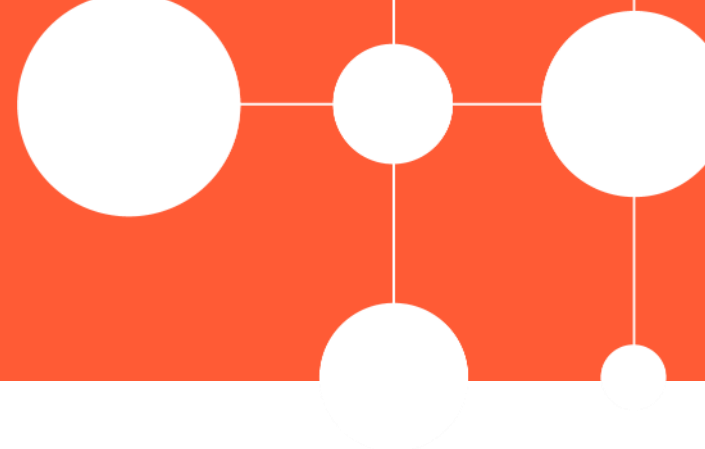




PhD-veilederforum og bibliotekets bidrag

- en case om bibliotekets rolle

Solveig Garnes og Jennifer Thøgersen
VID vitenskapelige høgskole

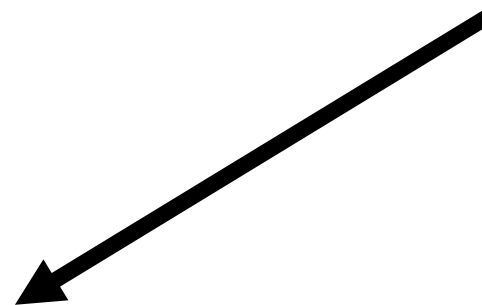
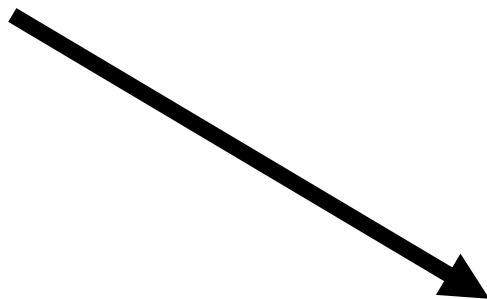
Årets call for abstracts



Invitasjon til selvrefleksjon



Hvordan blir våre tilbud tatt imot, hvordan fungerer samarbeid med fagmiljøene og andre aktører, hvilke arenaer kan vi bruke?



Teach the teachers

- Supervising the PhD – a guide to success:

“Encourage your students to make friends with the relevant library and information staff.”

Delamont, Atkinson & Parry (1997)

- «Teach the teacher» tilnærming til informasjonskompetanse
Smith (1997), Hammons (2020, 2024)

Case – PhD i VID

3 doktorgradsprogrammer

Omtrent 100 PhD-studenter

16 disputaser i 2024

Flercampus-høgskole, på vei mot universitet

Case – PhD-veiledersforum i VID

On behalf of SMG, I am responsible for organising a couple of PhD supervisor forums this semester.*

These are events where supervisors meet to discuss various topics of relevance in student-teacher interactions at the PhD level.

Opplæring/utvikling av PhD-veiledere i VID



Hva skjer i PhD-veilederforum i VID?

At these forums we usually begin with an input talk by an expert on a given subject, and it is for this reason that I am writing to you.

Usually for these input talks we ask for a 15-minute presentation followed by questions and answers. Then we continue with other related activities.

Topics of relevance...



Plagiering – februar 2024



Kunstig intelligens – januar 2025

Hva ble vi bedt om å gjøre?

The topic we would like to address for our first meeting in March is plagiarism, which has been so much in the news recently.

*Would it be possible for you to give a short presentation to the group on the **topic of plagiarism** from a librarian's perspective?*

Hjelp... 15 min. + Questions and answers

We would be interested in any information we should know about as supervisors regarding the prevalence of plagiarism, services available for checking it, counteracting it, etc.

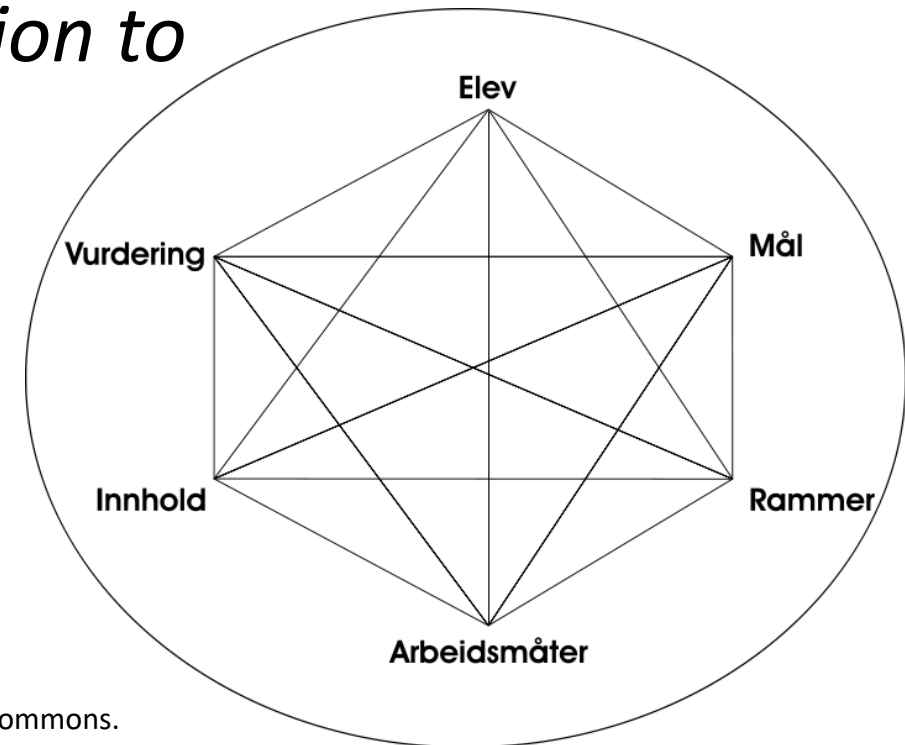
Really anything that you might think that we as supervisors should know and pay attention to.

Hvem: ca. 20 veiledere til PhD-studenter

Mål: *Really anything that you might think that we as supervisors should know and pay attention to*

Rammer: 15 min. Hybrid

Arbeidsmåter: Presentasjon av tema



Den didaktiske relasjonsmodellen. Kilde: Wiki Commons.

Hva gjorde vi?

Plagiarism

...really anything that you might think that we as supervisors should know and pay attention to....

Solveig Garnes, Library

Agenda



How we (the library) teach about referencing and plagiarism - and why



Some useful resources

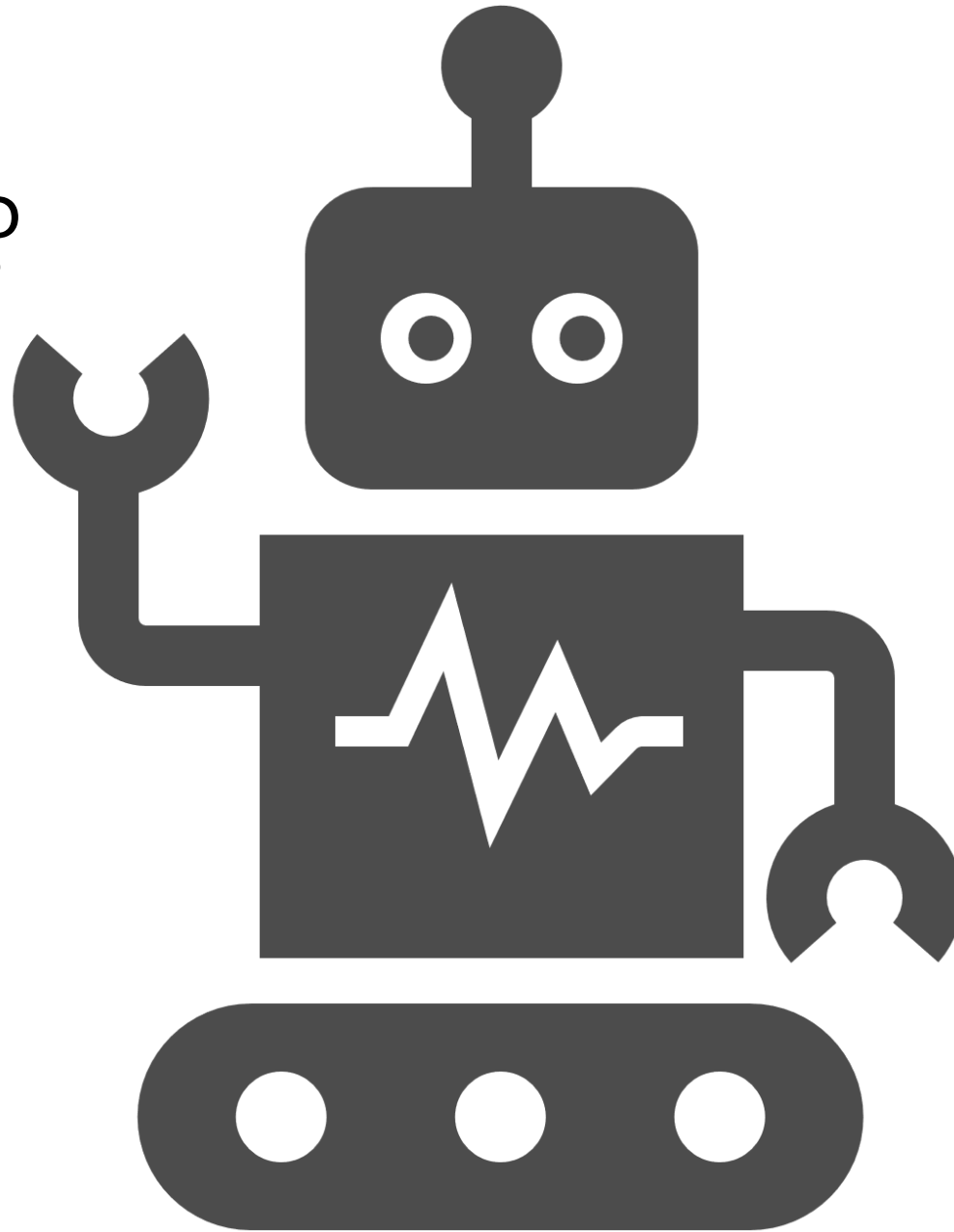


How this is affected by new tools



Research ethics and formal guidelines

Hva skjedde?



Ny henvendelse – ny mulighet

I have been tasked to organise a PhD supervisor's forum in March.

*My hope is to have this on **the theme of AI**, which, as you know have been a topic of discussion in our faculty at different levels. However, we have not yet made it a specific theme for a supervisor forum and that is perhaps overdue.*

It would be at 14:00 for about 20-30 minutes.

Some of the issues I'm thinking require follow-up discussions would include:

- *How to respond to a student when we suspect AI has been used but can't prove it.*
- *Training students in the appropriate and inappropriate uses of AI. For some, these things are obvious but hardly for all.*
- *For example, AI for language correction might be acceptable, but where does language correction turn into content generation?*
- ***Is there a line, and if so, how do we and the students know when it has been crossed?***
- *Also, even if there is no foolproof way of proving AI was used is there technology that we may use to give suggestions regarding the probability of such usage?*
- *These are some of the questions I would have, anyway.*

Is there a line, and if so, how do we and the students know when it has been crossed?

Hva gjorde vi?

Vi takket nei...

...og delte noen ressurser

Hva skjedde?

- To vitenskapelige ansatte presenterte temaet
- Vår delte presentasjon (til PhD-studenter) innledet videre diskusjoner
- Case-diskusjoner
- Spørsmål om å dele vår presentasjon videre:
Your information contains much that will be valuable to the supervisors.

Hva de *egentlig* spurte om...

- De vanskelige grenseoppgangene
- Ja/nei-svar og noe å vise til når veiledere blir utfordret på konkrete problemstillinger
- Hva svarer vi med?
- Biblioteket = svar og verktøy fremfor diskusjon og refleksjon?

Hva tenker vi?

- Burde ta oppdragene
- Burde ta mer av regionen
- Burde dele mer av (all) tiden
- Burde stille spørsmål, innby til dialog mer enn å gi svar
- Burde jobbe enda mer systematisk med denne gruppen
- Burde være selvsagt å jobbe systematisk med denne gruppen
- Burde være nok tid, ressurser og kompetanse til å gjøre alt dette...

Hva tenker dere?