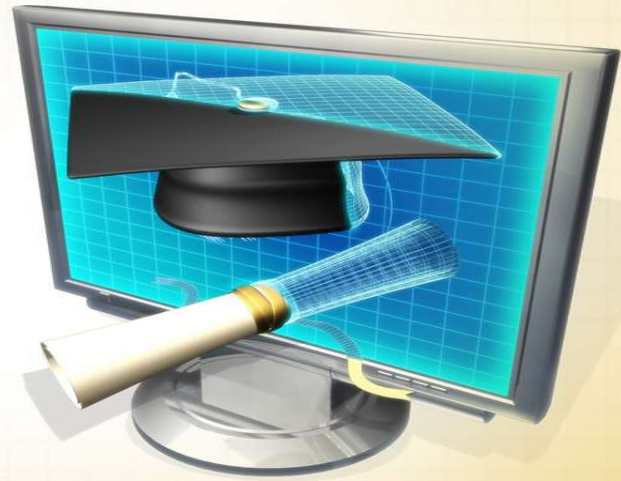
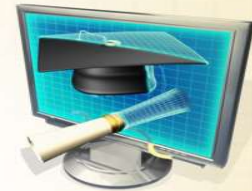


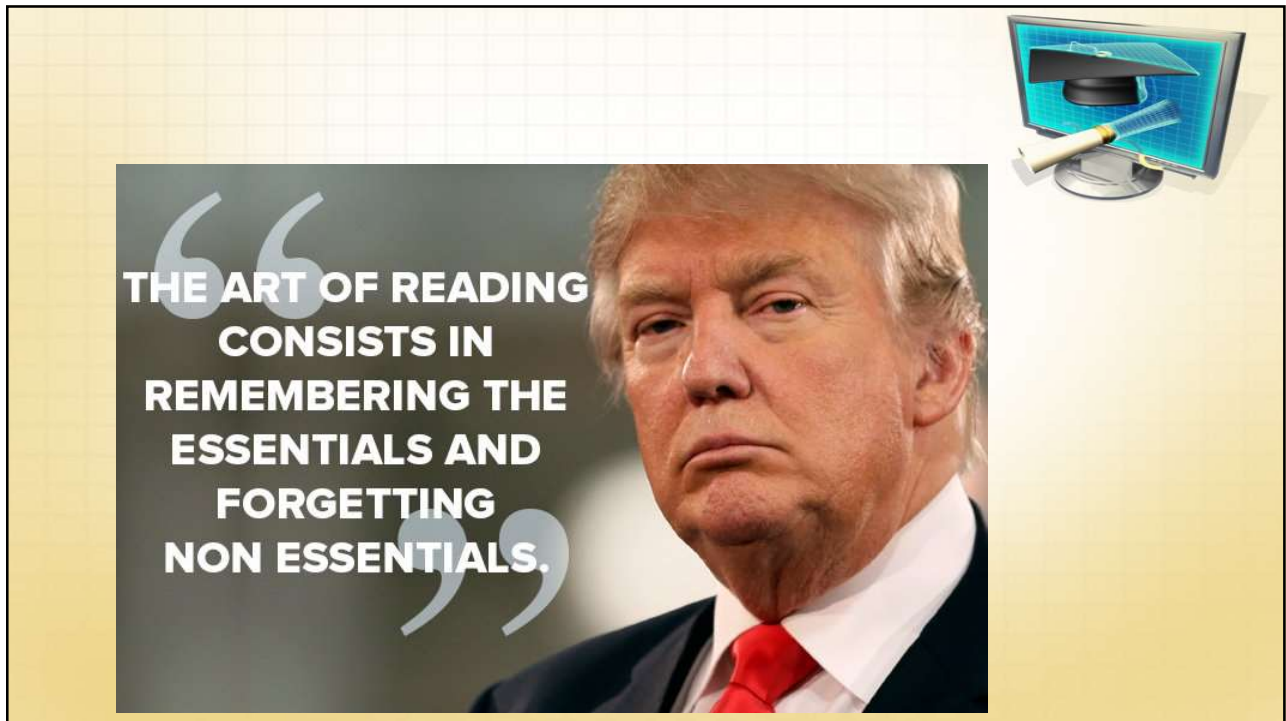
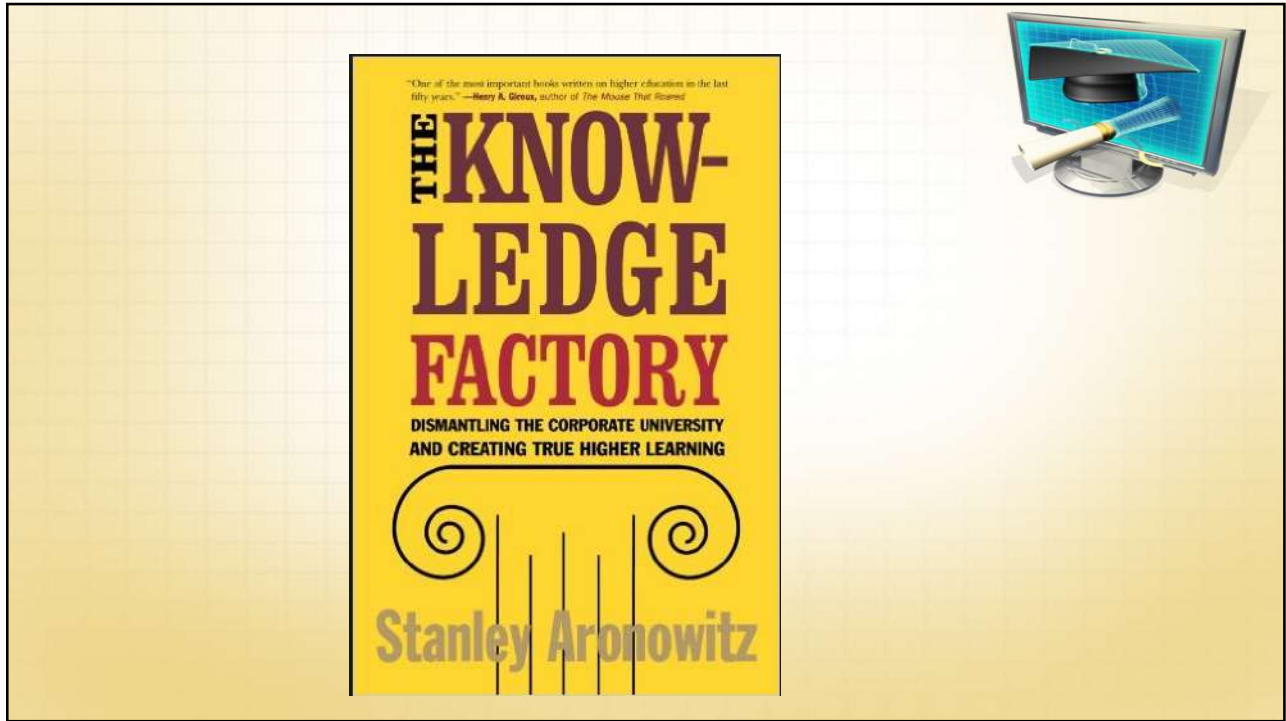
**Presented by Professor Tara Brabazon**  
**Dean of Graduate Research**  
**Flinders University**  
**@tarabrazon**  
**tara.brabazon@flinders.edu.au**

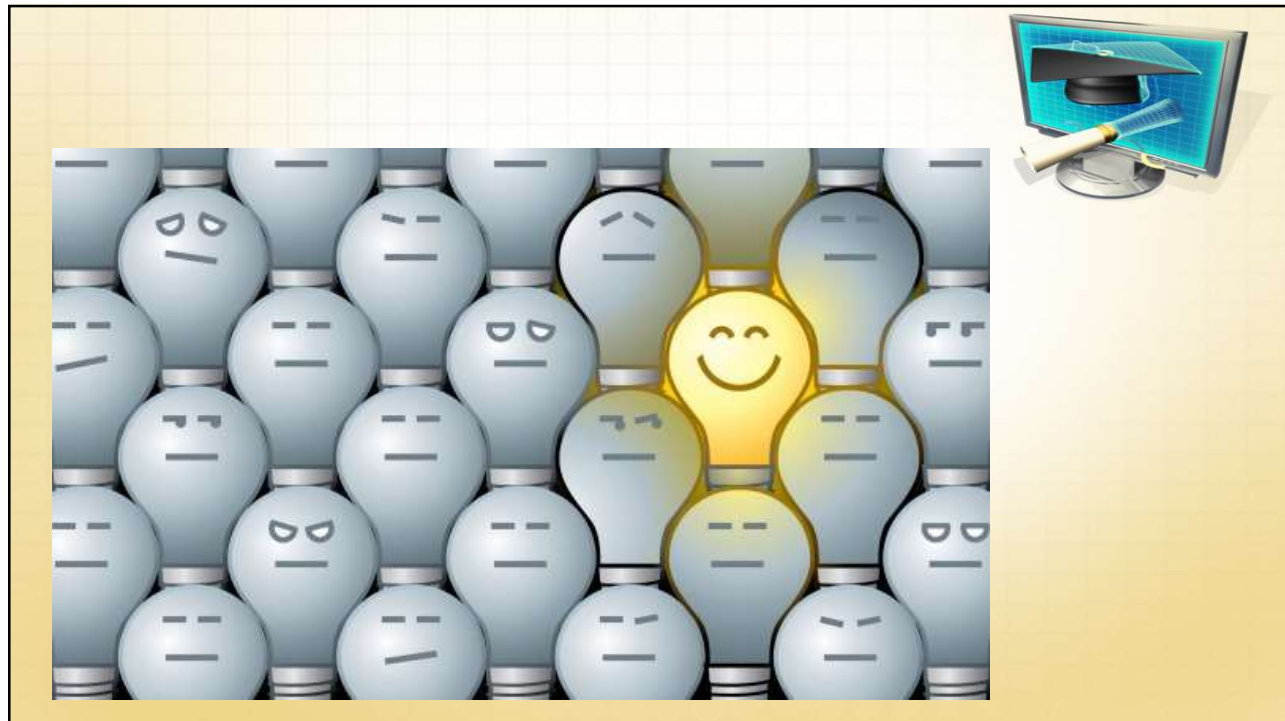


# **4D**

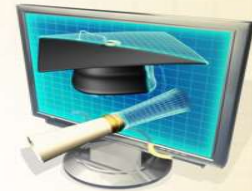
## **A revisioning of the Doctor of Philosophy**



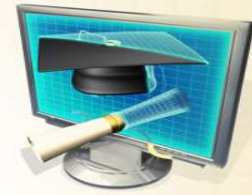




## **4D: Revisioning the Doctorate**



1. The 4Ds: Digitization, Deterritorialization, Disintermediation and Diversity
2. Challenging the deficit model
3. Revisioning the doctorate

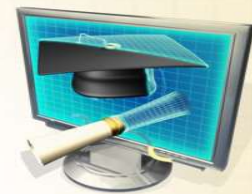


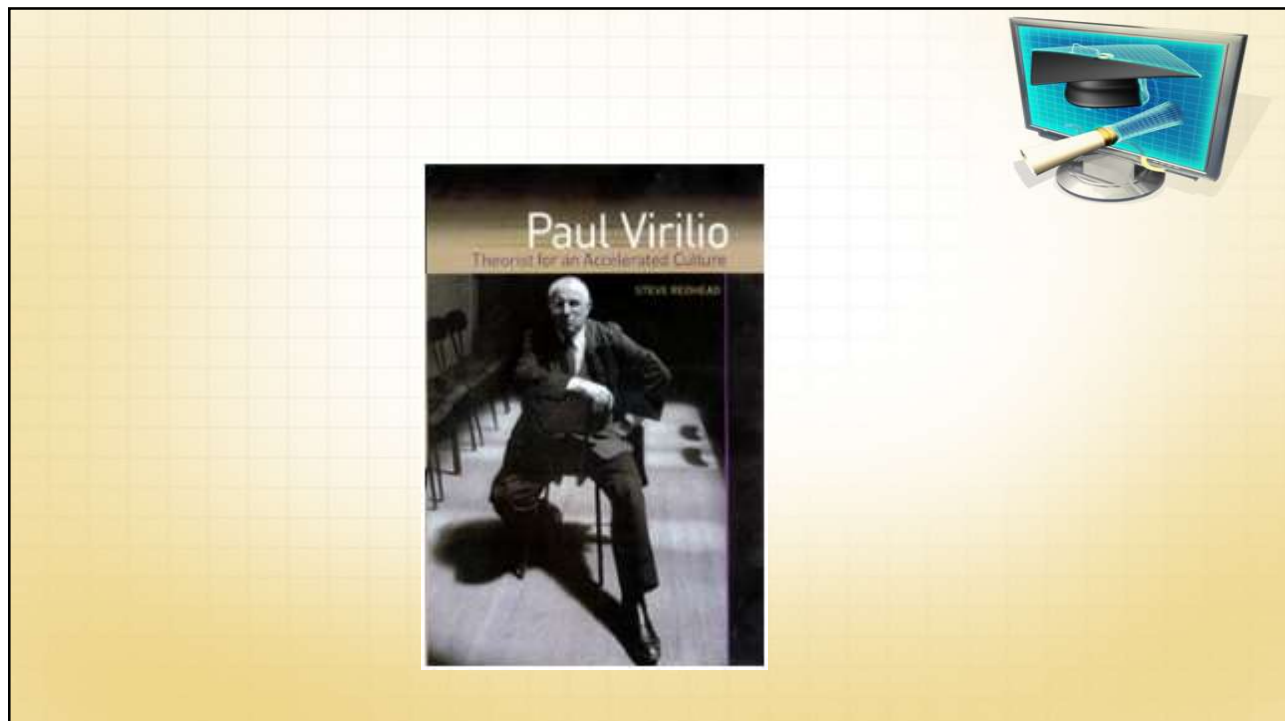
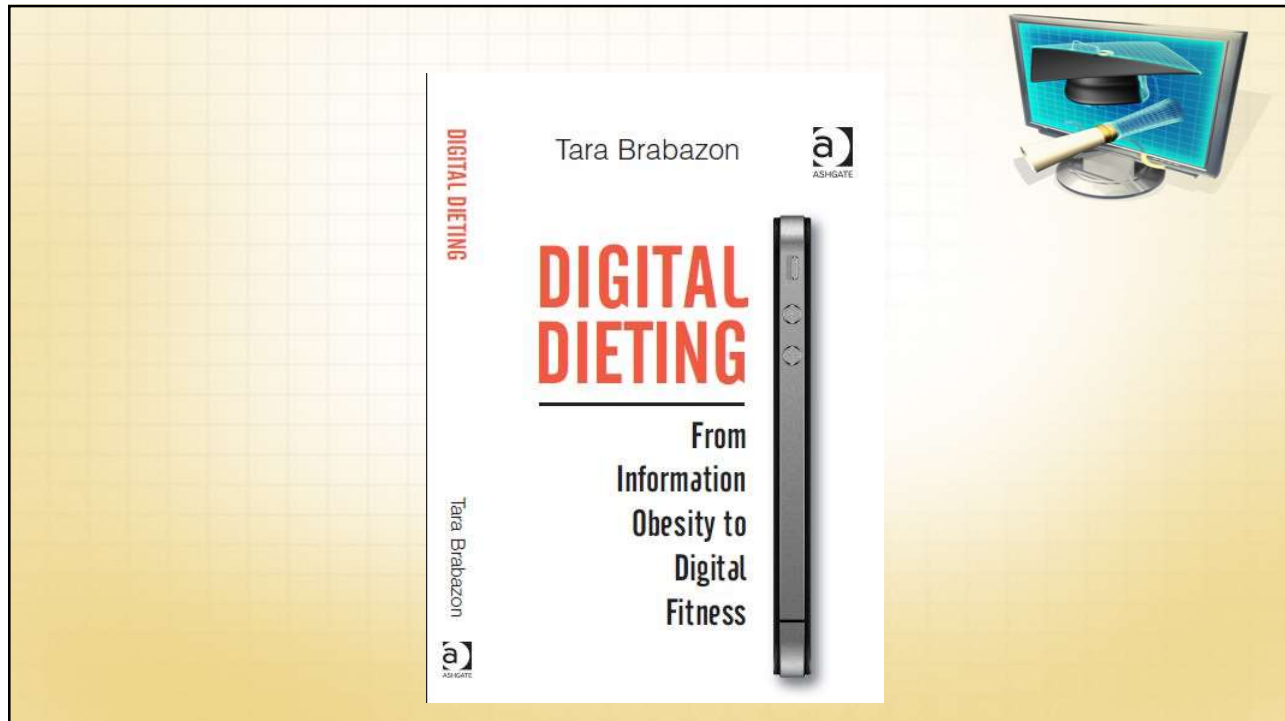
## Section One – 4 Ds

Digitization, Deterritorialization, Disintermediation and Diversity

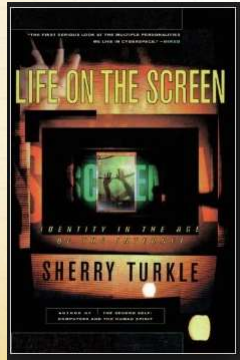
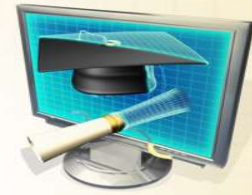
### **The key characteristic of digitization: mobility**

- Ideas move through space and time
- Fast and convenient (that which is fast dominates that which is slow)
- Increased requirement for information literacy
- Movement from consuming screen cultures to producing screen cultures

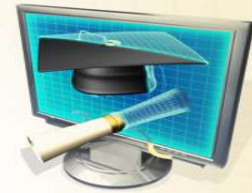




## Deterritorialization

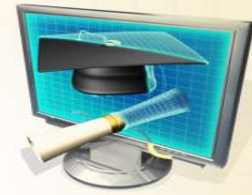


## Deterritorialization



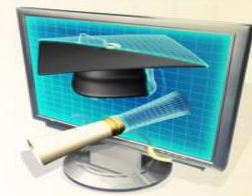
How particular media platforms de-emphasize our position and location in place and time

## Deterritorialization: the process




1. The internet **deterritorializes** an audience / readers / citizens from their physical environment
2. The internet **reconstitutes** us as an imagined online community

## Impact of deterritorialization on PhD supervisors



- New ways to conduct meetings
- Increased flexibility for staff and postgraduates
- Allows synchronous conversations to take place, without sharing geography
- Recognizes the value of Skype, Zoom and Adobe Connect.



PhD Owls - Older, Wise Learners  
Closed group

About  
Discussion  
Members  
Events  
Videos  
Photos  
Files

Search this group

Joined Notifications Share More

## Make conscious choices between:

**Synchronous**

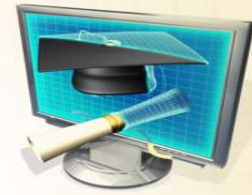
- Meetings
- Virtual coffee shops

**Asynchronous**

- Generic training
- Library of lectures, seminars and workshops

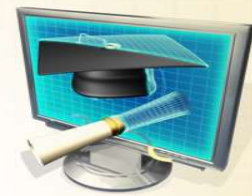


## Disintermediation



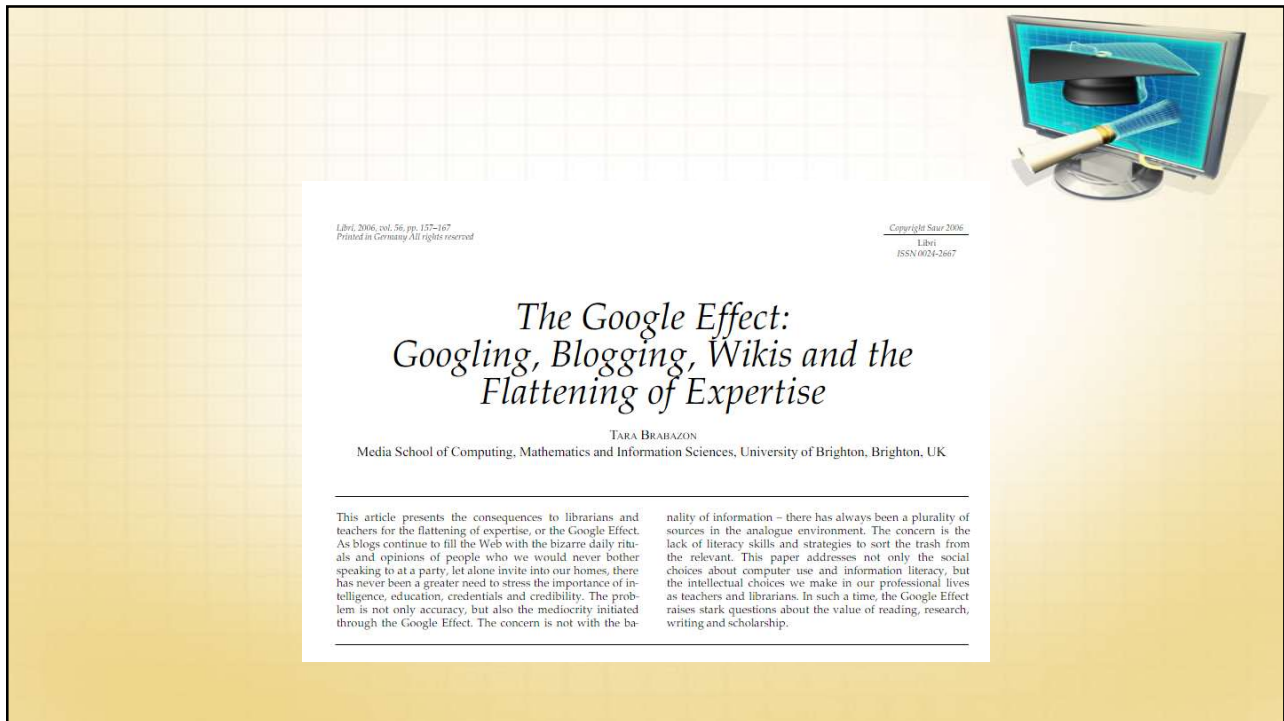
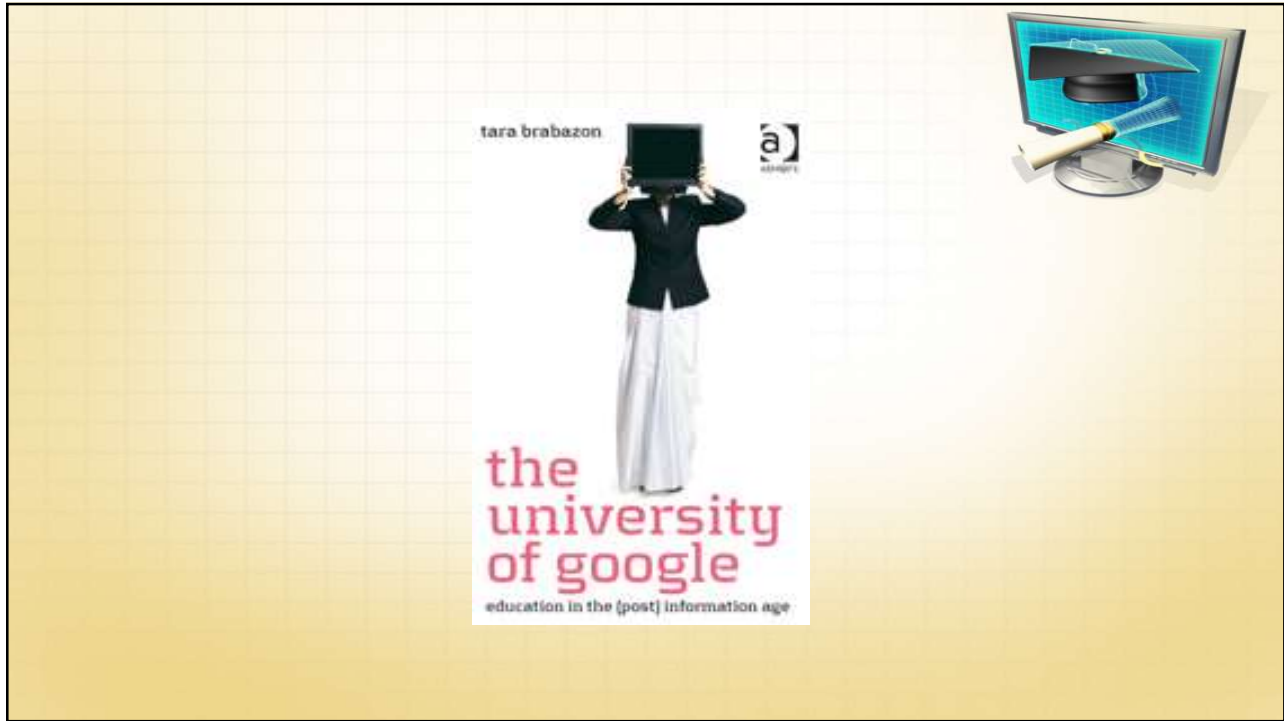
- Removal of links in the conventional supply and distribution chain
- Major impact on the music industry and publishing

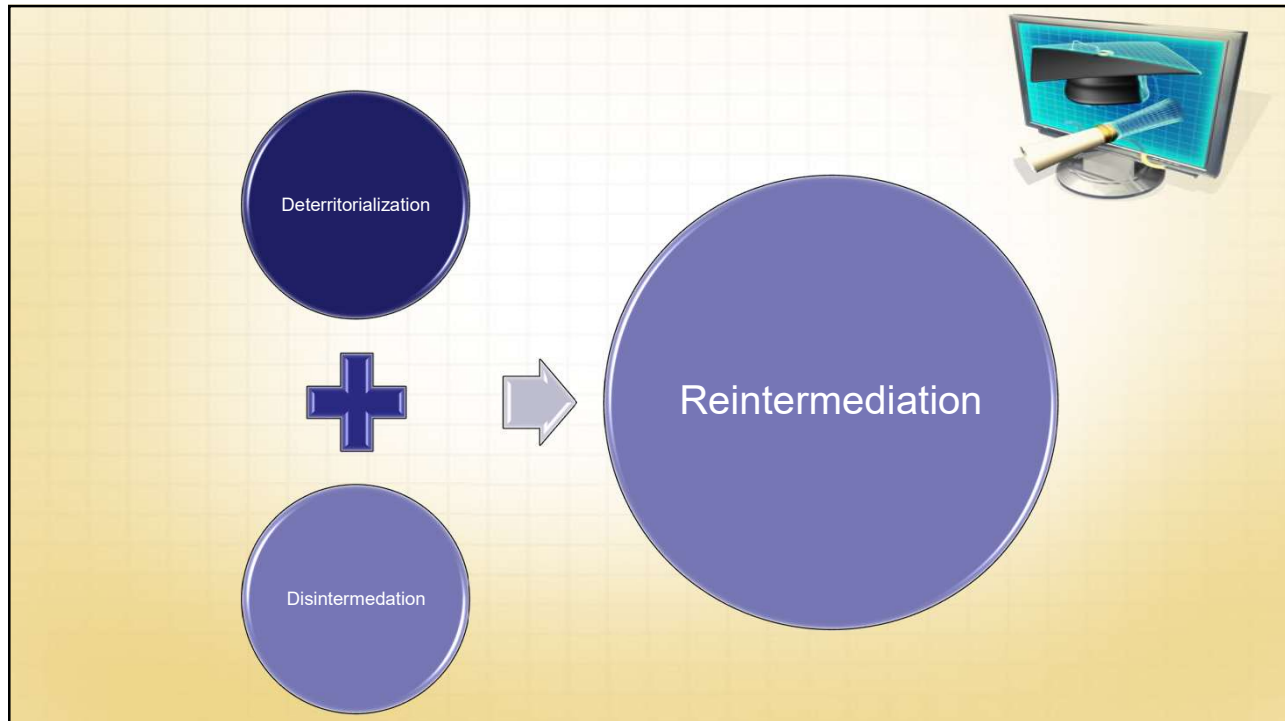
## Disintermediation



“The removal of the intermediary from the process, and creating a direct link between, variously, the producers or suppliers of academic texts and their consumers – or readers”

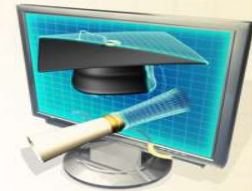
David Ball





## **Disintermediation, power and doctoral education**

- Power relationships between students and supervisors are flattened
- New opportunities for dissemination emerge
- Creates challenges for regulation and governance

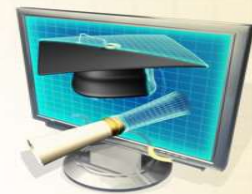




## Who are our students?

At Flinders University

- One third of our students live outside of the capital city (Adelaide)
- One third of our students are part-time
- The average age of commencing the PhD at Flinders is 36 years of age



PERSPECTIVE

## Confessions of a Part-Time Distance PhD Student

*Have you ever wondered what it is like to do a distance PhD? Joanne reveals her experience of studying for a degree at Lancaster whilst living in Dubai...*

It was with some trepidation that, in October last year, I applied to do a part-time distance PhD in Applied Linguistics at Lancaster University. The reason for the trepidation was that I live in Dubai, have two kids, and also a full-time teaching job at a local university. Was I taking on too much by adding PhD study to this? I was worried about how I would find the time to study and manage being so far away from Lancaster. In fact, the title of the short story by Alan Millican, *The Loneliness of the Long Distance Runner*, kept coming to mind. A PhD is surely the academic equivalent of a cross-country race or even a marathon and I was worried that I would experience the loneliness of the long distance PhD student.

“ A PhD is surely the academic equivalent of a cross-country race or even a marathon. ”

This year was not unfounded. In the 1990s, I studied for an MEd in English Language Teaching at Manchester University as a part-

It wasn't. It took me five years to finish that degree. In my defence, I did also get married and have two children during that time. But even without these distractions, I still think I would have found it difficult to stay focused, motivated and organised.

But this time, I told myself, it would be different. I have chosen a PhD programme that combines coursework and thesis. The coursework is a blended learning programme spread out over the first two years. Face-to-face classes are taught on intensive residential courses in Lancaster for one week in January and three weeks in July. The online distance component consists of tasks and discussions using the University's course management system, ULLS. At the same time, we are also expected to work on our research topics with a supervisor's guidance and support. It does not matter that I am thousands of miles away as I can easily send my supervisor an email or even talk to him via Skype. Thanks to the joys of modern technology, I know that he is only the click of a mouse button away.

I officially started my PhD in January 2010 on an extremely cold Sunday morning




John Henry Newman

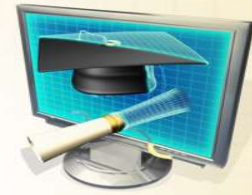
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# THE IDEA OF A UNIVERSITY

INTRODUCTION AND NOTES  
BY MARTIN J. SVAGLIC



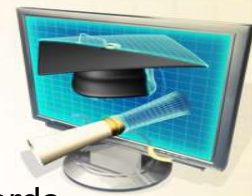
Through the diversity of doctorates,  
the determining factor remains ...



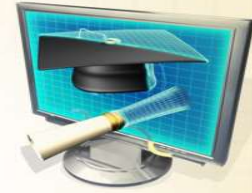
An original contribution to knowledge.

## The six modes of doctorate

- Traditional doctorate, composed of 80,000-100,000 words
- Practice-led / creative-led research, composed of an artefact and exegesis
- PhD by prior publication
- PhD by publication
- Professional doctorate
- Higher doctorate

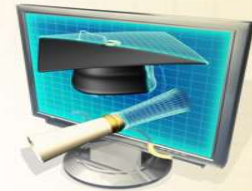


## Customizing the doctorate



- Professional development programmes
- Myriad teaching experiences, modes and levels
- Conference presentations
- Publications in diverse online modalities
- Dissemination and public engagements, with attention to the communication of research to diverse stakeholders

## The movement through the 2010s



**BYOL**

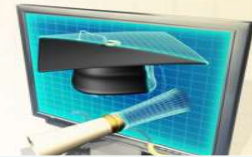
(Bring your own literacies)



**BYOD**

(Bring your own device)

## The changes to the provision of education - Stuart Cunningham (2000)



### Globalization

The arrival of new information and communication technologies

The development of a knowledge economy, shortening the time between the development of new ideas and their application.

The formation of learning organizations

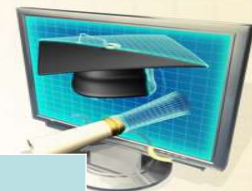
User-pays education

The distribution of knowledge through interactive communication technologies (ICT)

Increasing demand for education and training

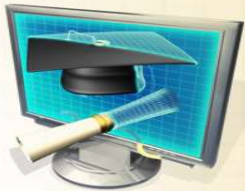
Scarcity of an experienced and trained workforce

## Education in the 'old' and 'new' economy (Terry Flew)









Old Economy	New Economy
Four-year degree	Forty-year degree
Training as a cost	Training as a source of competitive advantage
Learner mobility	Content mobility
Distance education	Distributed learning
Correspondence materials with video	Multimedia centre
Fordist training - one size fits all	Tailored programmes
Geographically fixed institutions	Brand named universities and celebrity professors
Just-in-case	Just-in-time
Isolated learners	Virtual learning communities

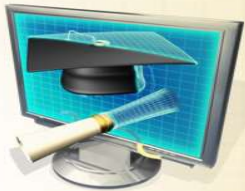



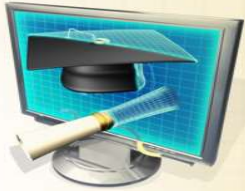


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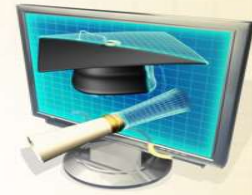





# Part Two

Challenging the deficit model

## The complex spaces to negotiate in doctoral education



individual

local

international

standards

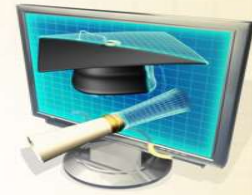
standardization

## What is the deficit model of teaching and learning?



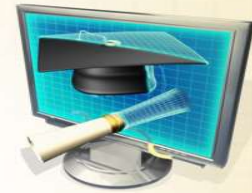
- An implicit model of 'normal' students and 'normal' learning is institutionalized and naturalized
- The students different from 'the norm' must be corrected and managed for their deficiencies

## How do we 'normalize' our doctoral students?



- Narrow entry standards
- Inductions
- Orientations
- Information literacy
- Professional development courses
- Employability measures

## Mental health issues and the PhD – 2017 research



### Work organization and mental health problems in PhD students



Katia Levecque<sup>a,b,\*</sup>, Frederik Anseel<sup>a,b,c</sup>, Alain De Beuckelaer<sup>d,e,a</sup>,  
Johan Van der Heyden<sup>f,g</sup>, Lydia Gisle<sup>f</sup>

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<sup>e</sup> School of Sociology and Population Studies, Renmin University of China, No. 59 Zhongguancun Street, Haidian District, Beijing 100872, PR China

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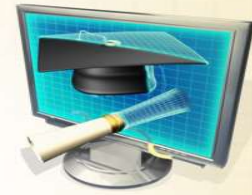
**Keywords:**  
Mental health  
GHQ-12  
Work organization  
Psychosocial working conditions  
PhD students

#### ABSTRACT

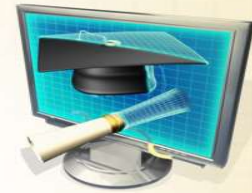
Research policy observers are increasingly concerned about the potential impact of current academic working conditions on mental health, particularly in PhD students. The aim of the current study is three-fold. First, we assess the prevalence of mental health problems in a representative sample of PhD students in Flanders, Belgium ( $N = 3659$ ). Second, we compare PhD students to three other samples: (1) highly educated in the general population ( $N = 769$ ); (2) highly educated employees ( $N = 592$ ); and (3) higher education students ( $N = 333$ ). Third, we assess those organizational factors relating to the role of PhD students that predict mental health status. Results based on 12 mental health symptoms (GHQ-12) showed that 32% of PhD students are at risk of having or developing a common psychiatric disorder, especially depression. This estimate was significantly higher than those obtained in the comparison groups. Organizational policies were significantly associated with the prevalence of mental health problems. Especially work-family interface, job demands and job control, the supervisor's leadership style, team decision-making culture, and perception of a career outside academia are linked to mental health problems.

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## What does the research say? What do PhD students want from our programs?



- Good supervisory relationship
- Clear boundaries between public and private life
- Explicit teaching and supervision
- Timely feedback
- Access to and effective use of appropriate technology
- Supervisory responsibility for employability
- Assistance with career development
- Peer learning
- Precise discussions of expectations
- Overt discussions of publishing policies



Journal  
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 Volume 32, 2013 - Issue 2

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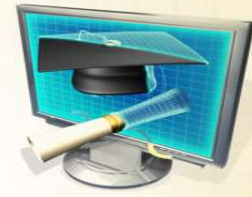
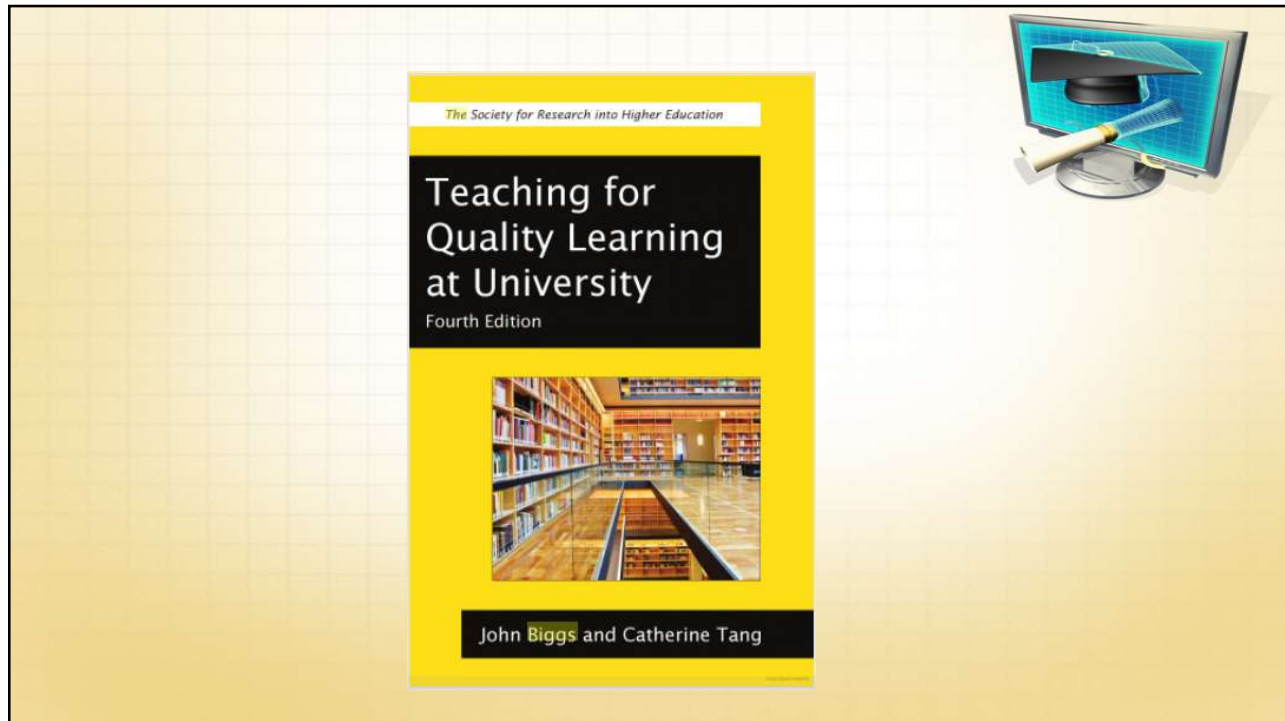
Articles

### Widening participation to doctoral education and research degrees: a research agenda for an emerging policy issue

Alistair McCulloch & Liz Thomas

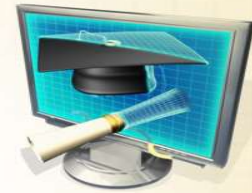
Pages 214-227 | Published online: 22 Jun 2012

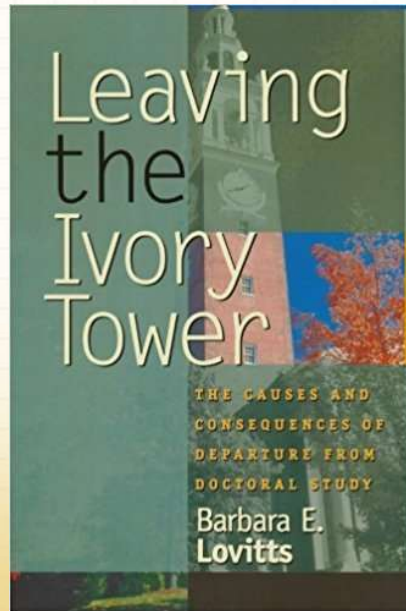
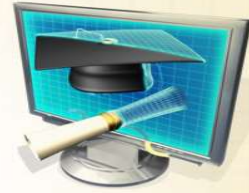
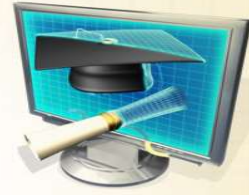
Download citation <http://dx.doi.org/10.1080/07294360.2012.662630>



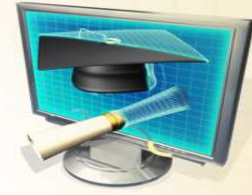
## Which groups suffer most from the deficit model?

- Indigenous students
- Students of colour
- International students
- Students with an impairment
- Women
- Gay, lesbian, bisexual and transgender students
- Students over the age of 30





## Who finishes a PhD? (Jonathan Norton's research)

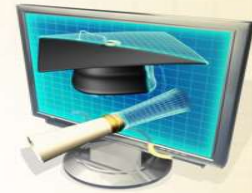


Science has a higher completion rate than the social sciences, arts and humanities

Men in a lab environment have the highest completion rates for their doctorate

Students learning within a structured, determined and organized environment, with little autonomy, have the highest rate of completion.

## University of Melbourne – Causes of student attrition



Lack of understanding of expectations

Not enough contact or feedback from supervisor

No guidelines about authorship

Poor match of supervisor and student project

Intellectual and social isolation

Poor choice of topic

Different treatment of male and female research students



## Attrition



- The PhD completers and non-completers are equally intellectually able
- So why do they leave?
- Will tightening admissions into the programme make a difference?



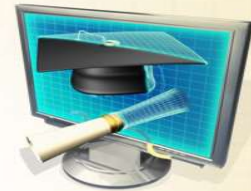
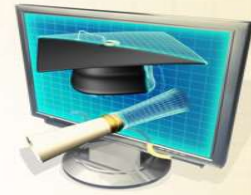
## Janice Lombardi's research - 2016



- Argues that teacher expectations are more important than student motivations
- If teachers have low expectations of particular students, then they were less likely to finish

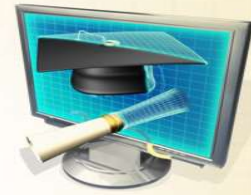
## Lombardi's strategies to prevent the deficit model

- Show students can reach the high expectations
- Generate intermediate goals to accelerate success
- Enable students to manage their fear of failure
- Create data-led short term successes
- Produce scaffolded instruction



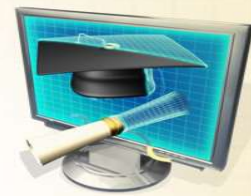
## What do students do with this individualized blame?

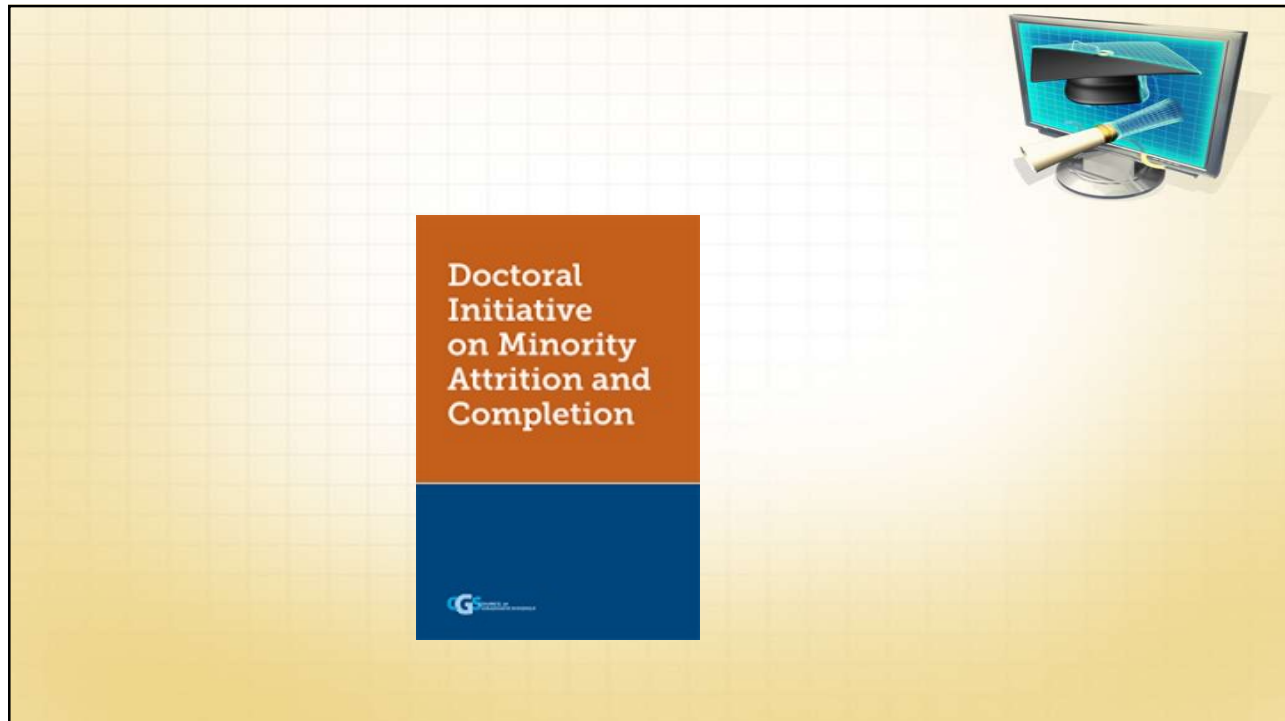
- Stress
- Feelings of inadequacy
- Imposter Syndrome
- Health concerns and mental health concerns



“Learning is a way of interacting with the world”

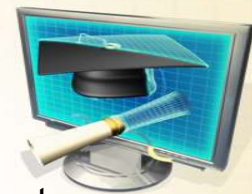
Biggs



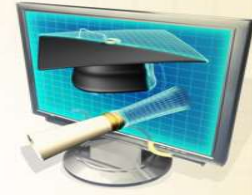


## SUPER-vision

- Creating space for the diverse life experiences of students
- Assuming our students are full and complete at the start of the candidature
- Opening our universities to social justice and diversity



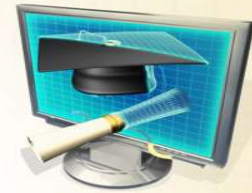
## The Abundance Model (Rebecca Albert)



- Every student possesses skills and abilities
- A bespoke and customized model of instruction
- Recognize that standards are different from standardization
- All learning builds on already existing strengths and interests

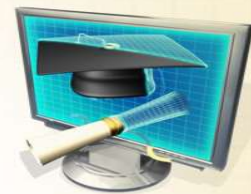
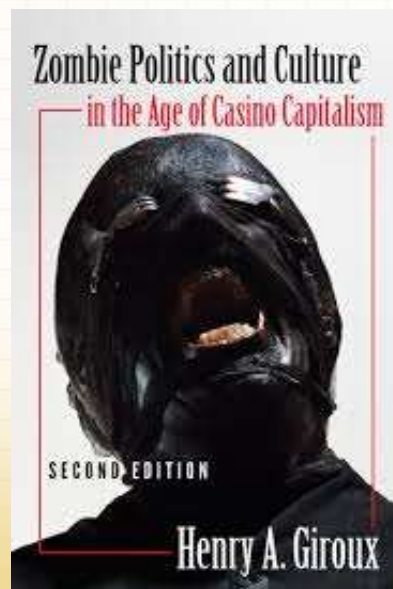
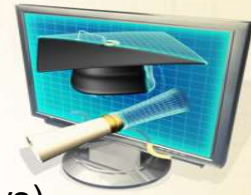
## Part Three

Revisioning the doctorate

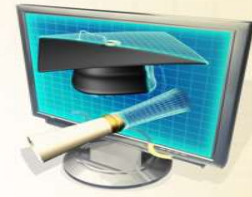


## The changes during a PhD candidature

- Changes to supervision (retirement, sabbatical, holidays)
- Changes to student circumstances (paid work, caring responsibilities, health issues)



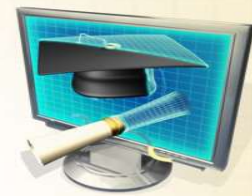
## (Re)visioning the PhD



Admissions

Progression

Examination

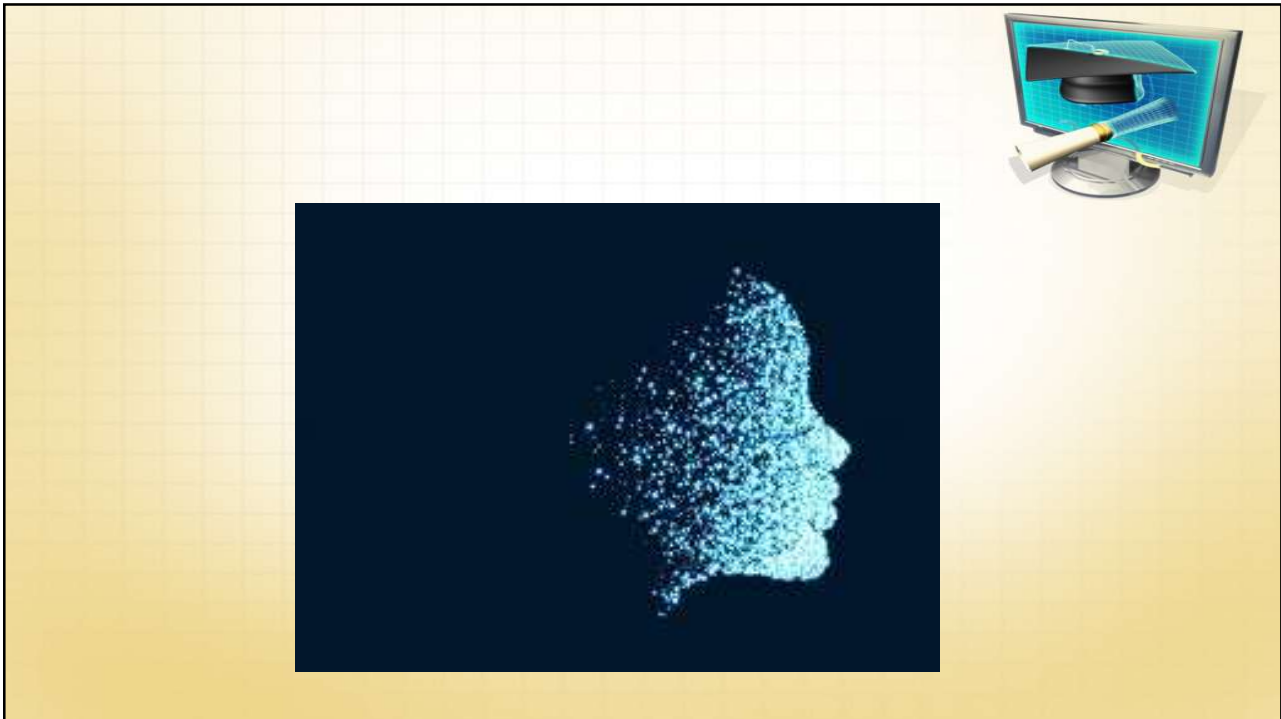


Analogue

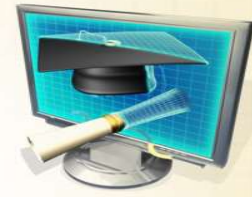
Digital

Asynchronous

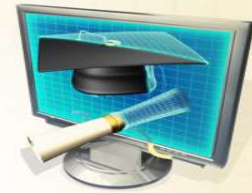
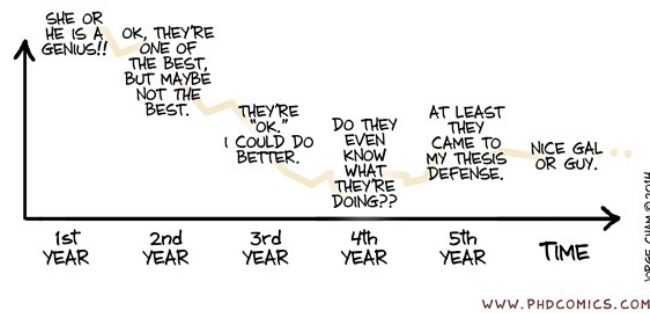
Synchronous







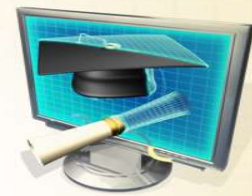
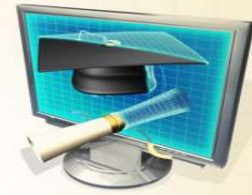
### WHAT YOU THINK OF YOUR PROFESSOR vs. TIME



### Things to **NOT** ask a PhD Student:

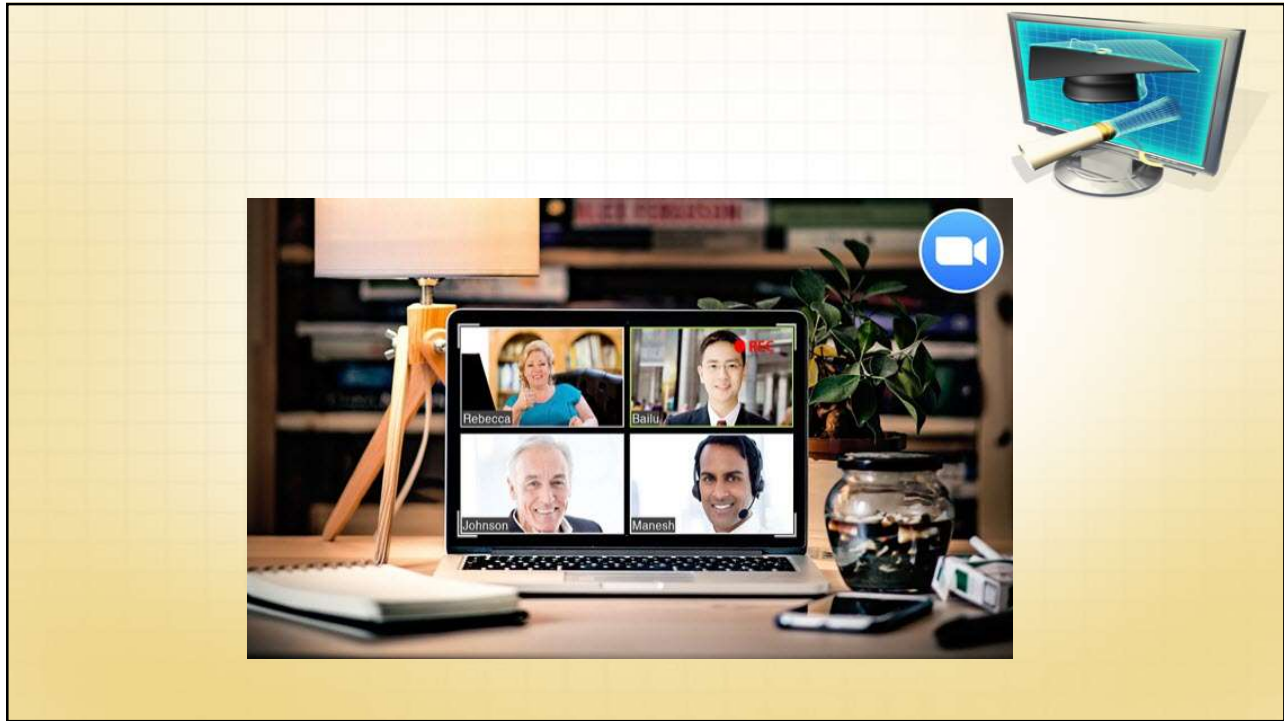
1. When will you graduate?
2. Are you writing your thesis?
3. How is your research going?
4. Did your paper get published yet?
5. What year are you again?

## Backward mapping

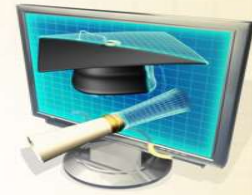


**I HAVE GIVEN UP ON THE REASONS WHY I  
STARTED THIS PHD, I HAVE GIVEN UP ON  
LOVING SCIENCE. I LOST ALL MOTIVATION TO  
PURSUE A CAREER IN ACADEMIA, AS I WON'T  
EVER TRUST ACADEMICS AGAIN.**

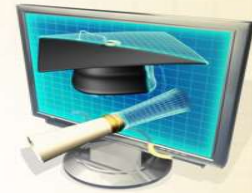
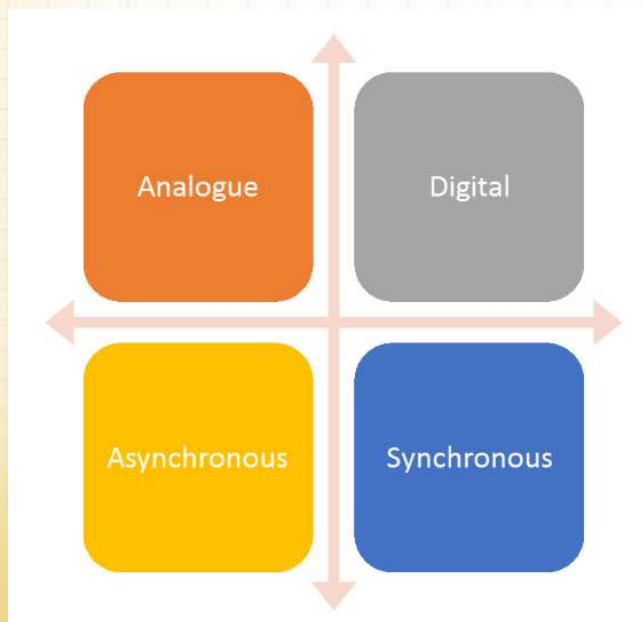
**JADE #METOOSTEM**

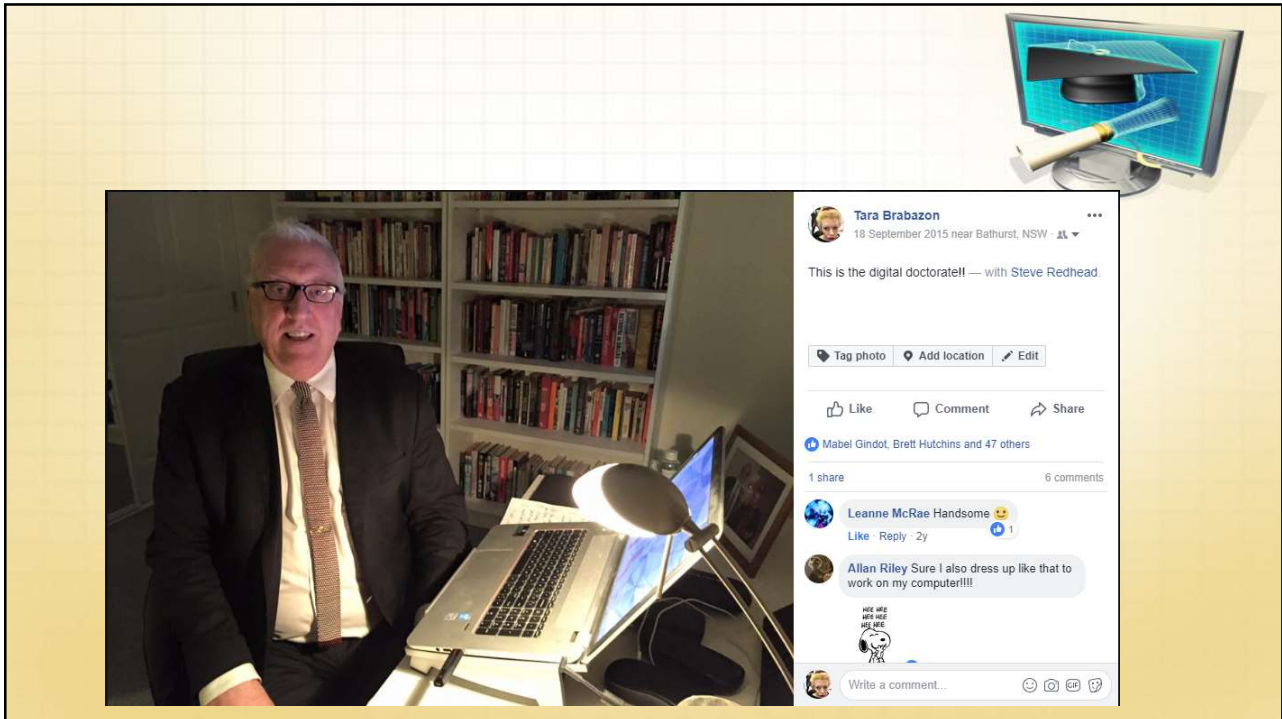


# Flinders University PhD YouTube Channel



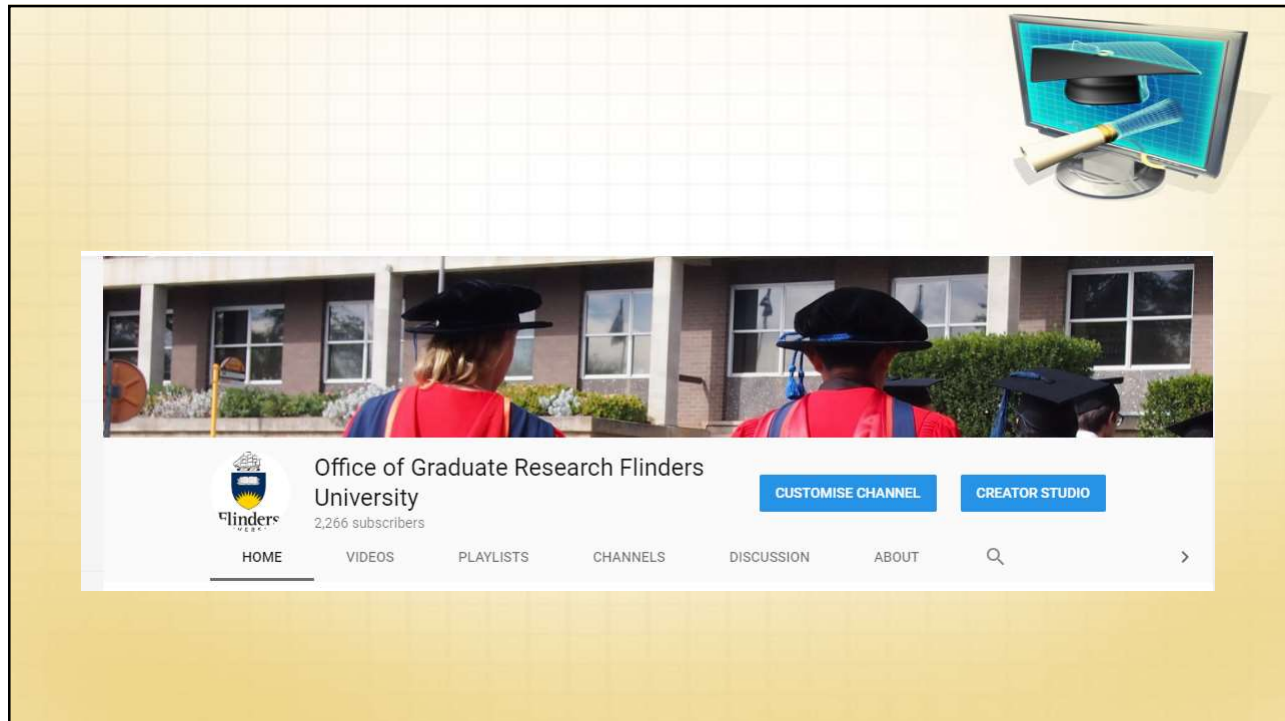
Vlog 104 - Ageism and the PhD



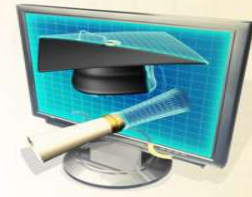




The image shows the front cover of the book 'Theoretical Times' by Steve Redhead. The cover has a dark background with a red and white abstract graphic. At the top left is the 'footprint books' logo. At the top right is the website 'www.footprint.com.au'. The title 'Theoretical Times' is prominently displayed in the center, with 'BY STEVE REDHEAD' below it. A red badge on the right says 'AUSTRALIAN AUTHOR'. Below the title is a synopsis: 'In *Theoretical Times*, Steve Redhead describes the post-crash economic, environmental, political and cultural condition we live in today. As the rise of the international right - Donald Trump, Brexit, Marine Le Pen - seizes the globe, a new global battle with the right is developing the globalists and neo-liberals versus the economic nationalists and protectionists. What then are the prospects for a reinvigorated theoretical politics of the left?' Below the synopsis is a small image of the book cover. To the right of the synopsis is an 'ABOUT THE AUTHOR' section: 'Steve Redhead is Professor of Cultural Studies at Flinders University, Australia. He is also Adjunct Professor of Cultural Studies, York University, Canada. He has published seventeen books, including *Football and Accelerated Culture: The Modern Sporting Life*, *We Have Never Been Reasonable: Theory of the Speed of Light*, *The Jean Baudrillard Reader*, *The Post-Video Reader* and *Paul Virilio: Theorist For An Accelerated Culture*.' At the bottom left is the 'emerald PUBLISHING' logo. At the bottom center is pricing information: 'Pbk | 320pp | 9781787146683 | 2017.11 Emerald Publishing Limited A540-09 | N0556-09 SPECIAL PRICE A536.54 | N2548-04'. At the bottom right is a red circular badge: 'Receive 15% DISCOUNT standard delivery fee \$5.50 per order'.



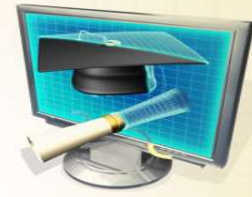
**How do we learn, think and remember when our eyes are at rest?**



*Guy Standing's The Corruption of Capitalism - A Reading Group*

podcasts

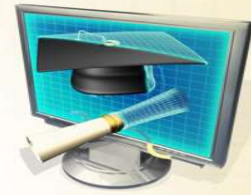
Sunday  
Oct 29, 2017  
1:53 PM



■	Title	Category	Published ▾
■	 <i>The Secret Stash</i> 	podcasts	Wednesday Apr 18, 2018 2:45 PM



# Mock oral examination via podcast



Wed, 9 March 2011

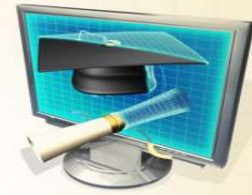


## Sample questions for a PhD oral examination

A PhD oral examination is one of the most stressful events in academic life. But oral examinations have a shape. In this podcast, Tara presents the ten questions that often start or conclude a PhD exam.

Direct download: [Practice\\_questions\\_for\\_a\\_PhD\\_oral\\_examination.mp3](#)  
 Category: **podcasts** -- posted at: 11:45 AM

Digitization can create social justice, citizenship and high quality doctoral education if these three variables align...



broadband

Surplus income  
to buy platforms

Information  
literacy

## Please contact me any time.



- Tara Brabazon (Dean of Graduate Research and Professor of Cultural Studies at Flinders University)
- Twitter - @tarabrabazon
- Facebook - <https://www.facebook.com/tara.brabazon>
- LinkedIn – <http://www.linkedin.com/in/tarabrabazon>
- Academia.edu - <https://flinders.academia.edu/TaraBrabazon>
- YouTube Channel – <https://www.youtube.com/user/TaraBrabazon/videos>
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