., Panichi L, Lindberg O (2010). On the issue of quality of experience in technology supported learning. *Designs for Learning*, 3(1-2), 42-53.

Snyder, K. (2015). Exploring digital culture in virtual teams: Implications for leading and developing distributed organisations. *Journal of Organisational Transformation & Social Change*, 12(3), 211-233.

Kompletteringslitteratur tema 2

Howells, K., Stafford, K., Guijt, R., & Breadmore, M. (2017). The role of gratitude in enhancing the relationship between doctoral research students and their supervisors. *Teaching in Higher Education*, 22(6), 621-638.

Mainhard, T., Van Der Rijst, R., Van Tartwijk, J., & Wubbels, T. (2009). A model for the supervisor–doctoral student relationship. *Higher education*, 58(3), 359-373.

Tema 3: Lika villkor i utbildning på forskarnivå

Bergenheim, Å., & Ågren, K. (2008). *Forskarhandledares robusta råd*. Studentlitteratur.

Carstensen, G. (2005). *Sexuella trakasserier finns nog i en annan värld*. (Doctoral dissertation). Uppsala universitet. (valda delar)

Fazlhashemi, M. (2002). *Möten, myter och verkligheter: Studenter med annan etnisk bakgrund berättar om möten i den svenska universitetsmiljön*. Skriftserie från Universitetspedagogiskt centrum, 2002:1. Universitetspedagogiskt centrum, Umeå universitet.

Lönn Svensson, A. (2007). *Det beror på: Erfarna forskarhandledares syn på god handledning* (Doctoral dissertation). Högskolan i Borås.

Mittuniversitetets handlingsplan för Lika villkor

Schnaas, U. (2011). Könsmäda veten forskarhandledning – teoretiska utgångspunkter och praktiska erfarenheter. <http://uu.diva-portal.org/smash/get/diva2:548226/FULLTEXT01.pdf>

Silfver, Eva. (2013). Dam och Herr i det könsneutrala rummet. I. Öhrn, Elisabeth och Lundahl, Lisbeth (red). *Kön och Karriär i akademien. En studie inom det utbildningsvetenskapliga fältet*. Göteborg: Acta universitatis Gothoburgensis 341. Se kapitel 4. <http://jamda.ub.gu.se/bitstream/1/723/1/lundahl.pdf>

Silverschanz, P., Cortina, L. M., Konik, J., & Magley, V. J. (2008). Slurs, snubs, and queer jokes: Incidence and impact of heterosexual harassment in academia. *Sex Roles*, 58(3-4), 179-191.

Tenbrunsel, A., Rees, M., & Diekmann, K. (2019). Sexual Harassment in Academia: Ethical Climates and Bounded Ethicality. *Annual Review of Psychology*, 70(1), 245-270. doi: 10.1146/annurev-psych-010418-102945

Kompletteringslitteratur tema 3

Carstensen, G. (2005). *Sexuella trakasserier finns nog i en annan värld*. (Doctoral dissertation). Uppsala universitet. (valda delar)

Gray, M. A., & Crosta, L. (2019). New perspectives in online doctoral supervision: a systematic literature review, *Studies in Continuing Education*, 41(2), 173-190.

<https://doi.org/10.1080/0158037X.2018.1532405>

Roumell, E. A., & Bolliger, D. U. (2017). Experiences of faculty with doctoral student supervision in programs delivered via distance. *The Journal of Continuing Higher Education*, 65(2), 82-93.
<https://doi.org/10.1080/07377363.2017.1320179>

Wikeley*, F., & Muschamp, Y. (2004). Pedagogical implications of working with doctoral students at a distance. *Distance Education*, 25(1), 125-142. DOI: 10.1080/0158791042000212495

Tema 4: Relationer och samtalsmetodik i handledningssituationer

Brodin, E., Lindén, J., Sonesson, A., & Lindberg-Sand, Å. (2016). *Forskarhandledning i teori och praktik*. Studentlitteratur AB.

Franke, A., & Arvidsson, B. (2011). Research supervisors' different ways of experiencing supervision of doctoral students. *Studies in Higher Education*, 36(1), 7-19.

Lee, A. (2008). How are doctoral students supervised? Concepts of doctoral research supervision. *Studies in Higher Education*, 33(3), 267-281.

Löfström, E., & Pyhältö, K. (2017). Ethics in the supervisory relationship: supervisors' and doctoral students' dilemmas in the natural and behavioural sciences. *Studies in Higher Education*, 42(2), 232-247.

Parker-Jenkins, M. (2018). Mind the gap: developing the roles, expectations and boundaries in the doctoral supervisor–supervisee relationship. *Studies in Higher Education*, 43(1), 57-71.