

University of Lower Silesia



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DEVELOPING PHD STUDENTS' ACADEMIC ACTIVITY

Collision

The PhD students

- Their own ideas
- Ways of working (learning)
- Experiences
- Expectations
- Needs

The University Society

(culture of this university)

Formal and Informal
University practices

- PhD Curriculum:
- Rules
- Academic duties
- Academic language

Framework

- *Being-in-the-world* (being in relationships)
 - Mineness
 - Shared uniqueness/Chronotope/ *Law of placement*
 - Heteroglossia
 - Cultural mediation (explicit, implicit)
- (Heidegger, Bakhtin, Vygotsky, Leontyev)

Students as Researchers in *Action Research*

Students research their own studying practice (collective and individual)

- Reconstruction patterns of thinking (patterns of orientation) and patterns of action
(What they do? How they do it?)
- Reconstruction of tensions (Where and What they are?)
- Create their own path of development (uniqueness - individual or collective)

Research Questions:

- - How do they (re)define their own motives?
 - How do they connect their own motives with the university activity system?
 - How do they include social goals into their own motives?
- Which tools do they use? And How?
 - Which tools do they need in order to realize their scholarship or /own motives?
- How do students reformulate and re-word the words and comments of others?
 - How do they address and respond to others?

Questions 1:

- What is **authorship** and how could we help deepen the PhD students' creativity? How can this process be noticed?
- How can the subject's activity be extended?
How does the collective activity change?
How does the university activity change?
- Levels of research (reconstruction –creation/changes-reflection and reflection on the reflection)

How do we plan to work?

- Regular meetings once a month – discussions, workshops, seminars etc.
- Discussions (analysing- interpreting-creating)
- Workshops –PhD tasks
- Seminars (*testing ideas, different perspectives of interpretation,*

Camera recording and voice recording, transcriptions of recordings, notes, students' writings

Questions 2

- What is my role? (responsibility/answerability from my own place?)
 - *A Guide?*
 - (via academic tasks, duties, ...)
 - *A dialogic provoker?*
 - (of students' responsive authorship: providing alternatives, mapping students' ideas etc.)
 - *Interventionist?*