

Katerina Pia Günter, Marie Larsen Ryberg and Annica Gullberg

DEVELOPING SENSITIVITIES TO CULTURAL NORMS IN SUPERVISION: EXPLORING NORDIC IDEALS OF INDEPENDENCE IN UNIVERSITY INTERNATIONALIZATION

Independence forms a prominent value in dominant discourses on research education and supervision (Elliot et al., 2023; Nerad et al., 2022). In Nordic contexts, the goal of supporting doctoral candidates in achieving independence is institutionalized through policies and pedagogies of supervision (cf. Retsinformation, 2014; Wickmann-Hansen, 2021). Independence thus constitutes a cultural norm informing expectations on what *ideal supervision* looks like and shapes (re)productions of *the ideal student* (Wong & Chiu, 2020) affecting available and celebrated identities (Gonsalvez et al., 2019) in doctoral education.

In the last decades, PhD education has become increasingly internationalized with up to half of the doctoral candidates being international (Baggersgaard, 2023). This implies a diversification of cultural experiences in supervision practice (Sahar et al., 2022), rendering doctoral candidates exposed to troubled negotiations of identity (Kidman et al., 2017). Considering the prominence of independence for Nordic supervision culture, we here problematize that norm and ask: What is implied in being “independent” and how is independence negotiated in international experiences?

This workshop explores how to develop supervision competencies towards a sensitivity for cultural situatedness. Taking our point of departure in expectations surrounding independence, we dive into intersectionalities of natural science doctoral supervision, academic science histories, and socio-cultural dimensions of professional and personal identity work. Grounded in the concept of science identity (Carlone & Johnson, 2007) as constructed and (re-)produced in cultural worlds (Holland et al., 1998), we facilitate multiple exercises, encouraging discussions on how we can develop cultural and identity literacy as an important competence of supervision practice.

(250/250 words)

Engaging all participants, this workshop will draw on a variety of activities. While introducing the subject to participants, they will undertake a card sorting exercise (Mensah, 2012) that centers different dimensions of social and professional identity with the aim to visualize how their perceived salience differs for each individual. After debriefing the exercise first in small groups with a short multiple-hands-multiple-voices summary, we will scaffold narrative-based group work, commencing with a short reflexive writing exercise on emotional cultural encounters. Through the construction of collages, participants get to visualize these encounters with expectations of independence through an art-based activity, which we will debrief in plenum. We will furthermore encourage participants to choose one emotion that represents the underlying feeling of that encounter and collect that information on post-it notes to prompt both a feeling of togetherness when sharing similar emotions as well as visualizing diversities in experiences.

(146/150 words)

References

- Baggersgaard, Claus (2023, November 2). Fire ud af ti forskere er nu udlændinge.
<https://dm.dk/forskerforum/magasinet/2023/forskerforum-nr-5-2023/fire-ud-af-ti-forskere-er-nu-udlaendinge/>
- Carlone, H. B., & Johnson, A. (2007). Understanding the science experiences of successful women of color: Science identity as an analytic lens. *Journal of Research in Science Teaching* 44(8), 1187-1218. <https://doi.org/10.1002/tea.20237>
- Elliot, D L., Bengtsen, S. & Guccione, K. (2023) Introduction. Researcher independence and interdependence: an oxymoron? In Dely Lazarte Elliot, Søren S. E. Bengtsen, and Kay Guccione (eds.) Developing researcher independence through the hidden curriculum. Palgrave Macmillan <https://doi.org/10.1007/978-3-031-42875-3>
- Gonsalves, A. J., Silfver, E., Danielsson, A., & Berge, M. (2019). "It's not my dream, actually": students' identity work across figured worlds of construction engineering in Sweden. *International Journal of STEM Education*, 6, 1-17. <https://doi.org/10.1186/s40594-019-0165-4>
- Holland, D., Lachicotte, W., Jr., Skinner, D., & Cain, C. (1998). *Identity and agency in cultural worlds*. Harvard University Press.
- Kidman, J., Manathunga, C., & Cornforth, S. (2017). Intercultural PhD supervision: exploring the hidden curriculum in a social science faculty doctoral programme. *Higher Education Research & Development*, 36(6), 1208-1221. <https://doi.org/10.1080/07294360.2017.1303457>
- Mensah, F. M. (2012). Positional identity as a lens for connecting elementary preservice teachers to teaching in urban classrooms. In *Identity construction and science education research* (pp. 103-121). Brill. <http://dx.doi.org/10.1007/978-94-6209-043-9>
- Nerad, M., Bogle, D., Kohl, U., O'Carroll, C. Peters, C. & Scholz, B. (2022) Towards a Global Core Value System in Doctoral Education, London: UCL Press
Sahar, R., Nurdamayanti, S., & Saad, M. (2022). Academic Cultures of Postgraduate Supervision: What Influences Supervisors in their Practices?. *Environment-Behaviour Proceedings Journal*, 7(21), 113-119.
<http://dx.doi.org/10.21834/ebpj.v7i21.3719>
- Retsinformation (2014) Bekendtgørelse om ph.d.-uddannelsen ved universiteterne og visse kunstneriske uddannelsesinstitutioner (ph.d.-bekendtgørelsen). BEK nr 1039 af 27/08/2013.
<https://www.retsinformation.dk/eli/lta/2013/1039>
- Wickmann-Hansen, Gitte (2021) DUT guide on supervision. *Dansk Universitetspædagogisk Tidsskrift* 16(31) <https://doi.org/10.7146/dut.v16i31.127292>
- Wong, B., & Chiu, Y. L. T. (2020). University lecturers' construction of the 'ideal' undergraduate student. *Journal of Further and Higher Education*, 44(1), 54-68.
<https://doi.org/10.1080/0309877X.2018.1504010>