ACTIVITY COMPLETION REPORT[1]

ACTIVITY FACTS		
Name of Platform	Environment and Climate, Growth and Employment, Human Health	
South Partner Institution	University of Ghana, Kwame Nkrumah University of Science and Technology, University of Dar es Salaam, Sokoine University of Agriculture, State University of Zanzibar, Kilimanjaro Christian Medical Centre, National Institute of Medical Research.	
Activity name	TOT: Training of Trainers, PhD Supervisor Courses	
Main responsible resource person(s) for activity from South partner institution[2]	William Oduro, KNUST (Ghana course coordinator); Empi Baryeh, UG (Ghana course coordinator); Faustin Lekule, SUA (Tanzania course coordinator, consultant, and teacher); Wineaster Anderson, UDSM (Tanzania course coordinator); Declare Mushi, KCMC (Arusha course coordinator)	
Main responsible resource person(s) for activity from Danish university[3]	Jens Dolin (course leader)	
Workplace of Danish resource person(s)	Department of Science Education, University of Copenhagen	
Start and end of implementation (dd/mm/yy)	Sept. 2012- May 2013	
ACTIVITY DESCRIPTION		
Brief description of planned activity[4]	Purpose	By way of the cascade model, train a few to train more in PhD supervision – in two parts. I) Train PhD supervisors to become reflective practitioners of supervision, confident and deliberately aware of their practice: work with supervisees as individuals with individual and particular needs and work with supervision as a practice that is best developed through purposeful collaboration and reflection together with supervising colleagues. The goal is to enable supervisors to increase their students' outcome of the supervisory relationship and ultimately the quality of the supervisee's scholarly work. II) Train faculty to develop PhD supervision courses that build on I), but also expands on and adjusts the scope and content according to particular local/institutional needs that

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[1] Must be filled and submitted to Platform Secretariat no later than 2 weeks upon completion of activity.

[2] All responsible parties must sign Activity Completion Report before submission.

[3] All responsible parties must sign Activity Completion Report before submission.

[4] Use LFA (and/or Monitoring Matrix) as a point of departure, where relevant

		become evident during the interim period and this second part. The intention is to thus render viable a sustainable quality supervisory practice. A practice which ultimately aims to resonate with students and supervisors and actual research practices.
	Content	The course and content was covered by two part, each a one week workshop, interspersed by an active interim period. Workshop one and the interim period focused on purpose I). The interim period and workshop two focused on II).

Workshop I, Processes of PhD Supervision, contents:
* Supervisory styles (being aware of different modes of supervising allows for the supervisor to respond to the supervisee's personal and academic development during the course supervision)
* The situated supervisory practice (supervision does not take place in a vacuum, but is firmly situated in specific contexts. Realising both opportunities and constraints is an important step towards effective supervision and research)
*Video/audio recording and consequent analysis of peer supervision (one supervisor audits another supervisors supervision, after which the two supervisors work together in identifying and resolving issues of this supervision).
* Expectations assessment and clarification (a supervisor's and supervisee's mutual expectations need articulation for the supervisory relationship to develop)
* Self-efficacy and outcome expectancy beliefs (there is more to knowledge than knowing. The belief that one can learn, and that the outcome of learning is worthwhile is central to scholarly work and research).

Interim Period, contents:
* Use tools, techniques and insights from Workshop I in own supervisory practice.
* Meet with course peers and exchange experiences and ideas for further development of supervisory practices suitable for actual and specific circumstances.

Workshop II, Developing PhD Supervision Courses, contents:
* Theory of teaching and learning
* Theory of course design, organization, and development
* Case study of Nairobi/SUA ToT in PhD supervision

		* Group-work designing supervision courses. * Sharing, comparing and discussing course designs.
	Contribution to research capacity building	The contribution of the course was twofold. In part, the participants' outcome of the course contributes to research capacity building, but also there is an outcome at the course teacher level. **At the participants' level:** The successful participant will have: <u>Workshop I:</u> * developed a student-centred view on learning and on supervision, * developed and tested effective supervision practices with peers, * developed a network of reflective practitioners in supervision. <u>Workshop II:</u> * started designing a course on PhD supervision to be offered at the participants' own institution to thus have rendered the outcome of Workshop I potentially sustainable. **At the course teacher level:** The Department of Science Education, University of Copenhagen contributed to this activity by way of funding a rigorous research component in addition to the activity outlined here. Parallel to facilitating the workshops, qualitative research interviews were performed and research questionnaires and detailed evaluations as well as other written materials were collected. After each workshop, these data have been analysed and used to improve and inform the consecutive workshops. Concurrently, the department is continuing work to analyse and interpret data in order to document and develop knowledge on the training for research capacity building in Sub-Saharan Africa, which will be invaluable in continued and future involvement in developing research based higher education in Africa.
	Indicators	The workshop format was highly interactive, and the bulk of activities were designed so as to be actively engaging for participants. The participants also evaluated and used the outcome of their own and each other's activities and productions, why, overall, participant satisfaction and evaluation of the course, together with the course teachers' impressions are strong indicators of whether learning goals are reached. Based on course-to-course evaluations the

		programme and design of courses was modified, so as to resolve issues encountered, but also so as to better fit what seemed to be participants' needs. Course one was held three times. Once in Ghana, twice in Tanzania. An average of the evaluation for each of the first two consecutive courses in Ghana and Tanzania yielded 4,3 and 4,6 on a scale from 1 to 5, five being the best. The second course in Ghana averaged 4,3 where the lowest average concerned the question "To what degree do you feel you have planned a course for PhD supervisors?" This question averaged 3,6. The second course in Tanzania shows the same pattern. In total, indicators point out that the first part of the ToT course was a success, but that the goal of training trainers to give courses on PhD supervision was not reached. The participants did however produce an outline for a course on supervision, but as no further course activities were planned, it is an individual matter for participants, to find ways to see through the original ambition to ready participants to train others in PhD supervision. While no systematic follow-up was planned or carried out, we have received indications that some course participants are giving courses on PhD supervision.
	Other relevant details/comments	A homepage for the courses has been made available at **www.ind.ku.dk/tot** This page contains all materials used during the workshop, it includes participant lists, participant written work and presentations as well as detailed evaluations of the first courses. More evaluations will be made available as they are finished. The intention with the page is to be a resource for course alumni and other interested parties, who want to design their own courses on PhD supervision and for alumni to build and re-establish networks for PhD supervision.
Number of participants	Target	Approx. 140 participants (workshop I and II)
	Result	100 (workshop I); ~40 (workshop II)
Describe/explain deviations from planned activity (timing, number of participants, content of activity, venue, etc.)	-	It proved very difficult for all parties to ensure participation in courses, partly due to unforeseen/suddenly arising teaching and administrative obligations. While participants readily signed up for the courses, many did not show up, some cancelled, some could only participate in one course and some could only participate during certain days or certain hours of the days. Reasons seemed to be that participants could not be

	excused from administrative and other duties while attending courses. - Practical organization of courses very much depended on locating the right South person. Once done, planning went smoothly and professionally. - Due to interest, and extra course was held. Five in total. Generally, the difficulties experienced, we interpret as the result of the activity being held as a cross-platform activity, which meant that a lot of resources had to be spent to organize both in South and North, while none of the partners had an actual feeling of ownership: who requisitioned the courses?
Main lessons learned (list 3-5 issues)	- High degree of satisfaction with the course among the participants, especially issues relating to their PhD-Supervision - Difficult for participants to see their role as trainers for coming PhD-supervision courses due to the set-up of the activity not being part of the organization in South.
Suggestions for follow up activities	- A number of participants in Ghana still need and request the option to participate in the second course. - There was a general demand for workshops/teaching modules focused more broadly on teaching/learning at university level (e.g. on lecturing, on designing laboratory exercises, teaching large classes). - It was often suggested that department heads and other managing personnel attended the courses / could meaningfully attend parts of the courses. - The planning of future activities of this sort (generic courses) would benefit from a closer dialogue between participants in South and North about the needs and challenges specifically related to the activity. - A course similar to this activity, but only with participants (both North and South) who are supervising PhD students who are going to do research in BSU projects; to thus help establish commonality between projects across institutions and platforms and ensure participant participation and feel of ownership. Such a course might very well include a component for PhD students.

This Activity Completion Report has been approved by all Main Responsible Resource Persons at both north and south partner institutions.