



# KURSLITTERATUR

## PIL201,Handledning i forskarutbildning (HT26)

### Gemensam litteratur

Det finns ingen gemensam kurslitteratur i kursen då kursdeltagarna själva förväntas söka efter den litteratur som motsvarar deras behov.

### Rekommenderad litteratur

Almlöv, Cecilia. & Grubbström, Ann. (2023). *'Challenging from the start': novice doctoral co-supervisors' experiences of supervision culture and practice*, Higher Education Research & Development, <https://www.tandfonline.com/doi/full/10.1080/07294360.2023.2218805>

Bergenheim, Åsa. & Ågren, Karin. (red.). (2008). *Forskarhandledares robusta råd*. Lund: Studentlitteratur.

Brodin, Eva., Lindén, Jitka., Sonesson, Anders., Lindberg-Sand, Åsa. (2016). *Forskarhandledning i teori och praktik*. Lund: Studentlitteratur.

Handal, Gunnar & Lauvås, Per. (2019). *Forskarhandledaren*. Lund: Studentlitteratur

Kearns, Hugh. & Finn, John. (2017). *Supervising PhD students. A practical guide and toolkit*. Adelaide: ThinkWell.

### Förslag på annan litteratur om handledning

#### **Böcker och rapporter**

Andersson, Gunnar. & Persson, Anders. (2002). *Coaching och handledning av grupper – inom universitets- och högskoleutbildning*. Lund: Studentlitteratur.

Appel, Monika. (2003). *Forskarhandledning. Möte med vandrare och medvandrare på vetenskapens vägar. Högskoleverkets rapportserie 2003:26 R*. Kalmar: Lenanders Grafiska AB.

Burman, Åsa. (2016). *Bli klar i tid och må bra på vägen*. Stockholm, Natur & Kultur.

Gerlofsson, Maria., Lindberg, Anja. (2017). *Coachboken*. Stockholm: Liber.

Lee, Ann. (red) (2021). *The future of doctoral research*. London: Routledge.

- Peixoto, Anna. (2014). *De mest lämpade – en studie av doktoranders habituering på det vetenskapliga fältet*, Göteborg universitet.
- Svallfors, Stefan. (2018). *Forskningens mörker: Om svarta känslor och konsten att vara lagom rädd*. Stockholm, Santérus.
- Taylor, Stan., Kiley, Margaret. & Holley, Karri. (Red.) (2021). *The making of doctoral supervisors: International case studies of practice*. Routledge
- Öhrn, Elisabet & Lundahl, Lisbeth (red) (2013). Kön och Karriär i akademien. En studie inom det utbildningsvetenskapliga fältet. Gothenburg studies in Educational Sciences 341.  
<http://hdl.handle.net/2077/32940>

### **Artiklar**

- Agné, Hans. & Mörkenstam, Ulf. (2018). Should first-year doctoral students be supervised collectively or individually? Effects on thesis completion and time to completion, *Higher Education Research & Development*, 37:4, 669-682
- Batty, Craig., Ellison, Elizabeth., Owens, Alison., & Brien, Donna. (2019). Mapping the emotional journey of the doctoral ‘hero’: Challenges faced and breakthroughs made by creative arts and humanities candidates. *Arts and Humanities in Higher Education*.
- Bergnéhr, Disa. (2013). Att handleda en doktorand – en relationell balansgång som fordrar flexibilitet och struktur. *Högre utbildning*, 3(3), 173–185. Hämtad från <https://hogreutbildning.se/index.php/hu/article/view/799>
- Brodin, Eva. M. & Sonesson, Anders. (2022). Forskning om svensk forskarutbildning åren 2000-2020. *Högre utbildning*. 12(2), 78–116.
- Bryan, Billy. & Guccione, Kay. (2018). Was it worth it? A qualitative exploration into graduate perceptions of doctoral value, *Higher Education Research & Development*, 37:6, 1124-1140.
- Carter, Susan & Kumar, Vijay (2017): “ ‘Ignoring me is part of learning’: Supervisory feedback on doctoral writing”, *Innovations in Education and Teaching International*, 54:1, 68-75,  
<http://dx.doi.org/10.1080/14703297.2015.1123104>
- Davidsson, Eva. and Stigmar, Martin. (2023) ‘A literature review of content elements in supervision training courses’. *London Review of Education*, 21 (1), 40
- Dellgran, Peter. & Höjer, Staffan. (2017). Varför forskarutbildning? Motiv, aspirationer och drivkrafter bland disputerade sjuksköterskor, lärare och socionomer. *Socialvetenskaplig tidskrift*, 24(2), 85–106.
- Ferm Thorgersen, Cecilia. (2012). Att organisera för musiklärares professionella utveckling: om identitetsformation och olika praxisgemenskaper. *Högre utbildning*, 2(1), 5–18

- Fulgence, Katherine. (2019). A theoretical perspective on How doctoral supervisors develop supervision skills. *International Journal of Doctoral Studies*, 14, 721–739.
- Haley, Aimee., Holmqvist, Mona., & Johansson, Karen. (2024). Supervisors' Competences from Doctoral Students' Perspectives—a Systematic Review. *Educational Review*, 1–20
- Holmström, Ola. (2018). Ensamarbetande doktoranders perspektiv på forskarutbildning och doktorandtillvaro: Ämnesmässig ensamhet, den informella socialisationens kraft och erkännandets betydelse. *Högre utbildning*, vol. 8, nr.1, s. 14-29.
- Jacobsen, Michele., Friesen, Sharon., & Becker, Sandra. (2024). Learning doctoral supervision in education: A case study of on-the-job development of effective mentoring practices. *International Journal of Doctoral Studies*, 19, Article 12
- Kobayashi, Sofie, Grout, Brian W. & Østerberg Rump, Camilla (2015): "Opportunities to learn scientific thinking in joint doctoral supervision", *Innovations in Education and Teaching International*, 52:1, 41-51, <http://dx.doi.org/10.1080/14703297.2014.981837>
- Löfström, Erika., & Pyhältö, Kirsi. (2020). What are ethics in Doctoral Supervision, and How do they matter? Doctoral students' perspective. *Scandinavian journal of educational Research*, vol.64(4) p. 535-550
- Mattsson, Jenny, Brandin, Emma-Karin., & Hult, Ann-Kristin. (2020). *Get a Room! How Writing Groups Aid the Development of Junior Academics' Writing Practice and Writer Identity*. *Journal of Academic Writing*, 10(1), 59–74.
- Mochizuki, Nooko. (2019). The lived experience of thesis writers in group writing conferences: The quest for "perfect" and "critical". *Journal of Second language Writing*, 43, 36–45.
- Motshoane, Puleng., & McKenna, Sioux. (2021). Crossing the border from candidate to supervisor: the need for appropriate development. *Teaching in Higher Education*, 26(3), 387–403
- Ngoc Thi Bich Nguyen & Mushin, Ilana. (2022): Understanding equivocal feedback in PhD supervision meetings: a conversation analysis approach, *Teaching in Higher Education*, 03, Vol. Ahead-of-print, p. 1-17
- Puskás, Tinde., & Jeppsson, Fredrik. (2017). *Om forskarhandledningens mål, samförfattarskap och meritering: Några dilemman inom det utbildningsvetenskapliga fältet*. *Högre utbildning*, 7(2), 51-62
- Stigmar, Martin. (2019). *Learning from reasons given for rejected doctorates: Drawing on some Swedish cases from 1984 to 2017*. *Higher Education*, 77(6), 1031–1045
- Turner, Gill (2015): "Learning to supervise: four journeys". *Innovations in Education and Teaching International*, 52:1, 86-98, <http://dx.doi.org/10.1080/14703297.2014.981840>
- Wisker, Gina. McGinn, Michelle K., Bengtesen Soren S.e., Lokhtina, Irina, He, Faye, Cornér, Solveig, Leshem, Sjosh, Inouye, Kelsey, Löfström, Erika. (2021). Remotal doctoral supervision experience: Challenges and affordances. *Innovations in education and teaching international*, vol.58(6), p 612-623.

### **Artiklar om bihandledning**

- Amundsen, Cheryl., and McAlpine, Lynn. (2009). 'Learning supervision': trial by fire. *Innovations in Education and Teaching International*, 46(3), 331–342.  
<https://doi.org/10.1080/14703290903068805>
- Amundsen, Cheryl. & McAlpine, Lynn. (2011). New academics as supervisors: A steep learning curve with challenges, tensions and pleasures. In *Doctoral education: Research-based strategies for doctoral students, supervisors and administrators*, edited by L. McAlpine, L. & C. Amundsen. Pp 37–55. Springer.
- Buirski, Nicolette. (2021). 'Ways of being': A model for supportive doctoral supervisory relationships and supervision. *Higher Education Research & Development*, 41(5), 13871401.  
<https://doi.org/10.1080/07294360.2021.1910209>
- Çakmak, Melek., Gündüz, Müge., & Emstad, Anne Berit. (2019). Challenging moments of novice teachers: Survival strategies developed through experiences. *Cambridge Journal of Education*, 49(2), 147–162. <https://doi.org/10.1080/0305764X.2018.1476465>
- Capurchande, Rehana., & Almlöv, Cecilia. (2024). 'Am I nobody?' An exploratory study on power relations in doctoral co-supervision in Mozambique. *Critical African Studies*, 1–17.  
<https://doi.org/10.1080/21681392.2024.2303687>
- Carter, Susan. (2016). Supervision learning as conceptual threshold crossing: When supervision gets 'medieval'. *Higher Education Research & Development*, 35(6), 1139–1152.  
<https://doi.org/10.1080/07294360.2016.1160875>
- Clarence, Sherran & Wilmot, Kirstin. (2024). Navigating co-supervision: Creating supportive relationships between peers in supervision teams. In *Supervising Doctoral Candidates (surviving and thriving in academia)*, edited by C. Rolph. Pp. 61–74. Emerald Publishing Limited.  
<https://doi.org/10.1108/978-1-83797-048-320241005>
- Clegg, Karen, Houston, Gillian, & Gower, Owen. (2024). *Doctoral supervision and research culture: What we know, what works and why*. Taylor & Francis.
- Elliot, Dely. Lazarte, Bengtsen, Søren, Guccione, Kay, & Kobayashi, Sofie. (2020). The hidden curriculum in doctoral education. Palgrave Pivot.
- Elliot, Dely. Lazarte. (2022). A 'doctoral compass': Strategic reflection, self-assessment and recalibration for navigating the 'twin' doctoral journey. *Studies in Higher Education*, 47(8), 1652–1665. <https://doi.org/10.1080/03075079.2021.1946033>
- Grossman, Elly. S., & Crowther, Nigel. J. (2015). Co-supervision in postgraduate training: Ensuring the right hand knows what the left hand is doing. *South African Journal of Science*, 111(11–12), 1–8. <http://dx.doi.org/10.17159/sajs.2015/20140305>
- Guerin, Cally, & Green, Ian. (2015). 'They're the bosses': Feedback in team supervision. *Journal of Further and Higher Education*, 39(3), 320–335. <https://doi.org/10.1080/0309877X.2013.831039>

- Hansson, Erika, & Schmidt, Manuela. (2023). 'A small pawn in a big game': An exploration of doctoral students' experience of co-supervisory relationships. *Journal of Further and Higher Education*, 47(9), 1169–1181. <https://doi.org/10.1080/0309877X.2023.2231352>
- Huet, Isabel, & Casanova, Diogo. (2022). Exploring the professional development of doctoral supervisors through workplace learning: A literature review. *Higher Education Research & Development*, 41(3), 774–788. <https://doi.org/10.1080/07294360.2021.1877629>
- Kálmán, Orsolya. et al. (2022). Review of benefits and challenges of co-supervision in doctoral education. *European Journal of Education*, 00: 1–17. <https://doi.org/10.1111/ejed.12518>
- Kapenda, Hileni. M. (2024). Supervisory Relationships with Co-supervisors. In *Doctoral Supervision in Southern Africa: From theory to practice*, edited by Kakoma Luneta, Jennie Golding, Hileni. M. Kapenda, & Patricia Phiri Nalube. 71–83. Springer Nature.
- Khosa, Amrinder, Wilkin, Carla, & Burch, Steven. (2024). PhD students' relatedness, motivation, and well-being with multiple supervisors. *Accounting Education*, 33(2), 131–163. <https://doi.org/10.1080/09639284.2023.2179889>
- Kumar, Vijay, & Wald, Nave. (2023). Ambiguity and peripherality in doctoral co-supervision workload allocation. *Higher Education Research & Development*, 42(4), 860–873. <https://doi.org/10.1080/07294360.2022.2115984>
- Kumar, Vijay, & Wald, Nave. (2024). *Global perspectives on enhancing doctoral co-supervision*. Springer.
- Maritz Jeanette, & Prinsloo, Paul. (2015). A Bourdieusian perspective on becoming and being a postgraduate supervisor: The role of capital. *Higher Education Research and Development* 34(5), 972–985. <https://doi.org/10.1080/07294360.2015.1011085>
- Moran, Helene, Karlin, Lena, Lauchlan, Elsie, Rappaport, Sarah. J., Bleasdale, Ben, Wild, Lucy, & Dorr, Josh. (2020). Understanding Research Culture: What researchers think about the culture they work in. *Wellcome Open Research*, 5(201), 201.
- Motshoane, Puleng, & McKenna, Sioux. (2021). Crossing the border from candidate to supervisor: The need for appropriate development. *Teaching in Higher Education*, 26(3), 387–403. <https://doi.org/10.1080/13562517.2021.1900814>
- Parker-Jenkins, Marie. (2018). Mind the gap: developing the roles, expectations and boundaries in the doctoral supervisor – supervisee relationship. *Studies in Higher Education*, 43(1), 57–71. <https://doi.org/10.1080/03075079.2016.1153622>
- Peterson, Marvin. W., & Spencer, Melinda. G. (1990). Understanding academic culture and climate. *New directions for institutional research*, 17(4), 3–18. <https://doi.org/10.1002/ir.37019906803>
- Pole, Christopher. 1998. Joint supervision and the Phd: Safety net or panacea? Assessment and Evaluation in Higher Education, 23(3), 259–271. <https://doi.org/10.1080/0260293980230303>
- Robertson, Margaret. (2017a). Aspects of mentorship in team supervision of doctoral students in Australia. *The Australian Educational Researcher*, 44, 409–424.

- Wald, Nave, Kumar, Vijay, & Sanderson, Lara. J. (2023). Enhancing co-supervision practice by setting expectations in a structured discussion using a research-informed tool. *Higher Education Research & Development*, 42(3), 757–769. <https://doi.org/10.1080/07294360.2022.2082390>
- Watts, Jacqueline. H. (2010). Team supervision of the doctorate: Managing roles, relationships and contradictions. *Teaching in Higher Education* 15(3), 335–339. <https://doi.org/10.1080/13562511003740908>
- Wilkin, Carla. L., Khosa, Amrinder, & Burch, Steven. (2022). Identity in doctoral supervision: Perspectives on agency and structure. *The Journal of Higher Education*, 94(2), 139–173. <https://doi.org/10.1080/00221546.2022.2089513>

### **Artiklar om handledning och generativa AI**

- Ganjavi, Conner, Eppler, Michael. B., Pekcan, Asli, Biedermann, Brett, Abreu, Andre, Collins, Gary S., Gill, Inderbir. S., & Cacciamani, Giovanni. E. (2024). Publishers' and journals' instructions to authors on use of generative artificial intelligence in academic and scientific publishing: Bibliometric analysis. *BMJ*, 384, e077192. <https://doi.org/10.1136/bmj-2023-077192>
- Hammarbäck, Linda, Sjöblom, Helen, Viklund, Sara, & Hessman, Eva. (2025). Doctoral students' reflection on generative AI: A librarian outlook. *Nordic Journal of Library and Information Studies*. <https://doi.org/10.7146/njlis.v5i2.148803>
- Jensen, Lasse. X., Bearman, Margaret., Boud, David., & Konradsen, Flemming. (2025). Feedback encounters in doctoral supervision: the role of generative AI chatbots. *Assessment and evaluation in higher education*, 1-14. <https://doi.org/10.1080/02602938.2025.2478155>
- Zhan, Ying, Boud, David, Dawson, Phillip, & Yan, Zi. (2025). Generative artificial intelligence as an enabler of student feedback engagement: a framework. *Higher Education Research & Development*, 44(5), 1289-1304. <https://doi.org/10.1080/07294360.2025.2476513>
- Zhan, Ying. & Yan, Zi. (2025). Students' engagement with ChatGPT feedback: Implications for student feedback literacy in the context of generative artificial intelligence. *Assessment & Evaluation in Higher Education*, 1-14. <https://doi.org/10.1080/02602938.2025.2471821>