

Workshop: Developing a PhD tutor training program at a Medical Faculty

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Background: The Medical faculty of the University of Oslo aims to improve the competence of its PhD tutors and develop a multi module training course including competence in PhD degree requirements and rules, knowledge, and competence in tutoring methodology as well as understanding of learning processes. The faculty has given the task of developing a comprehensive plan to a specially appointed task group.

Key starting points:

- *There are great personal, institutional and societal costs associated with PhD candidates not completing their thesis (Halse & Malfroy, 2010).*
- *34,2 % of Norwegian PhD candidates and 40–50 % PhD candidates Internationally do not complete their PhD (Krumsvik & Jones, 2016).*
- *The PhD tutoring quality affects the candidates progression, non-completion rate and well-being as well as the quality of their projects and their take-away experiences (Ives & Rowley, 2005).*
- *Hammond et al. (2010) found three ways through which tutors learn to tutor: how they themselves were tutored, through constructive co-tutorship relations and through reflection of own praxis in workshops and tutoring development programs.*
- *Many tutors still lean on tutoring models where an assymetric tutor Master – Apprentice relationship is central (Hammond et al., 2010; Lave & Wenger, 1991; Vehviläinen & Löfström, 2016).*

(Adapted from presentation by Trine Fosslund at the Researcher training program, 13.09.2023)

Suggested overall format of the task group:

1. Net-resources for PhD tutors		2. Basic course for PhD tutors		3. Mentor system for new tutors	4. Yearly mini-conference on PhD tutoring	5. Research on PhD tutoring
Starting page with links to relevant resources	Net course (compulsory for all main PhD tutors)	Teaching/course part.	Colleague tutoring groups	Regular meetings with experienced tutor the first time as tutor	Half to a full day mini-conference where the faculty high lights the importance of tutoring. Presentations and discussions. Scientific format.	Furthering research on PhD tutoring
	Inspirational, knowledge on tutoring skills, rules, procedures. Includes examination.	Course part with small group discussions, thematic lectures, videos/case discussions and individual tasks.	Colleague guided discussion groups of max 6 participants. Discussion and exchange of own experiences.			
	2-3 hours	4 days	3 meetings	Minimum 8 times		
	Compulsory	Compulsory	Compulsory	Compulsory for new tutors		

References:

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