



Board of Doctoral Education

Course syllabus

Title of the course in English

Pedagogy for Doctoral Supervisors

Title of the course in Swedish

Pedagogik för forskarhandledare

Credits

The course equals 10 days (two weeks) of full-time study

Responsible department

Unit for Medical Education, UME/ Department of Learning, Informatics, Management and Ethics, LIME

Collaborating department

Department of Neurobiology, Care Sciences and Society, NVS

Level

A continuation course in university pedagogy

Entry requirements

The course is offered to researchers and supervisors at KI (or one of its partner universities) who have taken the introductory course in doctoral supervision and the web course for supervisors, or who have the equivalent competence.

Aim

The aim of the course is to strengthen participants' ability to promote doctoral students' growth into independent researchers through a meaningful teaching-learning process.

Intended learning outcomes

1. To be able to reflect on one's own supervisory practices in relation to educational literature and theory.
 2. To be able to report a development project of one's own supervision.
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Content

The content of the course includes pedagogical theory and findings from research literature and ways to apply these to the context of doctoral education. The focus will be on students' and supervisors' responsibilities and their collaboration in a variety of situations and contexts of doctoral education. During the course, the meaning of development in doctoral studies, ways of supporting a student's progression towards independence and the fulfillment of intended learning outcomes are discussed.

The course provides advanced understanding of supervision both at the level of the individual and that of the group. Participants learn to identify differing learning situations, formulate intended learning outcomes, stimulate meaningful learning, and to use questions and reflection in their supervision. Working in a variety of seminar formats, the participants familiarise themselves with various aspects of doctoral supervision. Central themes include:

- The good research supervisor
- Professionalism in the role of a supervisor
- Supporting the writing process through feedback
- Supervision in particular contexts

Teaching and learning activities

Participants prepare for each seminar by reading the assigned materials and by a written reflection on their own practice. The seminars are interactive in nature and include individual and small-group forms of activating instruction. In-between the scheduled seminar days the participants are also expected to work with a personal development project focusing on an aspect of their supervision. Participants are expected to be present at all of the seminars. Absence needs to be compensated as agreed with the course director.

Assessment

The personal development project is to be presented at the final seminar. This assignment needs to be completed within two years of the termination of the course.

Recommended course literature and materials

Wisker, G. (2012). *The Good Supervisor. Supervising Postgraduate and Undergraduate Research for Doctoral Theses and Dissertations* (2nd ed.). Palgrave Macmillan.

Handal, G. & Lauvås, P. (2008). *Forskarhandledaren*. Studentlitteratur. (for Swedish speaking participants).

In addition, during the course, participants will be provided with articles relevant to doctoral education.