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| Autore                  | Elliot Dely L   |
| Titolo                  | The Hidden Curriculum in Doctoral Education [[electronic resource] /] / by Dely L. Elliot, Søren S. E. Bengtsen, Kay Guccione, Sofie Kobayashi  |
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| Descrizione fisica      | 1 online resource (xix, 156 pages) : illustrations  |
| Disciplina              | 378.155   |
| Soggetti                | Higher education<br>Curriculum (Courses of study)<br>Education—Curricula<br>Study skills<br>Foreign study<br>Dissertations, Academic<br>International education<br>Comparative education<br>Higher Education<br>Curriculum Studies<br>Studying abroad<br>Thesis and Dissertation<br>International and Comparative Education   |
| Lingua di pubblicazione | Inglese   |
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| Livello bibliografico   | Monografia  |
| Nota di contenuto       | Part I. The hidden curriculum in doctoral contexts -- Chapter 1. What is the hidden curriculum? -- Chapter 2. Exposing the hidden curriculum in the context of doctoral education -- Chapter 3. Recognising the hidden curriculum within international doctoral education -- Part II. The hidden facets and players in the formal and informal doctoral curriculum -- Chapter 4. Navigating the hidden curriculum: a person-centred approach to developing doctoral researchers -- Chapter 5. Personal pursuit of the hidden curriculum, value, choice and ownership -- Chapter 6. Harnessing the hidden curriculum, adopting and |

adapting -- Part III. The hidden curriculum and wider doctoral learning ecology -- Chapter 7. A 'doctoral learning ecology model' -- Chapter 8. The hidden curriculum - educational pillars for doctoral researchers' meaningful experiences and successful completion -- Chapter 9. Beyond surviving: Towards thriving in doctoral education.

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Sommario/riassunto

This book explores the concept of the 'hidden curriculum' within doctoral education. It highlights the unofficial channels of genuine learning typically acquired by doctoral students independent of the physical and metaphorical walls of academia. The doctorate is a huge and complex undertaking which requires a range of support beyond academic foundations. The exchange between official and hidden curricula is therefore key, not just for achieving the qualification, but to also achieve transformative growth. This book offers a framework for a 'doctoral learning ecology model' to scaffold learning and sustain wellbeing by leveraging both formal and hidden curricula. This illuminating book will be of interest and value to doctoral researchers, supervisors, and mentors.

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