

HOW TO PREPARE

Dear course participant,

Prior to the first workshop day, I kindly ask you to do two preparatory tasks:

- 1) Describe an issue or problem which you are currently facing in relation to supervision of one of your students.
- 2) Briefly draft your 'supervision philosophy' (=your approach to supervision and your ideals for good supervision).

Below, you will find detailed instructions on each task. I suggest that you allot approx. two hours in total to complete the two tasks. *If you also choose to read the literature suggested at the end of this document, you will need to allot more time though.*

Please hand in the two tasks by attaching two separate files in a mail to me, Gitte (gwh@edu.au.dk) no later than the **10th of January 2024**. Remember to label the files with your name.

1. DESCRIBE A SPECIFIC CHALLENGE IN YOUR SUPERVISION



Please describe a **specific issue or problem** which you are **currently** facing in your PhD supervision. Approx. ½-1 page.

If you don't experience a concrete challenge, you are welcome to describe general issues that you face in PhD supervision or problems that you expect to encounter in case you are new to PhD supervision.

I will use your descriptions in my planning of the seminar to ensure that the content is tailored to your needs as far as possible. If you describe a real and current challenge, then please state whether you are willing to share it with other participants orally during the workshop days. Remember to anonymize all names. It can be written in a drafty style since only I will read it.

2. BRIEFLY DRAFT YOUR INDIVIDUAL 'SUPERVISORY PHILOSOPHY'



In this task, I will kindly ask you to start reflecting on your ideals about supervision, in other words **your individual 'supervisory philosophy'**.

A 'supervisory philosophy' is a statement of what matters to you: your values, priorities, and the principles by which you supervise students.

Why do I ask you to start reflecting on this? Because:

- A supervisory philosophy is important because you can use it to clarify what matters to you, align your actions with your values, and assess yourself over time—all important steps in developing your supervision.
- At the end of this supervision course, you are invited to write a text piece of approx. 2 pages about your supervision. The text piece is intended as an element in your Teaching Portfolio (Pedagogisk Mappe), which means that you can use the text directly in your portfolio afterwards. Therefore, it is a good idea to start articulating some initial thoughts that you can build on in the final text. I will allot time at the workshop days in January for you to give peer-feedback on each other's drafts in groups. (NB. You will not be asked to write a full teaching portfolio as part of this course. You are only invited to write the element about supervision that can fit into your portfolio).

How to draft philosophy?

Please write approx. 1-2 pages. Use the questions below as a starting point for reflection:

1. Describe what good supervision looks like to you.

Try to describe the practices that you find important in supervision. How do you interact with students and how do you support their development? Practices could be to align expectations, to meet regularly, to give constructive feedback. Please add a few *concrete* examples of what you do. For instance: How do you hold meetings with your students? How do you give feedback?

If you are very new to supervision, then you might think of a role-model for good supervision, for instance a colleague or previous supervisor: What makes them good supervisors? Or imagine that you were a student, how would you like a supervisor to interact with you?

2. Clarify your values about supervision.

Try to identify which values you hold. What is important to you and why? What are your beliefs, priorities, and the principles by which you supervise? For instance: Is it respect, trust, honesty, independence, commitment, open-mindedness, availability, acknowledgement, corporation, motivation, curiosity, ...? Identify the three values that are most important to you.

You can consider this both from your perspective as a supervisor and from your students' perspective. What do you think your students appreciate most about you as a supervisor? Consider asking them, if you are in doubt. 😊

To support your initial writing, you may find inspiration in these six articles:

1. Lee, A. (2008). How are doctoral students supervised? Concepts of doctoral research supervision. *Studies in Higher Education*, 33:3, 267-281, DOI: [10.1080/03075070802049202](https://doi.org/10.1080/03075070802049202)
2. Franke, A., & Arvidsson, B. (2011). Research supervisors' different ways of experiencing supervision of doctoral students. *Studies in Higher Education*, 36:1, 7-19, DOI: [10.1080/03075070903402151](https://doi.org/10.1080/03075070903402151)

3. Bøgelund, P. (2015). How supervisors perceive PhD supervision – And how they practice it. *International Journal of Doctoral Studies*, 10, 39-55. Retrieved from <http://ijds.org/Volume10/IJDSv10p039-055Bogelund0714.pdf>
4. Buirski, N. (2022). 'Ways of being': a model for supportive doctoral supervisory relationships and supervision. *Higher Education Research & Development*, 41(5), 1387-1401, DOI: [10.1080/07294360.2021.1910209](https://doi.org/10.1080/07294360.2021.1910209)
5. Dysthe, O. (2002). Professors as Mediators of Academic Text Cultures: An Interview Study with Advisors and Master's Degree Students in Three Disciplines in a Norwegian University. *Written Communication*, 19(4), 493-544. <https://doi.org/10.1177/074108802238010> (Please note that you can choose to focus on only **page 518-37**)
6. Manathunga, C. (2005). Early warning signs in postgraduate research education: a different approach to ensuring timely completions. *Teaching in Higher Education*, 10(2), 219-233, DOI: [10.1080/1356251042000337963](https://doi.org/10.1080/1356251042000337963)

It is totally up to you whether you prefer to read the literature before we meet on the workshop days in January or before the follow-up workshop in March. However, the literature listed above is recommended reading to support you in articulation a personal supervision philosophy.

NB!

On the WNGERII course site (and in the announcement mail that was first sent to you), there is a document labelled [doctoral supervision course wnger ii revised 1 rk.pdf](#). The document includes a list of suggested literature reading. Please note that this list is NOT mandatory reading. It is not a list that I produced. The document also states that you will need to watch some videos. This is not valid anymore.

I hope you get on well with the two tasks described above. Please don't hesitate to contact me if you have any clarifying questions. Enjoy the reflection and writing 😊