



Course description

Supervising Students' Thesis Writing, 2 weeks

Details of approval

The course description is ratified by the board of the Department of Educational Sciences (Uvet/AHU) 2024-09-06. The syllabus is valid from 2025-01-01.

Aim

The overall aim of the course is to support the course participants in their professional development as university teachers, with a special focus on supervising students' thesis writing, primarily at undergraduate and advanced level. Furthermore, the course aims to deepen the knowledge and skills acquired through previous courses on higher education teaching & learning, as well as through teaching experiences. The course also aims to equip course participants for theoretically underpinned discussions within their own departments and faculties.

Learning outcomes

Upon successful completion of the course, the participant shall be able to

- reflect on student learning in relation to theses writing
- reflect on how different approaches to supervision can affect the student learning
- analyze traditions for theses writing and supervision within their own teaching context, and relate these to student learning
- reflect on the assessment and examination of students' theses within one's own teaching context.

Course content

Course participants will be given the opportunity to deepen their understanding of supervision of students' thesis writing at primarily undergraduate and advanced levels. We will discuss different aspects of supervision, such as the interaction between supervisor and student, rules and guidelines for supervision and assessment of students' thesis, students' perceived difficulties when it comes to the process and writing, how to structure supervision for individual as well as for groups of students, and how to help students move forward with good feedback.

Course participants write individual in-depth papers, focusing on one or more of these aspects in relation to their own supervision experience and practice. This individual project work, together with required readings, makes up the main part of the allocated course time.

Course design

The course is based on workshops and seminars. Participants are expected to do assignments as preparations for course meetings and read and discuss literature as well as other content that is presented and relate this to their own academic field and teaching context. Before the last course session, a paper shall be submitted to both course leaders and fellow course participants. These texts are peer-reviewed and discussed at the last course session. After this session, finalized

papers shall be handed in for assessment. **Note! Being present at the first course meeting is mandatory to follow the course. This meeting cannot be compensated for by makeup tasks.**

Scope and assessment

The course equals 2 weeks of full-time work, (80 hours). Of these, approximately 15 hours are scheduled and compulsory sessions. The course participant is expected to use the remaining time for e.g. literature studies, the writing of an in-depth paper, and peer reviewing course colleagues' texts.

To receive a course certificate, active participation in a minimum of 80 % of the scheduled course sessions, completed peer review, and an approved written paper is required.

In the event a course participant does not complete the course within the given time frames, all assignments must be completed within three years from the start of the course, for the participant to be approved.

Entry requirements

2 weeks of courses on higher education teaching and learning at introductory level (*Teaching and Learning in Higher Education*) or equivalent.

General information

Preference is given to teachers who are active as supervisors. Subject to availability, the course is also open to other teachers who want to strengthen their higher education teaching skills and qualifications.

The course is based on the framework for credential higher education pedagogic education, provided by The Association of Swedish Higher Education (SUHF).