



GÖTEBORGS UNIVERSITET
Rules, roles and results, 3 credits

Course period: Twice during 2016 Next starting date is beginning of November	Last day for application: 30/9 - 2016
Course leader / Address for applications: Ingela Dahllöf / ingela.dahllof@bioenv.gu.se Please indicate preferred starting date.	
Course description (Advertisement for PhD students): There are as many versions of being and handling the role of a PhD student as there as PhD students and supervisors, but common tools and strategies can be used to make the time as a PhD student fruitful in both a personal and academic way. This is an interactive course that combines seminars and group discussions with practical exercises aimed at making the PhD education successful. The first part of the course aims to increase understanding of the roles of PhD students, supervisors and examiners, and to facilitate communication and interaction between the different parties, and with the department as a whole. The second part of the course focuses on the scientific process, work routines, ethics in scientific research and handling tough patches. Priority will be given to PhD students from BioEnv. Number of participants is eight per course. Actual starting date will be set when we have enough participants.	
Responsible department and other participation departments/organisations: Department of Biological and Environmental Sciences	
Teachers: Ingela Dahllöf (Course leader and main contact) Invited guest including former course participants	
Examiner: Malin Celander	



GÖTEBORGS UNIVERSITET
Faculty of Science; Department of Biological and Environmental Sciences

“PhD studies – roles, research and result”, 3 hp

Third cycle education

1. Confirmation

The syllabus was confirmed by the deputy Head of the Department of Biological and Environmental Sciences, Lars Förlin, 2016-01-11.

Disciplinary domain: Science

Department in charge: Department of Biological and Environmental Sciences

2. Position in the educational system

Elective course; third-cycle education.

3. Entry requirements

Admitted to third-cycle education.

4. Course content

This is an interactive course that combines seminars and group discussions with practical exercises aimed at making the PhD education successful.

The first part aims to increase understanding of the roles of PhD students, supervisors and examiners, and to facilitate communication and interaction between the different parties, and with the department as a whole. The second part of the course focuses on the scientific process, work routines, ethics in scientific research and handling tough patches.

5. Outcome

After completion of the course the PhD student will have gained increased insight in academic life of a PhD student, roles of other academics, the necessity of professional communication and planning, as well how to handle tougher patches during a PhD.

1. Knowledge and understanding of

- roles in academia
- professional communication
- ethics in scientific research



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2. Skills and abilities

- communicate skills
- ability to develop and process ideas
- improved stress management

3. Judgement and approach

- Understanding one's own research process and progress
- Understanding research processes and progress of others

6. Required reading

- The research student's guide to success, Pat Ryer, Open UP study skills, 3rd edition, or The Unwritten Rules of PhD Research, Marian Petre and Gordon Rugg, Open UP study skills, 2nd edition, 2010. Decision will be taken in October.
- PhD exam goals from the higher ordinance act

7. Assessment

There is no written or oral examination. Grading is based on attendance; please note that 100% attendance is required to pass the course, as well as on completing exercises.

8. Grading scale

The grading scale comprises Fail, (U) and Pass (G)

9. Course Evaluation

The course evaluation is carried out together with the PhD students at the end of the course, and is followed by an individual, anonymous survey. The results and possible changes in the course will be shared with the students who participated in the evaluation and to those who are beginning the course.

10. Language of instruction

The language of instruction is English/Swedish.

Tentative schedule

The course will be run November-December. Starting and session dates will be set together with the participants to accommodate for full attendance.

Session themes can be changed depending on the group's needs and wishes. The tentative schedule below is based on the book "The research student's guide to success" and will be adapted if the other book is chosen. The themes will be the same, regardless of the literature.

Session 1. Before: Read chapters 1, 5-6 and 11 if applicable.



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During: Introduction of the course and participants. Seminar "What rules apply for PhD students" followed by discussion of the PhD students role, vs. the supervisor's and examiner's. Joint preparation of home exercise – how to interact with your supervisor. Home exercise 1; define your own goals for the course. Home exercise 2; interview your supervisor.

Session 2. Before; read chapter 10.

During: Follow up of home exercises aiming at setting the working relationship – feed-back to supervisors. Group discussion on private vs. work life.

Session 3. Before; read chapters 7-9, and 19.

During: Discussion on understanding of working procedures, quality and ethics. Home exercise: Critical penetration of central article.

Session 4.

During: Follow-up of chosen article – how do you apply it to your own writing. Seminar and workshop on how to get out of sticky patches and get your mind in a creative mood. Home exercise for the last session: refine Guidelines for supervisors or PhD students.

Session 5. Before: read chapters 13-15.

Work shop aimed at strategies for planning and keeping the work on track. Home exercise: write your own plan for the coming six months, and come to agreement with your supervisor.

Session 6. Before: read chapter 20 and 21.

Follow-up on individual plans and guidelines. Previous course participants and examiner are invited for a final discussion and joint course evaluation.