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Ethical issues in doctoral supervision: An analysis of inherent conflicts and roles in supervision practice
Introduction

- Literature review of various studies from the field of: educational sciences, social pedagogy, doctoral supervision in theory and practice, and theories and practice of teaching and learning.
- Disappointed expectations - knowledge/competence, cultural viewpoint, roles, participation, language proficiency, and criticism/feedback.
- Conflicts and the roles adopted and acted out during a supervision situation were not static – multiple roles could be assumed simultaneously, and the roles frequently changed.
- Changes provided opportunities to prevent or remedy ethical issues and conflicts in supervision.
The aim

was to gain new knowledge about ethical issues in doctoral supervision by analysing the conflicts and the roles assumed and acted out in supervision practice.

Research projects: Future students’ perspectives on higher education. An analysis of described interests and expectations

https://lnu.se/en/research/research-projects/project-future-students-perspectives-on-higher-education/
Analysis

- How doctoral students and supervisors themselves (in the analyzed literature) use identity-related and cultural resources (e.g., narratives, metaphors, vocabulary, roles, educational status symbols) in the day-to-day interaction in the educational collaboration.
- Representation of relationships between doctoral students and supervisors
- Representation of working with doctoral students is analysed less in terms of static typifications and more in terms of situational and space-bound (institutionally and materially positioned) interactions described in the analysed literature.
How doctoral students and supervisors take note of the importance of leadership in the social pedagogical work with doctoral students at the university?

How narrative leadership is handled at the university in the supervisors’ social pedagogical work and in the doctoral students’ reproduction of supervision situations?

How can the quality of education (supervision of doctoral students included) be ensured for doctoral students?

What teaching materials are suitable in a supervision situation?

How can supervisor competencies be developed?

How can universities create the conditions for successful collaborations between supervisors and doctoral students?
Thank you for your attention and participation!