

The PhD: how to enhance the educational aspects of the degree – a case study from University of Bergen



Professor
Rune Johan Krumsvik
University of Bergen

Enhancing the Role of Teaching and Learning in Higher Education

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Outline

-  **1** Background: The “silent revolution” within doctoral education
-  **2** The pedagogy of doctoral supervision and doctoral education
-  **3** Some preliminary findings from a case study
-  **4** Summary



Background

We are in a time of upheaval: New white paper “The White Paper on Quality in Higher Education (KD 2017), research in higher education, and the “silent revolution” within doctoral education the last ten years

Doctoral education and doctoral supervision seems to be especially important area to focus on in the years to come.

E.g. the pedagogy of doctoral supervision internationally has been described as poorly articulated and under-theorized (Halse & Malfroy 2009, p. 80). The same could be said about the pedagogy of doctoral education in general

Background

Digitalization is also a part of the pedagogy of doctoral education (digital competence as a new transferable skill, e.g. Big Data, etc.)

An increasingly number of Master-students today only have 30 ECTS master-thesis and becomes even more newcomers to the “handcraft of research” on PhD-level (3rd cycle)->needs more education

Background – teaching or research?

Is doctoral supervision and taking a PhD mainly attached to research or education? Or both?

Peelo (2011) «(...) if research is seen as more important than teaching and supervision is the outcome of success in one’s research identity, then there can be resistance to seeing supervision as a form of teaching» (Peelo 2011, p. 222–223).

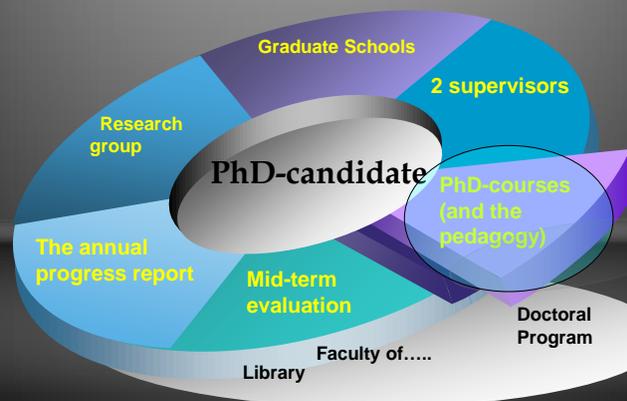
It seems to be a need to move from “grand narratives” and tacit knowledge to a more well founded pedagogy of doctoral supervision and doctoral education

“The silent revolution” within doctoral education



- «How do supervisors manage the pressures produced by these changes? How do students adjust to the experience of doctoral education in such a rapidly changing landscape?» (Peelo 2011, p. 38–39).

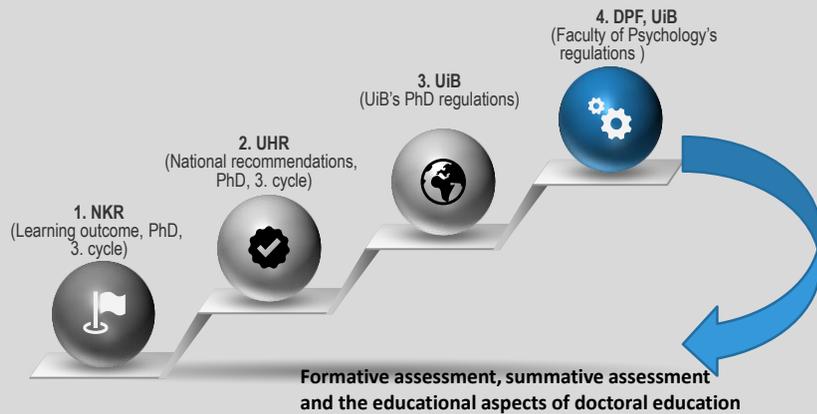
The PhD-candidates and doctoral education in Norway



- Despite this improvement – **only 65,8 % complete their doctoral education in Norway** (KD, 2016).

The case study:

“(…) Context is not always everything, but it colors everything” (Pajares 2006, p. 342).



The aim of the case study

The main aim of the case study is to focus on how we can enhance the educational aspects of a PhD-course within transferable skills (literature review-course)

The case study: The pedagogical challenge...?



The pedagogy of doctoral education

The thesis

Outside academia

Only app. 20% of the PhD's get a permanent position in academia after completing their PhD (Thune et al. 2012; UHR 2015)

The case study: Digital competence as transferable skill (3rd cycle)

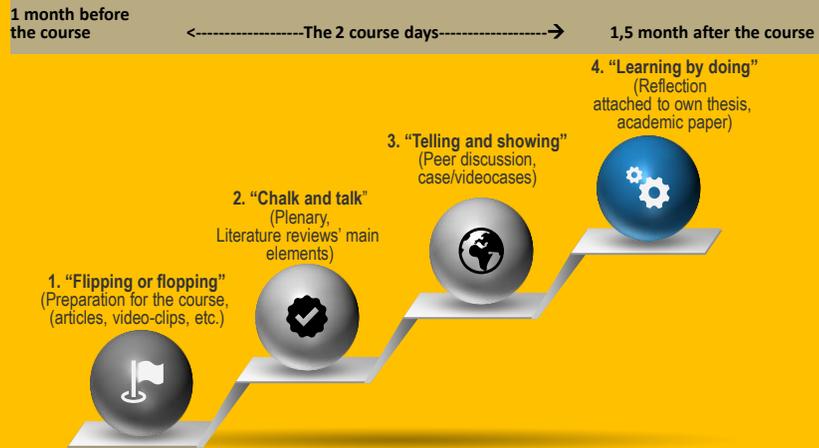
Flipped classroom

A variety of digital tools (21)

Formative e-assessment

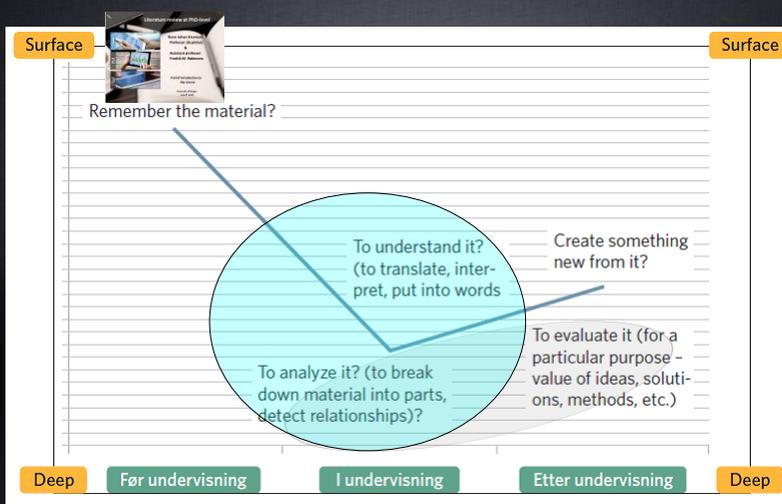


The pedagogical framework of the course

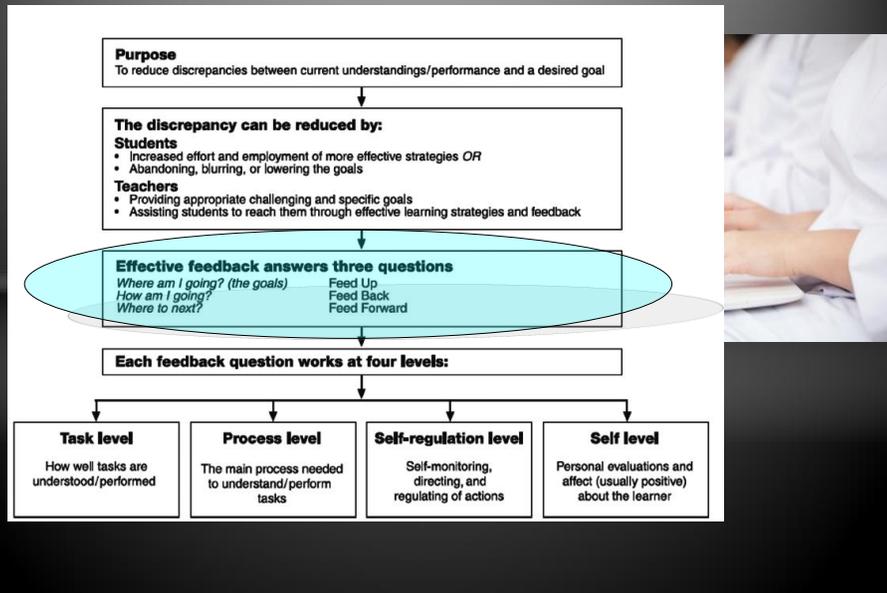


PhD-candidates' assessment of the pedagogical framework and the content of the PhD-course (3 times)

Pedagogical framework: Flipped learning design

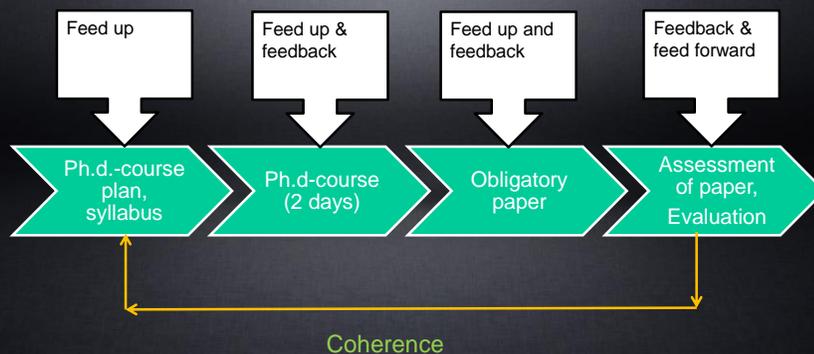


Theoretical framework: Formative assessment (Hattie & Timperley 2007)



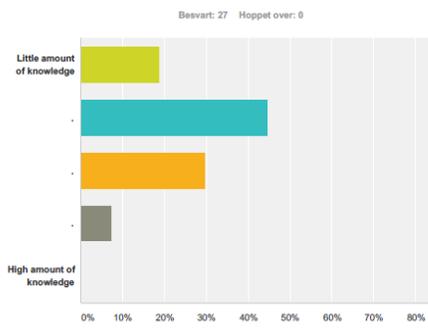
Feed up, feed back and feed forward (Hattie and Timperley 2007) in digital learning communities

Literature review on ph.d.-level

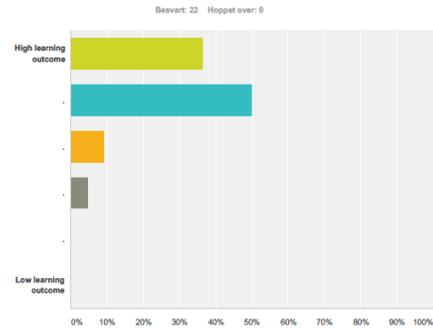


Survey (from the survey before and after the course)

Q1 How do you assess your own knowledge about literature review (today)?



Q10 What was your overall learning outcome of this PhD-course?



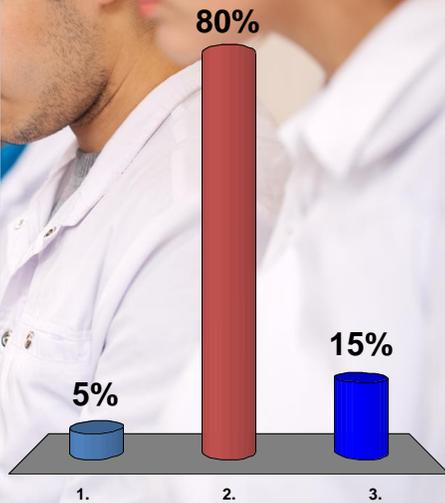
Have you read the recommended literature for the course?

1. No
2. Yes
3. Partly



Have you watched the 6 video clips before the course ("Flipped learning")?

1. No
2. Yes
3. Partly

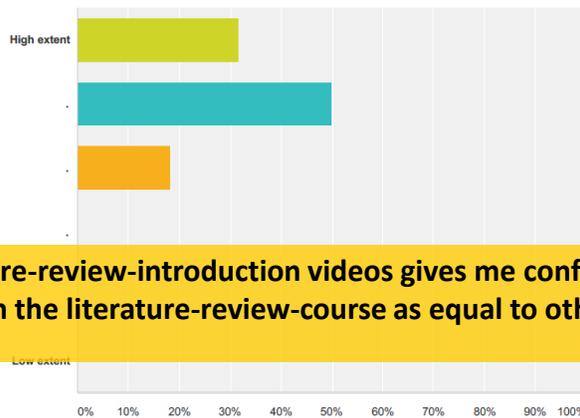


Digital elements (flipped classroom) in PhD-courses

Evaluation of "Literature review on PhD-level", 30.-31. March 2017

"The video clips were precise and helpful supplements to the articles and the topic of the course. I think they can serve as useful guidelines when conducting a review of my own" (Sarah)

Besvart: 22 Hoppet over: 0



"The literature-review-introduction videos gives me confidence to participate in the literature-review-course as equal to other ph.d.'s" (John)

Digital elements (flipped classroom) in PhD-courses

Evaluation of "Literature review on PhD-level", 30.-31. March 2017

Q6 To what extent do you think watching the 6 video clips supported your own learning outcome in the course?

"The videos are a useful way to get an introduction to the topic before reading the literature in more detail. I have already applied some of the tips to my own review/ work (Peter)

"I think the video clips works fine and are complementary to the articles. The video clips make up a good introduction to the course and I find them helpful" (Ann)

"The clips have been helpful. It helped me focus on some important issues that I could read more about in the literature" (Mary)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Obligatory paper, Assessment part 1: feed back

Obligatory paper, literature review at PhD-level

by
Professor Rune Johan Krumsvik & associate professor Fredrik Mork Rokenes

Assessment, NN

This is an impressive, well-written and nearly complete narrative review that clearly shows how you are capable of positioning your doctoral work in the forefront of knowledge in your research field. You clearly identify a knowledge gap in the literature that justify why you want to conduct a literature review. We want to applaud you for being very thorough and transparent with the method both in the retrieval and the review stages of your review. The tables, figures and appendices support and inform your review and your argumentation, and we especially like that you designed a flow chart to show the different stages of the retrieval stage.

Obligatory paper, Assessment part 2: feed forward



“Thank you so much for the feedback in my paper! It is educational and encouraging. I will use it actively further on when revising my paper” (Mark)

2. Method

This study will take the form of a narrative/traditional review of the literature, as part of an ongoing PhD-thesis. A narrative review is meant to systematically investigate, summarize and assess previous literature (Krumsvik & Røkenes, 2016).

Search strategy:

An extensive search for published literature of the last 30 years was conducted. The primary databases searched were Embase, Medline and PsychINFO. The search strategy used was: (adolescen* OR youth OR teen* OR children OR young) AND trend* AND (internaliz* OR complaint* OR psychosomatic OR mental OR subjective health). All searches were within article title and abstract. Several complementary searches were performed to insure a sufficiently broad search strategy using an adjusted syntax. These databases were Web of Science and for Scandinavian literature SweMed and the Norwegian source “Helsebiblioteket” were searched.

Kommentert [A3]: Maybe include a definition of this term so that the reader knows exactly what you mean by this label?

Kommentert [A4]: In this paper, you could have elaborated a bit on what the main aim and research question is in your doctoral project. However, this is also easy to read from your review focus.

Kommentert [A5]: Krumsvik & Røkenes, 2016

Feedback from supervisors

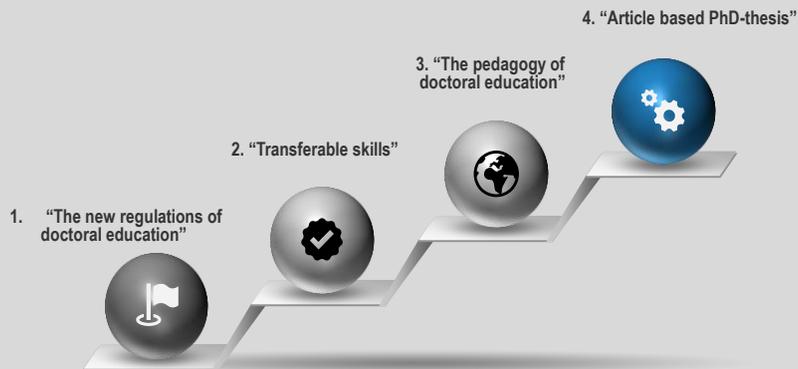
“Several doctoral candidates contacts me because other supervisors cannot help them with literature review” (Supervisor 1)

“I think we should have in-service courses for doctoral supervisors concerning literature reviews and other transferable skills (Supervisor 2)

“When I can not help them with things, I think doctoral candidates can take courses within the actual topic” (Supervisor 3)



Professional development? (example, Krumsvik 2017)



Summary

1



Doctoral education in the digital era

2



Doctoral education and professional development

3



Transferable skills

4



Research within doctoral education

Relevant references



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Doctoral supervision seminar, October 25th 2017



UNIVERSITETET I BERGEN

Invitation

The 1st Annual Doctoral Supervision Seminar at the Faculty of Psychology, University of Bergen.

The Faculty of Psychology invites you to the 1st Annual Doctoral Supervision Seminar at [Solstrand Hotel](#), October 25th 2017.

This seminar will focus on different aspects on doctoral supervision through keynotes, workshops and informal discussions on the following topics:

- The pedagogy of doctoral supervision
- "When you have supervised 50 PhD-candidates to their degrees – what is your main advice to new doctoral supervisors?"
- Doctoral supervision and transferable skills
- New regulations of doctoral education and supervision
- Psycho-social aspects of doctoral supervision

In the workshops and panel discussions we will also focus on the supervisor's, doctoral [candidate's](#), department's, the faculty's role and responsibilities concerning doctoral supervision.

Tentative program: <https://w3.uib.no/nb/pep/108279/doctoral-supervision-seminar-solstrand-hotel>

Registration: <https://skjemaker.app.uib.no/view.php?id=3417351>

Background for the seminar

The background for the seminar is the new white paper "Kultur for kvalitet i høyere utdanning" (KD 2017a), research, and the "silent revolution" within doctoral education the last ten years where doctoral supervision seems to be especially important area to focus on in the years to come. Since the pedagogy of doctoral supervision internationally has been described as poorly articulated and under-theorized (Talsø & Malfroy 2009, p. 80) it seems to be a need to move from "grand narratives" to a more well founded pedagogy of doctoral supervision. The seminar aims to focus on different aspects concerning this issue through keynotes, workshops and informal discussions (during lunch and dinner). The main aspects will be: