

Towards a Common European Approach to Higher Education Teaching Training: Elements for a Curriculum for Training Teaching Excellence

June 2023

E-NOTE INTELLECTUAL OUTPUT 2

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1. INTRODUCTION

1.1 Aim of the report

Nobody is born an excellent teacher or supervisor. It takes time, effort and guidance to become one. This document offers a guideline for the training of excellent teachers and supervisors, and it suggests common standards for such a training. In doing so, this guideline builds on two previous documents produced within the e-NOTE project, mapping teaching excellence in higher education and identifying best practices. An essential source of ideas for this document was two e-NOTE training events that took place in January and June 2022 and brought together many excellent teachers and trainers from all around Europe to share their experiences.

1.2 The landscape of teachers' and supervisors' training

As overviewed by the e-NOTE project,¹ there is no single approach to teachers' and supervisors' qualifications and their training within the European Higher Education Area. While some countries have introduced elaborate training and qualifications systems regulated by the state or by the universities, such as the Danish or Dutch systems, others lack a formal regulatory framework. Many universities support individual teachers and supervisors and even organise formal courses. Often, specialised teaching and learning units within the university or at lower levels of management (faculty, institute) prepare these courses. But many systems still rely on their teachers' and supervisors' implicit skills and knowledge. In Czechia, for example, obtaining a PhD or the title of Associate Professor qualifies the holder for teaching and supervising at a certain level without the need to pass any specialised courses on teaching and supervision.

There are many examples of good practices in teachers' training in Europe.² For example, at the University College Dublin,³ a specialised centre focused on pedagogy provides support to university departments across disciplines. Where the central infrastructure is missing, faculties and institutes build up their own units, such as the Legal Skills Centre at the Law Faculty at Charles University.⁴

There is much less capacity for supervision assistance and training in Europe. The shift from individual studies to more structured PhD programmes happened relatively recently.⁵ As a result, supervision training has been introduced only recently in some countries of the European Higher Education Area. But many initiatives are trying to collect examples of good practice and construct programmes fit for purpose, such as the courses run by the Aarhus University's Centre for Educational Development.⁶ Often, universities establish graduate schools and doctoral academies to support PhD students and supervisors alike, such as the Doctoral Academy at the University of Graz.⁷

1.3 How to use this report

In this report, we have put together a collection of syllabi that should help educate teachers, supervisors and university managers. Altogether, we drafted 22 syllabi focused on BA/MA studies and 14 on PhD supervision. Each syllabus follows the same structure: First, we define the target group of the course and the learning outcomes. Second, we provide a reading list of materials relevant to the topic. Third, we outline how much time the course will ideally take, what issues should be covered and how the acquired knowledge and skills could be tested.

¹ See "A Comprehensive Mapping of National Higher Education Teaching Qualification schemes, Requirements and Provisions for the Promotion and Reward of Teaching Excellence", e-NOTE Intellectual Output 1.

² See "Best practice guidelines on the curriculum development evaluation, reward and promotion of teaching excellence, including doctoral supervision", e-NOTE Intellectual Output 2.

³ See UCD Teaching & Learning website at <https://www.ucd.ie/teaching/>.

⁴ See the Czech site of the centre at <https://www.prf.cuni.cz/100030421170/centrum-pravnich-dovednosti> (there is no English site available).

⁵ Taylor, Stan, Margaret Kiley and Robin Humphrey. 2018. *A Handbook for Doctoral Supervisors*. 2nd Ed. London: Routledge, p. 12.

⁶ See the Aarhus University CED's website at <https://ced.au.dk/en/courses/phd-supervisors#c2617036>.

⁷ See the University of Graz DocService's website at <https://docservice.uni-graz.at/en/>.

We do not aim to create a single universal course that should be implemented throughout the European Higher Education Area. Where no teachers' training is available, our syllabi and the model curricula sketched below can be used to establish new programmes from scratch. Where existing courses work well, we offer inspiration for improvement and further expansion.

The crucial section of each syllabus is always the learning objectives. Excellent teachers and supervisors are defined by what they know and can do, not by how they learnt it. We also believe that trainers and coaches must adapt their courses to their teaching style and the group they should train. Therefore, each syllabus is meant to kickstart and facilitate the creation of tailor-made courses that reflect the national, institutional and disciplinary context while respecting the common objectives. For example, the reading list we provide for each of the syllabi only includes works in English, even though many excellent sources in other languages could and should be used in suitable settings. So when using this report for teaching and training purposes, you are invited to use the materials but are not restricted to them.

1.4 A model curriculum for the European Higher Education Area

In line with the structures that already exist in many European countries, we believe that learning how to teach and supervise is a lifelong process. There is no single course that can produce excellent teachers and supervisors. These academics must educate themselves throughout their career and have support structures that assist them in becoming excellent teachers. Therefore, the following model syllabi are no panacea but a steppingstone to help universities establish an elaborate model of teaching and supervision training and support.

We foresee three main target groups of our syllabi: university teachers (including future teachers), PhD supervisors (including prospective supervisors), and programme managers and administrators (both at the level of BA/MA teaching and PhD supervision). We understand that each national regulatory system, each university, and, potentially, each discipline have different standards and ideas about what they expect their teachers, supervisors and managers to know. The e-NOTE project will design a blueprint of what a general European standard for teaching excellence could be at a later stage. Here, we offer a basic pool of syllabi that can help identify basic requirements as well as the path to true "teaching excellence". At the same time, we recognise that a limitless group of specific skills and knowledge can be trained, such as mastering a particular online teaching environment. We rely on the institutions and their teaching and learning units to identify and include these specific skills in their programmes.

At the level of PhD supervision, we restrict ourselves to a set of skills and competencies that every supervisor should master before they become (co-)responsible for their supervisees' careers and lives. Again, even experienced supervisors would benefit from additional training, and some institutions provide it.⁸ But it mainly relies on reflection and peer feedback on the practice for which there is little need for a formalised syllabus.

At the management level, we design two types of syllabi - one for the managers of BA/MA programmes and another for graduate school managers. Mostly, we expect these individuals to be experienced teachers and supervisors. In addition, we identify knowledge and skills that relate to the programme design and create a supportive and productive environment for teachers, supervisors and students.

⁸ Aarhus University. 2022. AARHUS BSS: Master's and PhD Supervision for Associate Professors and Professors. Available at <https://ced.au.dk/en/courses/aarhus-bss-masters-and-phd-supervision-for-associate-professors-and-professors>.

2. BA / MA Teaching and Management Training Syllabi

2.1 Syllabus design

Target group: All

Learning outcomes:

- Knowledge - After the course, you should:
 - be familiar with various syllabus designs
 - understand how to structure a syllabus
- Skills - After the course, you should:
 - be able to prepare a syllabus that reflects general standards and the standards of your university

Reading:

- Basic Syllabus Template:
https://docs.google.com/document/d/1paKx3mtgy_PDycGk0FfcGJQjdv5nHfDrdGMLmrFJTfE/edit
- The Derek Bok Center for Teaching and Learning (2022). Syllabus Design, Harvard University, <https://bokcenter.harvard.edu/syllabus-design>
- Accessible Syllabus: <https://www.accessiblesyllabus.com/>
- Fink, Dee L. (2003). A Self-Directed Guide to Designing Courses for Significant Learning, San Francisco, CA: Jossey-Bass, <https://www.bu.edu/sph/files/2011/06/selfdirected1.pdf>
- Jay Parkes & Mary B. Harris (2002). The Purposes of a Syllabus, *College Teaching*, 50:2, 55-61, DOI: 10.1080/87567550209595875
- Luke, Allan, Annette Woods, and Katie Weir, eds. (2012). Curriculum, syllabus design and equity, Routledge.
- Riviere, J., Picard, D., & Coble, R. (2014). Syllabus Design. Vanderbilt University Center for Teaching. Retrieved 11.8.2022 <https://cft.vanderbilt.edu/guides-sub-pages/syllabus-design/>
- Haigh, Martin J. (2002). Internationalisation of the Curriculum: Designing inclusive education for a small world, *Journal of Geography in Higher Education*, 26:1, 49-66, DOI: 10.1080/03098260120110368.
- Fleck B, Richmond (2022). Does the Instructors Gender Identity and Syllabus Design Affect Students Perceptions of Their Instructor? *Teaching of Psychology*, doi:10.1177/00986283211072742.
- Kumar, Deepak and Pushp Lata (2022). Exploring the Parameters of Syllabus through Teachers' Perception, *Proceedings of the International Conference on Best Innovative Teaching Strategies*, <http://dx.doi.org/10.2139/ssrn.4027448>
- Long, Michael H. and Crookes Graham (1992). Three Approaches to Task-Based Syllabus Design. *TESOL Quarterly*, 26: 27-56, <https://doi.org/10.2307/3587368>

Form of teaching / Duration (in hours of in-class / independent study and work):

- 2 lectures and discussion based on reading and practicing (4 hours)
- independent study (10 hours)

Content of the course:

1. Syllabus design – mandatory and recommended sections of a syllabus
2. Linking of the syllabus to online platforms like Moodle, Canvas, etc.
3. Exchange of good practices and discussion on syllabus design

Assignment:

- Designing a rubric for an assignment from your syllabus

2.2 Curriculum design

Target group: Senior academics

Learning outcomes:

- Knowledge - After the course, you should:
 - be familiar with the purpose of curriculum design
 - be familiar with types of curriculum design
- Skills - After the course, you should:
 - be able to prepare a model curriculum design for BA and MA programs in your discipline

Reading:

- Prideaux, D. (2003). Curriculum design. *Bmj*, 326(7383), 268-270.
- Rauscher, L., & McClintock, M. (1997). Curriculum Design. *Teaching for diversity and social justice: A sourcebook*, 198.
- Van den Akker, J. (2007). Curriculum design research. *An introduction to educational design research*, 37, 37-50.
- Romiszowski, A. J. (2016). *Designing instructional systems: Decision making in course planning and curriculum design*. Routledge.
- O'Neill, G. (2015). Curriculum design in higher education: Theory to practice.
- Edelson, D. C., Gordin, D. N., & Pea, R. D. (1999). Addressing the challenges of inquiry-based learning through technology and curriculum design. *Journal of the learning sciences*, 8(3-4), 391-450.
- Posner, G. J., & Rudnitsky, A. N. (1994). *Course design: A guide to curriculum development for teachers*. Longman, 10 Bank Street, White Plains, NY 10606-1951.
- Bovill, C., Morss, K., & Bulley, C. (2009). Should students participate in curriculum design? Discussion arising from a first year curriculum design project and a literature review. *Pedagogical Research in Maximising Education*.
- O'Connor, K. (2022). Constructivism, curriculum and the knowledge question: tensions and challenges for higher education. *Studies in Higher Education*, 47(2), 412-422.

Form of teaching / Duration (in hours of in-class / independent study and work):

- 3 lectures and discussion based on reading and practicing (4 hours)
- independent study (10 hours)

Content of the course:

1. Different stages of curriculum design process
2. Defining clear learning goals, outcomes, and constraints
3. Exchange of good practices and discussion on curriculum design

Assignment:

- Designing a model curriculum design

2.3 Learning goals

Target group: All

Learning outcomes:

- Knowledge - After the course, you should:
 - be able to set specific, measurable goals for your course and be able to measure them
 - be able to think critically about learning goals and learning methods
- Skills - After the course, you should:
 - be able to identify the most important concepts and skills that students should know and develop and be able to apply in and after your course
 - be able to help students to develop their skills and knowledge
 - be able to test students' skills and knowledge

Reading:

- The Derek Bok Center for Teaching and Learning (2022). On Learning Goals and Learning Objectives, Harvard University, <https://bokcenter.harvard.edu/learning-goals-and-learning-objectives>
- Teaching + Learning Lab (2022). Where to Start: Backward Design, MIT <https://tll.mit.edu/teaching-resources/course-design/backward-design/>
- Eberly Center, Teaching Excellence & Educational Innovation (2022), Design & Teach a Course, Carnegie Mellon University
- <https://www.cmu.edu/teaching/designteach/design/learningobjectives.html>
- Allen, D., & Tanner, K. (2006). Rubrics: Tools for making learning goals and evaluation criteria explicit for both teachers and learners. *CBE—Life Sciences Education*, 5(3), 197-203.
- Anderson, L. W., & Krathwohl, D. (2001). A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives. Longman.
- Biggs, J.B. (2005). "Aligning teaching for constructive learning." Higher Education Academy Discussion Paper.
- Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., Krathwohl, D. R. (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I: cognitive domain. David McKay Company.
- Fink, L. D. (2013). Creating significant learning experiences: an integrated approach to designing college courses, revised and updated. Jossey-Bass.
- Lang, J. M. (2010). On course: A week-by-week guide to your first semester of college teaching. Harvard University Press
- Marzano, R. J. (2010). Designing & teaching learning goals & objectives. Solution Tree Press.
- Wiggins, G. & McTighe, J. (2005). Understanding by design (2nd edition). ASCD.

Form of teaching / Duration (in hours of in-class / independent study and work):

- 2 lectures and discussion based on reading and own experience (4 hours)
- independent study (10 hours)

Content of the course:

- 1 What are the learning goals
- 2 How to achieve them
- 3 How to adjust learning goals according to the different abilities of students
- 4 Exchange of good practices and discussion on learning goals

Assignment:

- Submission of a syllabus
- Critical evaluation of a colleague's syllabus

2.4 Grading and summative feedback

Target group: All

Learning outcomes:

- Knowledge - After the course, you should:
 - be able to align your learning goals with the grading process and feedback
 - be able to think critically about various styles of testing and feedback
- Skills - After the course, you should:
 - be able to grade students' performance effectively
 - be able to provide students with various styles of feedback

Reading:

- Dartmouth Center for the Advancement of Learning (2022). Grading and Feedback, Dartmouth. <https://dcal.dartmouth.edu/resources/evaluating-student-learning/grading-feedback>
- Angelo, T. A., & Cross, K. P. (1993). Classroom Assessment Techniques: A Handbook for Faculty, 2nd Edition. San Francisco, CA: Jossey-Bass.
- Brookfield, S. D. (2017). Becoming a Critically Reflective Teacher. Chicago, IL: John Wiley & Sons.
- Hattie, J., & Timperley, H. (2007). The power of feedback. Review of educational research, 77(1), pp. 81-112.
- MacWilliam, T., & Malan, D. J. (2013, July). Streamlining grading toward better feedback. In Proceedings of the 18th ACM conference on innovation and technology in computer science education (pp. 147-152).
- Stevens, D. D., & Levi, A. J. (2013). Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning. Stylus Publishing, LLC.
- Vincelette, E. J. (2013). Video capture for grading: Multimodal feedback and the millennial student. In Enhancing instruction with visual media: Utilizing video and lecture capture (pp. 107-127). IGI Global.
- Walvoord, B. E. (2010). Assessment Clear and Simple: A Practical Guide for Institutions, Departments and General Education. San Francisco, CA: Jossey-Bass.
- Walvoord, B. E. F., & Anderson, V. J. (2004). Effective grading: A tool for learning and assessment. San Francisco, Calif: Jossey-Bass Publishers.
- Wiggins, G. (2012). Seven keys to effective feedback. Educational Leadership, 70(1), pp. 11-16.
- Wormeli, R. (2006). Accountability: Teaching through assessment and feedback, not grading. American secondary education, 14-27.

Form of teaching / Duration (in hours of in-class / independent study and work):

- 2 lectures and discussion based on reading and practicing (4 hours)
- independent study (12 hours)

Content of the course:

- 1 Types of feedback
- 2 How to give useful feedback
- 3 Exchange of good practices and discussion on giving feedback

Assignment:

- Prepare an online assignment for a big class
- Prepare an assignment when students will be asked to prepare a video or a podcast
- Think about the difference between written and oral feedback
- Prepare a detailed rubric for essay grading

2.5 Planning learning activities

Target group: All

Learning outcomes:

- Knowledge - After the course, you should:
 - be able to align your learning objectives with planning activities
 - be able to think critically about various types of activities (both in-class and online)
- Skills - After the course, you should:
 - be able to plan your lessons to suit the needs of the students, enabling them to work towards learning objectives
 - plan and teach well-structured lessons
 - be familiar with different types of activities for both small seminars and large classes, in classes and online

Reading:

- Stark, J. S. (2000). Planning introductory college courses: Content, context and form. *Instructional Science*, 28(5), 413-438.
- Conway, R. N., & Ashman, A. F. (1989). Teaching planning skills in the classroom: The development of an integrated model. *International Journal of Disability, Development and Education*, 36(3), 225-240.
- Eley, M. G. (2006). Teachers' conceptions of teaching, and the making of specific decisions in planning to teach. *Higher education*, 51(2), 191-214.
- Aaron, M., Dicks, D., Ives, C., & Montgomery, B. (2004). Planning for integrating teaching technologies. *Canadian Journal of Learning and Technology/La revue canadienne de l'apprentissage et de la technologie*, 30(2).
- Nardi-Ricart, A., Herrera, M. O., Pelegrín, R. A., Clerch, A. V., García, E. C., & Bellowa, L. H. (2022). An Active Learning Method Based On Peer Assessment Experience With Feedback Process. *EDULEARN22 Proceedings*, 8545-8551.
- Kataria, D., Sanchez, G., & Naidu, J. P. (2022). Teaching Cyber-Physical-Social-Systems Through Projects Based Learning. *EDULEARN22 Proceedings*, 9541-9550.
- Kirilova, B. (2022). The Benefits of Applying Project-Based Learning for Better Student Comprehension. *EDULEARN22 Proceedings*, 1100-1104.
- Tort-Ausina, I., Gómez-Tejedor, J. A., Molina-Mateo, J., Guasp, J. R., Dueñas, J. M., Cabezuelo, R. M., & Vidaurre, A. (2022). Results of a University Experience, Comparing Face-To-Face, Online and Hybrid Teaching in a Context of Sarscov19. *EDULEARN22 Proceedings*, 896-905.

Form of teaching / Duration (in hours of in-class / independent study and work):

- 2 lectures and discussion based on reading and practicing (4 hours)
- independent study (10 hours)

Content of the course:

- 1 Types of learning activities, both in-class and online)
- 2 Types of learning activities for students with special needs
- 3 Exchange of good practices and discussion on learning activities

Assignment:

- Prepare 2 in-class and 2 online assignments linked to your teaching objectives for a) a small seminar and b) a large class.

2.6 Learning styles

Target group: All

Learning outcomes:

- Knowledge - After the course, you should:
 - be familiar with different modes of learning among students
 - be able to think critically about your teaching style and your ability to ensure that students with different learning styles can participate in the learning
- Skills - After the course, you should:
 - to be able to recognize various learning styles of your students
 - be able to adjust your teaching style according to the different learning styles of students

Reading:

- CAST (2018). Universal Design for Learning Guidelines version 2.2. udlguidelines.cast.org.
- Cuevas, J. (2015). Is learning styles-based instruction effective? A comprehensive analysis of recent research on learning styles. *Theory & Research in Education*, 13(3), 308–333.
- Lilienfeld, S., Lynn, J., Rucio, J., & Beyerstein, B. (2009) 50 great myths of popular psychology: Shattering widespread misconceptions about human behavior. Wiley-Blackwell.
- Newton, P. M. (2015). The learning styles myth is thriving in higher education. *Frontiers in Psychology*, 6, 1908.
- Pashler, H., McDaniel, M., Rohrer, D., and Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9, 105–119.
- Askell-Williams, H., Lawson, M. & Murray, Harvey, R. (2007). ‘What happens in my university classes that helps me to learn?’: Teacher education students’ instructional metacognitive knowledge. *International Journal of the Scholarship of Teaching and Learning*, 1. 1-21.
- Bransford, J. D., Brown, A. L. & Cocking, R. R., (Eds.). (2000). *How people learn: Brain, mind, experience, and school (Expanded Edition)*. Washington, D.C.: National Academy Press.
- Butler, D. L., & Winne, P. H. (1995) Feedback and self-regulated learning: A theoretical synthesis. *Review of Educational Research*, 65, 245-281.
- Cerbin, William. (2011). Understanding learning styles: A conversation with Dr. Bill Cerbin. Interview with Nancy Chick. UW Colleges Virtual Teaching and Learning Center.
- Coffield, F., Moseley, D., Hall, E., & Ecclestone, K. (2004). *Learning styles and pedagogy in post-16 learning. A systematic and critical review*. London: Learning and Skills Research Centre.
- Isaacson, R. M. & Fujita, F. (2006). Metacognitive knowledge monitoring and self-regulated learning: Academic success and reflections on learning. *Journal of the Scholarship of Teaching and Learning*, 6, 39-55.
- Nelson, T.O. & Dunlosky, J. (1991). The delayed-JOL effect: When delaying your judgments of learning can improve the accuracy of your metacognitive monitoring. *Psychological Science*, 2, 267-270.
- Pashler, Harold, McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*. 9.3 103-119.
- Tobias, S., & Everson, H. (2002). Knowing what you know and what you don’t: Further research on metacognitive knowledge monitoring. College Board Report No. 2002-3. College Board, NY.

Form of teaching / Duration (in hours of in-class / independent study and work):

- 3 lectures and discussion based on reading and practicing (6 hours)
- independent study (10 hours)

Content of the course:

- 1 A debate on different learning styles
- 2 How to adjust your teaching style to different learning styles of students
- 3 How to approach students with learning disabilities
- 4 Exchange of good practices and discussion on learning goals

Assignment:

- Prepare 4 assignments reflecting different learning styles of students

2.7 Group work

Target group: all

Learning outcomes:

- Knowledge - After the course, you should:
 - be aware of the theory behind using group work in a classroom
 - understand the strategies of work group implementation and assessment
 - know when to use group work
- Skills - After the course, you should:
 - be able to design and implement group work in your classroom
 - be able to include group work in online teaching

Reading

- Bacon, Donald R. 'The Effect of Group Projects on Content-Related Learning'. *Journal of Management Education* 29, no. 2 (April 2005): 248–67. <https://doi.org/10.1177/1052562904263729>.
- Barkley, Elizabeth F., Claire Howell Major, and K. Patricia Cross. *Collaborative Learning Techniques: A Handbook for College Faculty*. Second edition. The Jossey-Bass Higher and Adult Education Series. San Francisco: Jossey-Bass & Pfeiffer Imprints, Wiley, 2014.
- Cohen, Judy, and Catherine Robinson. 'Enhancing Teaching Excellence through Team-Based Learning'. *Innovations in Education and Teaching International* 55, no. 2 (4 March 2018): 133–42. <https://doi.org/10.1080/14703297.2017.1389290>.
- Davidson, Neil, Claire Howell Major and Larry K. Michaelsen. "Small-Group Learning in Higher Education—Cooperative, Collaborative, Problem-Based, and Team-Based Learning: An Introduction by the Guest Editors." (2014).
- Jaques, David, and Gilly Salmon. *Learning in Groups*. 0 ed. Routledge, 2007. <https://doi.org/10.4324/9780203016459>.
- Murphy, Karen L., Sue E. Mahoney, Chun-Ying Chen, Noemi V. Mendoza-Diaz, and Xiaobing Yang. 'A Constructivist Model of Mentoring, Coaching, and Facilitating Online Discussions'. *Distance Education* 26, no. 3 (January 2005): 341–66. <https://doi.org/10.1080/01587910500291454>.

Form of teaching / Duration (in hours of in-class / independent study and work):

- Presentation of the instructor (1,5 hours)
- Workshop (1,5 hours)
- 2 hours of reading and preparation

Content of the course:

- 1 Theory: why and how to use group work in your classroom
- 2 Online teaching and tools
- 3 Specific tips and strategies for small group activities
- 4 Methods of assessing group work

Assignment:

- Apply one of the strategies learned and prepare an activity for your classroom.

2.8 Problem based on project organised teaching

Target group: all

Learning outcomes:

- Knowledge - After the course, you should:
 - Understand the key elements of problem-based and project-organised teaching and how they relate to your teaching
 - Know specific strategies to implement in your classroom
- Skills - After the course, you should:
 - be able to design new learning activities using principles of problem based and project-organised teaching
 - be able to evaluate student learning

Reading:

- Allen, Deborah E., Richard S. Donham, and Stephen A. Bernhardt. 'Problem-Based Learning'. *New Directions for Teaching and Learning* 2011, no. 128 (December 2011): 21–29. <https://doi.org/10.1002/tl.465>.
- Duch, Barbara J., Susan E. Groh, and Deborah E. Allen, eds. *The Power of Problem-Based Learning: A Practical 'How to' for Teaching Undergraduate Courses in Any Discipline*. 1st ed. Sterling, Va: Stylus Pub, 2001.
- Lee, Jean S, Sue Blackwell, Jennifer Drake, and Kathryn A Moran. 'Taking a Leap of Faith: Redefining Teaching and Learning in Higher Education Through Project-Based Learning'. *Interdisciplinary Journal of Problem-Based Learning* 8, no. 2 (13 March 2014). <https://doi.org/10.7771/1541-5015.1426>.
- Loyens, Sofie M. M., Paul A. Kirschner, and Fred Paas. 'Problem-Based Learning.' In *APA Educational Psychology Handbook, Vol 3: Application to Learning and Teaching.*, edited by Karen R. Harris, Steve Graham, Tim Urdan, Adriana G. Bus, Sonya Major, and H. Lee Swanson, 403–25. Washington: American Psychological Association, 2012. <https://doi.org/10.1037/13275-016>.
- Segers, Mien, and Filip Dochy. 'New Assessment Forms in Problem-Based Learning: The Value-Added of the Students' Perspective'. *Studies in Higher Education* 26, no. 3 (October 2001): 327–43. <https://doi.org/10.1080/03075070120076291>.
- Walker, Andrew, Heather Leary, and Cindy E. Hmelo-Silver, eds. *Essential Readings in Problem-Based Learning*. West Lafayette, Indiana: Purdue University Press, 2015

Form of teaching / Duration (in hours of in-class / independent study and work):

- Lecture by the instructor (1,5 hours)
- Workshop on specific skills and lesson plan preparation (3hours)
- Reading (2hours)

Content of the course:

- 1 Debate amongst participants
- 2 Lecture on key concepts
- 3 Designing a lesson plan
- 4 Evaluation in project-organised teaching

Assignment:

- Prepare a lesson plan based on the strategies you have learned in this course.

2.9 Managing diverse learning environments

Target group: All

Learning outcomes:

- Knowledge - After the course, you should:
- be able to describe key terms in inclusive teaching scholarship and understand the key features of an inclusive learning environment
- be able to reflect on the implications of social identities within the teaching and learning environment
- Skills - After the course, you should:
- Be able to assess your curriculum and plan your lessons to foster an inclusive classroom
- Be able to identify pedagogical strategies and digital tools you would like to incorporate into your teaching

Reading:

- Evans-Amalu, Kelsey, and Eric B. Claravall. 'Inclusive Online Teaching and Digital Learning: Lessons Learned in the Time of Pandemic and Beyond'. *Journal of Curriculum Studies Research* 3, no. 1 (3 June 2021): i–iii. <https://doi.org/10.46303/jcsr.2021.4>.
- Gibbs, Jacqueline, J. Hartviksen, A. Lehtonen, and E. Spruce. 'Pedagogies of Inclusion: A Critical Exploration of Small-Group Teaching Practice in Higher Education'. *Teaching in Higher Education* 26, no. 5 (4 July 2021): 696–711. <https://doi.org/10.1080/13562517.2019.1674276>.
- Haggis, Tamsin. 'Pedagogies for Diversity: Retaining Critical Challenge amidst Fears of "Dumbing Down"'. *Studies in Higher Education* 31, no. 5 (October 2006): 521–35. <https://doi.org/10.1080/03075070600922709>.
- Hunt, Cheryl. 'Diversity and Pedagogic Practice: Reflections on the Role of an Adult Educator in Higher Education'. *Teaching in Higher Education* 12, no. 5–6 (October 2007): 765–79. <https://doi.org/10.1080/13562510701596406>.
- Stentiford, Lauren, and George Koutsouris. 'What Are Inclusive Pedagogies in Higher Education? A Systematic Scoping Review'. *Studies in Higher Education* 46, no. 11 (2 November 2021): 2245–61. <https://doi.org/10.1080/03075079.2020.1716322>.
- *Universal Design in Higher Education: From Principles to Practice*. Princeton, N.J.: Recording for the Blind & Dyslexic, 2008.

Form of teaching / Duration (in hours of in-class / independent study and work):

- Presentation by the instructor
- In-class discussion, including case analysis and sharing good practices amongst participants (6 hours)
- Independent study (3 hours)

Content of the course:

- 1 Inclusive teaching scholarship and strategies
- 2 Using technology to enhance inclusive learning
- 3 Promoting diversity through course design
- 4 Exchange of good practices and discussion on challenges amongst colleagues

Assignment:

- Reflect on your syllabi and prepare a final report on how to incorporate some of the tools (or strategies) into your teaching.

2.10 Designing inclusive learning spaces for sensitive and/or controversial topics

Target group: All

Learning outcomes:

- Knowledge - After the course, you should:
 - Better understand what type of political and social issues are considered sensitive (within your context)
 - Understand the role of curricula and lesson planning in creating a safe learning environment
- Skills - After the course, you should:
 - Be able to identify strategies and techniques for creating a safe and inclusive class environment
 - Be able to identify strategies and tools to facilitate discussion when unexpected issues arise

Reading:

- Feldman, Lauren, Josh Pasek, Daniel Romer, and Kathleen Hall Jamieson. 'Identifying Best Practices in Civic Education: Lessons from the Student Voices Program'. *American Journal of Education* 114, no. 1 (November 2007): 75–100. <https://doi.org/10.1086/520692>.
- Hess, Diana E. *Controversy in the Classroom: The Democratic Power of Discussion*. The Critical Social Thought Series. New York: Routledge, 2009.
- Landis, Kay. *Start Talking: A Handbook for Engaging Difficult Dialogues in Higher Education*. Anchorage, Alaska: University of Alaska Anchorage, 2008.
- Markowska-Manista, Urszula, and Katarzyna Górak-Sosnowska. 'Tackling Sensitive and Controversial Topics in Social Research - Sensitivity of the Field'. *Society Register* 6, no. 2 (15 March 2022): 7–16. <https://doi.org/10.14746/sr.2022.6.2.01>.

Form of teaching / Duration (in hours of in-class / independent study and work):

- Presentation by the instructor and discussion amongst colleagues sharing experiences and good practices (2 hours)
- Independent study (2 hours)

Content of the course:

- 1 Debate on controversial/sensitive topics within your context/discipline
- 2 Role of curricula design in teaching controversial/sensitive topics
- 3 Strategies and tools for debating controversial topics in the classroom
- 4 Facilitation tools and techniques for unexpected issues

Assignment:

- Reflect on your teaching and prepare a final report on how to incorporate some of the tools (or strategies) into your classroom.

2.11 Development of diversity statements

Target_group: All

Learning_outcomes:

- Knowledge - After the course, you should:
 - Understand the purpose of diversity statements
 - Identify the key components of a diversity statement
- Skills - After the course, you should:
 - Be able to reflect on the ways you incorporate diversity into your teaching/research and document those practices
 - Be able to describe how to contribute to the development of a diverse and inclusive learning community in the future

Reading:

- Flaherty, Colleen. 'Breaking Down Diversity Statement'. *Inside Higher Ed*, n.d.
<https://www.insidehighered.com/news/2018/11/19/new-paper-explores-what-faculty-candidates-include-their-diversity-equity-and>.
- Golash-Boza, Tanya. 'The Effective Diversity Statement'. *Inside Higher Ed*, 2016.
<https://www.insidehighered.com/advice/2016/06/10/how-write-effective-diversity-statement-essay>.
- Kelsky, Karen. 'What Is a Diversity Statement, Anyway'. In *The Professor Is in: The Essential Guide to Turning Your Ph.D. into a Job*. New York: Three Rivers Press, 2015.
- Schmalig, Karen B., Amira Y. Trevino, Justin R. Lind, Arthur W. Blume, and Dana L. Baker. 'Diversity Statements: How Faculty Applicants Address Diversity.' *Journal of Diversity in Higher Education* 8, no. 4 (2015): 213–24.
<https://doi.org/10.1037/a0038549>.

Form of teaching / Duration (in hours of in-class / independent study and work):

- Discussion based on reading and own experience (2 hours)
- Independent study (2 hours)

Content of the course:

- 1 Discussion on the purpose of a diversity statement
- 2 Topics to include in your diversity statement
- 3 Discussion on the relation of your research/teaching to diversity and inclusion in your current and future careers
- 4 Analysis of an example diversity statement and discussion of your prepared outlines

Assignment:

- Reflecting on the readings and your own experience and context, prepare an outline of a diversity statement.

2.12 Different forms of assessment in higher education (formative and summative)

Target group: All

Learning outcomes:

- Knowledge - After the course, you should:
 - Understand how assessment can be used as a learning tool
 - Be familiar with the key principles of formative and summative assessment and innovative approaches to assessment
 - Better understand the relationship between assessment and learning objectives
- Skills - After the course, you should:
 - Be able to evaluate formative and summative assessments in relation to your teaching objectives
 - Be able to reflect on your current approaches to assessment and formulate your own assessment plan

Reading:

- Black, Paul, and Dylan Wiliam. 'Developing the Theory of Formative Assessment'. *Educational Assessment, Evaluation and Accountability* 21, no. 1 (February 2009): 5–31. <https://doi.org/10.1007/s11092-008-9068-5>.
- Dixon, Dante D., and Frank C. Worrell. 'Formative and Summative Assessment in the Classroom'. *Theory Into Practice* 55, no. 2 (2 April 2016): 153–59. <https://doi.org/10.1080/00405841.2016.1148989>.
- Knight, Peter T. 'Summative Assessment in Higher Education: Practices in Disarray'. *Studies in Higher Education* 27, no. 3 (August 2002): 275–86. <https://doi.org/10.1080/03075070220000662>.
- McConlogue, Teresa. *Assessment and Feedback in Higher Education: A Guide for Teachers*. UCL Press, 2020. <https://doi.org/10.2307/j.ctv13xprqb>.
- Nicol, David J., and Debra Macfarlane-Dick. 'Formative Assessment and Self-regulated Learning: A Model and Seven Principles of Good Feedback Practice'. *Studies in Higher Education* 31, no. 2 (April 2006): 199–218. <https://doi.org/10.1080/03075070600572090>.
- Weurlander, Maria, Magnus Söderberg, Max Scheja, Håkan Hult, and Annika Wernerson. 'Exploring Formative Assessment as a Tool for Learning: Students' Experiences of Different Methods of Formative Assessment'. *Assessment & Evaluation in Higher Education* 37, no. 6 (September 2012): 747–60. <https://doi.org/10.1080/02602938.2011.572153>.

Form of teaching / Duration (in hours of in-class / independent study and work):

- In class presentation by the instructor and discussion amongst participants (4 hours)
- Independent study (2 hours)

Content of the course:

- 1 Different methods of assessing student progress
- 2 Examples of innovative methods of assessment
- 3 Assessment plan
- 4 Discussion amongst participants on their approaches to assessment
- 5 The participants read and assess the same paper and then discuss their grading

Assignment:

- Preparation of an assessment plan for your course.

2.13 Oral examinations

Target group: All

Learning outcomes:

- Knowledge - After the course, you should:
 - Understand the purpose of diversity statements
 - Identify the key components of a diversity statement
- Skills - After the course, you should:
 - Be able to reflect on the ways you incorporate diversity into your teaching/research and document those practices
 - Be able to describe how to contribute to the development of a diverse and inclusive learning community in the future

Reading:

- Flaherty, Colleen. 'Breaking Down Diversity Statement'. *Inside Higher Ed*, n.d.
<https://www.insidehighered.com/news/2018/11/19/new-paper-explores-what-faculty-candidates-include-their-diversity-equity-and>.
- Golash-Boza, Tanya. 'The Effective Diversity Statement'. *Inside Higher Ed*, 2016.
<https://www.insidehighered.com/advice/2016/06/10/how-write-effective-diversity-statement-essay>.
- Kelsky, Karen. 'What Is a Diversity Statement, Anyway'. In *The Professor Is in: The Essential Guide to Turning Your Ph.D. into a Job*. New York: Three Rivers Press, 2015.
- Schmaling, Karen B., Amira Y. Trevino, Justin R. Lind, Arthur W. Blume, and Dana L. Baker. 'Diversity Statements: How Faculty Applicants Address Diversity.' *Journal of Diversity in Higher Education* 8, no. 4 (2015): 213–24.
<https://doi.org/10.1037/a0038549>.

Form of teaching / Duration (in hours of in-class / independent study and work):

- Discussion based on reading and own experience (2 hours)
- Independent study (2 hours)

Content of the course:

- 1 Discussion on the purpose of a diversity statement
- 2 Topics to include in your diversity statement
- 3 Discussion on the relation of your research/teaching to diversity and inclusion in your current and future careers
- 4 Analysis of an example diversity statement and discussion of your prepared outlines

Assignment:

- Reflecting on the readings and your own experience and context, prepare an outline of a diversity statement.

2.14 Giving good quality feedback

Target group: All

Learning outcomes:

- Knowledge - After the course, you should:
 - Understand the principles of providing effective feedback
 - Better understand the relationship between feedback and learning objectives
- Skills - After the course, you should:
 - Be able to reflect on your teaching practice and incorporate new methods of providing feedback
 - Be able to choose the appropriate form of feedback
 - Be able to engage students in giving and receiving feedback

Reading:

- Fallows, Stephen, and Balasubramanyan Chandramohan. 'Multiple Approaches to Assessment: Reflections on Use of Tutor, Peer and Self-Assessment'. *Teaching in Higher Education* 6, no. 2 (April 2001): 229–46. <https://doi.org/10.1080/13562510120045212>.
- Fallows, Stephen, and Balasubramanyan Chandramohan. 'Multiple Approaches to Assessment: Reflections on Use of Tutor, Peer and Self-Assessment'. *Teaching in Higher Education* 6, no. 2 (April 2001): 229–46. <https://doi.org/10.1080/13562510120045212>.
- Nicol David, and Suzanne McCallum. Making internal feedback explicit: exploiting the multiple comparisons that occur during peer review. *Assessment & Evaluation in Higher Education*, 47:3, 424 443 (2022). DOI: 10.1080/02602938.2021.1924620.
- Nicol, David, Avril Thomson, and Caroline Breslin. 'Rethinking Feedback Practices in Higher Education: A Peer Review Perspective'. *Assessment & Evaluation in Higher Education* 39, no. 1 (2 January 2014): 102–22. <https://doi.org/10.1080/02602938.2013.795518>.
- O'Donovan, Berry M., Birgit den Outer, Margaret Price, and Andy Lloyd. 'What Makes Good Feedback Good?' *Studies in Higher Education* 46, no. 2 (1 February 2021): 318–29. <https://doi.org/10.1080/03075079.2019.1630812>.
- Vattøy, Kim-Daniel, Siv M. Gamlem, and Wenke Mork Rogne. 'Examining Students' Feedback Engagement and Assessment Experiences: A Mixed Study'. *Studies in Higher Education* 46, no. 11 (2 November 2021): 2325–37. <https://doi.org/10.1080/03075079.2020.1723523>.

Form of teaching / Duration (in hours of in-class / independent study and work):

- In-class presentation by the instructor (2 hours)
- Discussion amongst participants and practice session (2 hours)
- Independent study (2 hours)

Content of the course:

- 1 Purpose of feedback in learning
- 2 Principles of effective feedback
- 3 Methods of providing feedback
- 4 Engaging students in feedback

Assignment:

- Prepare a final report on how to incorporate some of the methods and principles into your teaching.

2.15 Constructing clear and coherent test and essays questions

Target group: all

Learning outcomes:

- Knowledge - After the course, you should:
 - Understand the main differences and use of objective and subjective test items
 - Be familiar with different types of objective test questions and strategies to design them
 - Be familiar with strategies to formulate effective essay questions
- Skills - After the course, you should:
 - Be able to align learning objectives with the test item used
 - Be able to design clear test and essay questions

Reading:

- Brown, Gavin T. L., and Hasan H. A. Abdunabi. 'Evaluating the Quality of Higher Education Instructor-Constructed Multiple-Choice Tests: Impact on Student Grades'. *Frontiers in Education* 2 (2 June 2017): 24. <https://doi.org/10.3389/educ.2017.00024>.
- Kaipa, Roha Mariam. 'Multiple Choice Questions and Essay Questions in Curriculum'. *Journal of Applied Research in Higher Education* 13, no. 1 (24 April 2020): 16–32. <https://doi.org/10.1108/JARHE-01-2020-0011>.
- Nicol, David. 'E-assessment by Design: Using Multiple-choice Tests to Good Effect'. *Journal of Further and Higher Education* 31, no. 1 (February 2007): 53–64. <https://doi.org/10.1080/03098770601167922>.
- Yang, Brenda W., Juan Razo, and Adam M. Persky. 'Using Testing as a Learning Tool'. *American Journal of Pharmaceutical Education* 83, no. 9 (November 2019): 7324. <https://doi.org/10.5688/ajpe7324>.

Form of teaching / Duration (in hours of in-class / independent study and work):

- Introduction by the course instructor (2 hours)
- Practical workshop based on own test and essay questions (3 hours)
- Independent study (2 hours)

Content of the course:

- 1 Aligning learning objectives with testing
- 2 Objective tests: types of questions and how to design them
- 3 Essay exams: strengths and limitations
- 4 Strategies to design and grade tests and essays

Assignment:

- Participation in the session and discussion

2.16 Research teaching integration

Target group: all

Learning outcomes:

- Knowledge - After the course, you should:
 - understand the added value of integrating research into teaching
 - be familiar with the methods of integrating teaching into research
- Skills - After the course, you should:
 - be able to identify the opportunities for research-teaching integration in your practice
 - be able to incorporate research into your teaching in existing and new courses

Reading:

- Brew, Angela. 2003. "Teaching and Research: New Relationships and Their Implications for Inquiry-based Teaching and Learning in Higher Education." *Higher Education Research & Development* 22(1): 3–18.
- Buckley, Charles A. 2011. "Student and Staff Perceptions of the Research-teaching Nexus." *Innovations in Education and Teaching International* 48(3): 313–322.
- Cao, Yanling et al. 2021. "A survey research on Finnish teacher educators' research-teaching integration and its relationship with their approaches to teaching." *European Journal of Teacher Education*, DOI: 10.1080/02619768.2021.1900111.
- Chang, Hasok. 2005. "Turning an undergraduate class into a professional research community." *Teaching in Higher Education* 10(3): 387-394.
- Colbeck, Carol L. 1998. "Merging in a Seamless Blend: How Faculty Integrate Research and Teaching." *The Journal of Higher Education* 69 (6): 647–671.
- Harland, Tony. 2016. "Teaching to enhance research." *Higher Education Research and Development* 35(3): 461–472.
- Kaasila, Raimo et al. 2021. "From fragmented toward relational academic teacher identity: the role of research-teaching nexus." *Higher Education* 82: 583-598.
- Karlsruhe Institute of Technology. 2018. Guidelines: Research-oriented Teaching. Available at: https://www.peba.kit.edu/downloads/Guidelines-Research-oriented%20teaching%20at%20KIT_2018.pdf.
- Mathieson, Susan. 2019. "Integrating research, teaching and practice in the context of new institutional policies: a social practice approach." *Higher Education* 78: 799-815.
- Malcolm, Mary. 2014. "A critical evaluation of recent progress in understanding the role of the research-teaching link in higher education." *Higher Education* 67: 289-301.
- Monroe, Martha C. and Annie Oxarart. 2019. "Integrating Research and Education: Developing Instructional Materials to Convey Research Concepts." *BioScience* 69(4): 282-291.
- Obwegeser, Nikolaus and Pantelis M. Papadopoulos. 2016. "Integrating Research and Teaching in the IS Classroom: Benefits for Teachers and Students." *Journal of Information Systems Education* 27(4): 249-258.
- Robertson, Jane. 2007. "Beyond the 'research/teaching nexus': exploring the complexity of academic experience." *Studies in Higher Education* 32(5): 541–556.
- University of Copenhagen. 2022. Research Based Education. Available at: <https://fbu.ku.dk/english/>.

Form of teaching / Duration (in hours of in-class / independent study and work):

- Discussion on the benefits and challenges of research-teaching integration (1 hour)

- Practicing research-teaching integration workshop (4 hours)
- Independent study (4 hours)

Content of the course:

- 1 Defining research-teaching integration
- 2 Peer-reviewed practice of research-teaching integration in a model class
- 3 Reflection on own practice

Assignment:

- Design a class integrating research and comment on the practice of others

2.17 Supervising BA/MA students

Target group: all

Learning outcomes:

- Knowledge - After the course, you should:
 - Be aware of your role as a supervisor and the different supervision styles
 - Understand the rules and regulations of the supervision process at your institution
- Skills - After the course, you should:
 - Be able to give effective feedback
 - Be able to adapt your supervision style
 - Be able to engage students in giving and receiving feedback in supervision groups

Reading:

- Mary-Jane Baker et al. 2014. "Supervising undergraduate research: A collective approach utilising group work and peer support." *Nurse Education Today* 34(4): 637-642.
- Dysthe, Olga, Akylina Samara and Kariane Westrheim. 2006. "Multivoiced supervision of Master's students: a case study of alternative supervision practices in higher education." *Studies in Higher Education* 31(3): 299-318.
- Fry, Heather, Steve Ketteridge, and Stephanie Marshall, eds. *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*. 3rd ed. New York ; London: Routledge, 2009.
- Kleijn, Renske A.M. de, M. Tim Mainhard, Paulien C. Meijer, Mieke Brekelmans, and Albert Pilot. 'Master's Thesis Projects: Student Perceptions of Supervisor Feedback'. *Assessment & Evaluation in Higher Education* 38, no. 8 (December 2013): 1012–26. <https://doi.org/10.1080/02602938.2013.777690>.
- Roberts, Lynne D., and Kristen Seaman. 'Good Undergraduate Dissertation Supervision: Perspectives of Supervisors and Dissertation Coordinators'. *International Journal for Academic Development* 23, no. 1 (2 January 2018): 28–40. <https://doi.org/10.1080/1360144X.2017.1412971>.
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- Strelbel, Felix, Stefan Gürtler, Beat Hulliger, and Johan Lindeque. 'Laissez-Faire or Guidance? Effective Supervision of Bachelor Theses'. *Studies in Higher Education* 46, no. 4 (3 April 2021): 866–84. <https://doi.org/10.1080/03075079.2019.1659762>.

Form of teaching / Duration (in hours of in-class / independent study and work):

- In-class presentation by the instructor and discussion amongst participants (4 hours)
- Independent study (2 hours)

Content of the course:

- 1 Role of the supervisor and supervision styles
- 2 Rules and regulations
- 3 Constructive feedback

Assignment:

- Participation in the session and discussion and preparation for the session.

2.18 Monitoring and evaluating teaching quality

Target group: BA/MA programme directors; academic university management (heads of department, vice-deans, vice-rectors); teachers

Learning outcomes:

- Knowledge - After the course, you should:
 - understand the way how to monitor the teaching quality and how to evaluate it.
 - understand the limitations of the monitoring of teaching quality.
- Skills - After the course, you should:
 - be able to design a suitable monitoring system of teaching.
 - be able to design an evaluation system of teaching quality.
 - be able to use the evaluation results to develop teaching at your institution.
 - be able to assess the quality of your own teaching.

Reading:

- Metsäpelto, R. L., Poikkeus, A. M., Heikkilä, M., Heikkinen-Jokilahti, K., Husu, J., Laine, A., ... & Warinowski, A. (2020). *Conceptual framework of teaching quality: A multidimensional adapted process model of teaching*.
- Douglas, Jacqueline, and Alex Douglas. "Evaluating teaching quality." *Quality in Higher Education* 12.1 (2006): 3-13.
- Schuck, Sandy, Sue Gordon, and John Buchanan. "What are we missing here? Problematising wisdoms on teaching quality and professionalism in higher education." *Teaching in Higher Education* 13.5 (2008): 537-547.
- Gupta, Anika, Deepak Garg, and Parteek Kumar. "Analysis of students' ratings of teaching quality to understand the role of gender and socio-economic diversity in higher education." *IEEE Transactions on Education* 61.4 (2018): 319-327.

Form of teaching / Duration (in hours of in-class / independent study and work):

- discussion based on reading and own experience (2 hours)
- discussion on definition of teaching excellence (1 hour)
- discussion of best practises (2 hours)
- independent study (3 hours)

Content of the course:

- 1 Types of monitoring of teaching.
- 2 How to monitor teaching without burdening academics and students.
- 3 How to define teaching excellence.
- 4 What is the role of the academic manager in evaluating teaching excellence
- 5 How to evaluate teaching excellence in a qualitative and quantitative way.
- 6 How to communicate and make use of the results.

Assignment:

- Design a teaching evaluation system suitable for your institution

2.19 Inclusion of teaching skills in hiring practices

Target group: BA/MA programme directors; academic university management (heads of department, vice-deans, vice-rectors)

Learning outcomes:

- Knowledge - After the course, you should:
 - understand different teaching skills.
 - understand the specific teaching skills needed at each stage of academic career.
- Skills - After the course, you should:
 - be able to define suitable teaching skills for each career level.
 - be able to design a career track with the definition of needed teaching skills.

Reading:

- Albrahim, Fatimah A. 2020. "Online teaching skills and competencies." *Turkish Online Journal of Educational Technology-TOJET* 19(1): 9-20.
- Ellis, Roger, and Elaine Hogard, eds. 2019. *Handbook of quality assurance for University teaching*. Abingdon, Oxon: Routledge.
- Kilgour, Peter, et al. 2019. "Threshold concepts about online pedagogy for novice online teachers in higher education." *Higher Education Research & Development* 38(7): 1417-1431.
- Vespia, Kristin M., Stephanie D. Freis, and Rebecca M. Arrowood. 2018. "Faculty and career advising: Challenges, opportunities, and outcome assessment." *Teaching of Psychology* 45(1): 24-31
- Sa, Carla, Raymond JGM Florax, and Piet Rietveld. 2004. "Determinants of the regional demand for higher education in the Netherlands: A gravity model approach." *Regional Studies* 38(4): 375-392.
- Van Vught, Frans A. and Don F. Westerheijden. 1994. "Towards a general model of quality assessment in higher education." *Higher Education* 28(3): 355-371.

Form of teaching / Duration (in hours of in-class / independent study and work):

- Lecture on variety of teaching skills (2 hours)
- Lecture on needed teaching skills according to the career level (1 hour)
- Discussion on different systems of academic career stages in Europe (1 hour)
- Discussion of best practises (2 hours)
- Independent study (3 hours)
- (If there is an overall description of teaching skills/ career track in the country then the number of hours spent could be reduced or the content of the module could be adjusted.)

Content of the course:

- 1 Types of teaching skills
- 2 Definitions of the structure of career tracks.
- 3 How to interconnect teaching skills with career track.

Assignment: Brief proposal of career track in connection with proposed teaching skills for each career level.

2.20 Reflecting teaching skills in hiring practice

Target group: academic university management (heads of department, vice-deans, vice-rectors); university administration

Learning outcomes:

- Knowledge - After the course, you should:
 - understand how to reflect teaching skills in hiring practices.
 - understand how to design the hiring process according to required teaching skills for the specific academic position.
- Skills - After the course, you should:
 - be able to design the hiring process according to defined teaching skills.

Reading:

- Levander, Sara, Eva Forsberg, and Maja Elmgren. 2020. "The meaning-making of educational proficiency in academic hiring: A blind spot in the black box." *Teaching in Higher Education* 25(5): 541-559.
- Novianti, Nita, and Iyen Nurlaelawati. 2019. "Pedagogical competence development of university teachers with non-education background: The case of a large university of education in Indonesia." *International Journal of Education* 11(2): 169-177.
- Omer Ali, Muhammed, et al. 2022. "Importance of the Factors for Hiring a University Lecturer: A Case Study at TIU Sulaymaniyah." *International Journal of Social Sciences & Educational Studies* 9(1): 244-254.
- Tamir, Eran. 2021. "What principals look for when hiring new teachers." *Leadership and Policy in Schools* 20(2): 222-235.

Form of teaching / Duration (in hours of in-class / independent study and work):

- Presentation on possible ways of hiring academicians and proving their teaching skills in the hiring process (2 hours)
- Discussion on best practices (2 hour)
- Independent study (2 hours)

Content of the course:

- 1 Definition of academic part of hiring process, how to prove teaching excellence in the hiring process.
- 2 Specific way of possible reflection of teaching skills in the hiring process.
- 3 Examples from different countries and universities.
- 4 How to evaluate a test lecture.

Assignment:

- Brief proposal of academic call reflecting teaching skills with respect to national legal framework. Formulate questions to be used in interviews with applicants.

2.21 Designing teachers' professional development

Target group: BA/MA programme directors; academic university management (heads of department, vice-deans, vice-rectors); university administration

(The course builds on the teaching skills / promotion schemes / career track mentioned earlier).

Learning outcomes:

- Knowledge - After the course, you should:
 - understand how teachers' skills and abilities should be developed.
 - understand how to communicate with the teachers about their development.
- Skills - After the course, you should:
 - be able to define the professional development requirements for each career level of university teacher.
 - be able to design the system of professional development of teachers.

Reading:

- Espinoza, Oscar, et al. 2020. "Should universities train teachers for employability or for effectiveness?" *Teaching and Teacher Education* 88: 102960.
- Fabriz, Sabine, et al. 2021. "How a professional development programme for university teachers impacts their teaching-related self-efficacy, self-concept, and subjective knowledge." *Higher Education Research & Development* 40(4): 738-752.
- Jaramillo-Baquerizo, Christian, Martin Valcke and Ruben Vanderlinde. 2019. "Professional development initiatives for university teachers: Variables that influence the transfer of learning to the workplace." *Innovations in education and teaching international* 56(3): 352-362.

Form of teaching / Duration (in hours of in-class / independent study and work):

- Lecture on possible ways of professional development of teachers (2 hours)
- Lecture on ways of communication of professional development with university teachers (1 hour)
- Discussion on possible professional development systems for university teachers (2 hours)
- Discussion on best practices (1 hour)
- Independent study (3 hours)

Content of the course:

- 1 Definition of teachers' professional development.
- 2 Defining the teachers' own demands on development.
- 3 Communication of career development with teachers.
- 4 Designing of the system for career development of teachers.

Assignment:

- Presentation of the current professional development system at the university and proposal of possible changes.

2.22 Incentivising teachers to develop further

Target group: BA/MA programme directors; academic university management (heads of department, vice-deans, vice-rectors); university management

(The course builds on the teaching skills / promotion schemes / career track mentioned earlier).

Learning outcomes:

- Knowledge - After the course, you should:
 - understand how the incentives work among the university teachers.
 - understand how to motivate teachers for further development.
- Skills - After the course, you should:
 - be able to define the working incentives for the further development of teachers.
 - be able to design the motivation system for further development of university teachers.

Reading:

- Ahmed, Gulzar, Muhammad Arshad, and Muhammad Tayyab. 2019. "Study of effects of ICT on professional development of teachers at university level." *European Online Journal of Natural and Social Sciences: Proceedings* 8.2: pp-162.
- Barni, Daniela, Francesca Danioni, and Paula Benevene. 2019. "Teachers' self-efficacy: The role of personal values and motivations for teaching." *Frontiers in Psychology* 10: 1645.
- Rieckmann, Marco. 2019. "Education for Sustainable Development in Teacher Education." In: Lahiri, Sudeshna (ed.) *Environmental Education*. Studera Press, pp. 33-48.
- Sultanova, L., et al. 2021. "Development of soft skills of teachers of Physics and Mathematics." *Journal of Physics: Conference Series*. Vol. 1840. No. 1. IOP Publishing.
- Wichmann-Hansen, Gitte, Mirjam Godskesen and Margaret Kiley. 2020. "Successful development programs for experienced doctoral supervisors—What does it take?." *International Journal for Academic Development* 25(2): 176-188.

Form of teaching / Duration (in hours of in-class / independent study and work):

- Lecture on psychology of motivation and incentives (1 hours)
- Lecture on possible incentives of career development according to HR approaches (1 hour)
- Discussion on best practices (2 hour)
- Independent study (3 hours)

Content of the course:

- 1 Psychological definition of motivation and incentives.
- 2 HR approaches by motivating teachers.
- 3 Defining working and attractive incentives for university teachers.
- 4 Communication of professional development with teachers.

Assignment:

- Brief proposal of incentive and motivation system for university teachers

2.23 Designing teaching awards

Target group: BA/MA programme directors; academic university management (heads of department, vice-deans, vice-rectors); university administration

Learning outcomes:

- Knowledge - After the course, you should:
 - understand how to design teaching awards.
- Skills - After the course, you should:
 - be able to design a working scheme for an teaching award (process of nomination, the criteria and follow up).
 - Implement improvements inspired by teaching award recipients.

Reading:

- Ellis, Roger and Elaine Hogard, eds. 2019. Handbook of quality assurance for University teaching. Abingdon, Oxon: Routledge.
- Kumar, Swapna, et al. 2019. "Award-winning faculty online teaching practices: Elements of award-winning courses." Online Learning 23(4): 160-180.
- Lubicz-Nawrocka, Tanya and Kieran Bunting. 2019. "Student perceptions of teaching excellence: an analysis of student-led teaching award nomination data." Teaching in Higher Education 24(1): 63-80.
- Trigwell, Keith, Michael Prosser. 2020. Exploring University Teaching and Learning-Experience and Context. Springer.

Form of teaching / Duration (in hours of in-class / independent study and work):

- Discussion on existing systems of teaching awards (2 hours)
- Discussion on connecting teaching awards with further professional development of teachers and the department as such (1 hour)
- Discussion on best practices (1 hour)
- Independent study (2 hours)

Content of the course:

- 1 Definition of existing teaching awards and of its aim.
- 2 Definition of criteria and skills evaluated by the award system.
- 3 Communication of the teaching award system with teachers.

Assignment:

- Brief proposal of teaching award system with definition of evaluating criteria and how to follow up.

2.24 Support teachers

Target group: academic university management (heads of department, vice-deans, vice-rectors); university administration

Learning outcomes:

- Knowledge - After the course, you should:
 - understand the didactical needs of university teachers.
 - understand how it is necessary to support teachers in their activities.
- Skills - After the course, you should:
 - be able to design a scheme of supportive activities for university teachers, eq. Courses on teaching skills, motivation, innovation of teaching activities.

Reading:

- Collis, Betty. 1998. "New didactics for university instruction: why and how?." *Computers & Education* 31(): 373-393.
- Vollmer, Helmut Johannes. 2021. "Powerful educational knowledge through subject didactics and general subject didactics. Recent developments in German-speaking countries." *Journal of Curriculum Studies* 53(2): 229-246.
- De Pietro, Orlando, Maurizio De Rose, and Antonella Valenti. 2017. "Methodologies and Technologies to support Didactics for Competences. Realization of an Active and Participatory teaching activity in a University Context." *Journal of E-Learning and Knowledge Society* 13(1).
- Rakhimbaeva, Inga E., et al. 2019. "Integration of the educational and didactic systems in the training of future teachers." *International Journal of Applied Exercise Physiology* 8(2.1): 1131-36.

Form of teaching / Duration (in hours of in-class / independent study and work):

- Lecture on supportive activities and trainings of skills (2 hours)
- Discussion on activities supporting university teachers in challenges of modern technologies and approaches (2 hours)
- Discussion on best practices (1 hour)
- Independent study (2 hours)

Content of the course:

- 1 Definition of didactical training and support for university teachers.
- 2 Definition of other training according to new demands and challenges on university teachers.
- 3 Definition of effective training activities for teachers.

Assignment:

- Describe and reflect upon your next step to support the teachers in your department to improve teaching excellence

3. SUPERVISION AND PHD PROGRAMME TRAINING SYLLABL

3.1 Rules and regulations of the doctoral programme

Target group: PhD supervisors

Learning outcomes:

- Knowledge - After the course, you should:
 - be familiar with the rules and regulations for doctoral programmes at your institution.
 - understand the structure and logic of the doctoral programme.
 - know where to find more information about the doctoral programme.
- Skills - After the course, you should:
 - be able to assist your supervisees with regulatory problems of the doctoral studies or direct them to relevant sources of information.
 - be able to manage the administration connected to the supervision of doctoral students at your institution.

Reading:

- respective national regulation of PhD programmes
- specific regulations for the university and the programme
- structure of the graduate school / institute / faculty / university and the responsibilities of individual administrators

Form of teaching / Duration (in hours of in-class / independent study and work):

- online course (2 hours)

Content of the course:

- 1 Admission and selection of supervisors
- 2 Financing
- 3 Individual study plans
- 4 Courses
- 5 Regular evaluation procedures
- 6 Conclusion of the studies - thesis submission and defence, exams
- 7 Exceptional circumstances: interruption of studies, research stay abroad

Assignment:

- (Online) test.

3.2 Role of the supervisor

Target group: PhD supervisors, graduate school managers

Learning outcomes:

- Knowledge - After the course, you should:
 - understand your role in your supervisees' research and study.
 - be able to identify the advantages and limitations of various supervision styles.
- Skills - After the course, you should:
 - be able to explain and define your obligations and responsibilities towards your supervisees.
 - be able to reflect on your approach to supervision and mentoring critically.
 - be able to adjust your supervision style to the context and personality of the supervisee.

Reading:

- Acker, Sandra, Tim Hill and Edith Black. 1994. "Thesis supervision in the social sciences: managed or negotiated?" *Higher Education* 28: 483-498.
- Benmore, Anne. 2016. "Boundary management in doctoral supervision: how supervisors negotiate roles and role transitions throughout the supervisory journey." *Studies in Higher Education* 41(7): 1251-1264.
- Boehe, Dirk Michael. 2016. "Supervisory styles: a contingency framework." *Studies in Higher Education* 41(3): 399-414.
- Curtin, Nicola, Janet Malley and Abigail J. Stewart. 2016. "Mentoring the Next Generation of Faculty: Supporting Academic Career Aspirations Among Doctoral Students." *Research in Higher Education* 57: 714-738.
- Deuchar, Ross. 2008. "Facilitator, director or critical friend?: contradiction and congruence in doctoral supervision styles." *Teaching in Higher Education* 13(4): 489-500.
- Grant, Kevin, Ray Hackney and David Edgar. 2014. "Postgraduate Research Supervision. An 'Agreed' Conceptual View of Good Practice through Derived Metaphors." *International Journal of Doctoral Studies* 9: 43-60. Available at <http://ijds.org/Volume9/IJDSv9p043-060Grant0403.pdf>.
- Guccione, Kay. 2018. *Trust Me! Building and breaking professional trust in doctoral student-supervisor relationships*. Leadership Foundation. Available at <https://www.advance-he.ac.uk/knowledge-hub/trust-me-building-and-breaking-professional-trust-doctoral-student-supervisor>.
- Kearns, Hugh and John Finn. 2017. *Supervising PhD students*. ThinkWell.
- Kumar, Swapna, Vijay Kumar and Stan Taylor. 2020. *A Guide to Online Supervision. Guide for Supervisors*. UK Council for Graduate Education. Available at <https://supervision.ukcge.ac.uk/cms/wp-content/uploads/A-Guide-to-Online-Supervision-Kumar-Kumar-Taylor-UK-Council-for-Graduate-Education.pdf>.
- Lee, Anne. 2008. "How are doctoral students supervised? Concepts of doctoral research supervision." *Studies in Higher Education* 33(3): 267-281.
- Lee, Anne. 2010. "New approaches to doctoral supervision: implications for educational development." *Educational Developments* 11(2): 18-23.
- Sambrook, Sally, Jim Stewart and Clair Roberts. 2008. "Doctoral supervision ... a view from above, below and the middle." *Journal of Further and Higher Education* 32(1): 71-84.
- Taylor, Stan, Margaret Kiley and Robin Humphrey. 2018. *A Handbook for Doctoral Supervisors*. 2nd Ed. London: Routledge, Chapter 6 "Working relationships: 1. Candidates".
- UniWiND. 2015. *Doctoral Supervision. Recommendations and good practice for universities and doctoral supervisors*. Freiburg: UniWiND.

Form of teaching / Duration (in hours of in-class / independent study and work):

- discussion based on reading and own experience (4 hours)
- peer-reviewed supervision practice (3 hours)
- independent study (6 hours)

Content of the course:

- 1 Role of the supervisor - responsibility, obligations and adjustment
- 2 Phases of doctoral supervision
- 3 Supervision styles and their implications
- 4 Building trust in the supervisor-supervision relationship

Assignment:

- Submission of a written supervision plan critically reflecting the personal supervision style and time frame

3.3 Co-Supervision

Target group: PhD supervisors, graduate school managers

Learning outcomes:

- Knowledge - After the course, you should:
 - understand the advantages of co-supervision for the supervisee and the research project.
 - understand the limitations and risks of co-supervision.
- Skills - After the course, you should:
 - be able to design a suitable supervision team for a PhD project in your field.
 - be able to propose steps to avoid conflicts between co-supervisors.

Reading:

- Grossman, Elly S. and Nigel J. Crowther. 2015. "Co-supervision in postgraduate training: Ensuring the right hand knows what the left hand is doing." *South African Journal of Science* 111(11/12): 1-8.
- Guerin, Cally and Ian Green. 2015. "'They're the bosses': feedback in team supervision." *Journal of Further and Higher Education* 39(3): 320-335.
- Lahenius, Katja and Heini Ikävalko. 2014. "Joint supervision practices in doctoral education – A student experience." *Journal of Further and Higher Education* 38(3): 427-446.
- Manathunga, Catherine. 2012. "Supervisors watching supervisors: The deconstructive possibilities and tensions of team supervision." *Australian Universities' Review* 54(1): 29-37.
- Olmos-López, Pamela and Jane Sunderland. 2017. "Doctoral supervisors' and supervisees' responses to co-supervision." *Journal of Further and Higher Education* 41(6): 727-740.
- Paul, Pauline, Joanne K. Olson and Raisa B. Gul. 2014. "Co-supervision of Doctoral Students: Enhancing the Learning Experience." *International Journal of Nursing Education Scholarship* 11(1): 31-38.
- Taylor, Stan, Margaret Kiley and Robin Humphrey. 2018. *A Handbook for Doctoral Supervisors*. 2nd Ed. London: Routledge, Chapter 7 "Working relationship: 2. Co-supervisors".
- Watts, Jacqueline H. 2010. "Team supervision of the doctorate: managing roles, relationships and contradictions." *Teaching in Higher Education* 15(3): 335-339.

Form of teaching / Duration (in hours of in-class / independent study and work):

- discussion based on reading and own experience (2 hours)
- independent study (3 hours)

Content of the course:

- 1 Types of co-supervision
- 2 Benefits of co-supervision.
- 3 Co-supervision risks and limitations
- 4 Diffusing conflicts in co-supervision

Assignment:

- Brief presentation of a distribution co-supervisors' roles on an example of a doctoral project, including a discussion of the potential risks and benefits.

3.4 Managing expectations

Target group: PhD supervisors

Learning outcomes:

- Knowledge - After the course, you should:
 - understand the importance of expectations management for a working relationship between the supervisor and the supervisee.
 - be able to identify the key areas where expectations of the supervisor and the supervisee may differ.
 - know the tools and techniques to manage and harmonise expectations in the relationship with the supervisee.
- Skills - After the course, you should:
 - be able to discuss expectations with a supervisee using suitable tools.
 - be able to manage expectations timely to establish a good working relationship with the supervisee.

Reading:

- Cadilini, Adam P.A., Alice Risely and Mark F. Richardson. 2022. "Supervising the PhD: identifying common mismatches in expectations between candidate and supervisor to improve research training outcomes." *Higher Education Research & Development* 41(3): 613-627.
- Hair, Mario. 2006. "Superqual. A tool to explore the initial expectations of PhD students and supervisors." *Active Learning in Higher Education* 7(1): 9-23. DOI: 10.1177/1469787406061140.
- Kearns, Hugh and John Finn. 2017. *Supervising PhD students*. ThinkWell. Chapter 3 "Getting started: The first few weeks".
- Kumar, Swapna, Vijay Kumar and Stan Taylor. 2020. *A Guide to Online Supervision. Guide for Supervisors*. UK Council for Graduate Education. Available at <https://supervision.ukcge.ac.uk/cms/wp-content/uploads/A-Guide-to-Online-Supervision-Kumar-Kumar-Taylor-UK-Council-for-Graduate-Education.pdf>.
- Lee, Anne. 2008. "How are doctoral students supervised? Concepts of doctoral research supervision." *Studies in Higher Education* 33(3): 267-281.
- Lee, Anne. 2018. "How can we develop supervisors for the modern doctorate?" *Studies in Higher Education* 43(5):878-890.
- Moxham, Lorna, Trudy Dwyer and Kerry Reid-Searl. 2013. "Articulating expectations for PhD candidature upon commencement: ensuring supervisor/student 'best fit'." *Journal of Higher Education Policy and Management* 35(4): 345-354.
- ThinkWell. N/A. "Expectations of Research Supervision." Available from https://www.ithinkwell.com.au/index.php?route=product/product/freedownload&download_id=37.

Form of teaching / Duration (in hours of in-class / independent study and work):

- discussion based on reading and own experience + practical exercise (2 hours)
- independent study (3 hours)

Content of the course:

- 1 Discussion on the importance and impact of expectation management
- 2 Discussion of areas where expectations may not be aligned
- 3 Adjustment of the generic tools for evaluating expectations to your field of research
- 4 Practical exercise - testing the tool on your colleague
- 5 Identification of potential differences and how to align them

Assignment:

- Create your tool for expectation management to be used in your discipline and institution, using the ideas from the reading and the existing generic tools.

3.5 Providing feedback to doctoral students

Target group: PhD supervisors

Learning outcomes:

- Knowledge - After the course, you should:
 - understand the importance of feedback for the supervision process.
 - be able to identify types of feedback and what they are suitable for.
- Skills - After the course, you should:
 - be able to choose the appropriate form of feedback.
 - be able to provide feedback productively.

Reading:

- Bitchener, John, Helen Basturkmen and Martin East. 2010. "The Focus of Supervisor Written Feedback to Thesis/Dissertation Students." *International Journal of English Studies* 10(2): 79-97.
- Caffarella, Rosemary S. and Bruce G. Barnett. 2000. "Teaching Doctoral Students to Become Scholarly Writers: The importance of giving and receiving critiques." *Studies in Higher Education* 25(1): 39-52.
- Can, Gulfidan and Andrew Walker. 2014. "Social science doctoral students' needs and preferences for written feedback." *Higher Education* 68: 303-318.
- Carter, Susan and Vijay Kumar. 2017. "'Ignoring me is part of learning': Supervisory feedback on doctoral writing." *Innovations in Education and Teaching International* 54(1): 68-75.
- Chatterjee Padmanabhan, Meeta and L. Celeste Rossetto. 2017. "Doctoral writing advisors navigating the supervision terrain." *Innovations in Education and Teaching International* 54(6): 580-589.
- Chugh, Ritesh, Stephanie Macht and Bobby Harreveld. 2022. "Supervisory feedback to postgraduate research students: a literature review." *Assessment and Evaluation in Higher Education* 47(5): 683-697.
- Ellis, Rod. 2009. "A typology of written corrective feedback types." *ELT Journal* 63(2): 97-107.
- Glover, Chris and Evelyn Brown. 2006. "Written Feedback for Students: too much, too detailed or too incomprehensible to be effective?" *Bioscience Education* 7(1): 1-16.
- Hemer, Susan R. 2012. "Informality, power and relationships in postgraduate supervision: supervising PhD candidates over coffee." *Higher Education Research & Development* 31(6): 827-839.
- Hyland, Fiona and Ken Hyland. 2001. "Sugaring the pill: Praise and criticism in written feedback." *Journal of Second Language Writing* 10(3): 185-212.
- Kumar, Vijay and Elke Stracke. 2007. "An analysis of written feedback on a PhD thesis." *Teaching in Higher Education* 12(4): 461-470.
- Wei, John, Susan Carter and Deborah Laurs. 2019. "Handling the loss of innocence: first-time exchange of writing and feedback in doctoral supervision." *Higher Education Research & Development* 38(1): 157-169.
- Xu, Linlin. 2017. "Written feedback in intercultural doctoral supervision: a case study." *Teaching in Higher Education* 22(2): 239-255.

Form of teaching / Duration (in hours of in-class / independent study and work):

- discussion based on reading and own experience (1 hour)
- practical exercise of oral and written feedback (3 hours)
- independent study (5 hours)

Content of the course:

- 1 The role of feedback in academia
- 2 Discussion on types of feedback and what makes feedback constructive

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- 3 Dos and Dents in oral and written feedback
 - 4 Practical exercises - giving feedback

Assignment:

- Receiving and providing feedback on feedback. Short reflection paper on lessons learnt.

3.6 Monitoring supervisees' progress

Target group: PhD supervisors, graduate school managers

Learning outcomes:

- Knowledge - After the course, you should:
 - be familiar with different types of systems and tools for monitoring progress in PhD programmes.
 - know the system and regulation of monitoring progress at your institution.
 - understand the role of the supervisor and other actors in monitoring progress in your programme.
- Skills - After the course, you should:
 - be able to monitor the progress of your supervisees more effectively.
 - be able to comply with the system of progress monitoring in your programme.

Reading:

- Dowle, Shane. 2022. "Are doctoral progress reviews just a bureaucratic process? The influence of UK universities' progress review procedures on doctoral completions." *Perspectives: Policy and Practice in Higher Education*, online first, DOI: 10.1080/13603108.2022.2077855.
- Ellis, Michael V. 2017 "Clinical Supervision Contract & Consent Statement and Supervisee Rights and Responsibilities." *The Clinical Supervisor* 36(1): 145-159.
- Hockey, John. 1996. "A Contractual Solution to Problems in the Supervision of PhD Degrees in the UK." *Studies in Higher Education* 21(3): 359-371.
- Manathunga, Catherine. 2005. "Early warning signs in postgraduate research education: a different approach to ensuring timely completions." *Teaching in Higher Education* 10(2): 219-233.
- Mewburn, Inger, Ekaterina Tokareva, Denise Cuthbert, Jennifer Sinclair and Robyn Barnacle. 2014. "These are issues that should not be raised in black and white': the culture of progress reporting and the doctorate." *Higher Education Research & Development* 33(3): 510-522.
- Osborn, Cynthia J. and Tom E. Davis. 1996. "The Supervision Contract: Making it Perfectly Clear." *The Clinical Supervisor* 14(2): 121-134.
- Taylor, Stan, Margaret Kiley and Robin Humphrey. 2018. *A Handbook for Doctoral Supervisors*. 2nd Ed. London: Routledge, Chapter 11 "Keeping the research on track and monitoring progress".
- University of Exeter. 2021. *Postgraduate Research Handbook*. Chapter 7 "Annual monitoring review: code of good practice", Available from: <http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/pgr/annualmonitoringreview/>.
- University of Graz. N/A. "Supervision agreement for a dissertation at the University of Graz." Available from: https://static.uni-graz.at/fileadmin/Docservice/Dokumente/20180524_Muster_Betreuungsvereinbarung_Englisch.pdf.

Form of teaching / Duration (in hours of in-class / independent study and work):

- discussion based on reading (2 hour)
- independent study (3 hours)

Content of the course:

- 1 What are progress monitoring and its formal requirements
- 2 Role of supervisor in progress monitoring
- 3 Recognising insufficient progress and timely intervention

Assignment:

- Participation in the session and discussion.

3.7 Supporting career development for PhD students

Target group: graduate school managers, PhD supervisors

Learning outcomes:

- Knowledge - After the course, you should:
 - be familiar with the different types of careers that the PhD programme aims to train for.
 - know the system of career development support at your institution.
 - understand the role of the supervisor and other actors in the career development support for PhD students.
- Skills - After the course, you should:
 - be able to guide the PhD students in acquiring various types of skills.
 - be able to evaluate / design a system of career development support at your institution.

Reading:

- Allum, Jeffrey R., Julia D. Kent and Maureen Terese McCarthy. 2014. *Understanding PhD Career Pathways for Program Improvement: A CGS Report*. Washington, DC: Council of Graduate Schools.
- Austin, Ann E. 2002. "Preparing the Next Generation of Faculty." *The Journal of Higher Education* 73(1): 94-122.
- Berdahl, Loleen and Jonathan Malloy. 2019. "Departmental Engagement in Doctoral Professional Development: Lessons from Political Science." *Canadian Journal of Higher Education* 49(2): 37-53.
- Boulos, Aurélie. 2016. "The labour market relevance of PhDs: an issue for academic research and policy-makers." *Studies in Higher Education* 41(5): 901-913.
- Gould, Julie. 2015. "How to build a better PhD." *Nature* 528: 22–25.
- Hasgall, Alexander et al. 2019. *Doctoral education in Europe today: approaches and institutional structures*. Geneva: European University Association.
- Hayter, Christopher S. and Marla A. Parker. 2019. "Factors that influence the transition of university postdocs to non-academic scientific careers: An exploratory study." *Research Policy* 48(3): 556-570.
- Kearns, Hugh and John Finn. 2017. *Supervising PhD students*. ThinkWell. Chapter 10 "Professional development of PhD students".
- Li, Huan and Hugo Horta. 2021. "Factors influencing PhD students' intentions to pursue careers in the government and nonprofit sectors: evidence from a global survey." *Higher Education Research & Development*, online first, DOI: 10.1080/07294360.2021.1948975.
- Malfroy, Janne. 2005. "Doctoral supervision, workplace research and changing pedagogic practices." *Higher Education Research & Development* 24(2): 165-178.
- McAlpine, Lynn, Isabelle Skakni and Kelsey Inouye. 2021. "Phd careers beyond the traditional: integrating individual and structural factors for a richer account." *European Journal of Higher Education* 11(4): 365-385.
- Mewburn, Inger, Will J. Grant, Hanna Suominen and Stephanie Kizimchuk. 2020. "A Machine Learning Analysis of the Non-academic Employment Opportunities for Ph.D. Graduates in Australia." *Higher Education Policy* 33: 799–813.
- Moran, Eamonn and Debananda Misra. 2018. "Professional doctorates: A pathway to legitimacy for non-academic HE professionals?" *London Review of Education* 16(1): 75-89.
- Ortega, Suzanne T. and Julia D. Kent. 2018. "What is a PhD? Reverse-Engineering Our Degree Programs in the Age of Evidence-Based Change." *Change: The Magazine of Higher Learning* 50(1): 30-36.
- Roberts, Ashleigh G. 2018. "Industry and PhD engagement programs: inspiring collaboration and driving knowledge exchange." *Perspectives: Policy and Practice in Higher Education* 22(4): 115-123.

- Schnoes, Alexandra M. et al. 2018. "Internship Experiences Contribute to Confident Career Decision Making for Doctoral Students in the Life Sciences." CBE—Life Sciences Education 17(1): 1-14.
- Sharmini, Sharon and Rachel Spronken-Smith. 2020. "The PhD – is it out of alignment?" Higher Education Research & Development 39(4): 821-833.
- Skakni, Isabelle, Kelsey Inouye and Lynn McAlpine. 2022. "PhD holders entering non-academic workplaces: organisational culture shock." Studies in Higher Education 47(6): 1271-1283.
- Taylor, Stan, Margaret Kiley and Robin Humphrey. 2018. A Handbook for Doctoral Supervisors. 2nd Ed. London: Routledge, Chapter 12 "Personal, professional and career support".
- Woodson, Thomas S., Matthew Harsh and Rider Foley. 2018. "Non-Academic Careers for STS Graduate Students: Hopping off the Tenure Track." Minerva 56: 529–535.

Form of teaching / Duration (in hours of in-class / independent study and work):

- discussion based on reading (2 hours)
- independent study (6 hours)

Content of the course:

- 1 Role of the PhD programme in the development of students' careers
- 2 What skills should a PhD programme train?
- 3 Role of the supervisor
- 4 Existing support structures at the institution

Assignment:

- Development of two supervision plans - one for a student aiming for a career in academia and one for a student aiming for a non-academic career.

3.8 Mental health in PhD programmes

Target group: graduate school managers, PhD supervisors

Learning outcomes:

- Knowledge - After the course, you should:
 - understand the challenges to well-being and mental health that your supervisees may face.
 - be familiar with the support that your institution provides to doctoral students in precarious situations and the role of the supervisor.
- Skills - After the course, you should:
 - be able to guide the PhD students who need support through your institution's existing structures.
 - be able better to recognise potential mental health issues of your supervisees.

Reading:

- data on your institution's mental health support structures
- Hazell, Cassie M. et al. 2020. "Understanding the mental health of doctoral researchers: a mixed methods systematic review with meta-analysis and meta-synthesis." *Systematic Reviews* 9: 197.
- Hazell, Cassie M. and Clio Berry. 2022. "Is doing a PhD bad for your mental health?" *Impact of Social Sciences blog*, available at <https://blogs.lse.ac.uk/impactofsocialsciences/2022/01/12/is-doing-a-phd-bad-for-your-mental-health/>.
- Hockey, John. 1994. "New Territory: problems of adjusting to the first year of a social science PhD." *Studies in Higher Education* 19(2): 177-190.
- Jackman, Patricia C., Lisa Jacobs, Rebecca M. Hawkins and Kelly Sisson. 2022. "Mental health and psychological wellbeing in the early stages of doctoral study: a systematic review." *European Journal of Higher Education* 12(3): 293-313.
- Janta, Hania, Peter Lugosi and Lorraine Brown. 2014. "Coping with loneliness: A netnographic study of doctoral students." *Journal of Further and Higher Education* 38(4): 553-571.
- Juniper, Bridget, Elaine Walsh, Alan Richardson and Bernard Morley. 2012. "A new approach to evaluating the well-being of PhD research students." *Assessment & Evaluation in Higher Education* 37(5): 563-576.
- Kearns, Hugh and John Finn. 2017. *Supervising PhD students*. ThinkWell. Chapter 8 "Common challenges encountered by PhD supervisors".
- Mackie, Sylvia Anne and Glen William Bates. 2019. "Contribution of the doctoral education environment to PhD candidates' mental health problems: a scoping review." *Higher Education Research & Development* 38(3): 565-578.
- Mirick, Rebecca G. and Stephanie P. Wladkowski. 2018. "Pregnancy, Motherhood, and Academic Career Goals: Doctoral Students' Perspectives." *Affilia: Journal of Women and Social Work* 33(2): 253-269.
- Mousavi, Maral P.S. et al. 2018. "Stress and Mental Health in Graduate School: How Student Empowerment Creates Lasting Change." *Journal of Chemical Education* 95: 1939-1946.
- Posselt, Julie. 2018. "Normalizing Struggle: Dimensions of Faculty Support for Doctoral Students and Implications for Persistence and Well-Being." *The Journal of Higher Education* 89(6): 988-1013.
- Schmidt, Manuela and Erika Hansson. 2018. "Doctoral students' well-being: a literature review." *International Journal of Qualitative Studies on Health and Well-being* 13(1): 1-14.
- University of Sussex. N/A. Your mental health and wellbeing. Available at: <http://www.sussex.ac.uk/internal/doctoralschool/wellbeing>.

Form of teaching / Duration (in hours of in-class / independent study and work):

- discussion based on reading (2 hours)
- independent study (3 hours)
-

Content of the course:

- 1 What is the role of the supervisor and the university in providing for the mental health and well-being of PhD students
- 2 Support structures at your institution
- 3 Recognising problems timely

Assignment:

- Draft an action plan what to do when you experience signs of crisis.

3.9 Equality, diversity and inclusion (EDI) in PhD programmes

Target group: graduate school managers, PhD supervisors

Learning outcomes:

- Knowledge - After the course, you should:
 - understand the value of and challenges to equality, diversity and inclusion in doctoral programmes.
 - be familiar with tools to promote equality, diversity and inclusion in doctoral programmes at the institutional and individual levels.
- Skills - After the course, you should:
 - be able to identify ways to support equality, diversity and inclusion in your doctoral programme.
 - be able to critically reflect on your institutional structures and individual behaviour from the perspective of equality, diversity and inclusion.

Reading:

- Advance HE. N/A. Equality, Diversity and Inclusion. Available from: <https://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion>.
- Alger, Jonathan R. 1997. "The Educational Value of Diversity." *Academe* 83(1): 20-23.
- Claeys-Kulik, Anna-Lena, Thomas Ekman Jørgensen and Henriette Stöber. 2019. *Diversity, Equity and Inclusion in European Higher Education Institutions*. European University Association.
- Crimmins, Gail. Ed. 2020. *Strategies for Supporting Inclusion and Diversity in the Academy: Higher Education, Aspiration and Inequality*. Springer.
- Fine, Eve and Jo Handelsman. 2010. *Benefits and Challenges of Diversity in Academic Settings*. WISELI, University of Wisconsin-Madison. Available from: https://hr.fhda.edu/hiring-for-equity-training-materials/Benefits_Challenges-Of%20Diversity.pdf.
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- Jiang, Shanshan. 2021. "Diversity without integration? Racialization and spaces of exclusion in international higher education." *British Journal of Sociology of Education* 42(1): 32-47.
- Perez, Rosemary J., Claire K. Robbins, L. Wesley Harris, Jr. and Cheryl Montgomery. 2020. "Exploring graduate students' socialization to equity, diversity, and inclusion." *Journal of Diversity in Higher Education* 13(2): 133-145.
- Swartz, Talia H., Ann-Gel S. Palermo, Sandra K. Masur and Judith A. Aberg. 2019. "The Science and Value of Diversity: Closing the Gaps in Our Understanding of Inclusion and Diversity." *Journal of Infectious Diseases* 20(Suppl 2): 33-41.
- Williams, Monica T. 2019. "Adverse racial climates in academia: Conceptualization, interventions, and call to action." *New Ideas in Psychology* 55: 58-67.

Form of teaching / Duration (in hours of in-class / independent study and work):

- discussion based on reading (3 hours)
- independent study (4 hours)

Content of the course:

- 1 Principles of EDI for higher education
- 2 Value of EDI in doctoral programmes
- 3 Institutional structures to support EDI

Assignment:

- Critical reflection on the EDI principles in your supervision practice and in the practice of your institution.

3.10 Research supervision integrity

Target group: PhD supervisors, graduate school managers

Learning outcomes:

- Knowledge - After the course, you should:
 - be aware of ethical issues related to research supervision.
 - be familiar with the key principles of supervising research ethically.
- Skills - After the course, you should:
 - be able to supervise PhD researchers in an ethical manner.
 - be able to define a system of guidance on ethical supervision.

Reading:

- ALLEA. 2017. The European Code of Conduct for Research Integrity. Available from: <https://allea.org/code-of-conduct/>.
- Clowes, Lindsay and Tamara Shefer. 2013 “‘It’s not a simple thing, co-publishing’: Challenges of co-authorship between supervisors and students in South African higher educational contexts.” *Africa Education Review* 10(1): 32-47.
- Gray, Phillip W. and Sara R. Jordan. 2012. “Supervisors and Academic Integrity: Supervisors as Exemplars and Mentors.” *Journal of Academic Ethics* 12: 299–311.
- Halse, Christine and Peter Bansel. 2012. “The learning alliance: ethics in doctoral supervision.” *Oxford Review of Education* 38(4): 377-392.
- Levy, Charles S. 1973. “The ethics of supervision.” *Social Work* 18(2): 14-21.
- Muthanna, Abdulghani and Alduais, Ahmed. 2021. “A Thematic Review on Research Integrity and Research Supervision: Relationships, Crises and Critical Messages.” *Journal of Academic Ethics* 19: 95-113.
- Ziegler, Alan D and Jamie Gillen. 2015. “De-mythologizing the faculty–postgraduate writing experience in geography.” *Geoforum* 59: 129-132.

Form of teaching / Duration (in hours of in-class / independent study and work):

- discussion based on reading (2 hours)
- independent study (6 hours)

Content of the course:

- 1 What are the ethical issues related to PhD research supervision?
- 2 What are the best practices in supervision ethics?
- 3 How is supervision ethics regulated in your institution?

Assignment:

- Critical reflection of existing supervision ethics guidelines in your institution.

3.11 Supervisors' training and entry conditions

Target group: graduate school managers

Learning outcomes:

- Knowledge - After the course, you should:
 - understand the importance of supervisors' training.
 - be familiar with the key elements of basic supervisors' training.
- Skills - After the course, you should:
 - be able to define the key learning objectives for a basic supervision course.
 - be able to define entry level conditions for supervisors at your institution.

Reading:

- Halse, Christine. 2011. "Becoming a supervisor': the impact of doctoral supervision on supervisors' learning." *Studies in Higher Education* 36(5): 557-570.
- Manathunga, Catherine. 2005. "The development of research supervision: "Turning the light on a private space"." *International Journal for Academic Development* 10(1): 17-30.
- Melin Emilsson, Ulla and Eva Johnsson. 2007. "Supervision of supervisors: on developing supervision in postgraduate education." *High Education Research & Development* 26(2): 163-179.
- NAIRTL. 2012. *Developing an institutional framework for supporting supervisors of research students. A practical guide*. Available from: https://www.ucd.ie/graduatestudies/t4media/SupervisorSupport_Guide_NAIRTL.pdf.
- Pearson, Margot and Angela Brew. 2002. "Research Training and Supervision Development." *Studies in Higher Education* 27(2): 135-150.
- Taylor, Stan. 2018. *Eligibility to Supervise. A Study of UK Institutions*. UK Council for Graduate Education. Available from: <https://ukcge.ac.uk/assets/resources/30-Research-Supervision-Eligibility-Report-2018.pdf>.
- University of Copenhagen. 2010. Guidelines for the competency development of PhD supervisors. Available from: https://phd.ku.dk/regelsaet/Guidelines_for_the_competency_development_of_PhD_supervisors.pdf.

Form of teaching / Duration (in hours of in-class / independent study and work):

- discussion based on reading (2 hours)
- independent study (6 hours)

Content of the course:

- 1 What is the current regulatory context of supervision at your institution?
- 2 How to define entry conditions for supervisors?
- 3 Setting up an institutional framework for supervisor training

Assignment:

- Proposal for a definition of supervision entry-level requirements within your discipline / institution.

3.12 Monitoring and evaluating PhD supervisors

Target group: graduate school managers

Learning outcomes:

- Knowledge - After the course, you should:
 - be familiar with various systems of supervisor monitoring and evaluation.
 - understand the advantages and challenges of different systems of evaluation.
- Skills - After the course, you should:
 - be able to design a functional system of supervisor monitoring and evaluation within your regulatory framework.

Reading:

- Advance HE. 2022. Postgraduate Research Experience Survey (PRES). Available from: <https://www.advance-he.ac.uk/reports-publications-and-resources/postgraduate-research-experience-survey-pres>.
- Byrne, Joanne, Thomas Jørgensen and Tia Loukkola. 2013. *Quality Assurance in Doctoral Education – results of the ARDE project*. European University Association. Available from: <https://eua.eu/component/attachments/attachments.html?id=435>.
- Lee, Alison and Jo McKenzie. 2011. "Evaluating doctoral supervision: tensions in eliciting students' perspectives." *Innovations in Education and Teaching International* 48(1): 69-78.
- Nulty, Duncan, Margaret Kiley and Noel Meyers. 2009. "Promoting and recognising excellence in the supervision of research students: an evidence-based framework." *Assessment & Evaluation in Higher Education* 34(6): 693-707.
- Sonneveld, Hans. 2009. "Monitoring PhD Supervision Quality. The Dutch Way." Paper of the Netherlands Centre of Expertise for Doctoral Education. Available from: <http://en.phdcentre.eu/inhoud/uploads/2018/02/SonneveldMonitoringPhDSupervisionQuality12109def.doc>.

Form of teaching / Duration (in hours of in-class / independent study and work):

- discussion based on reading (2 hours)
- independent study (4 hours)

Content of the course:

- 1 System of supervisors' evaluation at your institution – identification of advantages and problems
- 2 Discussion on alternative methods of evaluating supervisors
- 3 Responsibility for monitoring and evaluating the quality of supervision

Assignment:

- Written critical reflection on supervision evaluation at your institution and proposals for improvement.

3.13 Recognising and rewarding supervisors and their teams

Target group: graduate school managers

Learning outcomes:

- Knowledge - After the course, you should:
 - be familiar with various systems of supervisor rewarding.
 - understand the need for recognition and reward in motivating supervisors.
- Skills - After the course, you should:
 - be able to design a functional system of supervisor recognition and reward within your regulatory framework.
 - be able to incorporate supervision into the career development at your institution.

Reading:

- Australian Council of Graduate Research. 2022. ACGR Graduate Research Award. Available from: <https://www.acgr.edu.au/activities/awards-for-excellence/>.
- Clegg, Karen and Owen Gower. 2021. "PhD supervisors need better support, recognition and reward." *Wonk HE*, 10 October 2021. Available from: <https://wonkhe.com/blogs/phd-supervisors-need-better-support-recognition-and-reward/>.
- Halse, Christine and Janne Malfroy. 2010. "Rethorizing doctoral supervision as professional work." *Studies in Higher Education* 35(1): 79-92.
- Lee, Alison and Jo McKenzie. 2011. "Evaluating doctoral supervision: tensions in eliciting students' perspectives." *Innovations in Education and Teaching International* 48(1): 69-78.
- Lee, Anne. 2018. "How can we develop supervisors for the modern doctorate?." *Studies in Higher Education* 43(5): 878-890.
- McCulloch, Alistair, Vijay Kumar, Susan van Schalkwyk and Gina Wisker. 2016. "Excellence in doctoral supervision: an examination of authoritative sources across four countries in search of performance higher than competence." *Quality in Higher Education* 22(1): 64-77.
- Taylor, Stan and Alistair McCulloch. 2017. "Mapping the landscape of awards for research supervision: A comparison of Australia and the UK." *Innovations in Education and Teaching International* 54(6): 601-614.
- Taylor, Stan and Alistair McCulloch. 2019. "Rewarding Excellence in Research Supervision." In: Taylor, Stan. Ed. *Enhancing Practice in Research Supervision*. UK Council for Graduate Education, pp. 39-42.
- Taylor, Stan, Margaret Kiley and Robin Humphrey. 2018. *A Handbook for Doctoral Supervisors*. 2nd Ed. London: Routledge, Chapter 18 "Evaluation, reflection, recognition and dissemination".
- UniWiND. 2015. *Doctoral Supervision. Recommendations and good practice for universities and doctoral supervisors*. Freiburg: UniWiND.
- Wichmann-Hansen, Gitte, Mirjam Godskesen and Margaret Kiley. 2020. "Successful development programs for experienced doctoral supervisors – What does it take?." *International Journal for Academic Development* 25(2): 176-188.

Form of teaching / Duration (in hours of in-class / independent study and work):

- discussion based on reading (2 hours)
- independent study (4 hours)

Content of the course:

- 1 What motivates PhD supervisors
- 2 How to recognise an excellent supervisor

- 3 How to reflect supervision in career development of academic staff
- 4 Designing awards for excellent supervisors

Assignment:

- Brief reflection paper on what motivates you to supervise well and how would you want to be recognised.

3.14 Managing conflicts in supervision

Target group: graduate school managers

Learning outcomes:

- Knowledge - After the course, you should:
 - understand the main sources of conflict in supervision.
- Skills - After the course, you should:
 - be able to design a system that prevents and resolves conflicts in supervision.

Reading:

- Halse, Christine and Peter Bansel. 2012. "The learning alliance: ethics in doctoral supervision." *Oxford Review of Education* 38(4): 377-392.
- NAIRTL. 2012. *Developing an institutional framework for supporting supervisors of research students. A practical guide*. Available from: https://www.ucd.ie/graduatestudies/t4media/SupervisorSupport_Guide_NAIRTL.pdf.
- Taylor, Stan, Margaret Kiley and Robin Humphrey. 2018. *A Handbook for Doctoral Supervisors*. 2nd Ed. London: Routledge, Chapter 6 "Working relationships: 1. Candidates" and Chapter 7 "Working relationship: 2. Co-supervisors".

Form of teaching / Duration (in hours of in-class / independent study and work):

- discussion based on reading (2 hours)
- independent study (2 hours)

Content of the course:

- 1 Conflicts in supervision – supervisor-supervisee and co-supervisors
- 2 Preventive and corrective measures

Assignment:

- Identify and propose preventive and corrective measures at your institution that help prevent and resolve conflicts in supervision.