

INSIGHT Grad School

English Edition

Doctoral Support Concept

Conceptual Framing and Structured Programme
including a Critical Friend Statement

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Contents

Part I — Conceptual Framing.....	4
1. Status Quo	4
2. Origins and Development.....	4
3. Objectives and Intended Effects	5
4. Quality Control and Guiding Principles	5
5. Offer Structure	5
Part II — Structuring of the Offers.....	6
1. Phase Sequence	6
2. Phase Specifics	6
3. Phases of Year 1	8
4. Phases of Year 2.....	9
5. Phases of Year 3	9
6. Phases of Year 4.....	10
7. Annual Event Programme.....	10
Part III — Critical Friend Statement	11
Attachment — Figures	12

Part I – Conceptual Framing

1. Status Quo

The academic career of students in teacher training is often not as linear in path as compared to that often seen for specialist scholars. It is not as common that a graduate in the field of teaching starts his or her doctorate immediately after completing his or her Master's degree. Often graduates are already in their preparatory service before they start considering a doctorate and they can even be already working as teachers before the decision to take up doctoral studies is made. Considering the starting point, the group of doctoral students appears to be much more heterogeneous than that of doctoral students in the specific subject sciences. It is furthermore characterised by individually differing professional and study experiences. Both are strongly affected by the situation of teacher education at German universities: Students in teacher training study in several subjects, often even in different faculties, which makes it more difficult to identify with the respective subject culture in which the doctorate is to be written. If prospective doctoral students return to university from their school career, this effect is even stronger and can have an impact on their academic life and work during their dissertation process.

At the *Graduate School for Teacher Education* (GSLB) at the University of Cologne (UzK), this situation is taken into account conceptually in the supervision of doctoral students. The socialisation of the doctoral students among each other and thus also the immersion in the „academic society“ are focussed as conditions for success for scientific career and the further career path. Due to the heterogeneity of the group of doctoral students with different subjects of the different faculties of teacher education, a wider age range and different professional and experience backgrounds, the process of group formation is a particular challenge within the graduate school.

As early as the beginning of the 1970s, the integration of the Pedagogical Colleges into the universities began, but the controversy about the importance of academic knowledge in teacher education remains evident until today. The term ‚scientification of teacher education‘, which has a negative connotation in this context, characterises a central point of discussion: the question of the relationship between the academic examination of „school“ as a subject and the implementation in professional practice. This is increasingly reflected in a shortage of young academics at universities, where there is a lack of a functioning postdoctoral system and where teaching methodology professorships can hardly be filled by experienced scientists.

2. Origins and Development

A graduate school, especially for the promotion of young talents in the field of subject didactics, has existed since 2011 - first as a „Cologne Graduate School of Subject Didactics“ with a closer relationship to subject didactic tasks, since 2015 as the „Graduate School of Teacher Education - a trans faculty graduate school at the interfaces of subject didactics, educational research and other subject sciences.

For four years up to the present winter term 2020, the Graduate School for Teacher Education (GSLB) has been working to increase the proportion of doctoral theses on didactic subjects or those of educational research related to school teaching, to bundle didactic subjects, to promote the exchange of scientists and doctoral students, and to help doctoral theses to a successful conclusion within a manageable period of time.

3. Objectives and Intended Effects

The aim of the programme is to establish and guarantee the graduates' ability to complete their doctorates and to harmonise their levels of knowledge. The programme, which has been developed along exemplary defined doctoral phases, represents a unique selling point in the support of graduates in the field of teaching and leads to a high visibility within the university and beyond throughout Germany.

For the University of Cologne itself, the associated strengthening of didactics in the sense of research orientation and the promotion of young academics in the fields of didactics, education and training sciences and special education are at the forefront. Through the merging of activities in the individual faculties and with the other graduate schools at the university, innovative impulses are passed on to teacher training. This leads to a significant increase in the visibility of scientific research in subject didactics and teacher training as a whole.

4. Quality Control and Guiding Principles

Quality control and quality improvement in the supervision of doctoral students provide jointly established standards to which the participating supervisors at the graduate school are committed. For example, multiple supervision, thesis committees and Critical Friend events serve not only to ensure quality but also to increase the number of graduates in the field of didactics (lower numbers of graduates compared to the subject sciences and a less pronounced culture of supervision).

The trans faculty orientation of the graduate school also promotes interdisciplinary projects, which can be seen as a sign of the further scientification of subject didactics with regard to establishing and strengthening the acquisition of third-party funding. Thus, the Graduate School also serves overarching goals such as the development of internationally visible didactic and educational-scientific research foci, the support of a school and teaching oriented science, and ultimately, its development in didactics and educational science.

5. Offer Structure

Through cooperation with faculty and subject graduate schools, it has been possible to create a transversal offer structure that precisely meets the needs of doctoral students who have completed teacher training. A Programme, tailored to specific doctoral phases, gives the doctoral student structure in terms of support on the one hand, but on the other hand is largely individualizable through the formats of the offers. In this way, the extremely heterogeneous target group of doctoral candidates from teacher training courses can be taken into account.

By means of specified programme lines, different sub-groups can be defined spatially and within their time budget to be supported individually, e.g.:

- Candidates who go directly into doctoral studies after graduating their master course of studies (are at the university).
- Candidates who start their doctorate, go on preparatory service and then return to the university to complete their dissertation,
- Candidates who, in addition to their doctorate, are working part-time in the teaching profession.
- Doctoral candidates who, as seconded teachers at the UzK, also aim to obtain further qualifications in addition to their teaching activities.

Part II – Structuring of the Offers

The offers identified in the development process of the program can be adapted to the individual progress of the dissertation. However, the graduate school takes care that the doctoral students take advantage of them as much as possible according to their phase. Depending on the course of the project (preliminary tests, dependence on the school curriculum, etc.) and the type of dissertation (monograph, cumulative dissertation), the time frame may vary. Likewise, the faculty-related entry phases for the respective classes are not parallel.

The supervision concept of the inter-faculty and interdisciplinary graduate school must therefore guarantee a high degree of flexibility for the individual students and at the same time offer a structure that is helpful for the doctoral students and can provide them with orientation and needs-based support at any time.

The desideratum that a „programme“ should clearly show which support could be needed in which phase and also reflect the reliability of the services offered is thus fulfilled, as is the desideratum that „the doctoral students should not be unduly burdened by time-consuming workshops and courses“.

The basis for the identification of the appropriate formats was the preparation of an exemplary course of doctoral studies - in this case for the preparation of a monograph. By anticipating phase-specific characteristics, support is thus guaranteed in line with requirements. Since a need depends on the already existing competences and skills of the doctoral candidates, the offers are optional.

1. Phase Sequence

Doctorate studies take a longer period of time and are characterised by individual phases. These can be defined both for the scientific creative process in the narrower sense and for other dimensions of experience and emotion during the doctoral process. It is of integral importance for the doctoral student to work along defined schedule, to be able to have a fixed point of reference to contrast their own subjective perceptions against, and, most importantly, to not lose sight of the steps necessary to progress their project (*“There is still so much work remaining and I don't know where to start“*)

The basis for the present supervision concept is the schematic structure of the doctoral period - here exemplary for the creation of a *monograph*. By anticipation of phase-specific characteristics this concept aims to deduce a needs-based approach to doctoral student support and mentoring.

The presented phases were extracted by scrutiny of numerous courses of doctoral studies of members of the Graduate School of Education as well as the scientific literature. (Figure 1)

2. Phase Specifics

The defined phases were further specified (with the help of doctoral students and supervisors) in relation to three characteristics (Figure 2):

- A:** What are the focal points/characteristic elements of the phase and which products are to be produced by the end of each phase?
- B:** What services does the graduate school provide in the respective phase?
- C:** What academic support can I expect in this phase?

A: Focus, Questions & Milestones

What has to be considered during a consultation/support?

How are the candidates doing? What is on their minds?

Which milestones can/should be reached by the end of the phase?

In order to make it easier for doctoral candidates to locate themselves individually, we have defined specifications for the phases as reflection aids. On the other hand, this distinction served us in anticipating possible states and situations that could arise during the course of a dissertation. For each phase, we defined which focus the doctoral candidates could have in mind at the time, which questions would become important, and which „products“ or milestones would have to be secured by the end of the phase in order to create a feeling of „progress“.

In order to anticipate the needs of the respective phase as accurately as possible, guiding questions were created and characteristic foci and products were determined. The offered support was then defined accordingly. (Figure 3)

B: Offers of the Graduate School

What offers should we make in this specific phase?

What can we recommend to doctoral students in this phase?

In order to enable a high degree of individuality, the doctoral students should be trained in their self-reflection competence so that they are able to identify and choose whichever offer is helpful for their particular situation from the programme. A programme structured according to this guiding principle can also serve as a „temporal structure“ of their work („... where do I stand? What do I need?“). The phase-oriented offers demand an unrestricted commitment of the doctoral students to the programme, which also promotes a permanent reflection of their own work. By selecting the required measures, an „individual program“ is created. Experience has shown that this has proven to be an important means of controlling the dissertation process. For the different phases of the programme, categories for further training and in-depth courses were defined for each phase. These are then incorporated into the annual programme, with a few offers in the structured programme being primarily prescribed as „binding“. (Figure 4)

C: Scientific Support for Doctoral Studies

What conditions can PIs and other supervisors create?

The commitment of the supervisors and their doctoral students towards the GSLB is reflected in the recognition of the supervision agreement and the establishment of the quality parameters elaborated therein (such as thesis committee, first and second supervision). These parameters are monitored by the GSLB, as well as the obligatory participation in the retreat and the counselling groups (Figure 5).

The scientific supervision of the doctorate is guaranteed by the supervisors and is characterised by recurring and permanent formats, which are usually offered by the departments and working groups (Figure 14).

3. Phases of Year 1

1. Orientation Phase (Figures 6-14)

Reflection on the options of a dissertation

Personal and university opportunities

The Graduate school of Education starts its support with events for students in the late semesters of their master studies to draw the students' attention to writing a dissertation and an academic career. This period is termed the orientation phase. In order to show teacher training students already during their studies - career field - perspectives that make targeted career planning possible, a series of events will be held in the future to draw the attention of master students in particular to different qualification paths. The question of whether a doctorate can be a personal path is to be asked and dealt with early on. Events for information and specific opportunities for reflection are intended to promote self-reflection competence. Thus, students should be able to distinguish between intrinsic and extrinsic motivation with regard to the beginning of a doctorate. In addition to and in cooperation with existing projects and measures in the Master's programme, students interested in research are informed about the possible options during the orientation phase and are given an overview over potential pathways.

The graduate school aims to inform scientifically interested students about possible options for their professional careers and to open up a new scope of action, i.a. :

- Bachelor and master events should be used to sensitize students for the option of doctoral studies, following the classical teacher education.
- The establishment of so-called „research classes“ should be supported.
- An elaborate counselling service for students and contact persons for teachers who opt for doctoral studies is available with weekly appointments.

2. Onboarding & Design Phase (Figures 9-15)

Dealing with the topic

Scientific work, research plan

In the first phases of the doctorate, the focus is on ensuring the ability to complete a doctorate or the knowledge equivalent in relation to empirical methodological competence. Since most doctoral graduates have completed a course of study related to the teaching profession, research methods have not been the focus of their studies. However, an overview of empirical research methods and, later, an introduction to certain methods with regard to their application in the dissertation are of fundamental importance for the specification of a research question. In order to start a goal-oriented scientific work, the basics of research techniques and scientific writing have to be learned. Although these competences are usually laid down in the teacher training course, they must be developed further for independent scientific work within a doctorate (Figure 13).

The support offered aims to ensure that milestones such as exposé, research question, project plan and a first outline of the work are obtainable by the end of the first year. Within the first year, the scientific support of the supervisors will also be set up. The graduate school plays a supporting role in this process through its Supervision Agreement which includes the doctoral students in the programme and communicates the individual quality control measures. This is done in cooperation with the respective supervisors and is also based on the content ideas of the respective faculty.

The doctoral students report on the respective results and achieved „milestones“ of the graduate school (Ilias Portal, Progress Reports, Report Sheet of the Thesis Committee etc.). At the end of each phase, the research plan and schedule for the coming phases are discussed (Feedback-Talks, Mid-Term-Talks) (Figure 12).

4. Phases of Year 2

3. Text Production Phase I (Figures 15-17)

Written fixation

First structure

The second year (Figures 15-23) is characterised by individual writing phases and the collection and preparation of data. For this purpose, e.g. workshops for methodological reflection are planned. Courses for the creation of scientific posters and the presentation of results will then train important soft-skills. In addition, Critical Friend Sessions for external counselling for individual doctoral students with plenary lectures as well as individual advice on scientific writing and work will continue to create synergetic effects (Figure 17).

4. Data Acquisition Preparation Phase (Figures 18-20)

Survey dates, preliminary tests

Clarification, discussions (e.g. survey locations)

The doctoral candidates will have to specify the temporal and project schedules, material packages (Figure 19) and the collection and management of raw data (Figure 20) are the key tasks. Other soft skill offers such as workshops or coaching on time and self-management and communication in the project are contained in the programme.

5. Data Acquisition Implementation Phase (Figures 21-23)

E.g. field tests

In the course of the second year, the methodology workshops will be supplemented with special workshops on evaluation and statistics, in the further course on data management and on more elaborate presentation techniques such as PowerPoint and In Design. In the second year, offers on possible career paths will again gain in importance and can help doctoral candidates to cope better with failures and setbacks (Figure 22).

5. Phases of Year 3

6. Analysis & Interpretation Phase (Figures 24-26)

Statistical evaluation,

Analysis and interpretation of data and visualization

In the third year (Figures 24-29) the evaluation and a further writing phase can alternate for monographs. Here, workshops on data visualisation and on presentation and public speaking are offered as an in-depth course. Individual consultations and Critical Friend Sessions will also

be offered (Figure 26). At the end of this phase, the outline should already be available with text extracts and descriptive statistics and the title of the paper should be fixed (Figure 29).

7. Text Production Phase II (Figures 27-29)

Summarize text parts, discuss results

Structure and writing of the monograph

This phase is characterised by the finalisation work, essentially text work. The focus here is not on participation in time-consuming workshops, but on individual consultations on the subject of writing and structuring, visualisation and weighting (methods). Peer session offers such as writing-weekends or discussion groups are in highly frequented.

6. Phases of Year 4

8. Completion Phase (Figures 30-33)

Finalize text work, register work

Presentation and debate, publication

In the fourth year, the focus is on finalising the work (Figure 31). In addition to the written improvements that may still have to be made, deadlines and communication for submission, collection of expert opinions, preparation and execution of the examination and, if necessary, publication are scheduled. Targeted workshops for finalists such as disputation training and preparation for the examination situation are needed. Many doctoral students take a critical look at their possible career paths at the end of their dissertation and are grateful for concrete suggestions, input lectures on job profiles and workshops on application training.

7. Annual Event Programme

The Graduate School for Education integrates new members into the programme during two set time-frames each year but accepts new members anytime.

In an initial discussion, the programme formats and the principle of the „doctoral phases“ are explained, so that for beginners and newcomers the supervision principle and a location in phases becomes possible.

The offers in the annual programme cover all levels, whereby specific offers are communicated according to the student's phase. The willingness to take partake in the offers or at least to check them for in regards to one's individual needs is a prerequisite. For the annual retreat participation is obligatory. The annual retreat is a meeting of all doctoral students and supervisors in the programme and is aimed to foster for exchange and collegial consultation.

The programme is set for one semester at a time and can be supplemented by certain events (e.g. special method workshops, joint writing retreats, junior researcher seminars) at the initiative of the doctoral students and/or at the request of the faculty classes and/or the board of directors (Figure 34).

Part III – Critical Friend Statement

As part of his keynote “Doctoral Preparation of Education Researchers” at the 4th Retreat and International Winter School 2020”, visiting speaker and Chair of the Department of Applied Psychology at Northeastern University Boston, Prof. Dr. Robert Volpe, has generously included a critical friend statement pinpointing strengths and offering impulses for improvement regarding the present Doctoral Support Concept (Figures 35-39):

Dr. Volpe highlights several key strengths of the Doctoral Support Concept. First, a clearly delineated set of milestones and timeline for students represent important components to help both students and mentors monitor progress towards degree completion and to identify delays in progress at the earliest possible time. Likewise, making explicit the roles and responsibilities of students and mentors promotes accountability for all parties. The concepts’ attention to interdisciplinary study is consistent with best-practice and facilitates broad conceptualizations of problems and solutions. Flexible to student interests and experience (e.g., coursework and cumulative project) is essential given the diversity of students matriculating in graduate programs at the university and should broaden the impact of graduates. Methodology workshops support the thoughtful attention to student diversity and serve to broaden student methodological expertise. Finally, a significant challenge for all graduate training programs is that the quality of mentorship can vary widely across faculty. Any steps taken to enhance the quality of mentorship and make improvements where needed is most certainly in the best interest of students and the institution.

Dr. Volpe offered a few points for us to consider. While concept largely focuses on timely completion of doctoral studies, improved research orientation, and increased focus on educational research, it did not speak explicitly to a vision of what students will do after graduation. While most doctoral training programs would like to have many graduates pursue careers in academia, not all graduates would fare well in such career paths but instead could serve as leaders and agents of positive change in k-12 education¹ settings or in private education settings. The career path of graduates is not necessarily the best goal for the university. The question that faculty should consider is, “what do we want our graduates to do when they get there?” As a friend of the university, Dr. Volpe articulated his excitement as to what impact the university and its graduates could have on the quality of education in Germany and elsewhere. The bane of education across the globe is thinking of education purely as an art and not a discipline that can and should be guided by science. There is plenty of room for creativity when applying to science to education, but too many trainers and educators reject or do not understand education research. The concept focuses on nurturing a research disposition in students which is essential. To bring about the needed change in education, another area to focus on is nurturing leadership skills in students. A leadership perspective will allow students to see beyond the conditions they find wherever they work and see the big picture and appreciate that positive change takes time. This leads to the third crucial disposition, which is a disposition towards social justice. This disposition will help motivate them to apply the other two dispositions to focus on addressing the unequal distribution of privilege in society experienced by so many young students across the world.

The Graduate School of Teacher Education and its doctorate students thank Prof. Dr. Volpe for his contribution and have since considered his input by incorporating an increased amount of career-planning and academic (soft) skill workshops and consultations into the Support Concept, as well as monitoring closely our graduates career paths – in and outside of academia – as a variable for future concept development and quality control.

1 K-12 (Kindergarten to year 12): summarizing both primary and secondary education in the US educational system.

Attachment – Figures

Doctoral Support Concept

Structured Programme

Derivation Based on 8 Exemplary Phases

Schwager-Bueschges, G. et al. 2020

Figure 1: Exemplary Dissertation Schedule

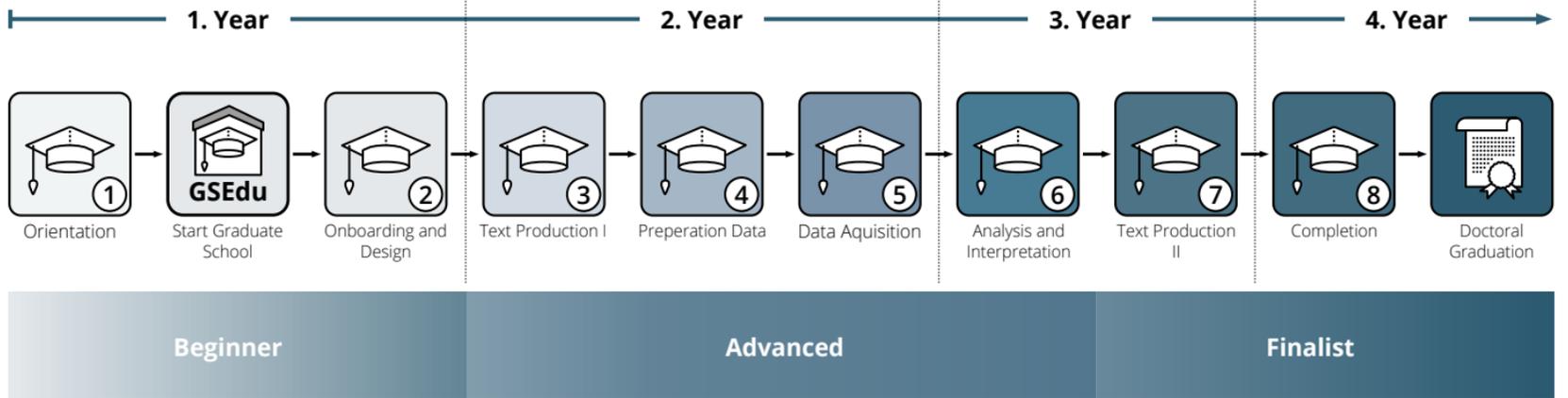


Figure 2: The ABC of Mentoring and Support

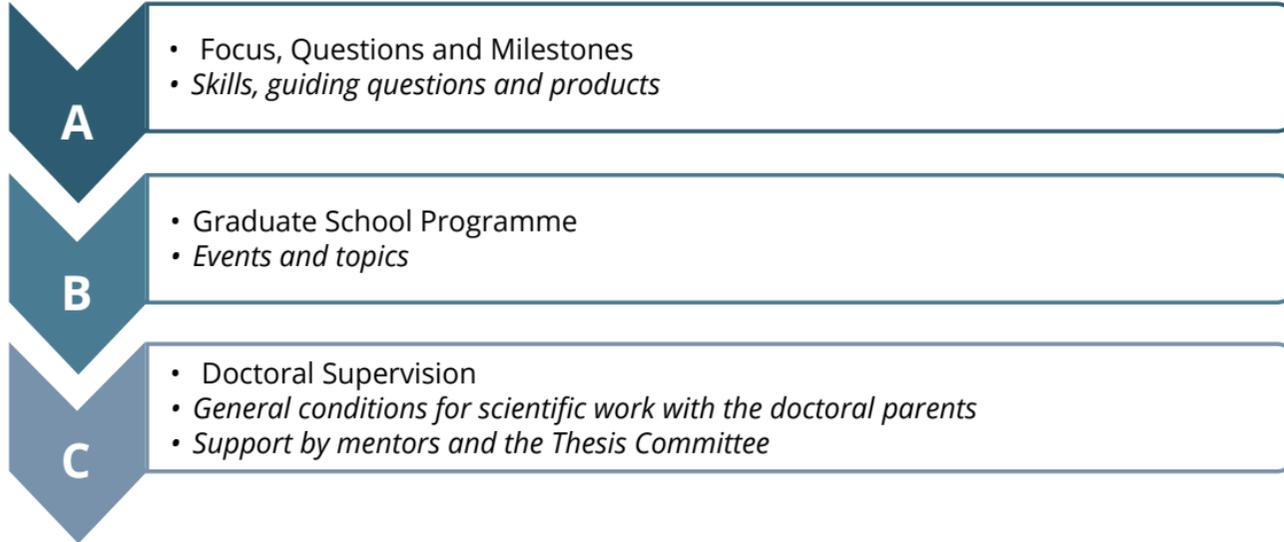


Figure 3: Focus, Questions and Milestones

Which aspects have to be considered in support and counselling?

How are the candidates doing? What bothers them?

Which milestones could/should they reach at the end of the phase?



Phase Focus

*Characteristic features of each phase
“? Where am I at the moment ?”*



Research skills

*Necessary knowledge
“? What do I still have to learn?”*



Intermediary Products & Milestones

“? Which steps should be completed by now ?”



Socio-Emotional Aspects

“? What should I ready myself for?”



Guiding Questions

Figure 4: Graduate School Programme

Which events and support should be offered in each phase?

What advice can we give doctoral students?



Information-Events

*Individual counselling,
Input-Talks*



Supervision & Coaching

*ZfL - specialised coaches for teacher
education
Outside coaches*



Workshops & Method Seminars

Series of events



Guiding Questions

"? What do I need at this point?"

Figure 5: Doctoral Supervision

How can mentors and supervisors create optimal conditions?



Support by P.I. & Supervisors

Doctoral-Seminars

Regular periodic dissertation-talks

Recognition of student support-standards

Figure 6



1. Orientation Phase

*Reflecting on the option of writing a dissertation
Personal and university options*

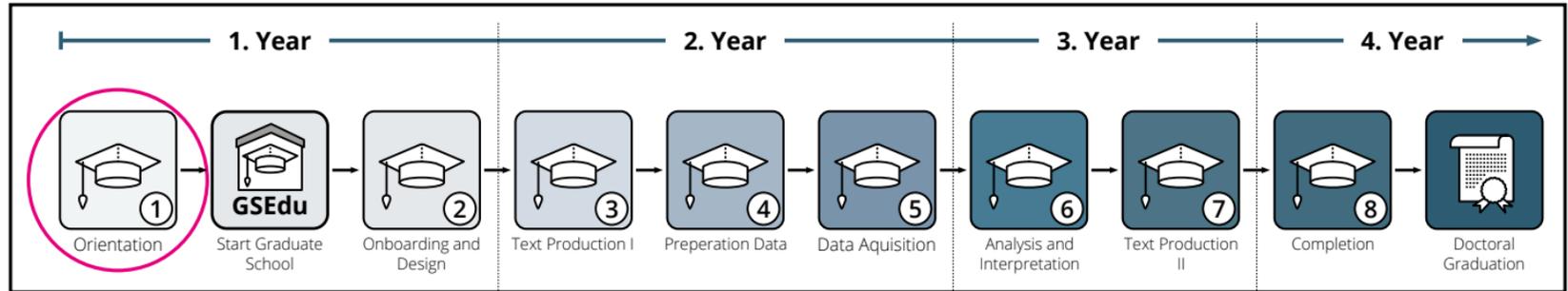


Figure 7: Focus, Questions and Milestones

Reaching clarity about ones goals

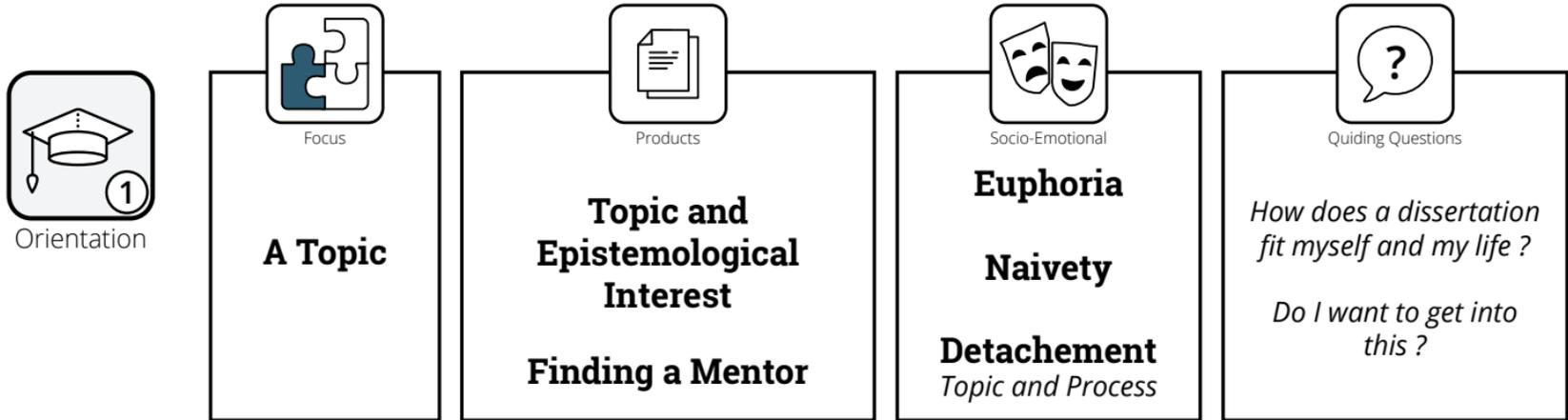


Figure 8: Graduate School Programme *Info-events and counselling*



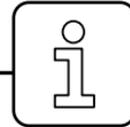
Orientation



Info-Event

Taming the Lion
What are „doctoral studies“?

Career-Pathways I
Talk and discussion with experts



Counselling
Consultation Sessions



Guiding Questions

What is a doctoral studies programme?
How do I find doctoral parents?
What is a research question?

Figure 9



2. Onboarding & Design Phase

*Researching a topic
Scientific work, project plan*

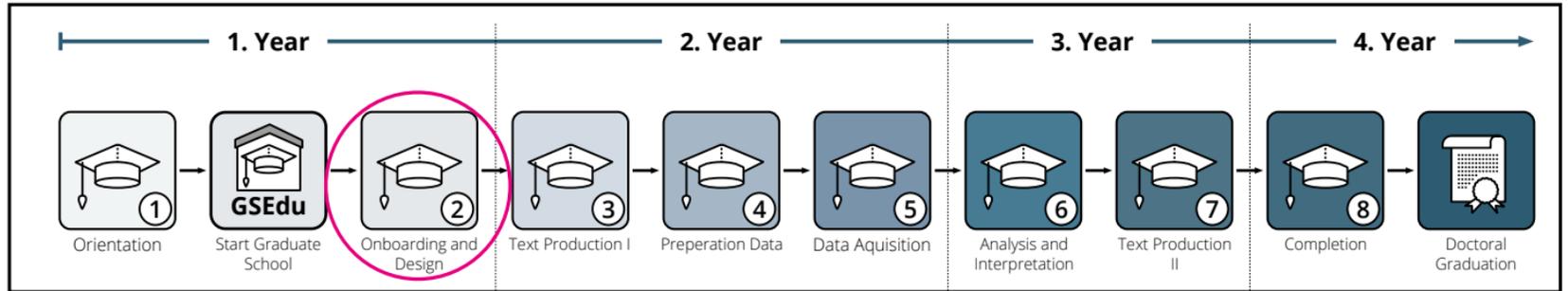


Figure 10: Focus, Questions and Milestones

Researching a topic and scientific work

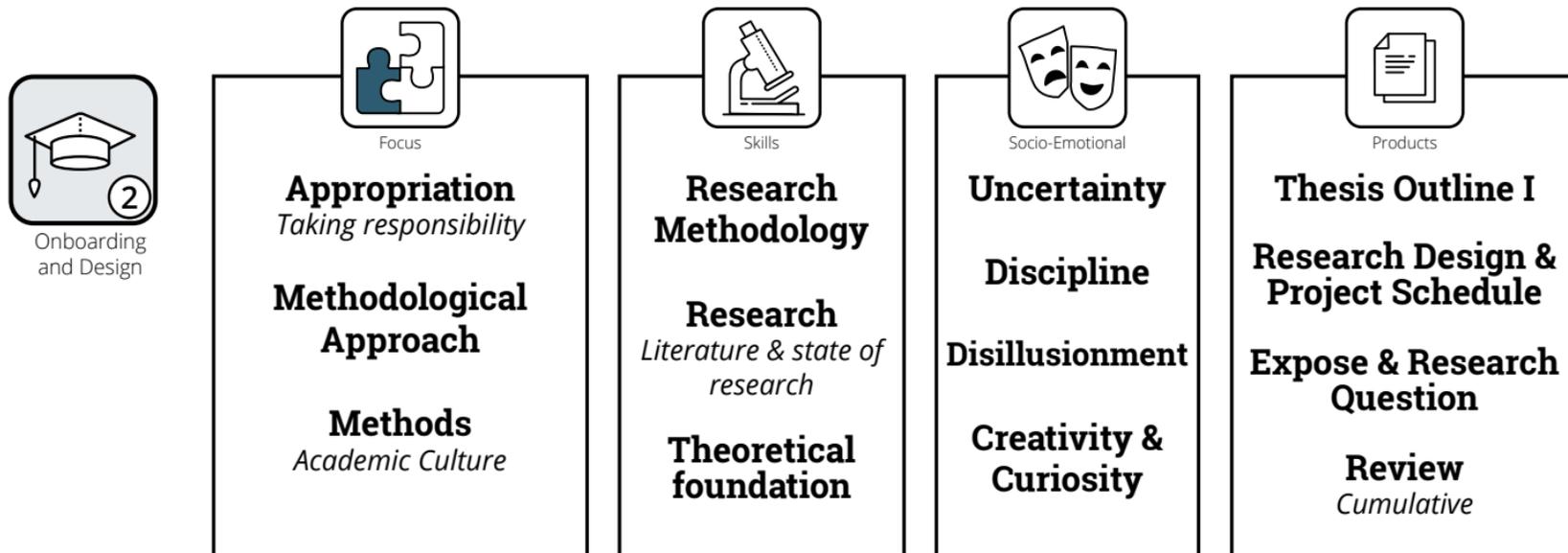


Figure 11: Graduate School Programme Methodological qualification

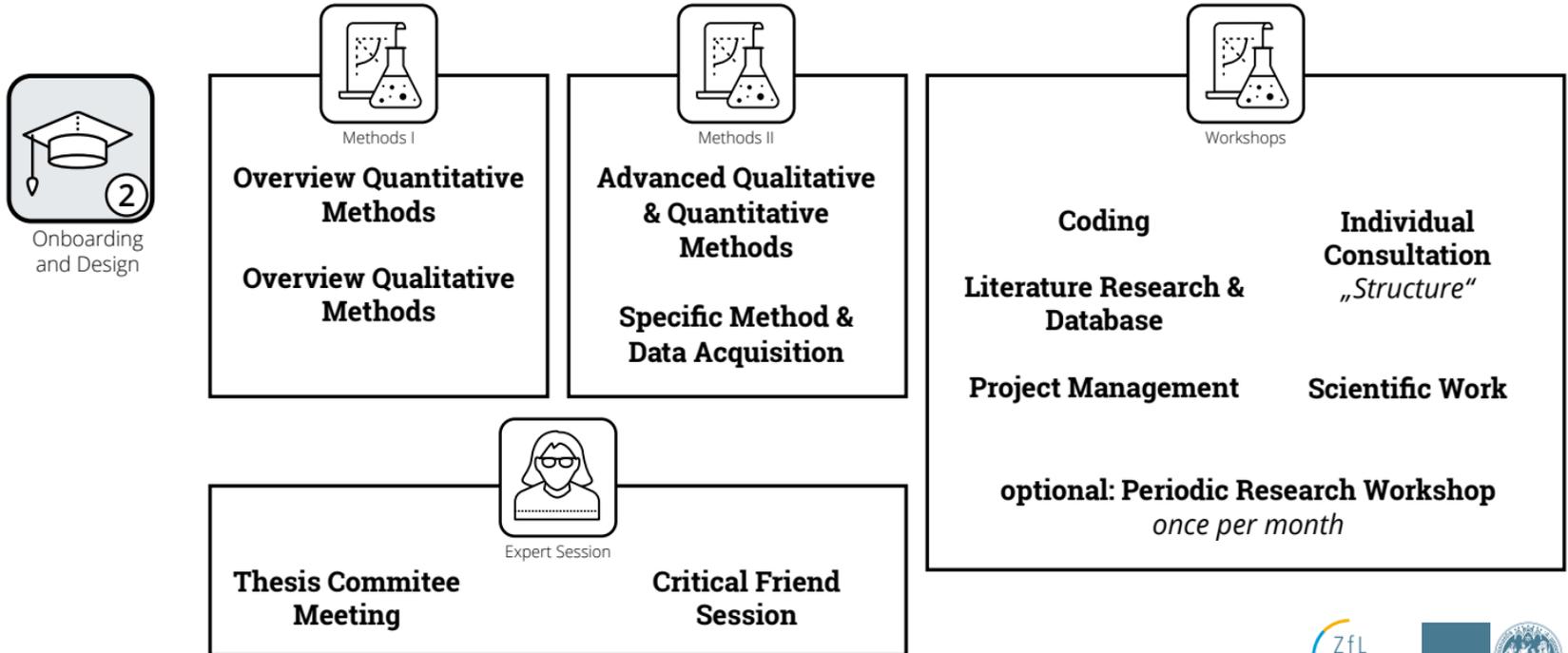


Figure 12: Enrolment with the Graduate School of Teacher Education



GSEdu Mentoring

Supervision Agreement

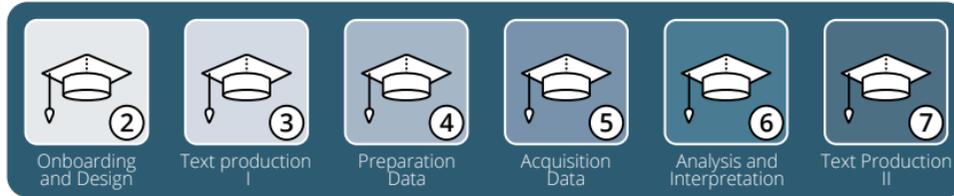
Examination of Project
Outside Assessment

Admission
PhD Student & Supervisor

Process and Supervision Portfolio
*Basis for Mid-Term Talks and
Thesis Committee*

Figure 13: Doctoral Supervision

Which conditions should the supervisors create?



P.I. & Doctoral Supervision

**Openly Accessible
Colloquia**

**Attending the Secondary
Supervisor's Colloquium**

Presentation & Talk I

Research Workshops

**Initiation in
Interdisciplinary Colloquia**

**Supervision Agreement
*Quality Standards***

Figure 14: Graduate School Programme Annual events

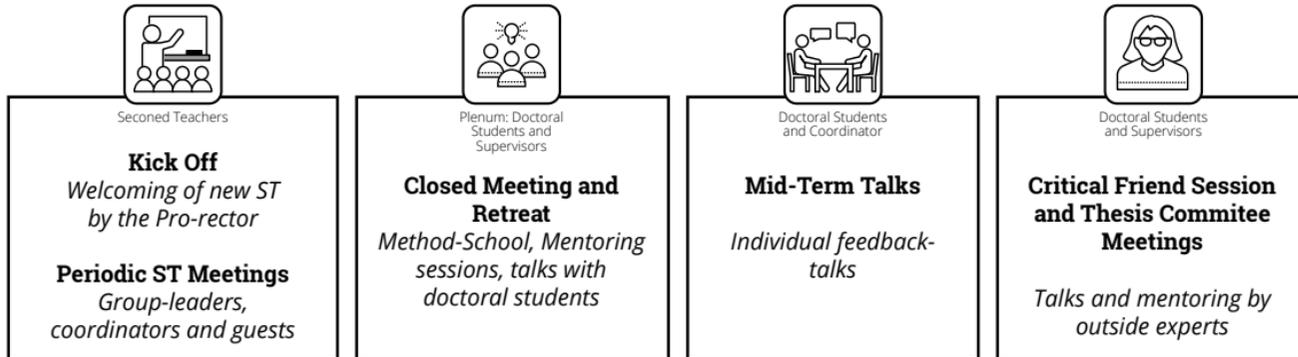
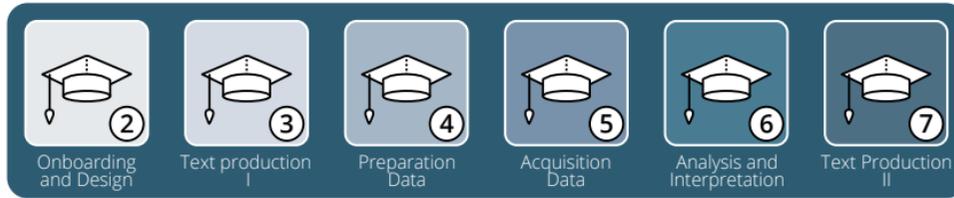


Figure 15

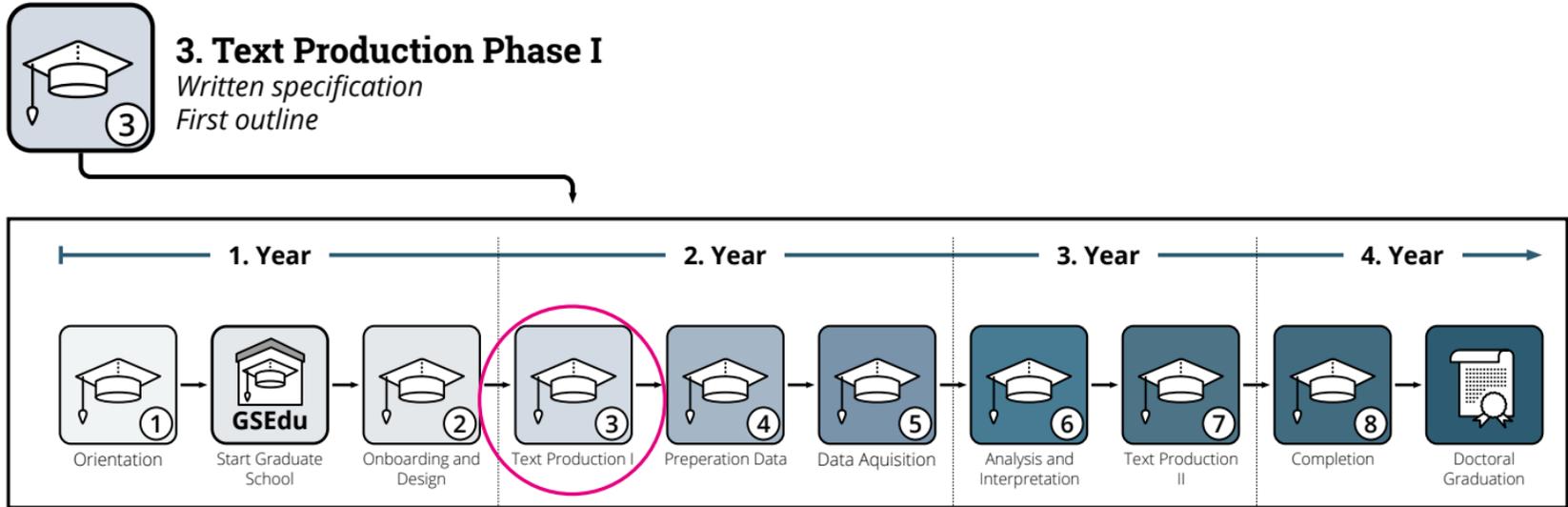


Figure 16: Focus, Questions and Milestones *Writing and reflection*

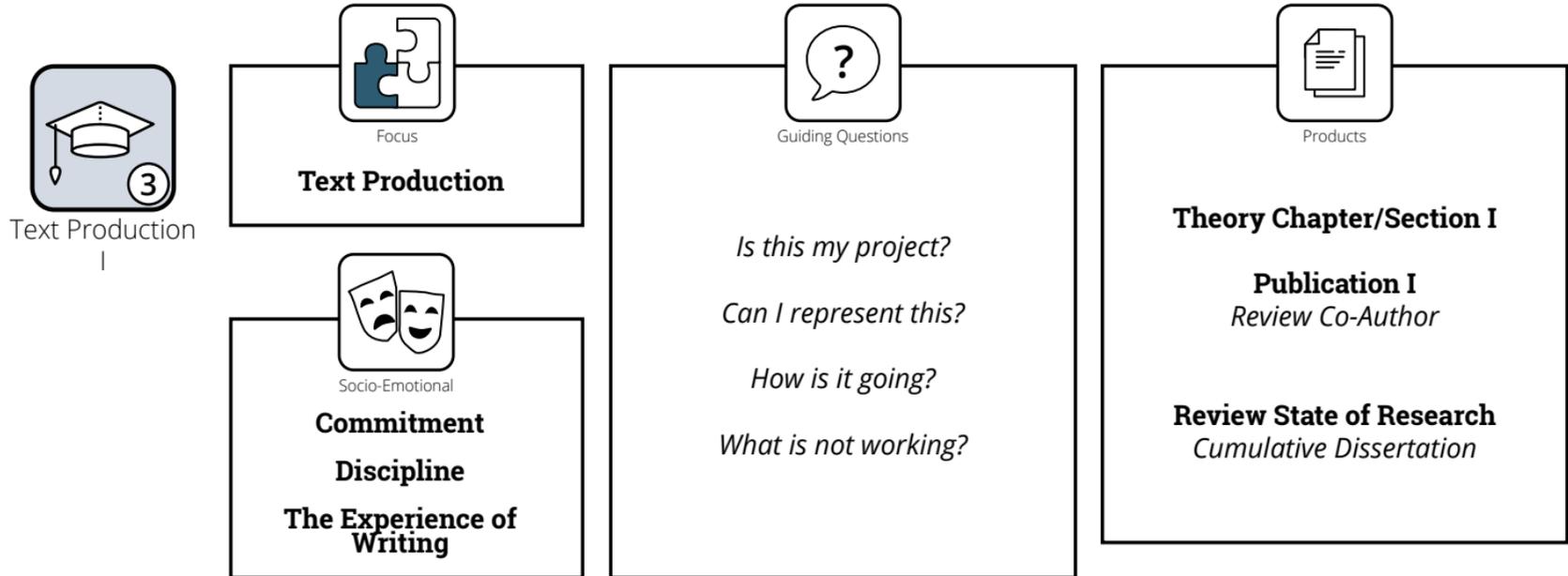


Figure 17: Graduate School Programme *Reflection of Methodology, Presentation*

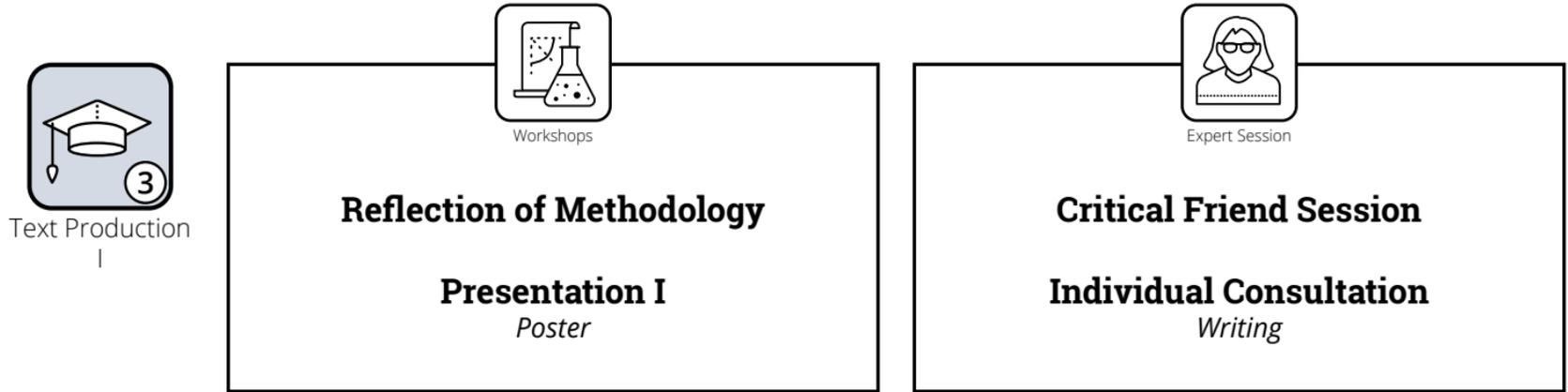


Figure 18

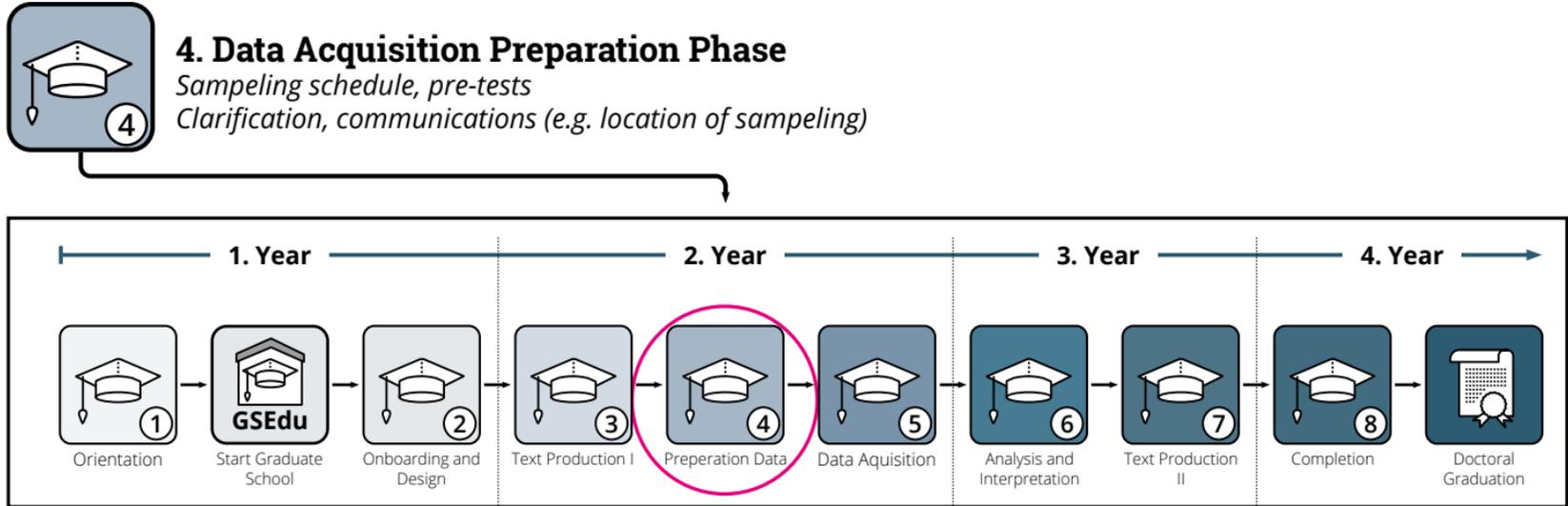


Figure 19: Focus, Questions and Milestones *Scheduling and time-management*



Preparation
Data



Focus

Dates for Sampling

Possibly Questionnaire

Tested „Material“

Things, People, Institutions

Pre-Test

Validity, Reliability, Objectivity

Planning „Schedule“ Organisation



Socio-Emotional

Coping with Setbacks



Workshops

Time Management & Communication

Methodological Access



Products

Schedule

Toolbox

Concept Paper & Pilot Study

Figure 20: Graduate School Programme

Soft-skills, methodological diversification

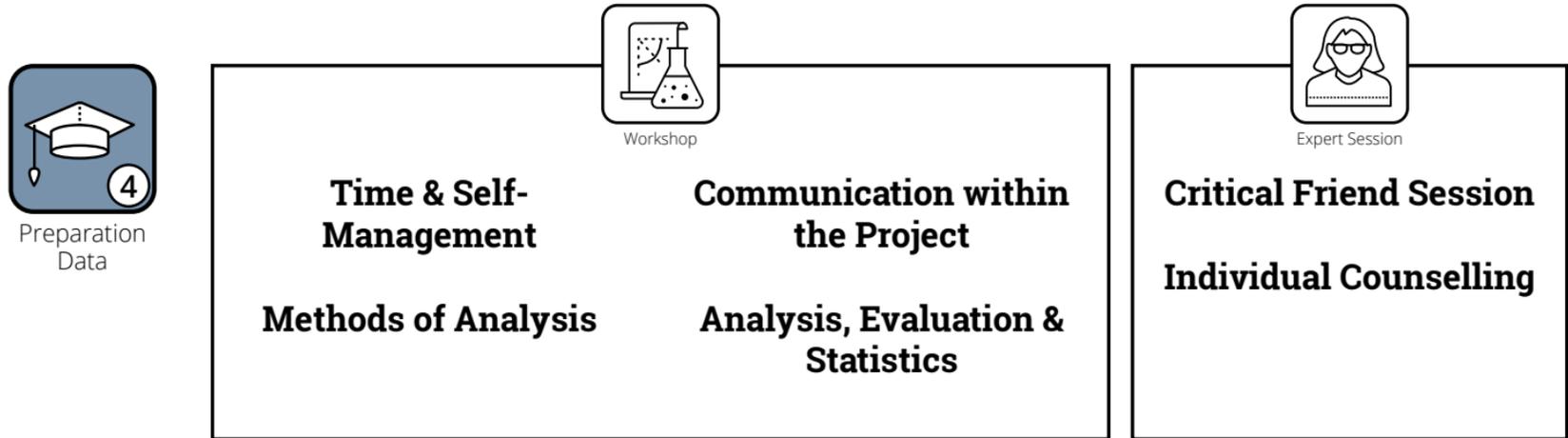


Figure 21



5. Data Acquisition Implementation Phase

Sampling and data acquisition

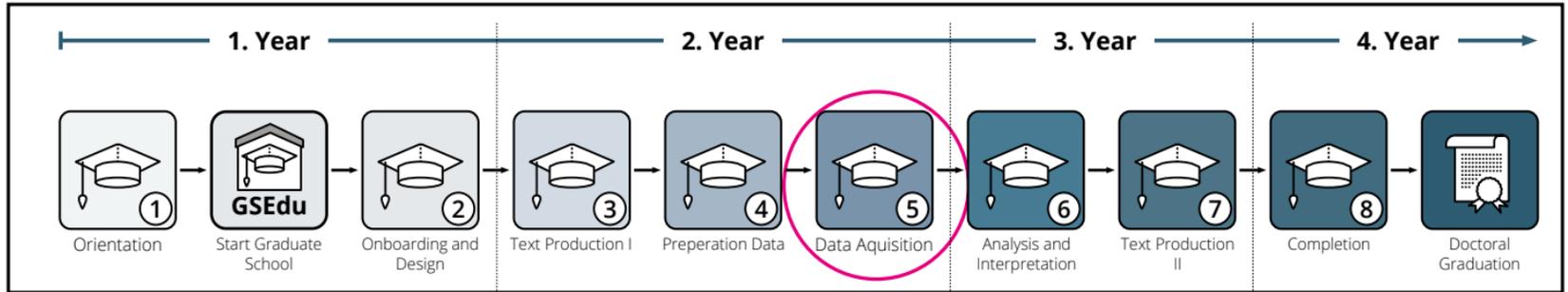


Figure 22: Focus, Questions & Milestones

Handeling of data



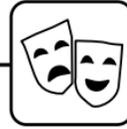
Acquisition
Data



Focus

Organising of Return Flow

Secure Data



Socio-Emotional

Accepting Setbacks

Flexibility



Products

Raw Data



Skills

**Objective Research
Attitude**



Guiding Questions

What comes next?

Figure 23: Graduate School Programme

Soft-skills, scientific discourse



Figure 24**6. Analysis & Interpretation Phase**

*Statistical analysis, Data analysis,
interpretation & visualisation*

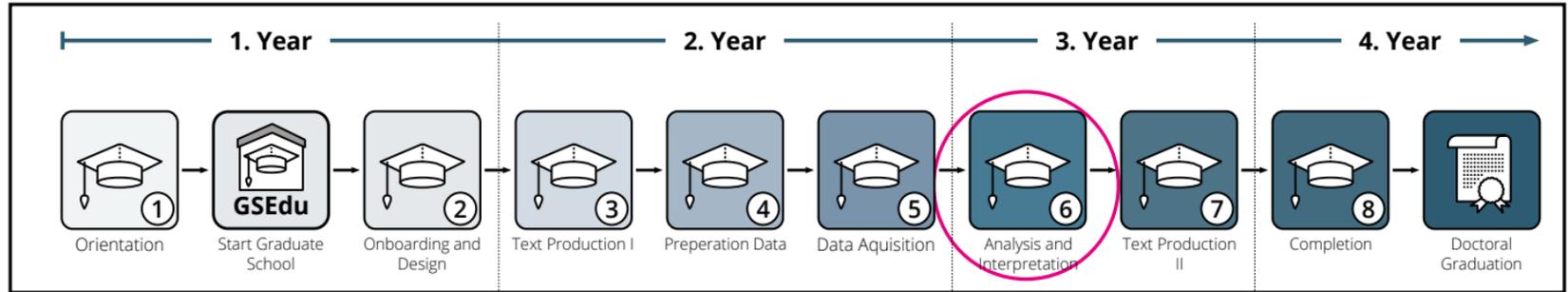


Figure 25: Focus, Questions and Milestones
Analysis and interpretation

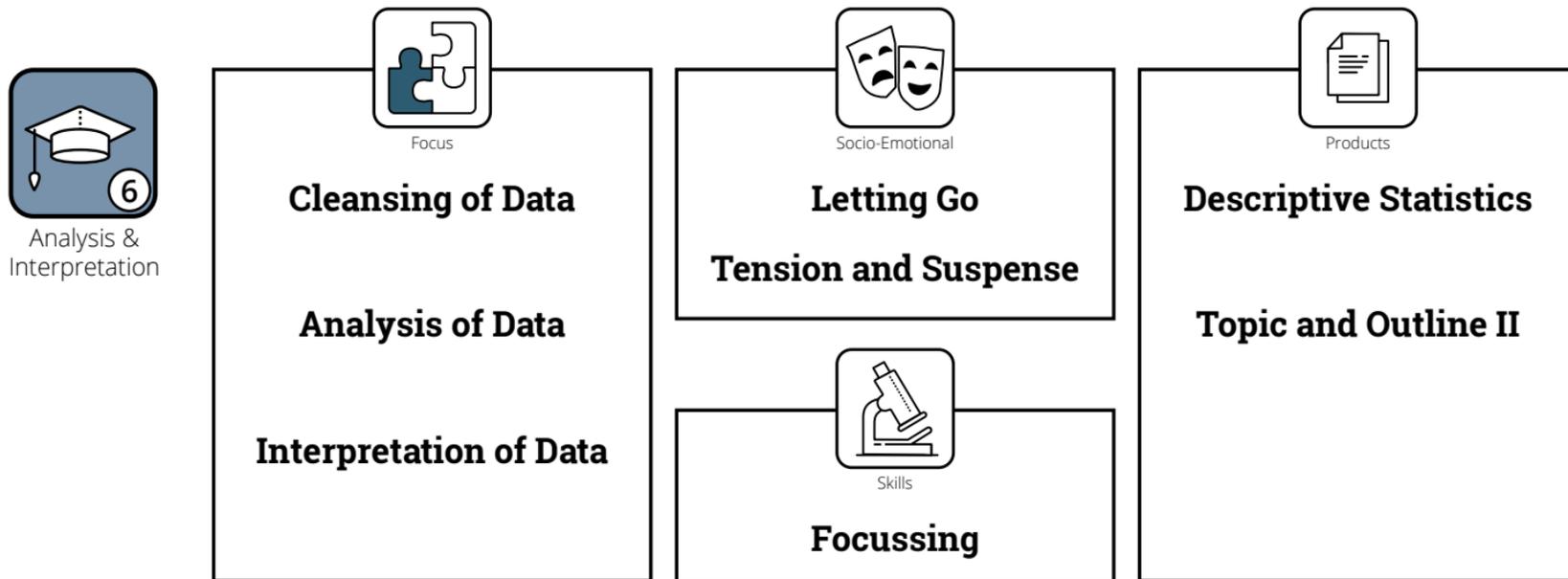


Figure 26: Graduate School Programme *Presentation & data processing*

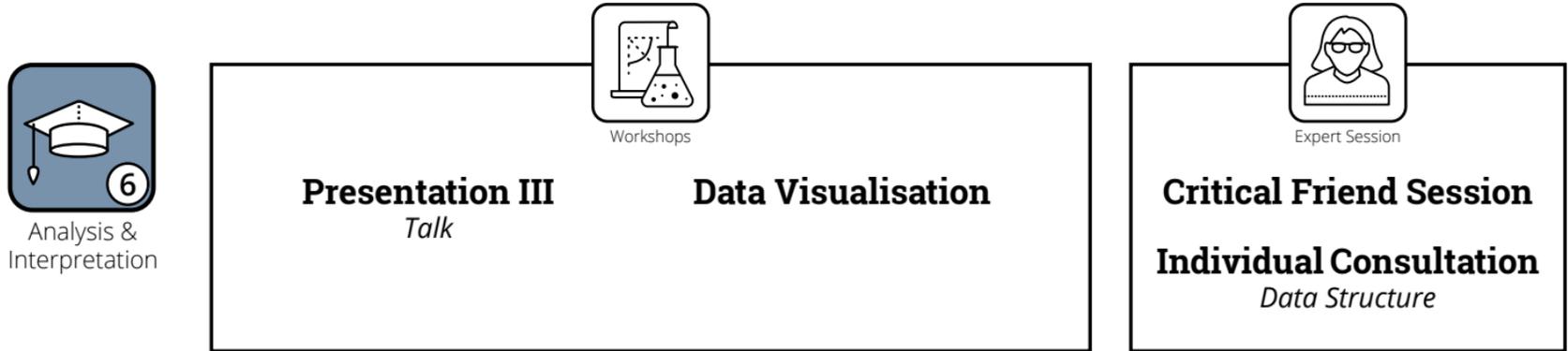


Figure 27



7. Text Production Phase II

*Merging text sections, discussing the findings
Planning and writing the monograph*

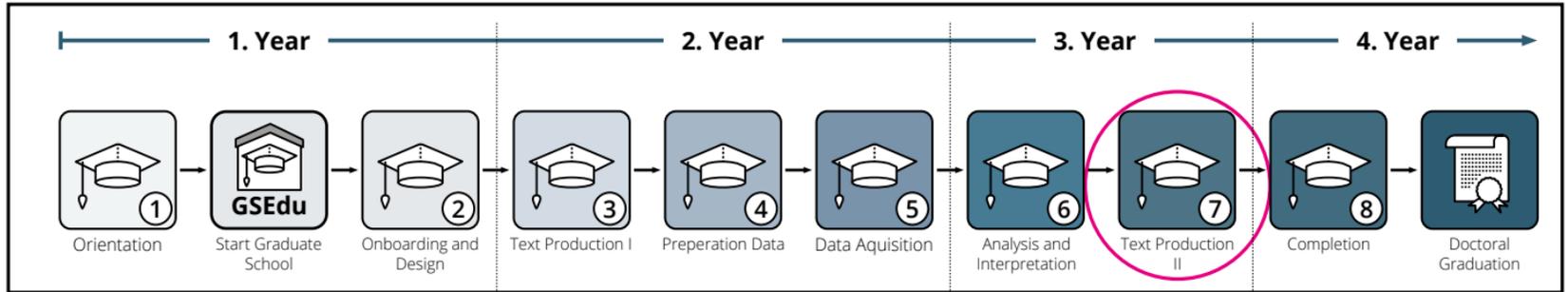


Figure 28: Focus, Questions and Milestones *Finalisation*



Text Production
II



Focus

Thesis



Socio-Emotional

Tired & Exhausted
Reduced Social Life
Discipline



Products

1. Draft
Review



Skills

Writing as a Process



Guiding Questions

What comes next?
How are things now?

Figure 29: Graduate School Programme *Feedback and writing consulting*



Text Production
II



Expert Session

Critical Friend Session

Individual Consultation

*Writing II: individual
Organisation*

Figure 30



8. Completion Phase

*Finalising the text, formal organisation
Presentation and discussion, publishing*

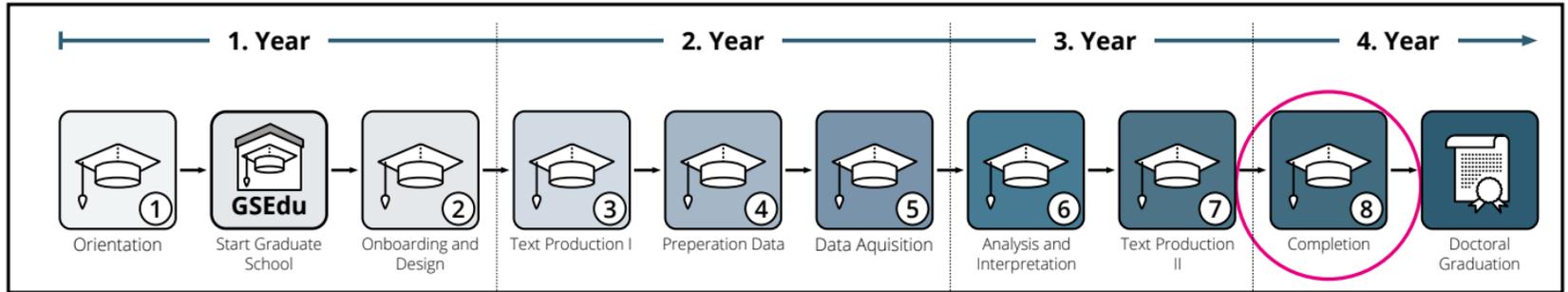


Figure 31: Focus, Questions and Milestones

Examination, publishing and career-outlook

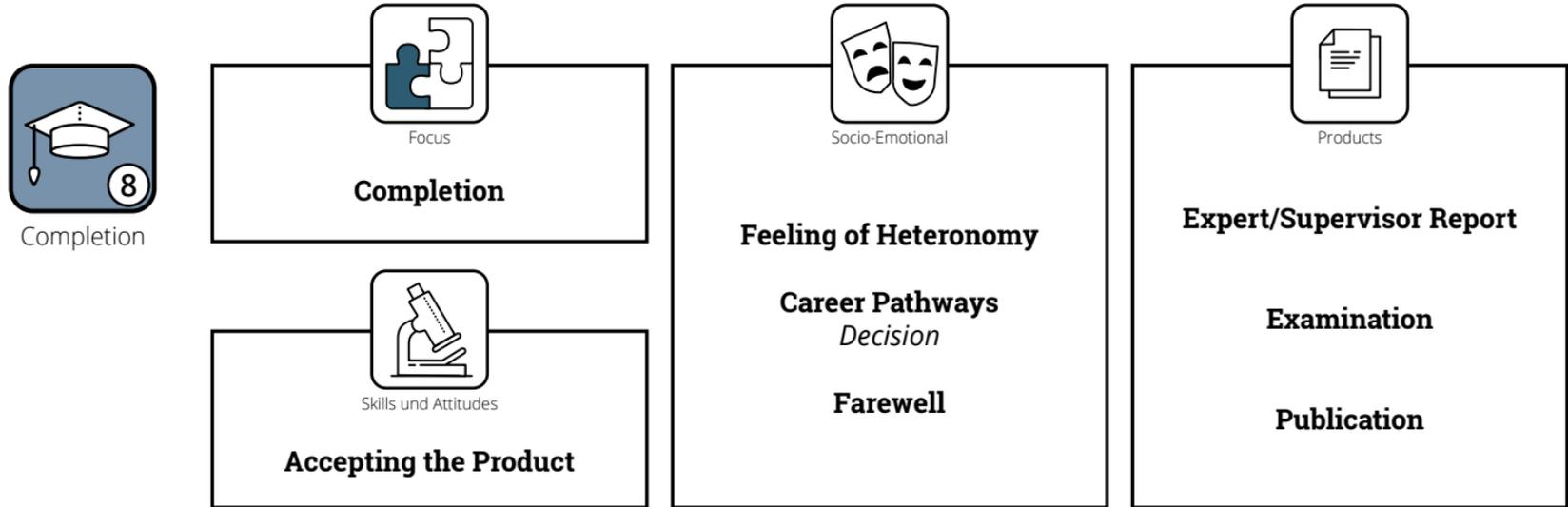


Figure 32: Graduate School Programme

Preparation for doctoral viva, career-outlook



Figure 33: Milestones of an Exemplary Dissertation Project

What should be finished when?

Scientific community	Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4	
Attendance of small conferences, presentation in seminars	1	Decision <i>Promotion yes/no</i> Topic and scientific interest Finding supervisors → <i>Onboarding-talk</i>	Preliminary work I <ul style="list-style-type: none"> Literature research Research design Selection of methods Schedule creation 	Preliminary work II <ul style="list-style-type: none"> Development of test design Materials for studied groups Test Instruments Recruitment of test persons 	Pilot study <ul style="list-style-type: none"> Piloting of the trainings Piloting of the test instruments Data interpretation of the pilot study including analysis of results 	
Participation in conferences, presentation in seminars	2	Study 1		Study 2		
		<ul style="list-style-type: none"> Optimization of study materials, of the experiment schedule and test instruments for study 1 and study 2 Planning of study 1 and study 2 and recruitment of subjects for the respective studies Implementation of study 1 and study 2 Data interpretation Production of a manuscript for study 1 and study 2 (own paper or first part of a Multi-Experiment-Paper) 				<ul style="list-style-type: none"> Publication of study 1
Participation in conferences, presentation at conferences	3	Study 3 <ul style="list-style-type: none"> Optimization Planning an recruitment of test persons Implementation an Data interpretation of study 2 	<ul style="list-style-type: none"> Publication of study 2 Implementation of study 3 If necessary, revision of papers 1 and 2 Production of a manuscript for study 3 	<ul style="list-style-type: none"> Publication study 3 Production of the linking text parts 		
	4	Deadlines for submission & examination			Binding commitments from all parties involved	

Figure 34: Annual Event-Programme

January	February	March
Jour Fix: Planning Peer-Session	Retreat	Kick-Off (seconded teachers) Info-Event: <i>Taming the Lion</i> (Phase1)
April	May	June
Career-Pathways Peer-Session	WS: Overview Methodology (Phase 2) WS: Project-Management (Phase 2)	WS: Scientific Work & Database WS: Presenting (Phase 2)
July	August	September
Peer-Session WS: Presentation II (Phase 5/6)		Information event: <i>Taming the Lion</i> (Phase1) WS: statistics (Phase 4)
October	November	Dezember
WS: Advanced Methods (Phase 2/3) Peer-Session	WS: Time & Self Management (Phase 4) WS: Data Visualisation & Software (Phase 5)	Holiday-Meeting
<p>All year long: individual Writing- and Structure Coaching, Coaching, On-Demand Methodology Counselling</p> <p> ■ All Doctorate Students ■ Demand Check/ Topics ■ Year 1 ■ Year 2 ■ Year 3 ■ Seconded Teachers ■ Master Students/ Interested Parties </p>		

Critical Friend Statement on the Doctoral Support Concept

An excerpt from the presentation

“Doctoral Preparation of Education Researchers”

*by Prof. Dr. Robert J. Volpe - Northeastern University, Boston
4th Retreat & International Winter School 2020 in Cologne*

Doctoral Preparation of Education Researchers

Robert J. Volpe, Northeastern University



Friend Statement

Please consider me a critical friend of the Supporting Concept and Program of the Graduate School of Education, here at the University of Cologne. I would be honored to contribute to the project in any way that seems appropriate to the group.



Strengths of Uni Köln Concept

- *Clearly delineated set of milestones and timeline*
- *Attention to interdisciplinary study*
- *Flexible to student interests and experience
(e.g., coursework and culminative project)*
- *Methodology workshops*
- *Clear expectations for students and mentors*
- *Quality control and improvement*



Things to Consider

- *Objectives in the concept largely focus on timely completion of doctoral studies, improved research orientation, and increased focus on educational research.*
- *Will all graduates obtain careers in academia?*
- *What are your hopes for those who practice in k-12 education settings?*
- *What are your hopes for those who do work in academia?*
- *Methodology workshops*
- *Clear expectations for students and mentors*
- *Quality control and improvement*

