



Project number: 003/H01

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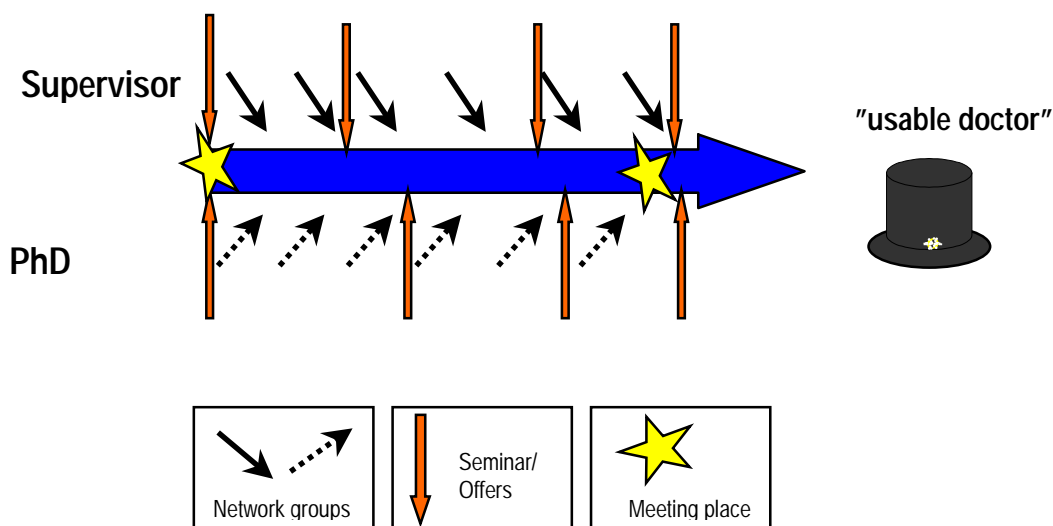
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Processoriented education of PhD supervisors

Process-oriented education of PhD supervisors

At the beginning of 2001 Mälardalen university (MdH) received research-area in Technology. In order to guarantee quality of research education the project “process-oriented education of PhD supervisors” was developed. The aim of the project is to provide supervisors, with different experience and qualifications, an individual education. The idea with this kind of education is to develop the qualification of each supervisor in order to satisfy the need from PhD students. This brings about increased flexibility that can only be achieved by a process-oriented education with “usable doctor” as result.

The expression “usable doctor” is used to denote “the product” of research education that is thought to be usable in society either through a position at the universities or through a position in business or public world. Apart from genuine knowledge within his/her subject the usable doctor also has training in project management and collaboration and knows about research ethics, science of science, communicating popular science. The ambition to provide usable doctors means high demands on the research environment and a high qualification at the supervisors.



The process-oriented education that is offered at MdH is described in the figure above, where the large arrow corresponds to the process. This arrow is composed of different parts namely the supervisor, the PhD student and meeting places. These components together comprise the process where the common goal is to achieve a “useful doctor”. And naturally both supervisors and PhD student are to be offered education.

Modules compose the education in this model. General and local rules and limits for research education is the first step. Further offers might include creativity, handling conflicts, group psychology and ethics. Our ambition is to provide a smorgasbord where the supervisor can choose components that are most tempting to him/her. Meeting places will be arranged where supervisors and PhD students can meet both separately and together. Most important is that supervisors and PhD students are involved in this process and that they express their wishes of further education/development.

Developing Graduate Supervisor Training

PROCESS-ORIENTED EDUCATION OF PHD SUPERVISORS

Case study for institutional project 003

Mälardalens University

<i>Budget:</i>	Council funding:	250,000 SEK
	Other:	250,000 SEK
<i>Staffing:</i>		1,00 FTE
<i>Audience:</i>	The aim of the project is to provide supervisors and Ph D students, with different experiences and qualifications, an individual education.	

Project Overview:

This is an education that has the ambition to provide individual training for both supervisors and PhD students.

Goals

To develop each supervisor's qualifications to meet the needs of his or her PhD students. This brings about increased flexibility that can only be achieved by a process-oriented education with "usable doctor" as result. Moreover, another goal is to provide this education already at the graduate student level in order to increase the quality of our research education in both the short and long time perspectives.

Objectives

To develop our research education to include supervisor- and PhD student- training that is responsive to individual needs.

Format/Length

The process-oriented education that is offered at MdH is described as a large arrow corresponding to the process. This arrow is composed of different parts namely the supervisor, the PhD student and meeting places. These components together comprise the process where the common goal is to achieve a “usable doctor”. And naturally both supervisors and PhD student are offered education.

Modules compose the education in this model. General and local rules and limits for research education is the first step. Further offers has/or will include communication, gender problems, creativity, handling conflicts, group psychology and ethics. Our ambition has been to provide a smorgasbord where the supervisor can choose components that are most tempting to him/her. Meeting places are arranged where supervisors and PhD students can meet both separately and together. Most important is that both supervisors and PhD students are involved in this process and that they express their wishes for further education/development. In addition to the seminars we have had small groups of supervisors that meet together with the pedagogic consultant and discuss supervision at an individual basis. After one year with professional conversation help, the groups are offered to continue with an amount of money as basis for the activity.

Partners:

Internal: The director of graduate studies, Helena Jerregård and an educational consultant, Britt Englund, are working together in this project. Both are located at the institution's Division of Education and Research. In addition, different people from the university have been involved in developing phases of this project. These people include experienced supervisors, graduate students, and members of the faculty boards.

External: We have had a limited transfer of experiences with outside people. Although we are interested in this form of collaboration, we have not yet established any more permanent partnerships.

Faculty: The program is general and offered to and supported by all faculties.

What makes this program effective?

Program:

Participants:

Assessment:

Measures used: seminars, conversational , meeting places,

Results/Impact:

Next Steps in Assessment: see below, “The future”

Lessons learned:

It takes some time to establish a tradition of supervision training! It seems as if a guarantee of quality is needed before a new course is accepted and attended.

The future

We have come to the conclusion that a introductory/basic course has to be given. Our current efforts is therefore made on developing such a course. We have been in contact with UPC at Umeå University and the course will very much be inspired by the way they are running their courses in supervision training.

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