

References for RHD Students and Supervisors

There are numerous resources available at Melbourne University that RHD students or their supervisors may find useful at various points in the research process. These references (internet, books and articles) have been compiled by Carolyn Evans with the assistance of Jessica Moir to give you some sense of the range of resources easily available that deal with a range of issues, such as supervision, defining a question, hurdles to completion, writing skills etc.

The references here are rarely specific to law research but rather deal with either humanities or social science research or issues in research more generally. Some of the material is from jurisdictions other than Australia and you should take into account differences in the research degrees in those countries when reading such books.

A collection of useful journal articles and book chapters is also available from behind the desk at the Legal Resources Centre. The list below is more comprehensive, but the folder of materials is a good starting point for material on selected topics.

If you have suggestions for further additions to this list or have any comments to make on the list, please contact Carolyn Evans (c.evans@unimelb.edu.au)

Useful websites:

Title	Address	Description
Melbourne University School of Graduate Studies Homepage	http://www.gradstudies.unimelb.edu.au/	The site has links to the PhD handbook, SGS Generic Masters Research Handbook, Publications and Resources for staff, etc.
How to Write a PhD Thesis	http://www.phys.unsw.edu.au/~jw/thesis.html	“This guide to thesis writing gives simple and practical advice on the problems of getting started, getting organised, dividing the huge task into less formidable pieces and working on those pieces. It also explains the practicalities of surviving the ordeal. It includes a suggested structure and a guide to what should go in each section. It was originally written for graduate students in physics, and most of the specific examples given are taken from that discipline.
How to survive your PhD: Everything you need to know on one page	http://www.theory.org.uk/david/phdtips.htm	One page of advice (in note form) about how to survive a PhD. Written by David Gauntlett for a speech at a Symposium organised by the London Doctoral Forum.
PhDweblogs.net	http://www.phdweblogs.net/	Links to 474 PhD weblogs from around the world.
The Guardian – education – postgraduate	http://education.guardian.co.uk/higher/postgraduate	Links to several articles on postgraduate life.
Find A PhD.com – PhD life	http://www.findaphd.com/students/life.asp	“Current and former PhD students share their experiences of postgraduate life.” There is also a series of links to other sites (many of which are already listed here).
How to Be a Good Graduate Student	http://www.cs.indiana.edu/how.2b/how.2b.html	“This paper attempts to raise some issues that are important for graduate students to be successful and to get as much out of the process as possible, and for advisors who wish to help their students be successful. The intent is not to provide prescriptive advice -- no formulas for finishing a thesis or twelve-step programs for becoming a better advisor are given -- but to raise awareness on both sides of the advisor-student relationship as to what the expectations are and should be for this relationship, what a graduate student should expect to accomplish, common problems, and where to go if the advisor is not forthcoming.” By Marie desJardins.
I did a PhD and did NOT go mad	http://www.cs.mdx.ac.uk/staffpages/richardb/PhDtalk.html	This is advice based on the experiences of the author (Richard Butterworth). It was originally a talk given to PhD students. It is brief and humorous.
PhD advice.com	http://www.phdadvice.com/	This site offers advice under a series of headings including “writing”, “time management”, “communication”, etc.
Piled Higher and Deeper	http://www.phdcomics.com/	PhD comics.

Internet resources from the library catalogue:

Title **Index to Theses [electronic resource]**

Click on the following to:		
Connect (University of Melbourne only)		
LOCATION	CALL NO	STATUS
UniM INTERNET resource		AVAILABLE

Notes This is a record with electronic access and is only available through the Library's Web catalogue or through the Internet

Summary Buddy descriptors: Theses

Notes Mode of access: Internet

Subject [Dissertations, Academic](#)
Index

Local data [Internet access to Buddy Index](#)

Title **MIT Theses Online [electronic resource]**

Click on the following to:		
Connect		
LOCATION	CALL NO	STATUS
UniM INTERNET resource		AVAILABLE

Notes This is a record with electronic access and is only available through the Library's Web catalogue or through the Internet

Summary Buddy descriptors: Theses

Notes Mode of access: Internet

Subject [Dissertations, Academic](#)
Directory

Local data [Internet access to Buddy Directory](#)

Title **ProQuest Digital Dissertations [electronic resource]**

Click on the following to:

[Connect \(University of Melbourne only\)](#)

LOCATION	CALL NO	STATUS
UniM INTERNET resource		AVAILABLE

Notes This is a record with electronic access and is only available through the Library's Web catalogue or through the Internet

Summary Buddy descriptors: Theses

Notes Mode of access: Internet

Subject [Dissertations, Academic](#)

Index

Other titl Dissertation Abstracts.

Local data [Internet access to Buddy Index](#)

Books

Title PhD supervision : a guide for students and supervisors / Rochelle Christian ...(et al.)
Published Canberra : Australian National University, c1997.
UniM ERC 378.17 PHD

Title Establishing effective PhD supervision / David J. Cullen ... <et al.>.
Published Canberra : Australian Government Publishing Service, c1994.
UniM ERC 378.2420994 ESTA

Author Salmon, Phillida.

Title Achieving a PhD : ten students' experience / Phillida Salmon.
Published Stoke-on-Trent, Staffordshire : Trentham Books, 1992.
UniM ERC 378.24 SALM

Author Finn, John A., 1972-

Title Getting a PhD : an action plan to help manage your research, your supervisor and your project / John A. Finn.
Published London ; New York, NY : RoutledgeFalmer, 2005.
UniM ERC 378.24 FINN

Author Wisker, Gina, 1951-

Title The good supervisor : supervising postgraduate and undergraduate research for doctoral theses and dissertations / Gina Wisker.
Published New York : Palgrave Macmillan, 2005.
UniM ERC 378.194046 WISK

Author Taylor, Stan, 1948-

Title A handbook for doctoral supervisors / Stan Taylor and Nigel Beasley.
Published London ; New York : Routledge, 2005.
UniM ERC 378.194046 TAYL

Author Sternberg, David.

Title How to complete and survive a doctoral dissertation / by David Sternberg.
Published New York : St. Martin's Press, c1981.
UniM Baill 808.02 STER

Title The Ph.D. experience : a woman's point of view / edited by Sue Vartuli.
Published New York, N.Y. : Praeger, 1982.
UniM ERC 378.2409771 PHD 1

Author Leonard, Diana, 1941-

Title A woman's guide to doctoral studies / Diana Leonard.

Published Buckingham [England] ; Philadelphia : Open University, 2001.

UniM ERC 378.2 LEON

Author Golde, Chris M.

Title Envisioning the future of doctoral education : preparing stewards of the discipline Carnegie essays on the doctorate / Chris M. Golde, George E. Walker, and associates ; foreword by Lee S. Shulman.

Published San Francisco : Jossey-Bass, A Wiley Imprint, c2006.

UniM ERC 378.24 GOLD

Author Anderson, Jonathan, 1939-

Title Assignment and thesis writing / Jonathan Anderson, Millicent Poole.

Published Milton, Qld. : John Wiley & Sons, 2001.

UniM Baill 808.06 ANDE

UniM ERC 808.06 ANDE

VicColArts Book 808.06 And /0001 acn.111181

UniM EarthSci 808.06 ANDE

Author Castetter, William Benjamin, 1914-

Title Developing and defending a dissertation proposal / William B. Castetter, Richard S. Heisler.

UniM ERC 808.023 CAS

Author Levin, Peter.

Title Excellent dissertations! / Peter Levin.

Published Maidenhead : Open University Press, 2005.

UniM Baill 808.066378 LEVI

Author Newsom, Nathan William, 1898-

Title Form and standards for thesis writing [by] N. William Newsom...and George E. Walk...

Published Scranton, Pa. : International Textbook Company, [1944]

CARM CENTRE 620.09 NE

ASK AT DESK

Author Campbell, William Giles, 1902-

Title Form and style : theses, reports, term papers / William Giles Campbell, Stephen Vaughan Ballou, Carole Slade.

Published Boston : Houghton Mifflin, c1986. CARM CENTRE 808.02 CAM

Author Campbell, William Giles, 1902-

Title Form book for thesis writing / Willam Giles Campbell ; under the editorship of Ellwood P. Cubberley.

Published Boston, Mass. : Houghton Mifflin, 1939.

UniM ERC B f 808.023 C192

Author Meddleton, Ivor G.

Title A guide for students attempting a higher degree thesis : also helpful for dissertations and journal reporting / Ivor G. Meddleton.

Published Brisbane : Leutenegger, [19--].

UniM ERC 808.02 MED

UniM ERC 808.02 MED

UniM Store F6520

Author Ernst, Mary O'Malley.

Title A guide through the dissertation process / Mary O'Malley Ernst.

Published New York : E. Mellen Press, c1981.

UniM ERC 808.02 ERNS

Author Kamler, Barbara.

Title Helping doctoral students write : pedagogies for supervision / Barbara Kamler and Pat Thomson.

Published Abingdon, Oxon ; New York : Routledge, 2006.

UniM ERC 808.02 KAML

Author Pearce, Lynne.

Title How to examine a thesis / Lynne Pearce.

Published Maidenhead, England : Society for Research into Higher Education & Open University Press, 2005.

UniM ERC 808.042 PEAR

Author Evans, D. G. (David G.)

Title How to write a better thesis / David Evans and Paul Gruba.

Published Carlton South, Vic. : Melbourne University Press, 2002.

UniM Archit 808.02 EVAN

UniM Cres 808.02 EVAN

UniM ERC 808.02 EVAN

Author Teitelbaum, Harry.

Title How to write a thesis / Harry Teitelbaum.

Published New York : Macmillan USA, c1998.

MBS 808.02 TEIT [1998]

Author Turabian, Kate L.

Title A manual for writers of term papers, theses, and dissertations.

Published [Chicago] : University of Chicago Press, [1960]

UniM Baill 808.02 TURA

Author Garratt, Dean, 1970-

Title My qualitative dissertation journey : researching against the rules / Dean Garratt.

Published Cresskill, N.J. : Hampton Press, c2003.

UniM ERC 808.066378 GARR

Author Forester, John, 1948-

Title Notes on writing in and after graduate school / John Forester.

Published Ithaca, N.Y. : Dept. of City and Regional Planning Publications, Cornell University, 1984.

CARM CENTRE 711 WORK : v.74 ASK AT DESK

Title Postgraduate research supervision : transforming (r)elations / edited by Alison Bartlett and Gina Mercer.

Published New York : P. Lang, c2001.

UniM ERC 378.12 POST

Title Postgraduate studies in the humanities in Australia: three essays [by] Sir Keith Hancock, P. H. Partridge [and] R. W. V. Elliott.

Published [Sydney] Sydney University Press for the Australian Humanities Research Council [1967]

CARM CENTRE 378.94 P857

ASK AT DESK

Author La Nauze, J. A. (John Andrew), 1911-1990.

Title Presentation of historical theses; notes for university students [by] J. A. La Nauze.

Published [Melbourne] Melbourne University Press [1966, i.e. 1967]

UniM Baill 808.02 LANA

UniM Baill 808.02 LANA

UniM ERC AB 808.02 LANA

UniM Archit 808.02 LANA

Title The qualitative dissertation : a guide for students and faculty / Maria Piantanida, Noreen Garman.

Published Thousand Oaks, Calif. : Corwin Press, c1999.

UniM ERC 808.02 PIAN

Author British Standards Institution.

Title Recommendations for the presentation of theses / British Standards Institution.

Published London : B.S.I., 1972. UniM ERC B 808.02 BRIT

Author Almack, John Conrad, 1883-1953,

Title Research and thesis writing : a textbook on the principles and techniques of thesis construction for the use of graduate students in universities and colleges / by John C. Almack.

Published Boston : Houghton Mifflin, c1930.

UniM ERC 370.78 AL

Title Rethinking the dissertation process : tackling personal and institutional obstacles / Lester F. Goodchild ... [et al.], editors.

Published San Francisco, Calif. : Jossey-Bass Publishers, 1997.

UniM ERC 378.242 GOOD

Title Revising your dissertation : advice from leading editors / edited by Beth Luey.

Published Berkeley : University of California Press, c2004.

UniM ERC 808.02 REVI

Author Fitzpatrick, Jacqueline.

Title Secrets for a successful dissertation / Jacqueline Fitzpatrick, Jan Secrist, Debra J. Wright.

Published Thousand Oaks, Calif. : Sage Publications, c1998.

UniM ERC 808.02 FITZ

Author Preece, R. A. (Roy A.)

Title Starting research : an introduction to academic research and dissertation writing / Roy Preece.

Published London ; New York : Pinter Publishers ; New York, NY : Distributed exclusively in the USA and Canada by St. Martin's Press, 1994.

UniM Archit 808.042 PREE

UniM Baill 808.042 PREE

UniM ERC 808.042 PREE

Author McLean, Patricia.

Title Surviving a research thesis : a discussion of issues relating to time management, motivation and supervision / Patricia McLean.

Published [Parkville, Vic. : Learning Skills Unit, University of Melbourne, 1994]

UniM Baill f 808.02 MCLE

Title Surviving your thesis / edited by Suzan Burton, Peter Steane.

Published London ; New York : Routledge, 2004.

UniM ERC 808.02 SURV

Title The thesis and the book : a guide for first time academic authors / edited by Eleanor Harman ... [et al.].

Published Toronto : University of Toronto Press, 2003.

UniM ERC 808.02 THES

Author Lewins, Frank W. (Frank William)

Title Writing a thesis : a guide to its nature and organisation / Frank Lewins.

Published Canberra : Bibliotech, ANUTECH, 1993.

UniM Baill 808.02 LEWI

MBS 808.02 LEWI

UniM ERC 808.02 LEWI

Author Watson, George, 1927-

Title Writing a thesis : a guide to long essays and dissertations / George Watson.

Published London ; New York : Longman, 1987.

UniM Baill 808.02 WATS

UniM ERC 808.02 WAT

VicColArts Book 808.02 Wat /0009 acn:59198

Title Writing and the graduate experience / edited by Lewis Pyenson.

Published Lafayette [La.] : Graduate School, University of Southwestern Louisiana, 1998.

UniM Baill 808.02 WRIT

Author Koefod, Paul Eric.

Title The writing requirements for graduate degrees / Paul E. Koefod.

Published Englewood Cliffs, N.J. : Prentice-Hall, 1964.

UniM Baill 808.023 K77

Author Davis, Gordon B. (Gordon Bitter)

Title Writing the doctoral dissertation : a systematic approach / by Gordon B. Davis, Clyde A. Parker.

Published Hauppauge, N.Y. : Barron's, c1997.

UniM Baill 808.042 DAVI

Author Glatthorn, Allan A., 1924-

Title Writing the winning thesis or dissertation : a step-by-step guide / Allan A. Glatthorn, Randy L. Joyner.

Published Thousand Oaks, Calif. : Corwin Press, c2005.

UniM ERC 808.02 GLAT

Author Drummond, Wilhelmina J.

Title Writing your thesis / Wilhelmina Drummond, Margarita J. Fernandez, Annie M. Mannong.

Published La Trinidad [Philippines] ; Palmerston North [N.Z.] : Baguio Central University, Graduate School Pub. and Nagare Press, 1995.

UniM Baill 808.02 DRUM

UniM ERC 808.02 DRUM

Author James, Richard.

Title Eleven practices of effective postgraduate supervisors / Richard James and Gabrielle Baldwin.

Published Parkville, Vic. : Centre for the Study of Higher Education and The School of Graduate Studies, University of Melbourne, c1999.

UniM ERC REF 378.155 ELEV NOT FOR LOAN

UniM ERC REF 378.155 ELEV

NOT FOR LOAN

UniM Baill SpC/UM f 378.155 ELEV

Title Doing postgraduate research / edited by Stephen Potter.

Published London : SAGE Publications in association with the Open University, 2002.

UniM ERC 378.155072 DOIN

Author Carmichael, Oliver C. (Oliver Cromwell), 1891-1966.
Title Graduate education : a critique and a program / Oliver C. Carmichael.
Published Westport, Conn. : Greenwood Press, 1977, c1961.
UniM ERC 378.15530973 CAR 1

Author University of Melbourne.
Title A Guide for postgraduate students at the University of Melbourne / [University of Melbourne Postgraduate Association]
Published [Parkville, Vic.] : The University,
UniM ERC AB 378.9451 UNIV 1999

Author Becker, Lucinda M., 1963-
Title How to manage your postgraduate course / Lucinda Becker.
Published New York : Palgrave Macmillan, c2004.
UniM ERC 378.155 BECK

Author Kandbinder, Peter.
Title In supervisors' words... : an insider's view of postgraduate supervision / Peter Kandbinder and Tai Peseta.
Published Sydney : Institute for Teaching and Learning, The University of Sydney, 2001.
UniM ERC 378.155 KAND

Author Toncich, D. J. (Dario J.)
Title [Key factors in postgraduate research : a guide for students / by Dario Toncich.](#)
Published Brighton, Vic. : Chrystobel Engineering, 1999.
UniM ERC 378.155 TONC

Author Graham, Adele.
Title Managing more postgraduate research students / Adele Graham, Barbara Grant.
Published Oxford [England] : Oxford Centre for Staff Development, 1997.
UniM ERC f 378.19422 GRAH

Title Masterclass : learning teaching and curriculum in taught master's degrees / edited by Peter T. Knight.
Published London : Cassell, 1997.
UniM ERC 378.20941 MAST

Author Menzies, Robert, Sir, 1894-1978.
Title [The post-graduate student] : the second Dunrossil memorial lecture presented by Sir Robert Menzies [at] Wilson Hall, University of Melbourne, 12th March, 1968.
Published [Sydney] : Institution of Radio and Electronics Engineers Australia, [1968].
UniM ERC AB 378.155 M551

Author Ferrier, Frances.

Title Postgraduate education and the challenges of the future/ Frances Ferrier.

Published 1999.

UniM ERC M.Ed FERRIER NOT FOR LOAN

Author Stock, Molly.

Title A practical guide to graduate research / Molly Stock.

Published New York : McGraw-Hill, c1985.

UniM ERC 001.4 STO 1

Title Research methodology and interdisciplinarity : papers on the principles and methodology of research, and on the concept and role of interdisciplinarity / edited by Roland Sussex.

Published [Parkville, Vic.] : Committee for Research and Graduate Studies, Faculty of Arts, University of Melbourne, 1984.

UniM Store X5909

UniM Baill SpC/UM f 001.42 RESE

Author Pearson, Margot.

Title Open and flexible PhD study and research / Margot Pearson, Lys Ford.

Published Canberra : Department of Employment, Education, Training and Youth Affairs, Evaluations and Investigations Program, 1997.

UniM ERC 378.1750994 PEAR

Author Bowen, William G.

Title In pursuit of the PhD / William G. Bowen and Neil L. Rudenstine ; in collaboration with Julie Ann Sosa ... [et al.].

Published Princeton, N.J. : Princeton University Press, c1992.

UniM ERC 378.15530973 BOWE

Title Doctorates Downunder : keys to successful doctoral study in Australia and New Zealand / edited by Carey Denholm and Terry Evans.

Published Camberwell, Vic. : ACER Press, 2006.

UniM ERC 378.1550993 DOCT

VicColArts Book 378.155 Doc /0001 acn:116614

Author Willie, Charles V. (Charles Vert), 1927-

Title African-Americans and the doctoral experience : implications for policy / Charles V. Willie, Michael K. Grady, Richard O. Hope.

Published New York : Teachers College Press, c1991.

UniM ERC 378.198296073 WILL

Author Hawley, Peggy.

Title Being bright is not enough : the unwritten rules of doctoral study / by Peggy Hawley.

Published Springfield, Ill. : C.C. Thomas, c1993.

UniM ERC 378.1553 H396

Author Lovitts, Barbara E., 1960-

Title Leaving the ivory tower : the causes and consequences of departure from doctoral study / Barbara E. Lovitts.

Published Lanham, Md. : Rowman & Littlefield Publishers, 2001.

UniM ERC 378.155 LOVI

Title The path to the Ph.D. : measuring graduate attrition in the sciences and humanities / Ad Hoc Panel on Graduate Attrition Advisory Committee, Office of Scientific and Engineering Personnel, National Research Council.

Published Washington, D.C. : National Academy Press, 1996.

UniM ERC f 378.007 PATH

Author Cartter, Allan Murray.

Title Ph.D.'s and the academic labor market : a report prepared for the Carnegie Commission on Higher Education / by Allan M. Cartter.

Published New York : McGraw-Hill, c1976.

UniM Store Q4691

Author Cude, Wilfred.

Title The Ph.D. trap / Wilfred Cude.

Published West Bay, N.S. : Medicine Label Press, 1988.

UniM ERC 378.24 CUD

Title The Road retaken : women reenter the academy / edited by Irene Thompson, Audrey Roberts.

Published New York : Modern Language Association of America, 1985.

UniM ERC B 378.120973 ROAD

Author Nettles, Michael T., 1955-

Title Three magic letters : getting to Ph.D. / Michael T. Nettles and Catherine M. Millett.

Published Baltimore, Md. : Johns Hopkins University Press, c2006.

UniM ERC 378.2420973 NETT

Author Zumeta, William Mark.

Title Extending the educational ladder : the changing quality and value of postdoctoral study / William Zumeta.

Published Lexington, Mass. : Lexington Books, c1985.

UniM ERC 378.013 ZUM 1

Author Fairfield, Roy P.

Title Person-centered graduate education / Roy P. Fairfield.

Published Buffalo, N.Y. : Prometheus Books, c1977.

CARM CENTRE 378.15530973 FAI 1

ASK AT DESK

Author Pelikan, Jaroslav Jan, 1923-

Title Scholarship and its survival : questions on the idea of graduate education / Jaroslav Pelikan.

Published Princeton, N.J. : Carnegie Foundation for the Advancement of Teaching, c1983.

UniM ERC 378.15530973 PEL 1

Author Conrad, Clifton F.

Title A silent success : master's education in the United States / Clifton F. Conrad, Jennifer Grant Haworth, Susan Bolyard Millar.

Published Baltimore, Md. : Johns Hopkins University Press, c1993.

UniM ERC 378.24 CONR

Author McInnis, Craig.

Title The masters degree by coursework : growth, diversity and quality assurance / Craig McInnis, Richard James, Alison Morris.

Published Canberra : Australian Govt. Pub. Service, c1995.

UniM ERC 378.240994 MCIN

Author Symposium on Quality in PhD Education (1992 : Australian National University)

Title Quality in PhD education / edited by David J. Cullen

Published Canberra : Centre for Educational Development and Academic Methods & Graduate School, Australian National University, 1993.

UniM ERC 378.15530994 SYMP

Title Research training in doctoral programs : what can be learned from professional doctorates? / Erica McWilliam ... [et al.].

Published Canberra : Dept. of Education, Science and Training, 2002.

UniM ERC 378.20994 RESE

Author Professional Doctorates: Innovations in Teaching and Research Conference (1998 : Coffs Harbour)

Title Professional doctorates : innovations in teaching & research / T.W. Maxwell & P.J. Shanahan (editors)

Published Armidale, NSW : Faculty of Education, Health and Professional Studies, University of New England, 1998.

UniM ERC f 378.240994 PROF

Title The British Ph.D. and the overseas student / The British Council Committee for International Co-operation in Higher Education.

Published [London?] : British Council Committee for International Co-operation in Higher Education, 1986.

UniM ERC B f 378.2420941 BRIT

Author Phillips, Estelle, 1928-

Title How to get a PhD : a handbook for students and their supervisors / Estelle M. Phillips and Derek S. Pugh.

Published Maidenhead, England ; New York : Open University Press, 2005.

UniM ERC 378.240941 PHIL

Author Cryer, Pat.

Title The research student's guide to success / Pat Cryer.

Published Buckingham [England] ; Philadelphia, Pa. : Open University, 2000.

UniM ERC 378.170281 CRYE

Author Rugg, Gordon.

Title The unwritten rules of PhD research / Gordon Rugg and Marian Petre.

Published Maidenhead : Open University Press, 2004.

UniM ERC 378.240941 RUGG

Title Working for a doctorate : a guide for the humanities and social sciences / edited by Norman Graves and Ved Varma.

Published London ; New York : Routledge, 1997.

UniM ERC 378.240941 WORK

MBS 378.24 WORK

Author Buchanan, Anne L.

Title The doctor of philosophy degree : a selective, annotated bibliography / compiled by Anne L. Buchanan and Jean-Pierre V.M. Hérubel.

Published Westport, Conn. : Greenwood Press, 1995.

UniM ERC 016.37820973 BUCH

Title PhD cohort study / University of Melbourne, School of Graduate Studies.

Published [Parkville, Vic.] : The School, 1994-1993 (Oct. 1994)-

UniM Baill SpC/UM f 378.24099451 PHD

Author Dunleavy, Patrick

Title Authoring a PhD: How to plan, draft, write and finish a doctoral thesis or dissertation / Patrick Dunleavy

Published Palgrave Study Guides

UniM ERC 808.02 DUNL

UniM Baill 808.02 DUNL

UniM Burnley 808.02 DUNL

Articles

Journal articles

Current Contents

Title: Advising PhD candidates

Author(s): [Maxwell T](#)

Source: [STUDIES IN HIGHER EDUCATION 31 \(5\): 649-650 OCT 2006](#)

Document Type: Book Review

Language: English

Title: Supervising **dissertation** projects: Expectations of supervisors and students

Author(s): [Woolhouse M](#)

Source: [INNOVATIONS IN EDUCATION AND TEACHING INTERNATIONAL 39 \(2\): 137-144 MAY 2002](#)

Document Type: Article

Language: English

Abstract: This case study describes an action research project that explored the relationship between a **supervisor** and a **dissertation** student who was following an in-service Master's course for teachers. The focus of the article is on the initial expectations of both the **supervisor** and the student in relation to their one-to-one relationship. Both the **supervisor** and the student analysed the interview data in order to identify similarities and differences in expectations. The results of this process are discussed and some comparisons are made with the work of others who have also studied this important issue. The impact of the research findings on the **supervisor** is then discussed.

Title: Master's **thesis** writing from a narrative approach

Author(s): [Ylijoki OH](#)

Source: [STUDIES IN HIGHER EDUCATION 26 \(1\): 21-34 MAR 2001](#)

Document Type: Article

Language: English

Abstract: **Thesis** writing as the final phase in achieving the master's degree has been identified both as a culmination of university studies, providing students with a bridge from the world of study to the world of scholarship, and as a severe problem associated with drop-out, lengthening of the duration of studies and personal anxiety of students. In this article, **thesis** writing and the problems involved in it are approached from a narrative perspective. The study is based on focused interviews with 72 students from four disciplines at one Finnish university. From students' accounts of their study experiences, four cultural core narratives are constructed: the heroic, tragic, businesslike and penal stories. In each type of story the meaning of **thesis** writing, the relationship between student and supervisor, and study problems are experienced in an essentially different manner. It is suggested that, in order to improve academic teaching and **thesis supervision**, it is important to analyse and critically reflect on the kinds of stories students are living by, and how these narratives are sustained in the disciplinary cultures into which they are socialised during their studies.

Title: Supervisor selection or allocation and continuity of **supervision**: Ph.D. students' progress and outcomes

Author(s): [Ives G](#), [Rowley G](#)

Source: [STUDIES IN HIGHER EDUCATION 30 \(5\): 535-555 OCT 2005](#)

Document Type: Article

Language: English

Abstract: This article reports part of an Australian longitudinal study which examined the patterns evident in the relationships Ph. D. students and supervisors developed and the ways they worked together. The participants were 21 Ph. D. students and their main supervisors. Data were collected via interviews conducted between 1995 and 1998. Three interviews were conducted separately for each student and supervisor. This report focuses on the allocation of supervisors to students and continuity of **supervision** in relation to students' progress and satisfaction with **supervision**. From this small sample it appears students who felt involved in supervisor selection, whose topics were matched with their supervisor's expertise and who developed good interpersonal working relationships with supervisors were more likely to make good progress and be satisfied. This was more likely when supervisors were experienced and senior academics or the student had two active

supervisors. Disruptions caused by a temporary change of supervisor created problems and delays. Suggestions to overcome this are made.

Title: International **PhD** students in Australian universities: financial support, course experience and career plans

Author(s): [Harman G](#)

Source: [INTERNATIONAL JOURNAL OF EDUCATIONAL DEVELOPMENT 23 \(3\): 339-351 MAY 2003](#)

Document Type: Article

Language: English

Abstract: Using data from a social survey of **PhD** students in two major Australian universities supplemented by student interviews. this article reports on the financial support, course experience and career plans of international **PhD** students. While most international **PhD** students hold scholarships which include stipends, a minority of students experience financial problems and lack adequate research support. Overall international **PhD** students express a high degree of satisfaction with their courses, although there are concerns about the quality and effectiveness of **supervision**, working space available to research students and help provided in designing research projects. Language problems sometimes adversely affect student progress while some international students find difficulty adjusting to a less deferential working arrangement with their supervisors and less structure in research direction. International **PhD** students are optimistic about their career prospects and certainly more confident about their careers than Australian **PhD** students. High proportions of international **PhD** students expect to follow research careers and say that the **PhD** degree will enhance their career prospects. (C) 2003 Elsevier Science Ltd. All rights reserved.

Title: The **PhD** and the Autonomous Self: gender, rationality and postgraduate pedagogy

Author(s): [Johnson L](#), [Lee A](#), [Green B](#)

Source: [STUDIES IN HIGHER EDUCATION 25 \(2\): 135-147 JUN 2000](#)

Document Type: Article

Language: English

Abstract: Interventions in the quality of research training provided in universities today focus largely on educating supervisors and monitoring their performance as well as student progress. More private than any other scene of teaching and learning, postgraduate **supervision**-and more generally the pedagogic practices of the **PhD**-has largely remained unscrutinised and unquestioned. This article explores the problematic character of ideas of autonomy and the independent scholar that underpin the traditional practices of postgraduate pedagogy, particularly in the humanities and social sciences disciplines. These ideas are found to guide the practices of several different models of the supervisory relationship, whether they be of a pastoral care or more distant kind. The gendered character of the ideas of autonomy and the subject of knowledge that underlie these practices of postgraduate pedagogy are examined, as is the paradoxical nature of the processes of the production of the autonomous scholar self. The article concludes by suggesting some possible lines of thought for the future in addressing the problems in doctoral education identified through this analysis.

Title: The contribution of narrative to the process of supervising **PhD** students

Author(s): [Linden J](#)

Source: [STUDIES IN HIGHER EDUCATION 24 \(3\): 351-369 OCT 1999](#)

Document Type: Article

Language: English

Abstract: A set of 444 narratives was collected at seven Swedish universities, during seminars for the continuing education of supervisors. The participants were asked to write down a recollection of a situation including some kind of a complication that they experienced either as supervisors or as doctoral students. The narrators' perception of the focus in the situation was used as the basis for creating categories. It is argued that narratives have considerable potential to sensitise supervisors to aspects of their role, and hence to enhance the quality of **supervision**.

Title: Undergraduate research **supervision**: a gender analysis

Author(s): [Hammick M](#)

Source: [STUDIES IN HIGHER EDUCATION 23 \(3\): 335-347 OCT 1998](#)

Document Type: Article

Language: English

Abstract: This article reports the findings of a small study aimed at analysing the way supervisors of undergraduate research discuss their style of **supervision**. The study was motivated by an interest in the

possibility that gendered ways of working may influence the student-supervisor relationship. A qualitative approach to data collection was taken, using unstructured and taped interviews with supervisors, with transcription viewing by the supervisors for accuracy and further comment. The similarities and differences found within and between the women and men supervisors' texts are contextualised within current literature. Concepts of knowledge and power, as potential Key features of the gendered supervisory relationship, were used to develop the analysis. The empirical data reveal contrasting ways of working and some gendered differences in the way the supervisors used language to describe and discuss their practice of **supervision**. The study raises questions about the way in which gender may impact upon the **supervision** of research through its influence on the knowledge flow and power dynamics between student and supervisor We suggest that these factors have the potential to create distinctive supervisory relationships.

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[Thesis and dissertation writing: an examination of published advice and actual practice](#)

Author: Paltridge B.

Source: [English for Specific Purposes](#), Volume 21, Number 2, 2002, pp. 125-143(19)

Publisher: [Elsevier Science](#)

Abstract:

This article explores the extent to which published advice on the organisation and structure of theses and dissertations concurs with what happens in actual practice. The study examines guides and handbooks which focus on thesis and dissertation writing and postgraduate research. The sample texts examined were master's and doctoral theses written in a number of different study areas at a major research university. The study found that only a few of the books examined devoted a substantial amount of space to this topic. It also found a wider range of thesis types than the guides and handbooks would suggest occurs. The study identified four main kinds of thesis: 'traditional: simple', 'traditional: complex', 'topic-based' and 'compilations of research articles'. The article argues for teaching materials which show students the range of thesis options they might have, highlight the kind of variation that occurs in actual texts, and consider the rationale for the various choices they might make.

[Laissez-faire in research education — an inquiry into a Swedish doctoral program](#)

Authors: Frischer J.; Larsson K.

Source: [Higher Education Policy](#), Volume 13, Number 2, June 2000, pp. 131-155(25)

Publisher: [Palgrave Macmillan](#)

Abstract:

It is a matter of concern that the number of doctoral examinations in social sciences at the Swedish universities is low. The vast majority of the accepted doctoral students never complete their studies, and very few finish within the stipulated four years. In an attempt to find the causes of this situation, we singled out a social science department at a major Swedish university, and interviewed those doctoral students who had dropped-out of it. Those students had all completed at least 50% of their PhD studies. A number of shortcomings were found: random and infrequent meetings between student and supervisor; thesis goals seldom set; freedom for the student and for the supervisor as to how to pursue the research education towards a PhD. We concluded that the entire research education was characterized by a Laissez-faire leadership (a leader nominated but abdicated). Using a concept borrowed from psychotherapy, we suggested that a 'working alliance' should be established between the supervisor and the student. At the core of the working alliance is the notion of the mutual forming of a platform out of which work emerges in common collaboration. The working alliance implies a contract for work, stating its goals, the tasks to reach these goals, and the interpersonal bonding which is needed to give force and endurance to the endeavor. The constant scrutiny of this contract, the mutual concern with the working alliance, by itself, contributes to its strength. © 2000 International Association of Universities. Higher Education Policy Vol. 13, (2000) 131–155

[The Doctoral Supervisor-Student Relationship: Some American Advice for Success](#)

Author: Sharon E. Beatty

Source: [The Marketing Review](#), Volume 2, Number 2, Summer 2001, pp. 205-217(13)

Publisher: [Westburn Publishers Ltd](#)

Abstract:

The objective of this paper is to provide insights into the dissertation process from a typical American supervisor's perspective. This paper takes a process approach, focusing on the various steps involved in selecting a supervisor and topic to finalizing the dissertation and to writing manuscripts from the work. It ends with some general advice on publishing for the new researcher.

[Dissertation Writing in Action: The Development of a Dissertation Writing Support Program for ESL Graduate Research Students](#)

Authors: Allison D.; Cooley L.; Lewkowicz J.; Nunan D.

Source: [English for Specific Purposes](#), Volume 17, Number 2, 1998, pp. 199-217(19)

Publisher: [Elsevier Science](#)

Abstract:

Despite an explosion in the number of students writing graduate theses in a language other than their first, there are very few accounts, either of research into the difficulties encountered by these students, or of writing programs designed to help such students present dissertations written to an acceptable standard. This article describes and evaluates a program developed within the English Centre at the University of Hong Kong to assist students who are required to present dissertations in English. The program was based on data collected from detailed interviews with graduate supervisors and a survey of graduate students, as well as an analysis of extended pieces of graduate writing.

[Writing Up and Getting Published](#)

Author: Michael J. Baker

Source: [The Marketing Review](#), Volume 1, Number 4, Winter 2000, pp. 441-471(31)

Publisher: [Westburn Publishers Ltd](#)

Abstract:

While the title of this paper and its positioning as the fourth in a sequence of articles in *The Marketing Review* might suggest that "writing up" is something to be addressed at the conclusion of a piece of research, it is something that began the moment one put pen to paper (or finger to keyboard) in developing a research proposal. Of course "Getting Published" is something that can only happen once one has converted one's ideas into a permanent record accessible to others. It is publication, the act of making one's ideas and thought a matter of record, that probably accounts for the fact that so many of us postpone the act for as long as we can. Spoken words lack the permanence of written ones and are much easier to amend or retract. They can be excused or withdrawn on the grounds that they reflect preliminary thinking and not one's conclusion on a matter of importance. Written words, especially when submitted for publication, are a quite different matter. In this paper we address two major themes. First, we look at the issues and potential problems encountered in preparing a formal record of our work. Second, we explore the matters involved in submitting work for publication especially in a scholarly or academic journal.

An Investigation into PhD Supervisory Management Styles: Development of a dynamic conceptual model and its managerial implications

Author: Gatfield, Terry¹

Source: [Journal of Higher Education Policy and Management](#), Volume 27, Number 3, 01Nov2005, pp. 311-325(15)

Publisher: [Routledge, part of the Taylor & Francis Group](#)

Abstract:

There has been a substantial increase in the number of candidates enrolled in PhD programmes in the past decade. Whereas the literature is relatively informative with its advice to candidates and supervisors, there is little evidence of research related to supervisory styles and changes of style over the supervisory period. This paper attempts to close that research gap by examining 60 items from the literature related to PhD completion. Eighty key variables identified from the literature were used to build a four-quadrant supervisory style management grid based on the Blake and Moulton Managerial Grid model. The grid was subjected to a

verification study through the results obtained from 12 in-depth interviews with supervisors. Further, a hypothetical model was developed to examine changes in supervisory style over time, along with the managerial implications for supervisors. The study was taken within an Australian context using the European style of PhD structural practices which do not necessarily reflect the contemporary American model. The study has significant implications for alternative dissertation completion approaches where high levels of supervision are required.

PDF:

<http://docserver.ingentaconnect.com.ezproxy.lib.unimelb.edu.au/deliver/connect/routledg/1360080x/v27n3/s2.pdf?expires=1167280085&id=34288464&titleid=658&accname=University+of+Melbourne&checksum=1EAB0A3CE86A8B4A735490EDFCD62DE2>

Finding and Choosing a Supervisor

Authors: Lindgreen A.; Palmer R.; Vanhamme J.; Beverland M.

Source: [The Marketing Review](#), Volume 3, Number 2, 1 December 2002, pp. 147-166(20)

Publisher: [Westburn Publishers Ltd](#)

Abstract:

Finding and choosing the right supervisor is an essential task for students about to embark on a PhD program. In this paper the authors discuss the students' and supervisors' expectations of professional supervisor-student relationships. Students will expect that their supervisors guide them in a customised/tailored way; are available when needed; are open, supportive, reliable, trustworthy, clear in the relationships, and friendly; are constructively critical; have a good knowledge of their research area; structure tutorials so that ideas can be exchanged relatively easily; have sufficient interest in their research; and are sufficiently involved in their success to help them get a good job. Supervisors will expect that their students are independent and interested in the research; produce work that is more than a first draft; report all relevant issues when discussing the research with them in regular meetings; and follow the advice that has been agreed upon in a meeting. Throughout the paper the authors draw upon their own experiences as students and later supervisors.

Reflections on the PhD Process: The Experiences of Three Survivors

Authors: Adam Lindgreen; Christine Vallaster; Joëlle Vanhamme

Source: [The Marketing Review](#), Volume 1, Number 4, Winter 2000, pp. 505-529(25)

Publisher: [Westburn Publishers Ltd](#)

Abstract:

In the literature it is possible for doctoral candidates to find a broad range of guidelines on how to write a successful doctoral thesis. For example, in 1999 the *Australasian Marketing Journal* published an article on a structured approach to presenting doctoral theses, with an in-depth examination of the sections that are expected to appear in a doctoral thesis (Perry 1999). *The Marketing Review* is currently printing a series of four articles on general guidelines on how to undertake a research project (Baker 2000a, 2000b, 2001a, 2001b). Candidates are often struggling with their theses one reason being that they find it difficult to present their research findings, and the efforts made by Perry and Baker are thus to be applauded; and the articles should serve both to motivate and guide candidates. The present article, however, focuses on what the authors consider to be one key, fundamentally unresolved, issue surrounding the Perry and Baker articles: the process of actually getting to the point of presenting the research findings in a doctoral thesis. The authors first share with the reader their personal experiences of going through a typical doctoral programme before offering their best pieces of advice. Overall, the list of dos and don'ts can help candidates to get on top of their doctoral research instead of the doctoral research getting on top of the candidates.

Alternative Models for Doctoral Mentor Organisation and Research Supervision

Authors: Price D. C.; Money A. H.

Source: [Mentoring & Tutoring](#), Volume 10, Number 2, 1 August 2002, pp. 127-135(9)

Publisher: [Routledge, part of the Taylor & Francis Group](#)

Abstract:

The design and delivery of a professionally-oriented, management, doctoral programme introduces new criteria for the selection and training of mentors and supervisors. An internationally dispersed student body of mobile,

senior business and academic professionals compounds the problems. This article considers alternative models for delivery and exemplifies course design issues through a development in a major management college. Issues of semi-remote and remote mentoring and supervision are illustrated with examples from a Doctor of Business Administration (DBA) programme, showing the need for disaggregation and reconstitution of the mentoring and supervisory roles and their sensitive application, given the international mobility of most of the students.

Mostly True Confessions: Joint Meaning-Making about the Thesis Journey

Authors: McAlpine L.; Weiss J.

Source: [The Canadian Journal of Higher Education](#), Volume 30, Number 1, 1 March 2000, pp. 1-26(26)

Publisher: [Canadian Society for the Study of Higher Education](#)

Abstract:

The thesis supervisory role is perhaps the most prominent, yet least understood, of a faculty member's teaching responsibilities. We retrospectively explore the doctoral supervisory experiences of a doctoral student and her thesis supervisor through the process of co-constructing a personal narrative of the journey. Our story addresses several assumptions of the thesis process: the dissertation is an original piece of research by the student; the supervisors in an arms-length relationship because the thesis is the intellectual property of the student; the supervisor and committee are experts while the student is a novice being introduced into the culture; the thesis process is the same regardless of the program and the goals of student and supervisor. We invite others to join our conversation by sharing stories of their experiences. By accumulating knowledge in an under-researched area, it is possible that higher education can improve its record of successfully completed doctoral dissertations.

Mastering the dissertation: lecturers' representations of the purposes and processes of Master's level dissertation supervision

Authors: Anderson, Charles¹; Day, Kate¹; McLaughlin, Pat¹

Source: [Studies in Higher Education](#), Volume 31, Number 2, April 2006, pp. 149-168(20)

Publisher: [Routledge, part of the Taylor & Francis Group](#)

Abstract:

This article reports on part of a study of dissertation work in taught Master's courses. It focuses on presenting findings from interviews with 13 supervisors in a faculty of education concerning the normative order that they believed should prevail within the supervisory relationship, and their complex representation of student agency and of student and supervisor responsibilities. The final discussion frames central findings within a sociocultural account of learning and teaching. It highlights the duality of shaping and supporting students' efforts that framed supervisors' commitments and actions: i.e. it details how supervisors saw themselves as having a gatekeeping role and a commitment to align students' work with academic standards, and at the same time a personal commitment which involved a responsibility to assist students to pursue a topic that excited their interest and to support their sense of agency.

Rendering an Account: An open-state archive in postgraduate supervision

Authors: Morgan W.¹; Ryan M.¹

Source: [Higher Education Research & Development](#), Volume 22, Number 1, MAY 2003, pp. 77-90(14)

Publisher: [Routledge, part of the Taylor & Francis Group](#)

Abstract:

The paper begins with a brief account of the transformation of research degree studies under the pressures of global capitalism and neo-liberal governmentality. A parallel transformation is occurring in the conduct of research through the use of information and communication technologies. Yet the potential of ICTs to shape practices of surveillance or to produce new student-supervisor relations and enhance the processes of developing the dissertation has received almost no critical attention.

As doctoral supervisor and student, we then describe the features and uses of a Web-based, open-state archive of the student's work-in-progress, developed by the student and accessible to his supervisor. Our intention was to encourage more open conversations between data and theorising, student and supervisor, and ultimately between the student and professional community. However, we recognise that relations of

accountability, as these have developed within a contemporary "audit revolution" (Power, 1994, 1997) in universities, create particular "lines of visibility" (Munro, 1996).

Thus, while the open-state archive may help to redefine in less managerial terms notions of quality, transparency, flexibility and accountability, it might also make possible greater supervisory surveillance. How should we think about the panoptical potential of this archive? We argue that the diverse kinds of interactional patterns and pedagogical intervention it encourages help to create shifting subjectivities. Moreover, the archive itself is multiple, in bringing together an array of diverse materials that can be read in various ways, by following multiple paths. It therefore constitutes a collage, which we identify as a mode of cognition and of accounting distinct from but related to argument and narrative. As a more "open" text (Iser, 1978) it has an indeterminacy which may render it less open to abuse for the technologies of managerial accountability.

The Experience of Disseminating the Results of Doctoral Research

Authors: Dinham S.; Scott C.

Source: [Journal of Further and Higher Education](#), Volume 25, Number 1, 1 February 2001, pp. 45-55(11)

Publisher: [Routledge, part of the Taylor & Francis Group](#)

Abstract:

Postgraduate study is something of growth industry with, worldwide, a substantial increase in the number of courses offered and students enrolled (Kerlin, 1995). A substantial part of the requirements for the successful completion of a research degree is that the research conducted should be in some way original and also make a worthwhile contribution to knowledge. Given these requirements it would be expected that the dissemination of the results of the research should be a routine part of the process of postgraduate study and its aftermath. However, it would seem that this is not the case and that the progression from completed dissertation to publication is not the universal experience. Certainly, those publications which deal with 'how to' get a research degree rarely if ever specifically address the issue of dissemination at any length. One would assume that supervisors of postgraduate research would see advice about the matter as one of their duties but it is not at all obvious whether this is the case. This article reports the results of two international studies of the experience of 'doing the degree' conducted with samples of 139 and 53 doctoral holders. Specifically, it concentrates on the participants' experiences of disseminating, or otherwise, the results of their research.

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Thesis as Narrative or 'What Is the Inquiry in Narrative Inquiry?'

Author: Conle, Carola¹

Source: [Curriculum Inquiry](#), Volume 30, Number 2, Summer 2000, pp. 189-214(26)

Publisher: [Blackwell Publishing](#)

Abstract:

I present elements of inquiry in a dissertation composed through experiential narrative. My account of the thesis process is interwoven with references to John Dewey's demonstrations of implicit inquiry in the creation and experience of art. Motivation, methodology, outcomes and literature review take on a narrative character and I show how aesthetic and reflective activities contributed to the inquiry. Conceptually, a 'tension-telos dynamic' characterizes the impetus for the work; 'resonance' is portrayed as the connecting principle among various narrative components of the thesis, and the function of a 'third term' in metaphorical relationships is presented as a structuring principle for these connections. Although my inquiry came about through personal stories, my narratives reached out to social, historical and philosophical contexts to gain a wider significance, academically and personally.

PDF: http://docstore.ingenta.com.ezproxy.lib.unimelb.edu.au/cgi-bin/ds_deliver/1/u/d/ISIS/34288663.1/bpl/curi/2000/00000030/00000002/art00004/5E364323DCFE4E091167279702D832F77BA0247A60.pdf?link=http://www.ingentaconnect.com/error/delivery&format=pdf

The PhD examination: support and training for supervisors and examiners

Authors: Cryer P.; Mertens P.

Source: [Quality Assurance in Education](#), Volume 11, Number 2, 2003, pp. 92-99(8)

Publisher: [Emerald Group Publishing Limited](#)

Abstract:

Two linked schemes have been developed to provide greater support for academics involved in the supervision of postgraduate students. One, the Training and Accreditation Programme for Postgraduate Supervisors (TAPPS), was originally designed and developed at the Institute for Animal Health (IAH) in collaboration with BBSRC. The other is a Web gateway on research supervision. The schemes provide advice, a forum for peer group discussion, training in specific aspects of supervision, recognition (accreditation) for the role and contribution of the supervisor and annotated links to relevant information sources via the Web. Details are available on www.iah.bbsrc.ac.uk/TAPPS and www.iah.bbsrc.ac.uk/supervisor-training. This paper explores the rationale for the existence of the schemes; considers their operation - first generally and then with respect to the PhD examination; presents evidence of benefits to academics and students; and concludes with an outlook on the futures of the schemes.

Graduate Students' Relationships with Their Male and Female Major Professors

Authors: Schroeder D.S.; Mynatt C.R.

Source: [Sex Roles](#), Volume 40, Numbers 5-6, 1 April 1999, pp. 393-420(28)

Publisher: [Springer](#)

Abstract:

Structured interviews of ten female students with male major professors, ten female students with female major professors, ten male students with male major professors, and ten male students with female major professors were content-analyzed for evidence of differences related to student-professor gender combination. These quantitative and qualitative content analyses indicated no differences in professional relationships. However, with respect to psychosocial relationships, there were some advantages to male students and disadvantages to female students associated with having male major professors. For example, compared to other gender combinations, females with male major professors made the greatest number of negative psychosocial comments and met with their major professors in the fewest number of nonacademic environments. Males with male major professors met in the greatest number of nonacademic environments and placed their major professors on their lists of supportive people most often.

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Professionalising Ph.D. Education to Enhance the Quality of the Student Experience

[Margot Pearson](#)

[Higher Education](#) > [Vol. 32, No. 3](#) (Oct., 1996), pp. 303-320

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A Slice of Advice

[David R. Krathwohl](#)

[Educational Researcher](#) > [Vol. 23, No. 1](#) (Jan., 1994), pp. 29-32+42

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Problem Definition and Thesis Writing: Workshops for the Postgraduate Student

[Ortrun Zuber-Skerritt](#); [Nick Knight](#)

[Higher Education](#) > [Vol. 15, No. 1/2](#) (1986), pp. 89-103

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Helping Postgraduate Research Students Learn

Ortrun Zuber-Skerritt

Higher Education > Vol. 16, No. 1 (1987), pp. 75-94

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Publication by Men and Women with Same-Sex and Cross-Sex PhD Supervision

Ray Over; Jane Over; Ingrid Meuwissen; Sandra Lancaster

Higher Education > Vol. 20, No. 4 (Dec., 1990), pp. 381-391

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[1560%28199012%2920%3A4%3C381%3APBMAWW%3E2.0.CO%3B2-S](http://links.jstor.org/sici?sici=0018-1560%28199012%2920%3A4%3C381%3APBMAWW%3E2.0.CO%3B2-S)

Teaching and Research. The Relationship between the Supervision of Graduate Students and Faculty Research Performance

Svein Kyvik; Jens-Christian Smeby

Higher Education > Vol. 28, No. 2 (Sep., 1994), pp. 227-239

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Same-Gender Relationships in Graduate Supervision

Jens-Christian Smeby

Higher Education > Vol. 40, No. 1 (Jul., 2000), pp. 53-67

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Proposal Writing. A Remedy for a Missing Part of Graduate Training

Stephen L. Wasby

PS: Political Science and Politics > Vol. 34, No. 2 (Jun., 2001), pp. 309-312

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[0965%28200106%2934%3A2%3C309%3APWARFA%3E2.0.CO%3B2-S](http://links.jstor.org/sici?sici=1049-0965%28200106%2934%3A2%3C309%3APWARFA%3E2.0.CO%3B2-S)

SYMPOSIUM ON ADVISERS AND THE DISSERTATION PROPOSAL

PS: Political Science and Politics > Vol. 34, No. 4 (Dec., 2001)

Introduction: Advisors and the Dissertation Proposal, by Stephen L. Wasby

Available at: [http://www.jstor.org.ezproxy.lib.unimelb.edu.au/cgi-](http://www.jstor.org.ezproxy.lib.unimelb.edu.au/cgi-bin/jstor/viewitem/10490965/ap040056/04a00180/0?searchUrl=http%3a//www.jstor.org/search/BasicResults%3fhp%3d25%26si%3d1%26Query%3ddissertation%2bhow%2bto&frame=noframe&dpi=3¤tResult=10490965%2bap040056%2b04a00240%2b0%2c06&backcontext=page)

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Constructing the Prospectus, by Peter J. May

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Writing a Dissertation: Advice from Five Award Winners

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Legal Scholarship Network

Ehrenberg, Ronald G., Jakubson, George, Groen, Jeffrey A., So, Eric C and Price, Joseph, "Inside the Black Box of Doctoral Education: What Program Characteristics Influence Doctoral Students' Attrition and Graduation Probabilities?" (March 2006). NBER Working Paper No. W12065 Available at SSRN: <http://ssrn.com/abstract=888267>

Abstract:

The Andrew W. Mellon Foundation's Graduate Education Initiative (GEI) provided over \$80 million to 51 treatment departments in the humanities and related social sciences during the 1990s to improve their PhD programs. Using survey data collected from students who entered the treatment and 50 control departments during a 15 year period that spanned the start of the GEI, we use factor analysis to group multiple aspects of PhD programs into a smaller number of characteristics and then estimate which aspects of PhD programs the GEI influenced and how these different aspects influenced attrition and graduation probabilities. From these analyses, we identify the routes via which the GEI influenced attrition and graduation rates and also indicate which aspects of PhD programs departments should concentrate on if they want to improve their programs' performance.

Expanded academic ASAP

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<<http://find.galegroup.com.ezproxy.lib.unimelb.edu.au/ips/infomark.do?&contentSet=IAC-Documents&type=retrieve&tabID=T003&prodId=IPS&docId=A9078862&source=gale&srcprod=EAIM&userGroupName=unimelb&version=1.0>>.

KNOWING a lot about the economy is a big help if you are a graduate student in economics, isn't it? Messrs David Colander and Arjo Klamer surveyed more than 200 students in America's top graduate-economics programmes. just 3% thought that a thorough knowledge of the economy was very important"; what mattered far more was "being good at problem-solving" and "excellence in mathematics". Today's students are learning their trade at a time of great doubt about the application of economics to real problems-the legacy of the 1970s. Perhaps this is why their focus has shifted to cleverness for its own sake. In due course, tenure at a good university will be a licence to be interested in the real world again. But that 3% is a poor verdict on the teaching of economics.

Project Muse

Austin, Ann E.

Preparing the Next Generation of Faculty: Graduate School as Socialization to the Academic Career

[View in PDF]

The Journal of Higher Education - Volume 73, Number 1, January/February 2002, pp. 94-122 - Article

Subjects:

Universities and colleges -- United States -- Graduate work.

Graduate students -- United States.

Abstract

Based on a four-year, qualitative study of graduate students, the article discusses graduate student development, students' perceptions of the academic career, and graduate students' suggestions for improving graduate socialization experiences. The article concludes with recommendations and policy questions for faculty advisors, chairpersons, teaching assistant supervisors, and graduate deans.