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Reflecting on and discussing doctoral supervision after the course? A survey to former course participants

Poster presentation:

The Centre for the Advancement of University Teaching has since long offered courses to doctoral supervisors. Evaluations consistently indicate that participants appreciate the course. Analysis from the 12 courses offered 2021 - 2023 shows that participants found the course provided knowledge and useful tools (82 - 100% agree), and new perspectives on the supervisor role (83 - 100% agree). But what happen after the course?

This ongoing study aims to investigate if, and with how many, former course participants talk about doctoral supervision, what they talk about, and if they find their departmental culture to be supportive of such conversations. A survey with open-ended questions and questions with fixed answers was sent out to 220 former participants and 56 have to date answered (25% response rate). Data will be analyzed with statistical methods and thematic analysis.

Preliminary findings show that 98% of respondents talk to someone about doctoral supervision. 91% talk to colleagues at their department, 36% also talk to colleagues at other departments and over half of the respondents talk to people outside their university. A majority of the respondents talk to 2-3 (27%) or 3-6 (32%) colleagues, 16% talk to only one person, 13% talk to 6-10 people, and 9% to more than 15 people. Most of the respondents found the local culture supportive of having conversations about doctoral supervision but 13% answered that the culture was non-supportive of such conversations. Findings will be discussed in relation to significant conversations and significant networks (Roxå & Mårtensson, 2009).

References:

Roxå, T., & Mårtensson, K. (2009). Significant conversations and significant networks—exploring the backstage of the teaching arena. *Studies in Higher Education*, 34(5), 547-559.