



Changing Practices of Doctoral Education

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Postgraduate research has undergone unprecedented change in the past ten years, in response to major shifts in the role of the university and the disciplines in knowledge production and the management of intellectual work.

New kinds of doctorates have been established that have expanded the scope and direction of doctoral education. A new audience of supervisors, academic managers and graduate school personnel is engaging in debates about the nature, purpose and future of doctoral education and how institutions and departments can best respond to the increasing demands that are being made.

Discussion of the emerging issues and agendas is set within the context of the international policy shifts that are occurring and considers the implications of these shifts on the changing external environment. This engaging book

- acquaints the readers with new international trends in doctoral education
- identifies new practices in supervision, research, teaching and learning
- enables practitioners of doctoral education to contribute to the debates and help shape new understandings
- questions the purposes of doctoral study and how they are changing
- considers the balance between equipping students as researchers and the conduct of original research

Including contributions from both those who have conducted formal research on research education and those whose own practice is breaking new ground within their universities, this thought-provoking book

draws on the expertise of those currently making a stimulating contribution to the literature on doctoral education.

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