

Mentoring programme for PhD students at the Department of Sociology

This proposal was adopted by the department board on 2023-12-14 and applies from January 1, 2024.

The mentoring programme consists of 14 modules where the doctoral student decides how many modules they want to participate in. Participation in the mentoring programme entails an extension of the doctoral position with the corresponding time.

Module 1: Before the teaching premiere

The first module is linked to the doctoral student's first teaching assignment. The doctoral student and the teacher responsible for the course (or the teacher from whom the doctoral student takes over the teaching if they are not responsible for the course) meet on three occasions. Here the focus is on the teaching elements the doctoral student will take over.

Session 1: Introduction to the course and the teaching elements the doctoral student will take over. The course coordinator explains why the course is structured as it is, why the course literature looks the way it does etc., and shares his/her own experiences from the course. The doctoral student is given the opportunity to ask questions about the course and the specific teaching element(s) they will take over, but also about anything else that is perceived as relevant so that they can then start preparing for the teaching in the best possible way. The mentor can also support the doctoral student in keeping the preparation time down to a reasonable level.

Session 2: Reconciliation just before the teaching takes place. The doctoral student has prepared and the mentor can read through the lecture notes, seminar assignment, exam question, etc. Here there are also opportunities to, for example, ask questions about the course literature or discuss various situations that may arise in the teaching situation, how the doctoral student can handle these, etc.

Session 3: Final discussion after the teaching has been completed. This is an opportunity to discuss experiences from the teaching, what the doctoral student has learned, realises that they need to learn more about, etc.

The doctoral student can also choose to sit in and observe when the mentor is teaching. The mentor can also be present when the doctoral student teaches if the doctoral student wishes. In this case, the last session can be used for more concrete feedback if the doctoral student so wishes (it is important in this case to agree beforehand on the type of feedback the doctoral student wants).

After the last session, the doctoral student (if they wish) writes a short reflective text/memory notes about their experiences of the teaching and what they will take with them to the next teaching session. (Such notes can be good to have before compiling a pedagogical portfolio and something that the doctoral student can consider writing after each completed teaching session).

Module 2–4: During the rest of the doctoral period

Here, the structure is flexible – the doctoral student chooses how many modules they want to complete and what they should consist of. As in stage 1, this may involve support in the development of a specific teaching element, but it may also involve developing more general competence in, for example, giving a lecture or seminar, or designing exam questions. A doctoral student who wants to conduct a mentoring session contacts the director of studies (in good time). The director of studies then appoints a mentor, based on what the doctoral student wants to achieve with the module in question and which mentors are available.

After the second module, the doctoral student decides whether they want to keep the same mentor for subsequent modules or use different mentors for the different modules.

The structure is the same for modules 2–4 as for module 1, i.e. you meet on three occasions and it is possible for the doctoral student and mentor to participate in each other's teaching.