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| Altri autori (Persone) | ThomsonPat <1948-> WalkerMelanie |
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| Nota di bibliografia | Includes bibliographical references and index. |
| Nota di contenuto | Book Cover; Title; Copyright; Contents; List of figures; List of tables; Notes on contributors; Using this book; Part 1 Introduction: Why The Doctoral Companions?; 1 Doctoral education in context: The changing nature of the doctorate and doctoral students; Part 2 Supervision as pedagogy/ies; 2 Doctoral education as 'capability' formation; 3 'Perhaps I should be more proactive in changing my own supervisions?': Student agency in 'doing supervision'; 4 From poster to PhD: The evolution of a literature review; 5 Understanding doctoral research for professional practitioners 6 Critical transcultural exchanges: Educational development for supervisors 7 Negotiating the layered relations of supervision; 8 Adapting signature pedagogies in doctoral education: The case of |

teaching how to work with the literature; Part 3 Challenges in supervision pedagogy/ies: Challenges arising from changing student populations; 9 Supervising part-time doctoral students: Issues and challenges; 10 Supervising part-time doctoral students; 11 Fortunate travellers: Learning from the multiliterate lives of doctoral students 12 Internationalisation of higher education: Challenges for the doctoral supervisor 13 International students and doctoral studies in transnational spaces; 14 The doctorate in the life course; 15 Rhythms of place: Time and space in the doctoral experience; 16 Global social justice, critical policy and doctoral pedagogical spaces; 17 Coming to terms with research practice: Riding the emotional rollercoaster of doctoral research studies; 18 Doctoral education in global times: 'Scholarly quality' as practical ethics in research 19 The truth is not out there: Becoming 'undetective' in social and educational enquiry 20 A personal reflection on doctoral supervision from a feminist perspective; 21 Writing in, writing out: Doctoral writing as peer work; 22 Creating discursive and relational communities through an international doctoral student exchange; 23 The relationship between doctoral students' approach to research and experiences of their research environment; 24 Educating the doctoral student: Don't forget the teaching; Index

Sommario/riassunto

This book places at its centre the interwoven questions of what it means to be a doctoral student in the social sciences, what is involved in becoming and being a researcher and clearly shows how the role of the supervisor is key to the student's personal development.
