

PhD-supervision

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Objectives and content

- Awareness of the role as Ph.D.-supervisor
- Coaching skills (Facilitating a learning process, Giving feed-back, Dialogue/communication)
- Conflict awareness and conflict solving
- Tools (learning journal, contracts, expectations etc)

PhD-supervision is unique

- Identity as researcher and search for respect
- The research community – internal social and professional control
- Individual supervision
- definition of the project –ownership - Who funds?
- cultural aspects

Definition of supervision

Supervision is a contract-based, time-defined, supporting, initiating and professionally-managed process in which a more experienced colleague aids a less experienced colleague with the integration of professional knowledge and actions, in such a way that the colleague becomes better able to perform in relation to the subject's methods (Keiser & Lund, 1986, p. 27).

Roles

Participant

Dialogue - counterpart

Consultant

Product supervision

- objective for the supervision is the product - the supervisor is not satisfied before he/she has reached
- traditional role: the the students write and the the supervisor corrects

Process supervision

- objective that the students learn
- new role: the student has to reflect own action and learning

Product supervision

- the quality is related to the quality of the supervision
- ambition related to the product
- captain
- reads everything, corrects and gives advice
- assessment: the supervision and the supervisor

Process supervision

- quality of the project is related to the learning process
- ambition related to the process
- facilitator
- reads and give response to parts of it -
- assessment: the students product

The scientific supervisor

- Can handle both all types of projects
- ambitious
- focussed on the product - the report
- scientific response, emphasising structure, overview, content
- making demands
- often monologue -
- dialogue with the strong students....

The perfectionist

- problems in supervising the more open projects
- using a lot of time for preparation
- giving a content/scientific response
- pointing out all the failures - and correcting
- difficulties in finding the level of response - often goes into too many details
- demands to the students - also very detailed
- often monologue
- distance to the student

The turbo

- Can handle all types of projects
- very involved in the students process - very enthusiastic
- giving both scientific and social response - both to the product and the process
- giving (too) many ideas
- demands involvement from the students
- making demands - but not specific demands
- emphasising the dialogue - but forget to listen

The listening supervisor

- Able to handle the open projects
- response to the process
- no precise expectations to the students
- difficulties in making demands
- stressing the dialogue - asking the facilitating questions - but missing as a counterpart

Cowan's before, in and on



