

Matilda Arvidsson
University of Gothenburg

PhD Supervision Pedagogy: A Psycho/Analytical Situation and its Professional Practices

Author:

Dr Matilda Arvidsson, Department of Law The
University of Gothenburg

Abstract:

This paper introduces the pedagogical practice of the analytical situation of PhD supervision. It sets out a framework of, and touch on some fundamentals of, what psychoanalysis can offer for PhD supervision pedagogy. Drawing on psychoanalytical¹ and pedagogical scholarship², I suggest that the scholarship on and the professional practices guiding the psychoanalytical situation is helpful for developing good pedagogical practices in and around PhD supervision. These practices concerns both how to provide good PhD supervision and on how to develop professional practices for continuous support and guidance for PhD supervisors throughout their supervision processes. My paper draws on both scholarship and practice, with concrete examples from PhD supervision in the field of law, as well as from a pilot project involving participants from psychotherapeutically practice and academic practice of PhD supervision. The aim of my papers is to guide those seeking to develop their pedagogical and professional practices and capacities as PhD supervisors. For the PhD supervisee seeking to orient themselves within their project and processes, the aim is to offer tools for framing the PhD process towards more meaningful ends.

References:

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- Hecq D. (2009) 'Interactive Narrative Pedagogy as a Heuristic for Understanding Supervision in Practice-led Research,' *New Writing*, 6:1, 40–50, DOI:10.1080/14790720802598647;
- Laplanche, J. (1999 [1992]) *Essays on Otherness*, ed. John Fletcher, trans. by Routledge. London: Routledge.
- Owler, K. (1999), 'Transference and PhD pedagogy,' *Southern Review*, 32(1), 132–48, <https://search.informit.org/doi/10.3316/ielapa.200007349>

1) Specifically, I draw on Laplanche, J. (1999 [1992]) *Essays on Otherness*, ed. John Fletcher, trans. by Routledge. London: Routledge.

2) PhD supervision pedagogy drawing on psychoanalytic scholarship: Green, B. (2005) 'Unfinished business: subjectivity and supervision,' *Higher Education Research & Development*, 24:2, 151–63, DOI: 10.1080/07294360500062953; Hecq, D. (2009) 'Interactive Narrative Pedagogy as a Heuristic for Understanding Supervision in Practice-led Research,' *New Writing*, 6:1, 40–50, DOI:10.1080/14790720802598647; Owler, K., (1999), 'Transference and PhD pedagogy,' *Southern Review*, 32(1), 132–48, <https://search.informit.org/doi/10.3316/ielapa.200007349> (Owler writes from a specific Lacanian position, why her understanding of transference differs from mine/Laplanche's).