



COURSE SYLLABUS

Supervision Practices on First- and Second-Cycle Levels, 3 credits

Handledningspraktiker på grundnivå och avancerad nivå, 3 högskolepoäng

Course Code: LSVR23	Education Cycle: Second-cycle level
Confirmed by: Director of Education May 22, 2023	Disciplinary domain: Education
Revised by: Dec 3, 2024	Subject group: PE1
Valid From: Spring 2025	Specialised in: A1N
Version: 2	Main field of study: Education

Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and understanding

- identify concepts and processes central to supervision practices
- describe the relationship between student learning and the process of researching and writing

Skills and abilities

- analyse the relationship between their subject area context, supervision practices and student learning
- reflect on the assessment and examination of student essays within the subject area
- reflect on ethical perspectives related to supervision practices
- give constructive feedback attending to the intended learning outcomes

Judgement and approach

- critically reflect upon supervisor and student roles in the supervision process
- discuss and evaluate the possibilities and challenges of supervision
- critically reflect upon their own present and future supervision practices

Contents

- supervision practices
- student learning
- ethical perspectives
- the feedback process
- examination and assessment

Type of instruction

The teaching consists of lectures, seminars and exercises performed individually and in groups.

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.

Swedish may be used.

Prerequisites

Employment as university teacher, doctoral student or equivalent

English proficiency corresponding to at least English 5 or the equivalent

Examination and grades

The course is graded Fail (U) or Pass (G).

The examination is based on the intended learning outcomes.

The course is examined through an individual written assignment and a seminar.

Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

The final grade of the course is issued only when all elements of examination have been passed.

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the director of Educate.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

Registration of examination:

Name of the Test	Value	Grading
Individual written assignment and seminar	3 credits	U/G

Course evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management

system. The evaluation constitutes a basis for future improvements to the course.

Course literature

Arneback, Emma, & Blåsjö, Mona (2017). Doing interdisciplinarity in teacher education. Resources for learning through writing in two educational programmes. *Education Inquiry*, 8(4), 299-317. <http://www.doi.org/10.1080/20004508.2017.1383804>. 19 pp.

BRJU (2021). *Regulations and guidelines for first, second and third cycle education at Jönköping University*. Jönköping University.

Collin, Sven-Olof, Uman, Timur, Broberg, Pernilla, Smith, Elin and Tagesson, Torbjörn (2016). Producing Academic Theses: The Kristianstad Model. Ed. Astahova, Ekaterina. *Scientific Work Peoples Ukrainian Academy*, 441-462. 22p.

Hoeg Karlsen, Kristine (2017). The Value of Oral Feedback in the Context of Capstone Projects in Design Education. *Design and Technology Education*, 22(3). <http://www.eric.ed.gov/?id=EJ1164334>. 23 pp.

Jaldemark, Jimmy, & Lindberg, J. Ola (2013). Technology-mediated supervision of undergraduate students' dissertations. *Studies in Higher Education*, 38(9), 1382-1392. <http://www.doi.org/10.1080/03075079.2011.626851>. 11 pp.

Johnson, David W., Johnson, Roger T., & Smith, Karl A. (1998). Cooperative Learning Returns to College: What Evidence Is There that It Works? *Change: The Magazine of Higher Learning*, 30(4), 26-35. DOI: 10.1080/00091389809602629. 10 pp.

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* 2021(12), 1165-1173. 9 pp.

Karunaratne, Thashmee (2018). Blended Supervision for Thesis Projects in Higher Education: A Case Study. *Electronic Journal of e-Learning*, 16, 79-90. <http://www.eric.ed.gov/?id=EJ1199449>. 12 pp.

Morales-Botello, María Luz, & Martínez, Carlos Moreno (2023) Semi guided learning tool as framework for STEM students learning: A case study for final year projects. *Education and Information Technologies*, 28(2):1535-1557. <http://www.doi.org/10.1007/s10639-022-11231-0>. 23 pp.

Mercer, Marlee, & Gulseren, Duygu, B. (2023). When negative feedback harms: a systematic review of the unintended consequences of negative feedback on psychological, attitudinal, and behavioral responses. *Studies in Higher Education*, 49(4), 654-669. <http://www.doi.org/10.1080/03075079.2023.2248490>. 16 pp.

Nordentoft, Helle Merete, Thomsen, Rie, & Wichmann-Hansen, Gitte (2013). Collective

academic supervision: a model for participation and learning in higher education. *Higher Education*, 65, 581–593. <http://www.doi.org/10.1007/s10734-012-9564-x>. 13 pp.

Nurie, Yenus (2018). Higher Education Supervision Practices on Student Thesis Writing: Language Function and Focus of Written Feedback. *International Journal of Teaching and Learning in Higher Education* 30(3), 522-533. <http://www.eric.ed.gov/?id=EJ1199433>. 12 pp.

Roberts Lynne D., & Seaman Kristen (2018). Good undergraduate dissertation supervision: perspectives of supervisors and dissertation coordinators. *International Journal for Academic Development*, 23(1), 28-40. <http://www.doi.org/10.1080/1360144X.2017.1412971>. 13 pp.

Strebel, Felix, Gürtler, Stefan, Hulliger, Beat, & Lindeque, Johan (2021). Laissezfaire or guidance? Effective supervision of bachelor theses. *Studies in Higher Education*, 46(4), 866-884. <http://www.doi.org/10.1080/03075079.2019.1659762>. 19 pp.

Zheng, Haoran and Herawati, Henny (2019). Effective Intercultural Supervision: Using Reflective Practice to Enhance Student's and Supervisors' Intercultural Competence. In L. Pretorius, L. Macaulay, & B. Cahusac de Caux (Eds.), *Wellbeing in doctoral education: Insights and guidance from the student experience* (pp. 219-228). Springer. DOI:10.1007/978-981-13-9302-0_18. 9 pp.

Ädel, Annelie, Skogs, Julie, Lindgren, Charlotte, & Stridfeldt, Monika (2023). The supervisor and student in Bachelor thesis supervision: a broad repertoire of sometimes conflicting roles. *European Journal of Higher Education*. <http://www.doi.org/10.1080/21568235.2022.2162560>. 21 pp.

Relevant steering documents for each school and subject will be added.

One of the following books is chosen by the participant:

Magnusson, Jenny & Zackariasson, Maria (2021). *Handledning i praktiken : om studenters självständighet och akademiska litteracitet*. Studentlitteratur. 224 pp.

Brodin, Eva; Lindén, Jitka, Sonesson, Anders; Lindberg-Sand, Åsa. (2020). *Doctoral Supervision in Theory and Practice*. Studentlitteratur. 300 pp.

Donnelly, Roisin; Dallat, John, Fitzmaurice, Marian (2013). *Supervising and Writing a Good Undergraduate Dissertation*. eBook: Bentham Science Publishers
DOI:10.2174/97816080517621130101. 275pp.

Please note that changes may be made to the reading list up until one month before the start of the course.

Citing Sources – How to Create Literature References

<http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html>

The Interactive Anti-Plagiarism Guide – Jönköping University
Information about plagiarism at higher education institutions
Available in the learning management system