

Writing the synopsis of your thesis

Category	Content
Course Code	
Course Title	Writing the synopsis of your thesis
ECTS Credits	3 ECTS Credits
Level of Study	Ph.D.
Full-time/Part-time	Part-time
Language of Instruction	English
Semester	Spring/Fall semester
Place of Instruction	Faculty of Psychology, University of Bergen

Objectives and Content

Content

Writing the synopsis of your thesis in an article based thesis:

- The purpose of the synopsis in an article based PhD thesis
- The Norwegian qualifications framework (NQF) Level 8: Ph.d. (3. cycle)
- Guidelines for the synopsis
- Positioning of your synopsis
- Coherence of your synopsis
- Transparency of your synopsis
- Presentation of findings in your synopsis

Main learning objectives

The main course goal is to introduce PhD students to how to write the synopsis in an article based PhD-thesis, and show examples of how to complete a synopsis for a doctoral thesis. Throughout the course the PhD students will develop their understanding of the guidelines from The Norwegian qualifications framework, 3. cycle (PhD) and PhD-programs and what the implications guidelines can have for their synopsis in their own doctoral thesis. The course aims to develop the PhD students' abilities to write their own synopsis in a coherent and transparent way.

After completing the course, the PhD students will have general knowledge about:

- The purpose of a synopsis in an article based PhD thesis
- The national and institutional guidelines for writing the synopsis
- The main elements of the synopsis
- The required coherence in the synopsis
- The required transparency in the synopsis
- Ways of presenting findings in your synopsis

After completing the course, the PhD student will have specific knowledge about:

- How to bind the articles (papers) together in the synopsis
- Philosophy of science in the synopsis (ontological, axiological, epistemological and methodological positioning)
- The theoretical framework in the synopsis
- The methodology in the synopsis
- How to present findings in the synopsis textually and visually at a high academic level

<p>Learning Outcomes</p>	<p>By completing the course the Phd students will have completed the following learning aims, which are here defined as knowledge, skills, and general competence:</p> <p><i>Knowledge:</i></p> <p>The PhD student will have knowledge about the synopsis in an article based PhD thesis, what purposes the synopsis have in an article based PhD thesis research, and what elements a synopsis consists of at a doctoral level. The PhD student will be familiar with relevant national and institutional guidelines for the article based PhD thesis, and how to apply these in their own doctoral thesis. The PhD student will be familiar with various matrixes and tools for assessing, sorting, and presenting the different elements of the synopsis.</p> <p><i>Skills:</i></p> <p>The PhD student will be able to write a synopsis in a coherent and transparent way in light of national – and institutional guidelines for article based PhD thesis.</p> <p><i>General competence:</i></p> <p>The PhD student will be able to understand the purpose of the synopsis in an article based PhD thesis, the required elements in a synopsis and develop their synopsis in their own doctoral thesis.</p>
<p>Required Previous Knowledge</p>	<p>Master’s degree within disciplines relevant to pedagogy, educational research, psychology, medicine and health science.</p>
<p>Recommended previous Knowledge</p>	<p>Should know about academic writing from Bachelor- and Master’s level</p>
<p>Credit Reduction due to Course Overlap</p>	<p>None</p>

<p>Is the course open or reserved for students enrolled in particular programmes?</p>	<p>The course is open for students at Ph.D.-level</p>
<p>Teaching Methods and Extent of Organized Teaching</p>	<p>Teaching will be organized as lectures and cases at the University of Bergen. Also, matrixes, assessment tools and templates will be demonstrated. In addition, the course will have digital elements integrated in the course design (e.g. “flipped classroom”).</p> <p>The PhD students’ preliminary thoughts and drafts concerning their own synopsis will form the basis for further discussion regarding the purpose and the elements of the synopsis. The PhD students will become aware of the role that the synopsis will have in their own doctoral thesis.</p>
<p>Compulsory Assignments and Attendance</p>	<p>80 % attendance during lectures</p>

Forms of Assessment	<p>The assessment criteria at the Faculty of Psychology will be used.</p> <p>Pass or fail</p> <p>Pass included 80 % attendance during lectures and approval of academic paper (2500-3000 words) where the PhD student demonstrates how he or she can write a synopsis in his or her own doctoral thesis. The paper will be assessed (approved/revise and resubmit) by the course coordinator or instructor. The workload for the paper is estimated to be 2 weeks. The Phd student should set aside enough time for work with the prescribed course texts and the paper before the set submission deadline.</p>
Examination Support Material	<p>All forms of examination support materials are allowed</p>
Grading Scale	<p>Pass or fail</p> <p>Pass included 80 % attendance during lectures and approval of academic paper (2500-3000 words) where the PhD student demonstrates how he or she write a synopsis in his or her own doctoral thesis. The paper will be assessed (approved/revise and resubmit) by the course coordinator or instructor. The workload for the paper is estimated to be 2 weeks. The Phd student should set aside enough time for work with the prescribed course texts and the paper before the set submission deadline.</p>
Assessment Semester	<p>Spring/Fall</p>

<p>Reading List</p>	<p>Boote, D. N., & Beile, P. (2005). Scholars Before Researchers: On the Centrality of the Dissertation Literature Review in Research Preparation. <i>Educational Researcher</i>, 34(6), 3-15.</p> <p>Hesse-Biber, S. og Griffith, A. (2015). Feminist Approaches to Multimethod and Mixed Methods Research: Theory and Praxis. I S. Hesse-Biber og B. Johnson, <i>The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry</i> (s. 72–90) (Oxford Library of Psychology). Oxford: Oxford University Press.</p> <p>Hesse-Biber, S., Rodriguez, D. og Frost, N.A. (2015). Qualitatively Driven Approach to Multimethod and Mixed Methods Research. I S. Hesse-Biber og B. Johnson, <i>The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry</i> (s. 3–20) (Oxford Library of Psychology). Oxford: Oxford University Press.</p> <p>Krumsvik, R. J. (2016). Kappen i artikkelbaserte avhandling. I: R.J. Krumsvik (red.), <i>En doktorgradsutdanning i endring. Et fokus på den artikkelbaserte ph.d-avhandlingen</i> (s. 93-124). Bergen: Fagbokforlaget.</p> <p>Kunnskapsdepartementet (2014). <i>Nasjonalt kvalifikasjonsrammeverk for livslang læring (NKR)</i>. Oslo: Kunnskapsdepartementet.</p> <p>Pearce, L. (2015). Thinking Outside the Q Boxes: Further Motivating a Mixed Research Perspective. I S. Hesse-Biber og B. Johnson (red.), <i>The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry</i> (s. 42–56) (Oxford Library of Psychology). New York. Oxford University Press.</p> <p>UoB (2014). Faculty of Psychology: Guidelines for requirements of doctoral theses for the PhD degree at the Faculty of Psychology, University of Bergen. http://www.uib.no/sites/w3.uib.no/files/attachments/appendix_2_requirements_for_doctoral_theses_revised.pdf)</p>
<p>Course Evaluation</p>	<p>Course evaluation is done in accordance to the Faculty of Psychology's' procedures for study quality</p>
<p>Programme Committee</p>	<p>Professor Rune Johan Krumsvik</p>
<p>Course Coordinator</p>	<p>Professor Rune Johan Krumsvik</p>

Course Administrator	Research group Digital Learning Communities, Department of Education, the Faculty of Psychology
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