

La supervisión doctoral:

¿son exportables las buenas prácticas a cada entorno institucional?



CDED
Conferencia de Directores de Escuelas
de Doctorado

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Premisas

- ¿Hasta que punto son exportables las buenas prácticas en supervisión doctoral? (¿Buenas prácticas= conocimiento sobre la relación entre dos personas en el ámbito formal de la educación?)
- El entorno institucional y los entornos de los programas. Literatura en las ciencias sociales
- Las resistencias al cambio de los estilos de tutelas.
- Los estilos “naturales” a apriorísticos de cada director de tesis, enraizados en su personalidad y temperamento
- La dimensión ética en la relación interpersonal, más allá de la institucional
- Las expectativas distintas entre el supervisor y el doctorando

El caso portugués

- Coutinho, I. R. (2021). When We Look At The Supervisor Image In The Mirror, What Do We See? The Supervisors' Mirror Image Regarding Doctoral Supervision. *Advances in Social Sciences Research Journal*, 8(2) 398-410.

The degree of importance on a supervisor of...			Percentage of supervisor			
			Very important	Important	Slight important	Not important
Supervision competence	Skills in research area	Have knowledge of the research topic/area/theme	88	13	0	0
		Have knowledge of research methodologies	83	18	0	0
	PhD research process monitoring	Indicate deadlines for the tasks	43	58	0	0
		Monitor the course of doctoral research	38	63	0	0
		Accompany the doctoral student in doctoral research	28	68	5	0
		Evaluate the performance of doctoral students	28	63	10	0
	Guidance	Collaborate with the doctoral student in solving problems that arise in the research he/she is carrying out	65	33	3	0
		Propose appropriate readings to the research to be developed	45	40	15	0
	Feedback	Be honest in his/her opinions about the doctoral student work	80	20	0	0
		Give quality feedback	78	23	0	0
		Give constructive feedback	65	35	0	0
		Be clear in the comments to the work of the doctoral student	63	38	0	0
		Provide timely work feedback	53	45	3	0
	Motivational skills	Motivate the doctoral student during doctoral research	50	48	0	3
		Encourage the doctoral student during the doctoral research	50	45	5	0
	Leadership skills	Be open to new ideas / proposals for doctoral research	55	43	3	0
		Knowing how to manage conflicts	48	48	5	0
		Know how to manage supervision time	38	58	5	0
Allow doctoral students to choose their research tasks		13	63	25	0	

The degree of importance on a supervisor of...		Percentage of supervisor				
		Very important	Important	Slight important	Not important	
Personal attributes	Be available to speak with doctoral students	68	33	0	0	
	Ensure that doctoral candidates complete their doctoral thesis	58	40	3	0	
	Show interest in the doctoral student's career	45	53	3	0	
	Be attentive to the needs of students	43	55	3	0	
	Show that feel responsible for the failure/success of the doctorate	40	43	15	3	
	Be a learning facilitator	30	65	5	0	
	Integrator/ socializer	Integrate the student in the research group	50	50	0	0
		Be the link between the student and the academy	20	48	30	3
Professional development	Publish papers	48	53	0	0	
	Have a great deal of knowledge regarding supervision	45	50	5	0	
	Know how to teach	40	50	10	0	
	Having a network with other research groups	33	63	5	0	
	Go to congresses and conferences	33	58	8	3	
	Assess his/her supervisor process (do the self-assessment)	25	63	10	3	
	Participate in international projects	25	60	13	3	
	Having experience in supervision	23	58	20	0	

The degree of importance on a supervisor of...		Percentage of supervisor			
		Very important	Important	Slight important	Not important
Individual and psychological attributes	Be critical and self-critical	75	25	0	0
	Be loyal to the doctoral student	70	28	3	0
	Promote ethical attitudes.	65	30	5	0
	Be demanding	60	38	3	0
	Be friend / empathize	53	48	0	0
	Be calm / pacific	50	48	3	0
	Be accessible	50	50	0	0
	Be creative	50	50	0	0
	Be present	48	48	5	0
	Be flexible	20	78	3	0

Las características más valoradas por los directores de tesis portugueses en un supervisor, son sus habilidades en el campo de la investigación y la retroalimentación del supervisor. Consideran a un buen supervisor como buen investigador. Son menos los que ven a un supervisor como guía.

Table 3. Main skills to be developed by the doctoral student during a doctorate from the supervisor point of view. (RS-researcher skills; SCS- Science Communication Skills; TWS-teamwork Skills; RL- Research Leadership)

Main skills to be developed by the doctoral student during the PhD		Percentage of supervisors who
Research Skills	Time management	85%
	Research / investigation capabilities / skills	70%
	Ability to work autonomously	70%
	Ability to generate new ideas/knowledge	68%
	Ability to adapt to new situations	65%
	Critical and self-critical skills	63%
	Research autonomy	63%
	Conceptual knowledge in a specific research area (Know-how)	55%
	Ability to innovate ("out-of-the-box")	50%
	Creativity	50%
	Ethical skills	50%
	Ability to deal with complex problems (formulating problems and proposing ways to solve them)	48%
	Ability to learn	43%
	Ability to put one's ideas into question (self-criticism)	43%
	Ability to apply knowledge in new situations	40%
	Basic general knowledge in the field of study	30%
	Capabilities/skills of using technical software (use of specific programs)	28%
	Procedural knowledge in a specific research area (Know-how)	28%
	Skills in the area of problem-solving	25%

Main skills to be developed by the doctoral student during the PhD		Percentage of supervisors who
Science Communication	Ability to analyze and synthesize	90%
	Oral and written communication in a non-native language	73%
	Oral and written communication in the native language	33%
	Ability to communicate with non-specialists	30%
	Valuing diversity and multiculturalism	3%
	Capabilities/skills of using simple software (Word, Excel, etc.)	23%
Team Work Skills	Ability to work in an interdisciplinary team	58%
	Teamwork	58%
	Ability to work in an international context	45%
	Ability to collaborate with peers and researchers	40%
Leadership skills	Ability to design a project	38%
	Project planning	38%
	Ability to apply knowledge in practice	35%
	Initiative and entrepreneurial thinking	30%
	Develop a broad view (holistic) of the issues to anticipate problems and propose solutions	28%
	Competencies related to decision-making	23%
	Leadership ability	3%

“It is possible from the data to conclude that almost **forty-two per cent** of the respondent supervisors see their PhD students as future technicians / skilled workers but not researchers. They will not develop teamwork skills, which are very important nowadays, as almost all research groups use networks and work as a team. And the PhD research process generally is poor and restricted to it. Considering data, and the formation/education/ instruction that emerges from it, it is possible to conclude that, a large number of supervisors is forming PhD students to become qualified workers.”(pag. 407)

Table 4. The degree of importance of each of these characteristics in a doctorate, to complete the PhD.

The degree of importance of each of these characteristics in a PhD student, to complete the PhD	Percentage of supervisor that assign			
	Very Important	Important	Slight Important	Not Important
Be motivated	88	13	0	0
Be available to carry out doctoral research	83	18	0	0
Carefully carry out the research tasks, with accuracy and precision	73	28	0	0
Knowing how to manage time	70	30	0	0
Be resilient	68	31	0	0
Be picky/demanding with himself	67	33	0	0
Be honest in the opinions about their research work	64	33	3	0
Be present	63	30	8	0
Knowing how to write articles / reports / monographs	60	38	3	0
Be interventional/participatory in his/her doctoral journey	58	40	3	0
To be organized	58	43	0	0
Be competent in the doctoral research process	55	45	0	0
Be available to speak to the advisor	55	45	0	0
Be critical (self-critical)	54	44	3	0
Meet deadlines for tasks	53	48	0	0
Show that feel responsible for the failure or success of their PhD	50	43	5	3
Collaborate with the supervisor in solving problems that arise in the research	48	53	0	0
Knowing how to communicate in the mother tongue	48	40	10	3
Provide timely work feedback	46	51	3	0
Have a constructive attitude	46	54	0	0
Be open to new ideas / proposals for doctoral research	45	55	0	0
Be a good listener	44	51	5	0
Knowing how to plan research	44	54	3	0
Know how to communicate (have communication skills)	43	55	3	0
Know how to monitor is own doctoral research	41	56	3	0
Know how to communicate (oral and written) in English	41	59	0	0
Have knowledge of the research topic	40	55	5	0
Have knowledge of research methodologies	40	50	10	0
Be creative	37	61	3	0
Be patient	33	64	3	0
Propose appropriate research tasks	33	50	18	0
Know how to self-evaluate his/her performance in doctoral research	28	68	5	0
Be flexible	25	73	3	0
Have a good academic curriculum	8	56	36	0

“What image (consciously or unconsciously) has the supervisor from themselves? ” One of the main conclusion in this study is that supervisors, seen themselves, principally as researchers, not as supervisors, researchers developers or research constructors. It is clear that a significant part of supervisors do supervision because they have to (it is an institution imposition).

Many of them aren't the bridge between PhD students and the academy or the research group. The mains skills to be developed by those PhD students are "Ability to analyse and synthesized“ and "Time management". (Coutinho, 2021: 409)

Otros resultados:

- Formar para ser académico/para trabajadores de alta cualificación.
- Las expectativas de unos y otros no parecen cumplirse

Buenas prácticas en supervisión doctoral

-Hay modelos de buenas prácticas que son útiles para orientar, pero son específicas del contexto y no sustituyen a las políticas desarrolladas institucionalmente. (Parker-Jenkins, 2016).

-En la práctica, será necesario repensar la relación supervisor-supervisado sobre el desarrollo de políticas que, como mínimo, sean capaces de :

- Especificar del contexto desarrollado institucionalmente
- Basarse en un entendimiento de las responsabilidades mutuas y la rendición de cuentas dentro de un espíritu de respeto
- Difundir verbalmente y por escrito al inicio del programa con monitoreo e informes adecuados del progreso de los estudiantes.
- Establecer mecanismos robustos para cambiar de supervisor y Oportunidades periódicas para la retroalimentación y evaluación de los estudiantes por parte de todas las partes interesadas.

Marie Parker-Jenkins (2016): Mind the gap: developing the roles, expectations and boundaries in the doctoral supervisor–supervisee relationship, *Studies in Higher Education*, DOI: [10.1080/03075079.2016.1153622](https://doi.org/10.1080/03075079.2016.1153622)

GOOD PRACTICES IN DOCTORAL SUPERVISION

Reflections from the
Tarragona Think Tank

Edited by
Mar Reguero, Joan Josep Carvajal,
María Ercilia García & Mireia Valverde



Código de buenas prácticas en España

(Ruiz-Jimeno, 2017):

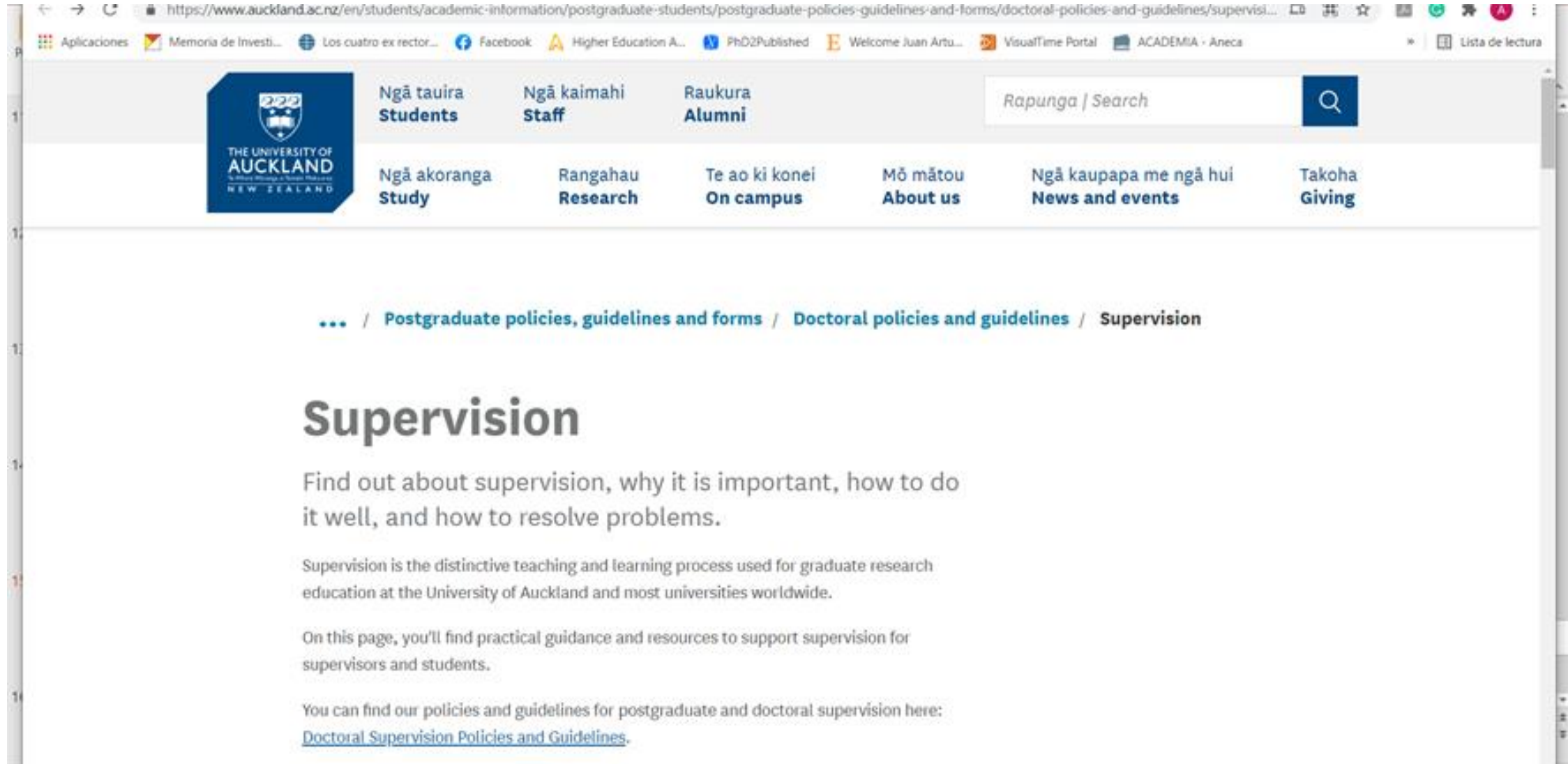
- Principios de la actividad educativa de investigación y obligaciones personales por parte de supervisores, miembros del comité académico y doctorado candidatos;
- Principios de la actividad de formación investigadora, estableciendo la responsabilidad en el uso y administración de los recursos e instalaciones relacionados con la investigación formación, así como gestión de datos;
- Honestidad, conflictos de intereses y desviaciones de las buenas prácticas en la investigación;
- Gestión de datos, propiedad intelectual, propiedad industrial y estado del arte;
- Prácticas de publicación, protección y difusión: revisión de errores, resultados no publicados, publicación fragmentada o repetida, terceros referencias bibliográficas, reconocimientos, créditos institucionales y financiación, presentación en medios de comunicación, presentación prematura a medios de comunicación
- Autoría de publicaciones, reconocimiento de autores anteriores;
- Entorno institucional: información sobre las condiciones de la investigación, evaluación criterios de investigación en formación de personal, condiciones no discriminatorias.

Charter for the PhD researcher and the supervisor

Deals with the following issues:

- Research plan, progress and evaluation
- Publication policy
- Thematic training
- Skills development
- Career development
- Fair and honest scientific conduct
- Conflict management & ombudsperson

<https://www.auckland.ac.nz/en/students/academic-information/postgraduate-students/postgraduate-policies-guidelines-and-forms/doctoral-policies-and-guidelines/supervision.html>



The screenshot shows the University of Auckland website. The header includes the university logo and navigation links for Students, Staff, Alumni, Study, Research, On campus, About us, News and events, and Giving. A search bar is also present. The main content area features a breadcrumb trail: ... / Postgraduate policies, guidelines and forms / Doctoral policies and guidelines / Supervision. Below this is the title "Supervision" and a paragraph explaining the importance of supervision. A link is provided for "Doctoral Supervision Policies and Guidelines".

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Takoha Giving

... / [Postgraduate policies, guidelines and forms](#) / [Doctoral policies and guidelines](#) / [Supervision](#)

Supervision

Find out about supervision, why it is important, how to do it well, and how to resolve problems.

Supervision is the distinctive teaching and learning process used for graduate research education at the University of Auckland and most universities worldwide.

On this page, you'll find practical guidance and resources to support supervision for supervisors and students.

You can find our policies and guidelines for postgraduate and doctoral supervision here: [Doctoral Supervision Policies and Guidelines](#).

Otros ejes del entorno de la supervisión doctoral:

- La excelencia en la investigación desde los principios de la revisión por pares y la cultura académica
- Un entorno interdisciplinar que facilite enfoques más ricos o creativos.
- Movimiento open Access en el campo académico.
- Internacionalización y sus redes
- Habilidades transferibles al campo empresarial
- Aseguramiento de la calidad

Siendo los entornos institucionales facilitadores de la supervisión doctoral, no son suficientes para obtener conocimiento de las relaciones entre supervisores y doctorandos. Por otro lado, la encuesta es el método más extendido entre las ciencias sociales pero....

También investigar desde:

>enfoques cualitativos, etnográficos o auto-etnográficos que pueden dimensionar y complementar la lógica distributiva de la encuesta.

Ámbitos de mejora :

- -Estrategia en la supervisión doctoral por parte de las Escuelas de Doctorado.
- -Encuentros internos en las Escuelas de doctorado sobre la supervisión desde la perspectiva de los supervisores y desde los doctorandos.
- -La supervisión doctoral como un aspecto de mejora continua en las acreditaciones de la Acreditación de Programas/Centros.
- -Reconocer buenas prácticas ya implementadas en España: Rovira-Virgili, Universidad de Cantabria, entre otras.
- - Investigar sobre este tema> producir conocimiento, más allá de las buenas prácticas.



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.... Alguien se apunta?

