

Improving the working life relevance of doctoral education - Tools and experiences gained in a national TOHTOS project

Valtakunnallinen tohtorikoulutuspäivä 9.10.2018

Networking in doctoral education

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Leverage from
the EU
2014–2020

TOHTOS project (2016-219, ESF) aims

1. To create a digital study package to support working life relevance of doctoral training.
2. To develop a digital channel to support the visibility and recognition of doctoral students know-how.
3. To build cooperation between working life actors, doctoral programmes, supervisors, alumni and working life councillor networks.
4. To create an operation model on working life relevance in doctoral training.
5. To share good practices.



Results → Web resources

- Webinars and trainings:
<https://research.uta.fi/tohtos/recordings/>
- Doctoral stories / Tohtoritarinat:
<https://research.uta.fi/tohtos/future-doctors/> (in Youtube)
- Report on improving working life connections in doctoral education:
<https://research.uta.fi/tohtos/publications/>



TOHTOS Courses

- Merja Lyytikäinen, UEF

Skills needed in working life

n = 1462

	Score (1 – 6)		Score (1 – 6)
Academic writing	5.43	Teaching skills	4.16
Presentation skills	4.99	Career planning skills	4.13
International contacts	4.92	Leadership skills	3.99
Applying for funding	4.92	Commercialization of research results	3.84
Communication skills	4.86	Immaterial rights	3.52
Project management	4.68	Business skills	3.5
Popularization	4.49	Entrepreneurship skills	3.25



Career survey for
doctoral graduates of
2012 – 2013
(Aarresaari, 2015)

TOHTOS-courses



Writing Research
Grant Proposals,
1 cp



Project
Management,
1 cp



Business Skills for
Doctoral Students,
1 cp



Interactive
Leadership Skills,
1 cp

Career
Counselling for
Supervisors



Career Planning

Structure of the courses

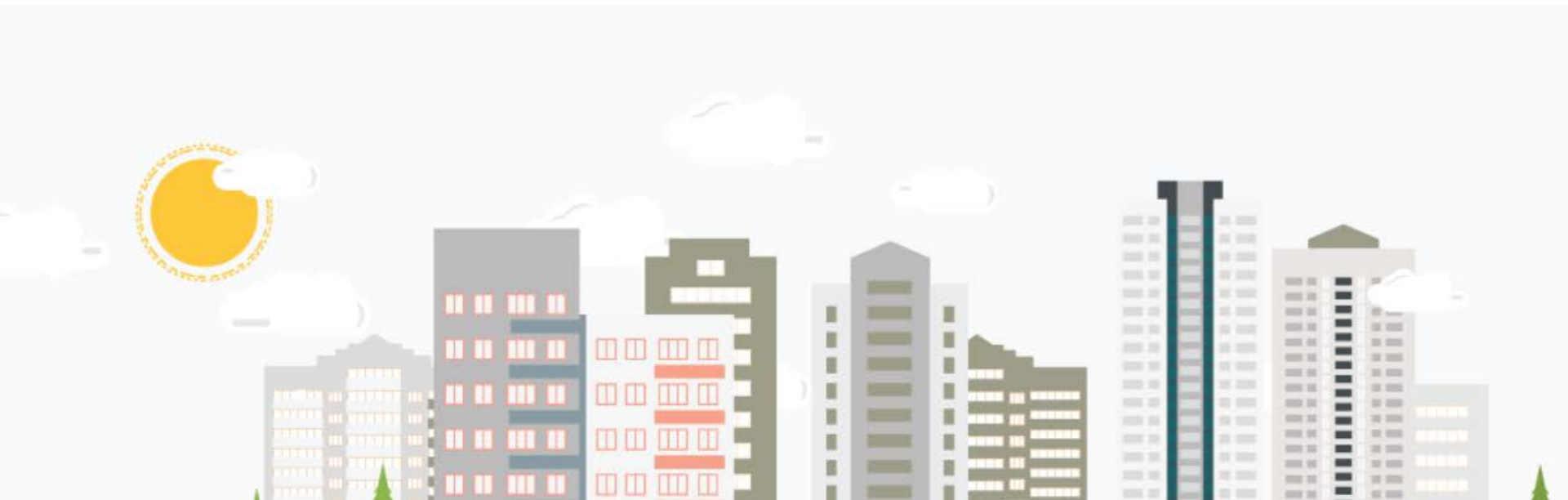


Courses can be taught as stand-alone **webcourses** or as **blended learning courses**

Pedagogical and technical guidance for teachers coming up

Findocnet.fi

- Courses reside on HU Moodle, findocnet.fi -platform, which can be accessed using HAKA-login
- Can be exported



Example of integrating one TOHTOS course in doctoral education at UTA

- Olli Nuutinen, UTA

Course

- Writing Research Grant Proposals (1-2 ECTS)
- UTA Joint doctoral course in autumn 2018 & spring 2019
- Teacher Virve Kallioniemi-Chambers (developer of the course)
- Teaching mode: Joint lecture + online course + workshop (+ 1 ECTS)
- The course was copied from findocnet.fi to UTA Moodle

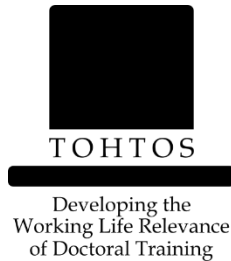
Course structure

- Joint open lecture 12.9.2018 (3 hrs) in cooperation with UTA Research Services
 - information on the requirements for professional researcher (eg. Applying skills, internationality, impact of the research)
- Online part 12.9.-1.11.2018 (1. The grounds for grant writing, 2. Funding sources, 3. Impact and implementation, 4. Abstract, 5. Mobility and networking)
- Workshop 4.10.-25.10.2018 hands-on working with own abstracts

Challenges in integrating new online resources

- Teaching force and expertise (responsible teachers)
- Supporting services in the university, their role and capacity (Research Services, HR, Working life services, DS)
- Channels and platforms (curricula, centralized vs. decentralized)
- Communication (to the right target group)
- Digitalisation of doctoral education?
- Updating materials?

Thank you!



Leverage from
the EU
2014–2020

Interactive leadership skills (1 cp)

Learning outcomes:

After completing the course, the doctoral student

- is familiar with the concepts of leadership and interaction;
- is able to combine these concepts to provide a framework for good leadership and interactive leadership skills; and
- starts to recognize and develop his/her own leadership skills.



Business for PhD students (1 cp)

Learning outcomes:

After completing the course, the doctoral student

- is familiar with the process of entrepreneurship;
- knows various business models, the process of product development and creative ways of working; and
- understands the meaning of the network.



Project management (1 cp)

Learning outcomes:

After completing the course, the doctoral student

- knows the basic concepts and processes of project management and LFA (Logical Framework Approach);
- is able to apply them and other PM tools (WSB, Gantt chart etc.) in his/her research project;
- understands team and group dynamics, and special features of multicultural working environment; and
- understands the significance of team work, leadership and communication to success of the project.



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Writing research grant proposals (1 op)

Learning outcomes:

After completing the course, the doctoral student

- has gained a better understanding on how to write research funding proposals;
- knows the research funding system and is aware of different types of research funding opportunities and sources;
- identifies the impact of the research and is able to clarify the implementation for the purposes of research funding agencies;
- knows the features of a good abstract
- understands the importance of networking; and
- is able to create a draft budget.



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