



InComm
Feel at Home

**Creating an inclusive
community by
supervising students in
their PhD
A one-day workshop**

Co-funded by the
Erasmus+ Programme
of the European Union





Objective of the workshop:

In this co-creation workshop we, first, identified problems in PhD-supervision on the basis of a needs' analysis. Second, we took a look at support possibilities for PhD-supervisors and worked on challenges that might be encountered.

After the workshop, participants were able to create a strategy for the development and implementation of a continuing education format for PhD-supervisors at their home university.

Outline

Here you will find the topics we worked on and the activities we chose to do so in chronological order. Breaks should be included individually.

Getting started (what, when, who, how)

Introduction to the topic

Introduction of the trainers

Duration: 15 min

Number of participants: all

Tools: presentation with workshop content

Challenges in (intercultural) PhD-supervision

Videos (or any other material to immerse participants into the topic of the workshop)

Participants watch videos in 3 groups, have a quick exchange on the video content and write down the identified challenges on the padlet linking them to PhD-Candidates, supervisors or both.

Afterwards one of the group gives a short summary of the videos/challenges the group identified.

After that the group adds problems in supervision that participants know of but that have not been mentioned in the videos.

Duration: 45 min

Number of participants: groups of up to 6 students

Tools: link to videos & padlet; alternatively any case study available



Presentation

TOPICS in the presentation:

- PhD as a period of transition in an academic career which has seen changes in the last decades
- Common challenges
- Specific challenges in supervision of international doctoral students (e.g. *Othering*)
- Target group professors: a re-known challenge in continuing education
- Role, attitude, values, relationship, (academic) culture

Duration: 15 min

Number of participants: all

Tools: presentation

From problems to solutions - the ideal university

Group A: What do (international) **PhD-students** do in order

1. to avoid or overcome problems and challenges in their research / academic work and in the relationship with their supervisors?
2. to become part of an inclusive university culture?

What skills do they have/develop?

What kind of support do they get?

Duration: 45 min

Number of participants:

2 groups

Tools: coloured cards, 2 pin boards

Group B: What do **PhD-supervisors** do in order

1. to avoid or overcome problems and challenges in (intercultural) supervision and
2. to foster the integration of PhD-candidates in an inclusive university culture?

What skills do they have/develop and what kind of support do they get?

Task: Work in two groups (Group A: topic PhD-students, Group B: topic PhD-supervisors)

- 20 minutes collecting ideas in each group
- 10 minutes of presentation for each group
- 15 minutes final discussion on responsibilities of both sides in the process of supervision, especially at the beginning of a PhD program



Lessons Learned

Input by two experts on existing and/or planned initiatives

We invited two colleagues to do a presentation about their initiatives.

Planning an in-house training format for PhD-supervisors

(1) Stakeholder analysis and mapping of the organizational structure of the individual universities

Participants gather in groups by university and address the following questions:

- Who is involved in the onboarding of PhD students at your university?
- Who is currently working with the target group?
- Which other stakeholders are important for the project's success?
- Where could a training format be embedded at your institution? (in-house training, human resources development)
- Who must/should be involved in setting up a training format at your university?

Duration: 30 min

Number of participants: groups

Tools: canvases (stakeholder analysis and training for PhD-supervisors)

(2) Contents and Competencies

This part links back to an earlier activity “the ideal university”.
Key question: *What are contents and competencies that should be worked on in an in-house-training format?*

1. Brainstorming (whole group)
2. Rating contents and competences from the brainstorming (We used feedbackr (<https://fbr.io>) for the rating the ideas.) Important: Visualize participants' input!
3. Decision on specific contents. These are filled into the canvas. (groups: participants from the same universities work together)

Duration: 30 min

Number of participants: all students and later on groups

Tools: feedbackr (or any other tool to rate ideas), canvas (training for PhD-supervisors)



(3) Formats, communication strategy and methods

Step 1: In groups participants discuss the following questions:

Group A: How can we engage the target group to participate? Who could be a trainer/moderator for that? (communication strategy)

Group B: How long should the training format be? Which formats could be appropriate for the target group and the contents? (formats)

Duration: 15 min

Number of participants: 3 groups

Tools: flipchart

Group C: What methods and materials could be used? Which other tools could be useful besides a workshop? (handbook, infosheets, tutorial, videos, ...)? (methods)

Step 2: Presentation of findings (5 minutes per group)

Step 3: Filling in the canvas for your university (15 minutes)

Members of one university put ideas for a training format on new blank A2 canvas. This is their final product!

Wrap-Up: Exchange of ideas and concepts

Poster walk

Each group displays their canvas on a pinboard.

Open discussion with all participants.

Duration: 20 min

Number of participants: all

Tools: pin boards and canvases



Additional material

There are **three case studies** available on our website which could also be integrated into the workshop!

Authors: Verena Schwaegerl-Melchior & Barbara Boettger
(TU Graz)
June 2022

Co-funded by the
Erasmus+ Programme
of the European Union

