



Murdoch
UNIVERSITY

Flying Start: partnering with students and other stakeholders in doctoral rites of passage

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Murdoch University

Centre for University Teaching and Learning



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[Educational Technologies at Murdoch](#)

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Centre for University Teaching and Learning (CUTL)

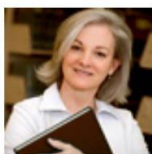
The Centre for University Teaching and Learning provides integrated and coordinated leadership and support in learning and teaching for students and academic staff at Murdoch University and strategic advice to the schools on learning and teaching matters.

CUTL brings together the areas of academic staff development, work-integrated learning, educational technologies, learning support and access programs to work in an integrated approach to support learning and teaching across the university.

To find help, request a CUTL service or track your requests, go to the [Murdoch Support portal](#).

To submit a General enquiry to the CUTL team [click here](#).

Academic Development



Support the University's culture of excellence in research and teaching

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Learning and Teaching



Assist Murdoch staff to enhance their teaching and learning practice and scholarship

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Studying at Murdoch



Provide assistance and advice to undergraduate and postgraduate students

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GREAT - Graduate Research Education and Training program



Centre for University Teaching and Learning

THE GREAT Program

(Graduate Research Education and Training)

Building Murdoch's community of graduate research scholars.

Semester 1, 2017

The GREAT (Graduate Research Education and Training) Program is run by the Centre for University Teaching and Learning (CUTL) and offers a range of seminar series to provide training and support for graduate students.

You are encouraged to identify your own specific needs in relation to the skills and knowledge required for your program of study, and to choose the seminar series that will benefit you.

Seminars for research students
(available to research students only)

These seminars are specifically designed to cater for research students at different stages of candidature. Before planning your skills development and training program as part of your research degree, please visit the Graduate Research Degrees Policies, Guidelines & Regulations and become familiar with the guidelines and policies relevant to you as a Murdoch CRD candidate.

If you are commencing a research degree in 2017, you should enrol in Flying Start, which is designed to assist CRD students understand and meet the requirements for Confirmation of Candidature.

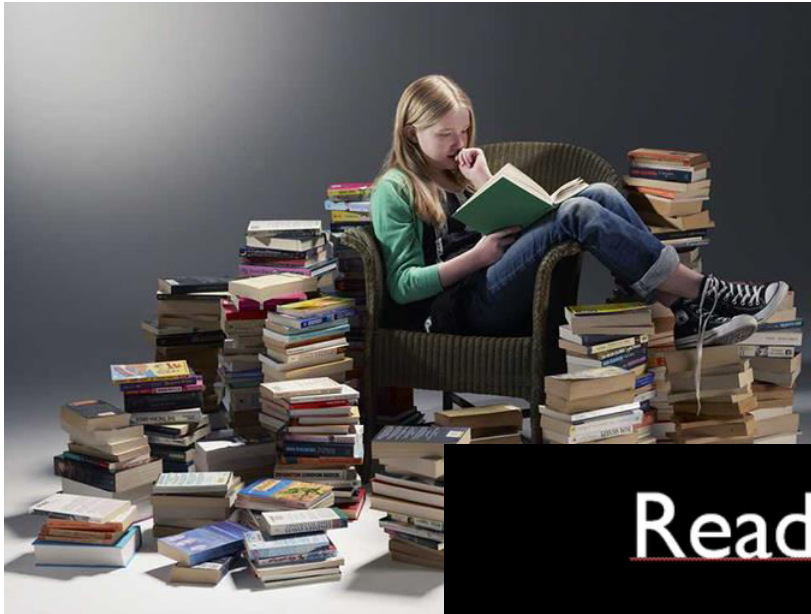
Seminars for all graduate students
(available to all postgraduate students)

These seminars are available to all graduate students, including coursework and research students. Discipline specific courses and training are also provided by some Schools. These are usually promoted via email, so you should make sure the University has your current contact details on file. If you require further and more specific knowledge and skills as a graduate research student, you are permitted to undertake three units of study within the university.

 **Murdoch**
UNIVERSITY

- Beginning Research
- Thesis and Journal Article Writing
- Information Literacy and Management Professional and Career Development
- Personal Qualities
- Professional Conduct
- Research Management
- Seminars for all graduate students: e.g., presentation skills, Endnote, computer skills

Challenges of Doctoral Research



Procrastination
perfectionism,
over-
commitment
and the
imposter
syndrome

Life
getting
in the
way



Readitis:

The belief that reading one
more article will solve all
your research problems
and then you will be ready
to write.

Hugh Kearns, Thinkwell
<https://twitter.com/ithinkwellhugh/status/638701124522868736>

Experimentitis

Not taking
responsibility

Problems with
writing

Losing confidence

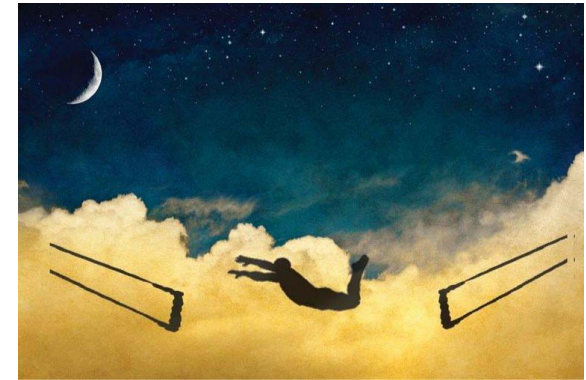
Conceptions of Transition

transition as 'induction'	'linear progression through a number of "phases"' (p.739)	PhD milestones, including confirmation of candidature (CoC)
transition as 'development'	stages in individual development or transformation	skills that candidates need to develop through stages of increasing competence (e.g., RDF)
transition as 'becoming'	'the complexities of life and the interdependence of "public issues" and "private troubles"' (p.744)	fluid process of doctoral becoming; doctoral research as a series of 'rites of passage' (e.g., Kiley 2009)

Based on Gale & Parker, 2014)

'Stuckness' and Liminality

- Research students can get 'stuck' for a variety of reasons: cognitive, social, or emotional (Ahearn & Manathunga, 2004)

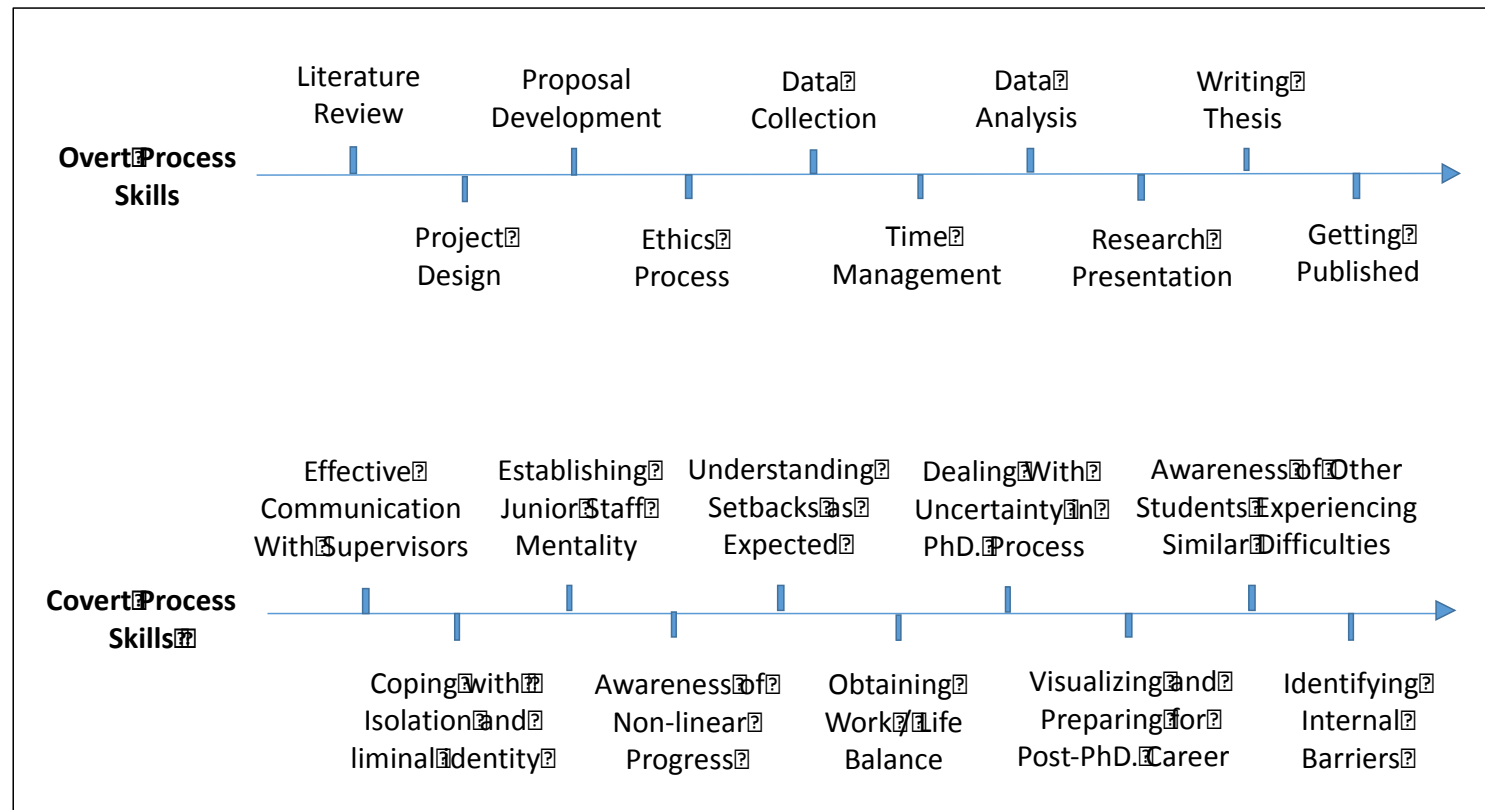


<https://www.slideshare.net/jeffkeef/thresholds2014-keef-threshold-concepts-and-postgraduate-struggles-071014v12>



<https://www.trendhunter.com/trends/stuck-chewing-gum>

Parallel processes of PhD study



Flying Start



- Meeting confirmation of candidature (CoC) milestones
- Identifying and starting to develop essential skills as a researcher
- Sharing experiences about doctoral 'rites of passage' (e.g., Kiley 2009)

https://www.uclan.ac.uk/students/study/flying_start.php

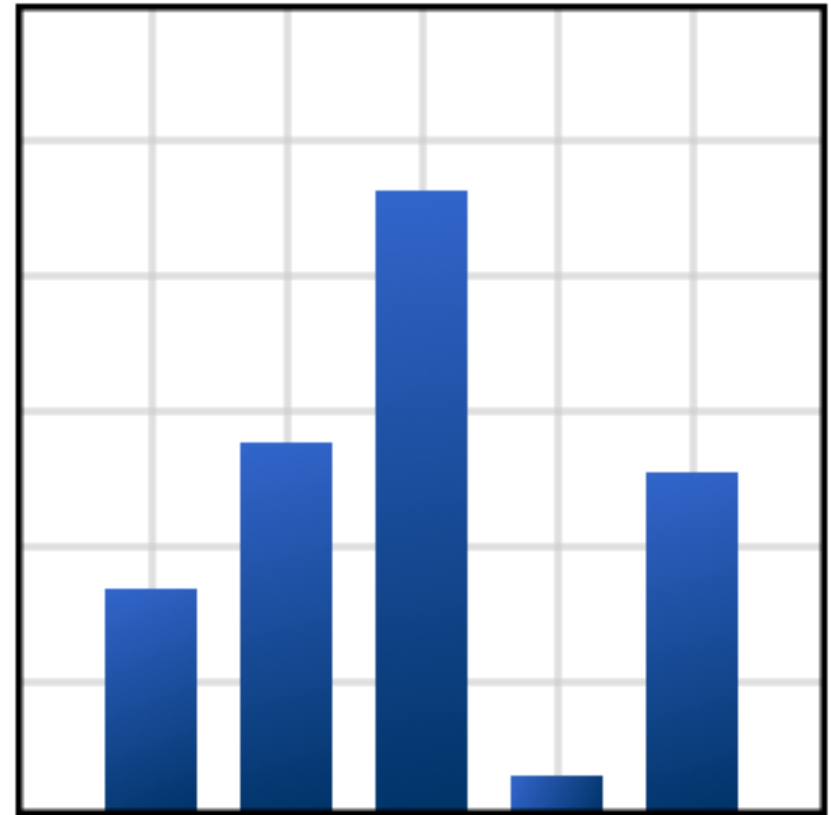
Flying Start Program

- offered 3 times a year
- each offering consists of two sets of two-day intensive modules, which students ideally take towards the beginning and towards the end of their first six months (e.g., during their confirmation of candidature period).
- each module consists of a series of free face-to face seminars (or workshops) delivered by CUTL academics, professional staff, and senior PhD students.

Flying Start Dates	Module A	Module B
Flying Start 1: March to June	Two-day intensive in March	Two-day intensive in June
Flying Start 2: April to July	Two-day intensive in April	Two-day intensive in July
Flying Start 3: August to November	Two-day intensive in August	Two-day intensive in November

Meeting CoC milestones: the research proposal ...

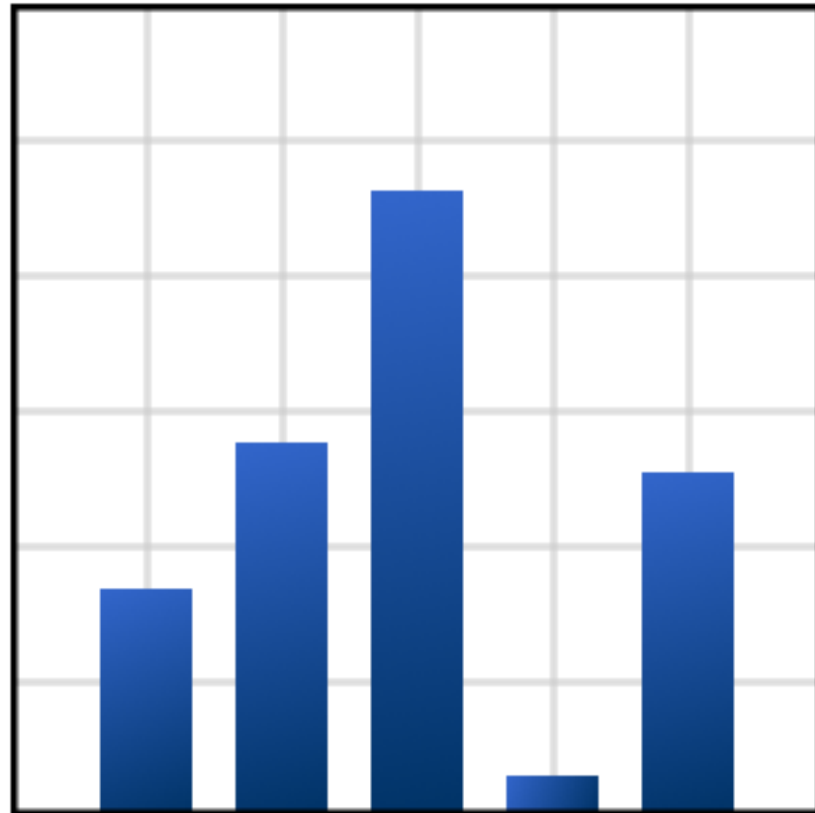
- Introducing the context, aims, research question(s) and/or hypotheses
- Stating the gap in knowledge and the significance of your research
- Explaining your methods and approach
- Presenting a clear argument for the proposed project ?
- Other?



<http://fenopatrn.com/blank-bar-graph-patterns/>

Meeting CoC milestones: the literature review ...

- Argument and voice
- Organization
- Coverage
- Relevance and Integration
- Analysis, interpretation and evaluation
- Other?



<http://fenopatrn.com/blank-bar-graph-patterns/>

Focus on Threshold Concepts

- Understanding that a thesis is a claim or defense – not just a collection of work you will do (e.g., **argument**)
- Being able to articulate a position on 'the literature' and locating the work you are doing within it (e.g., **analysis, interpretation and evaluation**)

<https://thesiswhisperer.com/2011/01/18/why-you-might-be-stuck/>

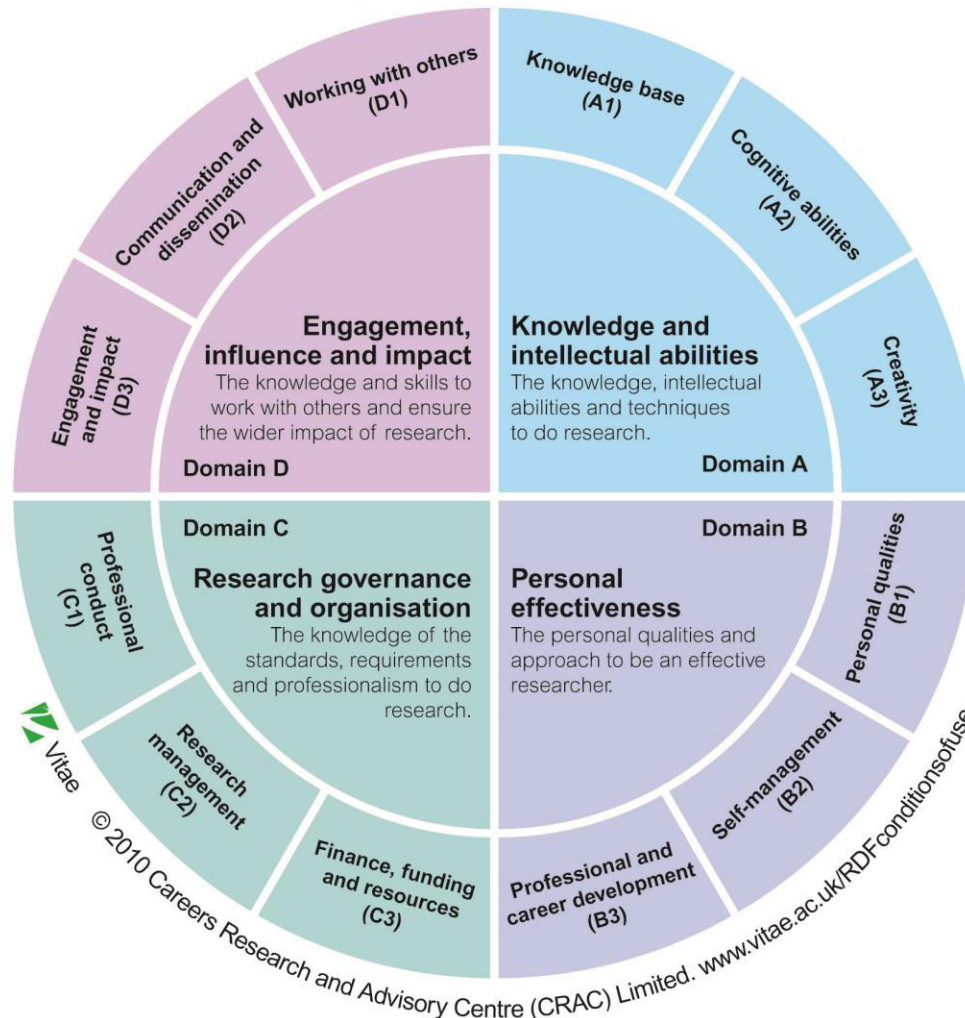


<https://www.slideshare.net/jeffkeefer/thresholds2014-keefer-threshold-concepts-and-postgraduate-struggles-071014v12>

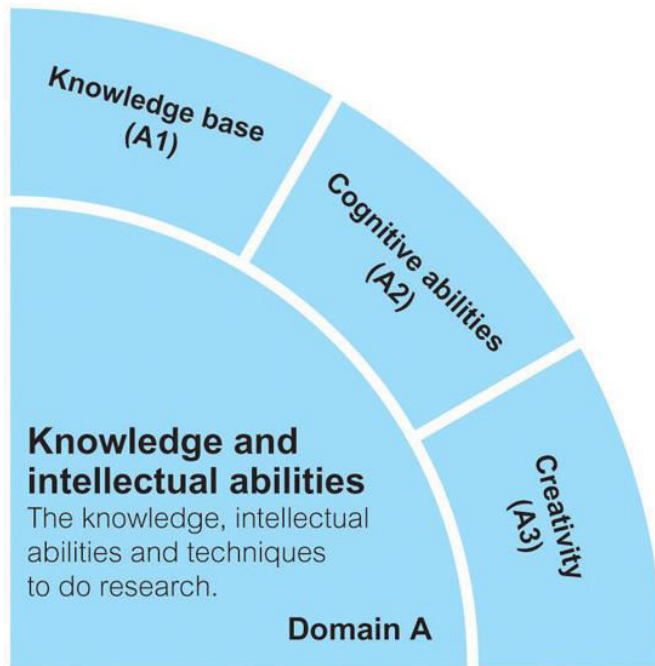
Meeting CoC milestones: the oral thesis proposal presentation ...



Identifying and developing essential skills



Identifying and developing essential skills



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Subject Librarians

Contact your subject librarian for help to find and use the Library's resources in your area of study.

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Subject areas: Communications and Public Relations English and Creative Writing Gender and Cultural Studies Journalism Media Studies Sound Theatre and Drama
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+61 8 9360 2298
Subject areas: Asian Studies Community Development History Sociology
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vitae realizing the potential of researchers

The informed researcher

Because interacting with information is at the very heart of your research

About the authors

Hana Burt is a Science Faculty Librarian at Newcastle University and a National Teaching Fellow. Her research interests are focused around information literacy, transition into HE and international student support. As well as publishing journal articles, she is co-author of "Providing Effective Library Services for Research" (June 2012) and the SCOLAS "Guidelines on Library Services for International Students" (2008). She is a member of the SCOLAS Working Group on International Library and the IRIS Information Working Group.

Paul Gorman is a Director of Study Research and Consultancy. He worked in libraries in the UK and USA for over twenty years prior to taking up research roles in information science, learning and teaching. He is co-author of two books: "Providing Effective Library Services for Research and Consultancy: Case of Planning Manual for Library Staff" as well as an author of many articles in learned journals.

Stephen Goldstein works for the Research Information Network, where his responsibilities have included taking forward the IRIS-led programme of activities on information handling and data management skills. He has played the leading role in setting up and developing the information handling working group. He has managed research projects, facilitated events and supported policy work in the full range of IRIS-led activities since 2005.


Tweeta Vitale is programme manager researchers for Vitae. Before that she was a researcher in structural biology for nearly twenty years.

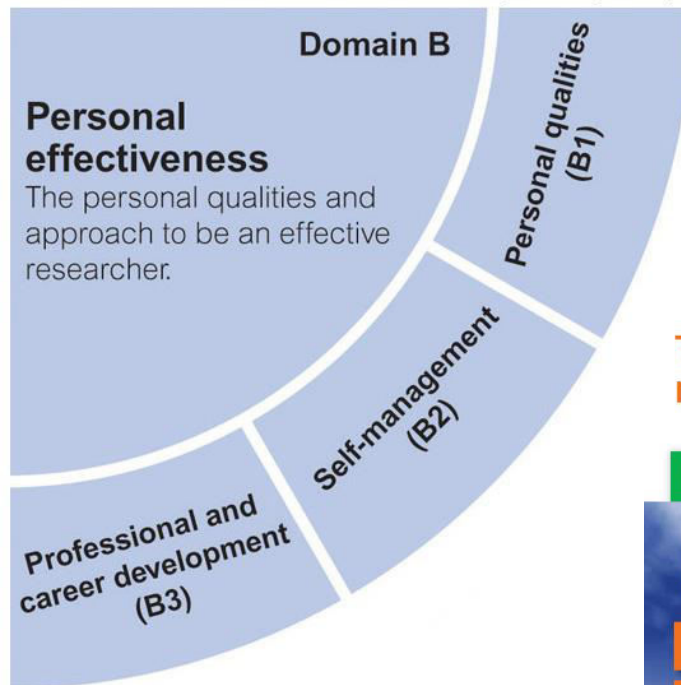
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vitae realizing the potential of researchers

SCOLAS
Society of College, National and University Librarians

Identifying and developing essential skills

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The balanced researcher



Strategies for busy researchers

If you're a busy researcher juggling many demands on your time then you need to read this book. It will give you:

Strategies to be more effective in your work

Strategies to balance work and other parts of your life

Specific actions that will have a big impact on your work and life

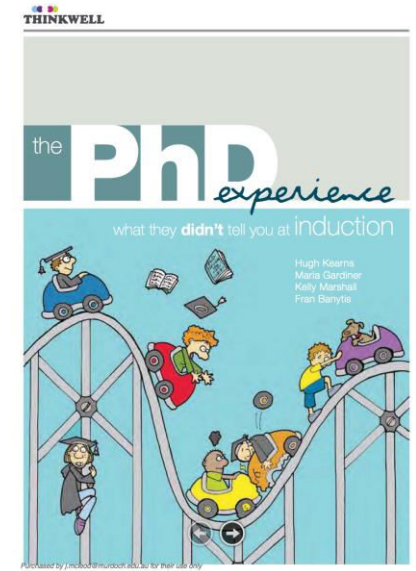
Hugh Kearns Maria Gardiner

Sharing experiences about doctoral 'rites of passage'

Panel of students from the previous cohort:

- practical problems faced
- a lonely journey?
- learning what a PhD is
- getting support
- juggling the PhD vs life
- the emotional rollercoaster

(Kearns et al 2006, p.35)

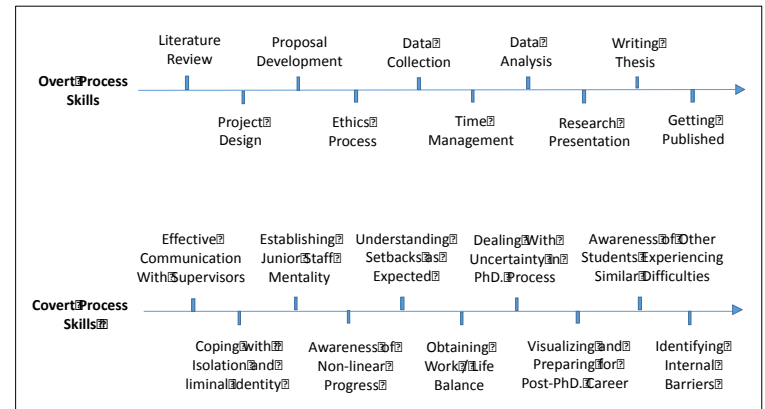


Sharing experiences about doctoral 'rites of passage'

Current, mid-program PhD.
candidate assisting in workshops.

Role has included:

- fielding student enquiries throughout the course
- providing specific strategies toward attaining CoC,
- offering feedback on early presentations
- hosting the panel session of senior PhD students
- Co-authoring paper submitted to JALL.



What next?

Integrating the following into the Flying Start program:

- A peer-mentoring program
- School-based writing groups