Research into doctoral pedagogy, practice and process-towards-product

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Bones of the thesis: generic
Different disciplines, similar strategies

- Generic perspective vantage point
Written thesis is linear; thoughts, theories, data etc. are rhizomatic.
“Much creative work takes place at the intersection of critical perspectives, cultural contexts and the personal”
- (Wisker, 2001, p. 213)

It’s the personal that makes this close to the bone
Questionnaire survey of 92 students

- Why is structure so troubling to thesis writers?
- Why specifically?
- Can advisors penetrate the problematic to assist with suggestions?
- Do the challenges vary according to stage of thesis?

Score of certainty correlated negatively to stage of doctorate: Students became LESS sure of structure as they progressed through the doctorate.

46% made changes to original plan.

96.1% used subtitles; 89% used more subtitles than in previous (undergrad) writing.
Structure changes a reflection of increasing complexity

- Structure less secure as understanding of complexities deepens
- Changed structure reflects full engagement with topic
- More subtitles recognises thesis genre
What was hard most often?

- Rhizomatic entanglement of theory/data: 29.6%
- Technical problems (e.g. Chapter length): 24.5%
- Data overflow/too much information: 13.3%
- Interdisciplinarity: 13.3 %
Helpful to suggest

- Narrative type might give language
- Metaphor give connotative traction in subtitles
- Check structure against thesis criteria

- Find what exactly is troubling
Most importantly

Consider axiology—be true to the deepest levels of meaning

Decide what must be privileged

Write a good defence of the final choice of structure

Genre

“[genre classifications] are embedded in material infrastructures and in the recurrent practices of classifying and differentiating kinds of symbolic action. And they bind abstruse and delicate negotiations of meaning to the social situations in which they occur” (13).

“Texts, nations, individual authors, particular discursive communities—all are both produced and productive, productive of that by which they are produced” (13).

Genre as analytical tool

- Each genre implies a particular political, social and symbolic production

- Each genre interrogates society in a particular way

- Each generic performance illuminates its society at that set of issues
Tragedy
Comedy
Genres are fluid; sub-genres complex
Fluid, always changing

Changes renegotiate the social values inherent in the genre...
Genres are vital and fluid

- Assumptions of genre are always confirmed but also contested, subverted, & mixed to add complexity to the social productivity of the text.
  
  cf.

- “...doctoral study does resemble the combination of written and unwritten rules in any complex game” (6).

"Every utterance is always inhabited by the voice of the 'other,' or of many others, because the interests of race, class, gender, ethnicity, age, and any number of other related 'accents' intersect each utterance" (Finke, 1992: 13)
Indigenous theory terms

- Maori “iwi” = peoples and also bones
- Maori “ako” = teaching-and-learning as one concept
- Maori “kaupapa Maori” = decolonising framework

- Pasifika “vá” = space between people, actively maintained, a responsibility
The Female PhD
- Identity and Roles -

- ‘Good’ mother versus ‘good’ doctoral student
- ‘Good’ female partner versus ‘good’ doctoral student
- Academic rigour versus family/cultural demands
- Academic rigour or abuse?
- Voice of authority?

Pedagogy

- “Active engagement with teaching-and-learning”
- Doctoral pedagogy: usually supervision
- Generic doctoral pedagogy: well-established in the UK but less so downunder
Institutional policies and rhetoric

- Fiscally driven change
- Knowledge *economy*
- More doctoral completions, more new knowledge in stock

- **Tension!**

- Teachers motivated by love of subject, care about students
Pedagogy—several institutional levels
Graduate attributes

- Who is the audience? How do students acquire these?
Thesis with creative performance or exhibition
Kaupapa Maori


Viewed at http://ojs.review.mai.ac.nz/info/
Interdisciplinarity: borderlands

‘Generic’ and ‘genre’—related how?
Bones under the flesh

Generic bones
Thesis as genre
Generic changes:
- Thesis with creative component
- Kaupapa Maori
- Interdisciplinarity
Doctorate becoming more grounded in community values, world challenges
Generic doctoral pedagogy

The context of generic doctoral pedagogy: “ethical, political, social and pedagogical complexity in a context of super-complexity”

- Barnett & Hallam, 1999
Footnotes

- "No mind worthy of the name ever reached a conclusion." If this essay appears to represent my own original idea, its appearance is undoubtedly false.

- Treating verbal ideation—the word—as "property" obstructs unsuspicious dialogue, clogs our minds as we try to delineate static "ideas" we call "ours," and falsifies the circumstances of knowledge.

Footnote: defining abstract nouns in HE

Footnote: questioning the framework

- Eva Bendix Petersen has investigated why academics have allowed neoliberalism and new managerial discourses to dominate academia when most of us disapprove of them ideologically.