

The WNGERII Doctoral Supervision Program

Purpose

The purpose is to expand supervisors' repertoire of concrete hands-on tools and strategies to make supervision a professional, effective, and enjoyable process. The purpose is also to create a safe space for supervisors to reflect on their role and to exchange experiences with other supervisors.

Learning outcome

At the end of the course, participants are able to:

- ✓ align expectations with PhD students early and regularly regarding goals, ambitions, and forms of collaboration in the project
- ✓ orchestrate a team of supervisors to ensure efficient collaboration
- ✓ balance conflicting needs, e.g., between support and structure, between product and process, and between being private and professional
- ✓ provide constructive text feedback
- ✓ encourage PhD students' independence and ownership of their projects
- ✓ apply questioning and listening skills to ensure progression and efficiency in supervision meetings
- ✓ assist PhD students in project planning and support their progress
- ✓ manage potential crises in students' research journeys
- ✓ engage in peer-interactions to facilitate continuous supervision development

Overall course design

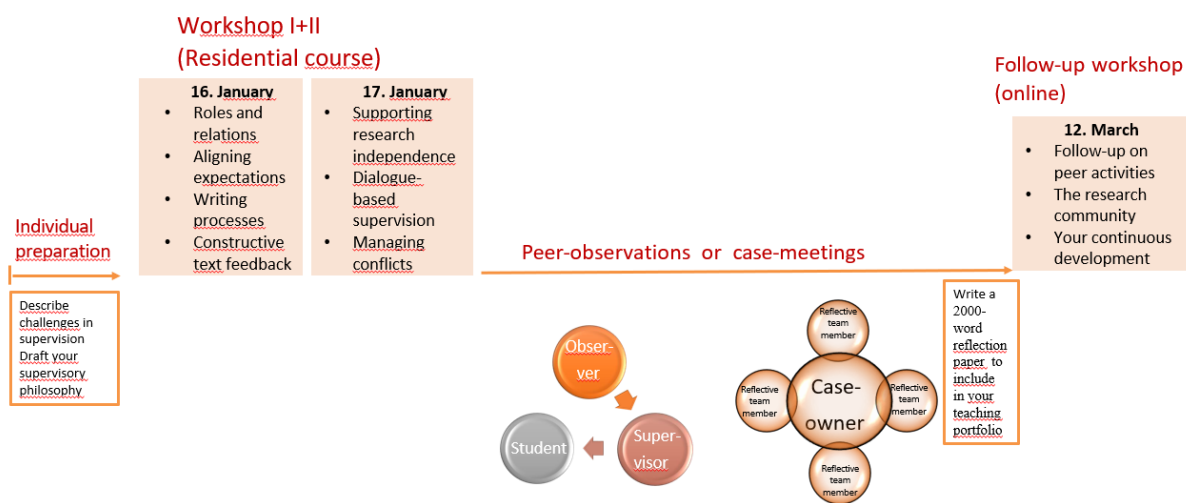
The course is a blended format that includes two consecutive workshop days in January (physical event) and a one-day follow-up workshop in March (online on Zoom). In the intervening time, participants engage in peer-interactions *either* in the form of

- 1) peer-observation of supervision with colleagues at their own local institution. Peer-observations include receiving and giving collegial feedback on supervision in-situ.
or
- 2) online case-based meetings (without observations) together colleagues from the course. Case-based meetings include a structured discussion with a group of 3-4 colleagues about a current and unsolved issue in supervision.

Participants can freely choose which of the two formats they prefer. The formats will be introduced at the end of workshop day 2, and there will be good time for participants to choose and to form groups.

Below is an illustrative overview of the course design:

Course design



Time and place

- Workshop I-II: The 16-17th of January 2024, 9.00-16:00. It takes place as a physical event
- Workshop III: Follow-up workshop on the 12th of March 2024, 9:00-14.00. It takes place online. A Zoom link will follow.

Your individual preparation

Please note that you are expected to allocate approx. 5 working days in addition to the three course days, because the course is designed to allow for trying out new strategies in supervision, read relevant literature, interact with colleagues, etc.

- Before the first workshop day, you are kindly asked to briefly write about your personal 'supervisory philosophy' and to reflect upon key challenges in your supervision practice.
- In the intervening period between workshop II and III, you are invited to engage in peer activities as described above. In addition, you will get an opportunity to try out new strategies, methods, and tools in your supervision and to reflect upon them considering relevant literature, which you sum up in a text piece that can fit into your teaching portfolio (pedagogisk mappe).

You will receive full instructions for how to prepare when your registration has been confirmed.

Teaching form

The teaching form at the workshops is highly interactive based on a combination of group work, exercises, plenary discussions, and lectures.

Coordination

The seminar is administered by the Research Group *Digital Learning Communities*, at the Department of Education, Faculty of Psychology, UiB.

Course facilitator



Dr. Gitte Wichmann-Hansen is a Senior researcher at Aarhus University, Denmark, and owner of the consultancy “Academic Supervision” that offers high quality professional training of research supervisors.

She is an established and publishing researcher within the field of supervision, and she has 20+ years of experience with running workshops for supervisors at all career stages across European Universities.

General information

- Course certificate: You will receive a course certificate after completion of the seminar.
- Language: The seminar is offered in English.
- Questions regarding the seminar, please e-mail Rune.johan.krumsvik@uib.no

Course program

Please see next pages

Workshop I

- 09.00 **Welcome**
Round of introduction and presentation of the programme
- 09.30 **Productive supervision relationships.**
The supervision relationship is one of the most essential aspects for a successful doctorate, but the relationship is not always easy to navigate. In this session, we focus is on supervisory roles & responsibility, and how to balance differing needs.
- 10.30 **Coffee/tea break**
- 10.45 **Aligning expectations – with PhD students as well as supervisors.**
Unspoken and contrasting expectations for the collaboration process can disrupt supervision and impair student success and persistence. In this session, you are introduced to concrete tools for aligning expectations to build effective supervisory relationships.
- 12.00 **Lunch**
- 13.00 **Writing processes**
How can you help your PhD students develop good writing habits and learn the genre of article writing? You are invited to share best practices, and you are introduced to tools for efficient writing.
- 14.00 **Coffee break & cake/refreshments**
- 14.15 **Text feedback**
PhD students often worry about whether they are performing good enough. In this session, you will get advice on how to support PhD students in becoming capable of evaluating their own work. Tools for providing criteria-based, specific, and instructive feedback are provided.
The session includes a bio break
- 15.45 **Reflection on your learning from today**
- 16.00 **Free time**
- 18.00 **Dinner**

Workshop II

- 9.00 **Good morning**
Brief introduction to today's program
- 9.10 **Questioning skills and listening skills in supervision dialogues.**
Presentation of dialogue tools in supervision; how to listen actively and how to ask questions that support PhD students' independence. The presentation is followed by exercises.
- 10.00 **Coffee/tea break**
- 10.15 **Challenges in supervisory relationships**
We continue to focus on how to practice dialogue-based supervision, but now we take a starting point in some of the challenges described by you.
- 11.45 **Lunch**
- 12.45 **Warning signs and critical moments in doctoral students' research journeys**
In this session, you will get concrete strategies for spotting early warning signs, addressing insecurity, and approaching critical moments in a constructive way.
- 13.15 **Your individual supervisory philosophies**
First, you will get a brief presentation of different approaches and styles in supervision. Thereafter, you will work in groups: you read each other's drafts for a supervisory philosophy and provide peer-feedback.
- 14.15 **Coffee/tea break**
- 14.30 **Planning your coming peer activities.**
Introduction to the peer-observation method and to case-meetings. The session includes 1) presentation of methods followed by 2) individual exercise to reflect on your development goal and focus, 3) group work in which you organise the coming peer activities, including calendar logistics.
- 15.45 **Closing of the workshop**
- 16.00 **Goodbye and see you in March.**
-

Workshop III (online on Zoom)

- 09.00 **Welcome back**
Brief introduction to the program
- 09.10 **Following up on your peer activities and reflective papers**
Group sharing of experiences and peer-feedback on reflective papers
- Coffee/tea break included in this session**
- 11.15 **How to use the research environment as a resource in supervision**
Being a good supervisor is more than establishing a 1:1 relationship with students. It also includes supporting students' integration into the daily research environment and their interaction with peers and other resources. In this final session, we broaden the perspective on supervision by presenting and discussing how to create a psychologically safe work environment for students that promotes well-being and production.
- 12.15 Lunch
- 12.45 **How to maintain high quality in your supervision**
Individual exercise about professional development goals followed by peer-discussion
- Coffee break included in this session**
- 13.45 **Evaluation of the course**
- 14.00 **End of the course**