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

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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
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 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 PhD candidates' needs

The PhD-programs

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: The pedagogical challenge...?

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

A variety of digital tools (21)

Formative e-assessment

Flipped classroom
The pedagogical framework of the course

1 month before the course

The 2 course days

1.5 month after the course

1. "Flipping or flopping" (Preparation for the course, articles, video-clips, etc.)

2. "Chalk and talk" (Plenary, Literature reviews' main elements)

3. "Telling and showing" (Peer discussion, case/videocases)

4. "Learning by doing" (Reflection attached to own thesis, academic paper)

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

Coherence
**Survey** (from the survey before and after the course)

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

- Low amount of knowledge: 10%
- Moderate amount of knowledge: 67%
- High amount of knowledge: 24%

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

- High learning outcome: 67%
- Moderate learning outcome: 24%
- Low learning outcome: 10%

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**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)

“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)

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.
“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 (Kunnasvuori & Pakkala, 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:
(adolescence* OR youth OR teen* OR children OR young) AND trend* AND (autistic* OR compliant* 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 the Scandinavian literature SwedMed and the Norwegian source “Helebiblioteket” were searched.

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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)
Summary

1. Doctoral education in the digital era
2. Doctoral education and professional development
3. Transferable skills
4. Research within doctoral education
Relevant references

- Krumsvik, R.J. (work in progress). The pedagogy of a PhD-course in literature review – a case study. Bergen: UiB.

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Relevant references

• NOKUT (2014). Kvalifikasjonsrammeverket for livslang læring, 3. syklus. Oslo: NOKUT/Kunnskapsdepartementet


• UHR (2015). Recommended Guidelines for the Doctor of Philosophy Degree (PhD). Oslo: UHR.


• UiB (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/approx_2_requirements_for_doctoral_theses_revised.pdf)

Doctoral supervision seminar, October 25th 2017

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 Bergen Hotel, October 25th 2017.

This seminar will focus on different aspects of 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 degree – what is your main advice to new doctoral supervisors?”
- Doctoral supervision and transition phase
- New regulations of doctoral education and supervision
- Psychosocial 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://uio.uib.no/dp/seminar/doktorand supremis/semi 2017

Registration: https://planmakere.apps.uib.no/vasis/vasis/1517027

Background for the seminar

The background for the seminar is the recent white paper "Doktorandutdanningen: en faglig og etisk overvåking" (NO 2017a). Research and the "hottest recruitment" within doctoral education in the last two years where doctoral supervision seems to be especially important to focus on in the years to come. Since the pedagogy of doctoral supervision internationally has been described as poorly articulated and under-theorized (Wyatt 2009, p. 484) it seems to be a need to revise our "good practice" to a more well-founded pedagogy of doctoral supervision. The seminar aims to focus on different aspects concerning the issue through keynotes, workshops and informal discussions (during lunch and dinner). The main aspects will be: