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## Utilising the pedagogies of representations, decomposition and approximations of practice in doctoral supervision

In this practice paper, I present ideas I have found useful in guiding and developing my supervision . I do so only as a stepping stone for collegial engagement around the challenges of supervision and will invite others to join me in explorations and discussions. My aim is to contribute to a strengthening of the public discourse of doctoral pedagogy.

The learning of the doctoral student may be seen to include becoming, belonging, developing a practice, and making meaning (Wenger, 1998). At the same time, the 'becoming' can be seen as submitting to a subjectification the success of which is manifested in 'performing academicity' (Bastalich, 2017). Not to be overly exclusionary of those who do not demonstrate the desired subjectification, the meaning-making requires facilitating access to what constitutes the specialised discourse of the field, and teaching of the practice of how to produce knowledge within the specialised discourse. This requires an explicit doctoral pedagogy.

I argue that both research and supervision can be viewed as professional practices, which can be learned through the pedagogies of representations, decomposition and approximations of practice (Grossman et al., 2009). To learn the practice of research, the processes and products of research, and their relations, must be made visible to novice researchers conceptually and operationally. To learn doctoral supervision, the processes and products of supervision, and their relations, must be made visible to novice supervisors. This implies clearly linking supervision processes to the core practices which must be "taught" to the novice researchers.

I will touch on two components of the practice

of research where it is particularly difficult for students to become proficient participants: (i) synthesising literature, and (ii) operationalisation of theory. For each, I will discuss how the pedagogies of representations, decomposition and approximations of practice may be utilised in the supervisory relationship.

### References:

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