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To Publish or Not to Publish before Submission? Considerations for Doctoral Students and Supervisors

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ABSTRACT

Postgraduate research education is multi-faceted incorporating the teaching of a range of skills and study behaviours. A key skill for doctoral students is that of scholarly writing that Aitchison (2009) argues is often difficult to teach, with students unclear about the standards required for doctoral work. One benchmark of standards of academic literacy is published outputs, with Kamler (2008) pressing for greater pedagogical attention to be given to writing for publication within doctoral education. However, the case for pursuing publication as part of doctoral research experience is subject to a number of variables. This discussion paper debates some of these variables to consider writing for publication within diverse doctoral education. Features of difference will be discussed to reveal that the choice of whether or not to “publish as you go” (Taylor & Beasley, 2005: 130) is influenced by the personal, disciplinary and institutional context that frames the doctoral undertaking.

KEYWORDS

Diversity; Doctoral Education; PhD Thesis; Publication

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