KURSPLAN
Att handleda praktiknära forskningsprojekt inom svensk lärarutbildning, 2,5 högskolepoäng

Supervising Pre-service Teachers' Practitioner Research within Teacher Education in Sweden, 2.5 credits

Kurskod:	FLHPF33	**Utbildningsnivå:**	Forskarnivå
Fastställd av:	Forskningschef HLK 2023-05-24	**Forskarutbildningsämne:**	Pedagogik
Gäller fr.o.m.:	Hösten 2023		
Version:	1		

Lärandemål

The student shall meet the following learning outcomes, which cover knowledge and understanding, skills and abilities as well as judgement and approach. On completion of the course, the student should be able to:

Kunskap och förståelse
- demonstrate understanding of key areas of guiding and mentoring degree projects in Swedish teacher education

Färdighet och förmåga
- account for the supervision process of pre-service teachers' degree projects relating to the context of Swedish teacher education

Värderingsförmåga och förhållningssätt
- critically reflect on the role of the supervisor guiding and mentoring pre-service teachers' degree projects.

Innehåll

- Degree project as a genre
- Ethical aspects of supervision
- Supervision as a process focusing on the text
- Supervision as a practice focusing on the supervisor-supervisee relations
- Formal aspects of supervision focusing on institutional constraints and affordances
- Feedback and assessment

Undervisningsformer

Besides independent study, and auscultation and interview with an experienced supervisor, the course consists of seminars and lectures on campus and online. An online course management system is used for the course.

Undervisningen bedrivs på engelska.

Förkunskapskrav

The applicant must meet the general entry requirements for third-cycle courses and programmes.

English proficiency corresponding to English 6, or English course B in the Swedish upper secondary school system, is required.

Examination och betyg

Kursen bedöms med betygen Underkänd eller Godkänd.

Further information concerning assessment of specific intended learning outcomes and grading criteria is provided in a study guide distributed at the beginning of the course.

Poängregistrering av examinationen för kursen sker enligt följande system:

Examinationsmoment	Omfattning	Betyg
Self-reflective paper	2,5 hp	U/G

Kursvärdering

The instruction is followed up throughout the course, and a course evaluation is performed at the end of the course. The course coordinator collates and comments on the evaluation before submitting it to the associate dean of doctoral programmes at the School of Education and Communication. The evaluation is to function as a basis for future improvements to the course.

Övrigt

See separate attachment for a detailed schedule and information about the application procedure.

Kurslitteratur

370 pages.

Ahmed, Ali, Watterson, Craig, Lundqvist, Karsten, & Ferreira, Jennifer (2021). Online Student Supervision: A Reflective Study on Lessons and Challenges. 2021 IEEE Frontiers in Education Conference (FIE),1–7. doi.org/10.1109/FIE49875.2021.9637211

Carless, David & Winstone, Naomi (2023). Teacher feedback literacy and its interplay with student feedback literacy. Teaching in Higher Education, 28(1), 150–163. doi.org/10.1080/13562517.2020.1782372

Eriksson, Anita & Gustavsson, Susanne (2016). Krav, uppmaningar och frågor - en autoetnografisk reflektion över handledning av självständiga arbeten. Utbildning Och Lärande / Education and Learning, 1, 70–87.

Gustavsson, Susanne & Eriksson, Anita 2015. Blivande lärares frågor vid handledning – Gör jag en kvalitativ studie med kvantitative inslag? Pedagogisk Forskning i Sverige, 20, 1-2, 79–99. open.lnu.se/index.php/PFS/article/view/1408

Filippou, Kalypso (2020). Identifying thesis supervisors' attitudes: Indications of responsiveness in international master's degree programmes. Innovations in Education and Teaching International, 57(3), 274–284. doi.org/10.1080/14703297.2019.1621764

Handal, Gunnar & Lauvås, Per (2019). Forskarhandledaren. Studentlitteratur, s. 105–117 (Kap. 6) och 183–198 (Kap. 11).

Jordal, Malin, Eriksson, Henrik, Salzmann-Erikson, Martin, & Mazaheri, Monir (2021). Escorting Students into Responsibility and Autonomy (ESRA): A Model for Supervising Degree Projects. Advances in Medical Education and Practice, 12, 1165–1173. doi.org/10.2147/AMEP.S307169

Ketonen, Laura, Lehesvuori, Sami, Poysa, Sanni, Pakarinen, Eija, & Lerkkanen, Marja-Kristiina (2022). Teacher and student teacher views of agency in feedback. European Journal of Teacher Education, 1–16. doi.org/10.1080/02619768.2022.2071258

Kornuta, Haleyna M. & Germaine, Ron W. (2019). A concise guide to writing a thesis or dissertation: Educational research and beyond. 2nd ed. Routledge. 134 p. [Available online through JU library].

Nangimah, Musrifatun & Walldén, Robert.(2023). How supervisors provide and students react to EAL thesis supervision: Voices from Sweden and Indonesia. Frontiers in Education, 8, 1–11. doi.org/10.3389/feduc.2023.1118436

Nangimah, Musrifatun & Walldén, Robert (2023). Situated view on supervision: Insights from interviews with EAL supervisors in Sweden and Indonesia. Journal of Praxis in Higher Education, 5(1), 122–153. doi.org/10.47989/kpdc281

Pazio Rossiter, Monika, & Bale, Richard (2023). Cultural and linguistic dimensions of feedback: A model of intercultural feedback literacy. Innovations in Education and Teaching International, 1–11. doi.org/10.1080/14703297.2023.2175017

Persson, Anders (2009). In the tension field between politics, practice and science: Supervision of degree papers in the School of Teacher Education at Halmstad University, Sweden. Forskning Om Utbildning Och Lärande Inom Lärarutbildningen. 25 p.

Strebel, Felix, Gürtler, Stefan, Hulliger, Beat, & Lindeque, Johan (2021). Laissez-faire or guidance? Effective supervision of bachelor theses. Studies in Higher Education, 46(4), 866–884. doi.org/10.1080/03075079.2019.1659762

Zackariasson, Maria & Magnusson, Jenny (2020). Academic literacies and international mobility. The organization and supervision of degree projects in Sweden and Russia. Cogent Education, 7(1), 1–12. doi.org/10.1080/2331186X.2020.1855770

Zackariasson Maria (2020). Encouraging student independence: Perspectives on scaffolding in higher education supervision. Journal of Applied Research in Higher Education,12(3):495–505. doi:10.1108/JARHE-01-2019-0012

Other resources:

The Interactive Anti-Plagiarism Guide - Jönköping University (will be available on the learning platform)

Search and write (n.d.). Citing sources - how to create literature references. University Library: Jönköping University