
This highly accessibly anthology concerns itself with the relationships between postgraduate research candidates and their supervisors. It is a collection of immense depth and diversity including nearly fifty contributors, candidates and supervisors (many writing collaboratively), reflecting upon the pleasures and perplexing dynamics of supervisory relations. Their lucid understandings emerge through personal anecdote, critical reflection, and pedagogical theorizing. As candidates and supervisors, they recognize the impact of personal, cultural and institutional histories and desires. This anthology proposes creative and productive alternatives to the prevailing models. It is a generous and engaging text, vital reading for candidates, supervisors, researchers, mentors and tertiary educators.


Writing a dissertation requires focus and commitment. This book provides a step-by-step process for developing and completing an academically rigorous dissertation in a time-efficient manner.

Written for doctoral students of education who are also currently working in the field, this book provides specific and accessible guidance for the entire dissertation process, from finding a topic to conducting the literature review to writing and defending the dissertation. Grounded in adult learning theory, this volume

• Offers a clear and easy-to-follow approach that highlights key milestones with concrete goals and workable methods at each step
• Discusses how practitioner scholars can apply their work experience to the dissertation
• Includes organizational templates complete with detailed charts, checklists, a timeline, student examples, and rubrics
• Provides tips throughout to help students think through situations
• Covers both quantitative and qualitative research

Perfect for practicing educators at any stage of the dissertation process, this resource provides the ‘big picture’ framework as well as the nitty-gritty details.


This is an excellent practical guide for any student entering into postgraduate study, providing the most comprehensive coverage of academic writing skills and communication techniques.

From initial self-management strategies to techniques for sound preparation to detailed advice on standard academic practices and how to develop texts coherently, Gail
Craswell helps the postgraduate student to develop their own effective communication methods. Sections on doing tutorial, seminar and conference presentation and cogent advice on how to get articles publish ensure that Craswell provides the widest coverage of all aspects of writing and academic communication.

Key features:

- Strong cross-disciplinary focus – ideal for all students undertaking postgraduate study in any discipline.
- Broad framework – covers the whole range of academic writing from research essays, reports, book reviews, exam papers, proposals, and literature reviews through to thesis writing and papers for presentation and publication.


Writing your master’s thesis or doctoral dissertation can be a daunting task. This book demystifies the process, helping you prepare your scholarly work. This experience-based, practical book takes you through the process one step at a time. Newly revised and updated, this edition uses a step-by-step approach, providing specific models and examples that will take you through the complex writing process. Included are chapter on:

- Laying the groundwork for the thesis or dissertation
- Organizing and scheduling your work
- Peer collaboration
- Using technology
- Developing and defending your work
- Conducting quality research and writing a winning report
- Defending and publishing your dissertation
- Solving problems throughout the dissertation process


The development of students as ‘stewards of the discipline’ should be the purpose of doctoral education. A steward is a scholar in the fullest sense of the term – someone who can imaginatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching and application. Stewardship also has an ethical and moral dimension; it is a role that transcends a collection of accomplishments and skills. A steward is someone to whom the vigor, quality and integrity of the field can be entrusted. The most important period of a steward’s formation occurs during formal doctoral education.

This book is a collection of essays commissioned for the Carnegie Initiative on the Doctorate. The question posed to the essayists in this volume was ‘If you could start de novo, what would be the best way to structure doctoral education in your field to prepare
stewards of the discipline? The authors of the essays are respected thinkers, researchers and scholars who are experienced with and thoughtful about doctoral education.

The essays in this volume focus on six fields of study: chemistry, education, English, history, mathematics and neuroscience. Three commentaries look across the broad themes of the essays and consider the implications for action for institutional leaders, faculty members, and graduate and postdoctoral students.

Each of the book’s essayists considers the goals and purposes of doctoral education in their particular field and offer new and invigorating ideas about the doctorate. Taken together, the essays in the volume provide opportunities to compare and contrast doctoral education among the disciplines. The essays provide ideas for fruitful practice, a perspective on doctoral education as a larger enterprise, and visions of what is possible for the future.


This book offers a new approach to doctoral writing. By treating research as writing and writing as research, the authors offer pedagogical strategies for doctoral supervisors that will assist the production of well-argued and lively dissertations. It is clear that many doctoral candidates find research writing complicated and difficult, but the advice they receive often glosses over the complexities of writing and/or locates the problem in the writer. Rejecting the DIY websites and manuals that promote a privatized, skills-based approach to writing research, Kamler and Thomson provide a new framework for scholarly work that is located in personal, institutional and cultural contexts. Their discussion of the complexities of forming a scholarly identity is illustrated by stories and writings of actual doctoral students. The pedagogical approach developed in the book is based on the notion of writing as a social practice. This approach allows supervisors to think of doctoral writers as novices who need to learn new ways with words as they enter the discursive practices of scholarly communities. This involves learning sophisticated writing practices with specific sets of conventions and textual characteristics. The authors offer supervisors practical advice on helping with commonly encountered writing tasks such as the proposal, the journal abstract, the literature review and constructing the dissertation argument.

In conclusion, they present a persuasive argument that universities must move away from simply auditing supervision to supporting the development of scholarly research communities. Any doctoral supervisor keen to help their students develop as academics will find the new ideas in this book fascinating and insightful reading.

This guide is designed to help women – since they are less likely than men to be encouraged to do doctorates, are slower to put themselves forward, and tend to operate on the belief that (in academia at least) they will be judged solely on the quality of their work. Its aim throughout is to help women undertake and enjoy serious scholarly work whilst recognizing the wider ‘rules’ of the academic game. The situation in the UK is compared with that of North America and Australia, and the pros and cons of PhDs and the new professional doctorates are discussed. Thought-provoking case studies of the diverse experiences of home and international, young and older, heterosexual and lesbian students across the disciplines make illuminating reading. This book is an essential read for women (and men) starting, midway through or finishing their doctorates, and has the most extensive discussion of vivas of any text on the market.


This book and the groundbreaking study on which it is based is about making explicit to doctoral students the tacit ‘rules’ for the assessment of the final of all final educational products – the dissertation. The purpose of defining performance expectations is to make them more transparent to graduate students while they are in the researching and writing phases, and thus to help them achieve higher levels of accomplishment.

The author proposes the use of rubrics to clarify performance expectations to facilitate *formative* assessment in support of the advising process. She also makes the case that appropriate assessment of dissertations can help departments achieve excellence by providing insights into a program’s strengths and weaknesses.

She provides the results of a study in which over 270 faculty from ten major disciplines – spanning the sciences, social sciences and humanities – were asked to make explicit their implicit standards or criteria for evaluating dissertations. The book concludes with a summary of the practical and research implications for different stakeholders; faculty, departments, universities, disciplinary associations, and accrediting organizations, as well as doctoral students themselves.


This book guides you through doctoral study from the student’s point of view – the challenges, pitfalls, and ups and downs that you’re likely to encounter in the course of your PhD.
Inside you’ll find:

- Advice on doing research
- Examples of PhD problems and their resolution
- Reflections on life as a PhD student
- Insights into how the academic system works
- Real life cases of famous (and not so famous) PhD students.

Over an above what your supervisors and university may have to offer, this book will help explain all kinds of things that no one ever seems to tell you – and you don’t necessarily know to ask.


This practical book guides students through all they need to know to approach the research, write and defend their ideas and ultimately produce a unique and robust academic thesis. It also gives supervisors and examiners invaluable tips on their role in the process.

With vignettes from doctoral candidates, the book demonstrates how problems can be approached and overcome.

Thoroughly updated to include new technologies and different form of doctorate, new content includes coverage on:

- The specifics of writing your PhD
- Studying for a professional doctorate
- Equal opportunities for non-traditional students and for students from minority groups
- A self-evaluation questionnaire on doctoral supervisory practice (to complement the existing questionnaire on student progress)


This book critically analyses the provision of doctoral education worldwide and discusses core issues for educators, administrators and policy makers to consider when planning and delivering doctoral education programs. It is the first to summarize key aspects of doctoral education worldwide in a consistent way, in order to:

- Inform the sector about the current state of the full range of doctoral awards worldwide
- Allow international comparisons to be made more easily
• Provide a baseline for the international development of the doctorate
• Give a critical commentary on the state of doctoral education
• Help identify good practice.

Taking a country-by-country approach, the book examines doctoral study in North America, Australia, Europe, China, India and Japan.


This book is written for research supervisors and for their students. It is a survival manual for research degree supervisors. It explains how to assess if you are likely to be an effective supervisor and addresses how to identify ‘good’ research students. For research degree students it explains what can be expected from the supervisor.

The book explains how the academic research process may be managed so that the supervisor and the student both understand what is required and when it is required. The book discusses in detail how masters and doctoral degrees are evaluated and gives tips on how to make sure that the examiners will be satisfied both by the dissertation and also during the viva.

If you are a novice supervisor, this book will be a great help. If you are an experienced supervisor the book will bring you up to date with current practices and expectations.


It is clear that, in the contemporary world, a wide range of practitioners in diverse professional settings need to study beyond master level. Students across the world are choosing doctorates not only to become career academics, but to go beyond the academic arena, in order to make a personal and educational, as well as an economic investment, in their workplace careers and their lives. However, for many doctoral students, both full-time and part-time, navigating the literature and key issues surrounding doctoral research can often be a challenge. Bringing together contributions from key names in the international education arena, this book is a comprehensive guide to the literature surrounding doctorates, bringing together questions, challenges, and solutions normally scattered over a wide range of texts. Accessible and wide-ranging, it covers all doctoral students need to know about:

• What doctoral education means in contemporary practice
• Forming an identity and knowledge as a doctoral student
• The big questions that run through doctoral practice
• Becoming a researcher
• The skills needed to conduct research
Integrating oneself into a scholarly community

Offering an extensive and rounded guide to undertaking doctoral research in a single volume, this book is essential reading for all full-time and part-time doctoral students in education and related disciplines.


- What criteria are used to assess the scholarly merit if a thesis?
- What is the level of conceptualization that is expected in doctoral theses?
- How can you prepare to defend your thesis?
- What is the most effective route to achieving your doctorate?

The starting point to achieving your doctorate is to appreciate how your thesis will be examined. The criteria that examiner’s use, the questions they ask in vivas and their reports provide templates against which theses are judged. So, why not start at this endpoint as you plan, undertake, write and defend your research?

This book focuses specifically on how you, as a doctoral candidate, can raise your level of thinking about your chosen topic. Doing so will improve the quality of your research and ultimately contribute to knowledge. It also explores the nature of conceptualization which is sought by examiners in theses. For candidates, the book provides those essential characteristics of doctorateness that examiners expect to find in your thesis.

The book will also appeal to supervisors, examiners and those who conduct workshops for doctoral candidates and supervisors.

This practical book includes extracts from theses, examiner reports and cameo accounts from doctoral examiners, supervisors and candidates. It also contains numerous visual models that explain relationships and processes for you to apply and use in your doctoral journey.


In the fast-paced twenty-first century educational environment – with new technologies, mounting global competition for students and scholars, blurring of boundaries between traditional disciplines, and growing pressures for accountability – doctoral programs face fundamental questions of purpose, vision and quality.

Sponsored by the Carnegie Foundation for the Advancement of Teaching, this book distills the results of a five-year project to develop creative solutions and approaches for transforming doctoral programs. The authors outline the processes,
tools, and opportunities through which faculty and graduate students can turn their habits and skills as scholars - their commitment to hard questions and robust evidence – on their purposes and practices as educators and learners.

This groundbreaking book explores the current state of doctoral education in the United States and offers a plan for increasing the effectiveness of doctoral education. Programs must grapple with questions of purpose. The authors examine practices and elements of doctoral programs and show how they can be made more powerful by relying on principles of progressive development, integration and collaboration. They challenge the traditional apprenticeship model and offer an alternative in which students learn while apprenticing with several faculty members. The authors persuasively argue that creating intellectual community is essential for high-quality graduate education in every department. Knowledge-centered, multi-generational communities foster the development of new ideas and encourage intellectual risk-taking.


Accompanying *The Routledge Doctoral Student’s Companion* this book examines what it means to be a doctoral student in education and the social sciences, providing a guide for those supervising students. Exploring the key role and pedagogical challenges that face supervisors in students’ personal development, the contributors outline the research capabilities which are essential for confidence, quality and success in doctorate-level research. Providing guidance about helpful resources and methodological support, the chapters:

- Frame important questions within the history of debates
- Act as a roadmap through international literatures
- Make suggestions for good practice
- Raise important questions and provide answers to key pedagogical issues
- Provide advice on enabling students’ scholarly careers and identities.

Although there is no one solution to ideal supervision, this wide-ranging text offers resources that will help supervisors develop their own personal approach to supervision. Ideal for all supervisors whether assisting part-time or full-time students, it is also highly suitable for helping academics to support international students who confront Western doctoral traditions and academic cultures, helping both supervisor and student to understand why things are as they are.

Rewarding and essential, research supervision plays a key role in empowering students to become good researchers. Research is the crucial element of learning – building on a fascination with questioning the world and solving problems. In this dynamic context, there is a real need for good, supportive and empowering supervision practices for research study undertaken by students, whether for dissertations, projects or theses. This book builds on international experiences at all levels into what makes for effective supervisory practices. It:

- Engages you in dialogue and active reflection on the strategies of effective supervision of PhDs, postgraduate and undergraduate research.
- Encourages supervisors to reflect on and enhance their research supervision practice with a diversity of students on a variety of research projects.
- Takes a new look at research skills, considering practice-based and professional research; research leading to creative process and products/creations; the PhD by publication; interpersonal skills; managing diversity in learning styles; gender, age, culture; undertaking independent research.
- Has a special focus on supporting students through and beyond the examination process.