

# MAKING THE IMPLICIT EXPLICIT

Creating Performance Expectations  
for the Dissertation

*Barbara E. Lovitt*

**Style**  
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# **Making The Implicit Explicit Creating Performance Expectations For The Dissertation**

**Ray Cooksey, Gael McDonald**



## **Making The Implicit Explicit Creating Performance Expectations For The Dissertation:**

*Making the Implicit Explicit* Barbara E. Lovitts, 2023-07-03 Despite their and other stakeholders consistent demand for excellence doctoral programs have rarely if ever been assessed in terms of the quality of the dissertations departments produce Yet dissertations provide the most powerful objective measure of the success of a department s doctoral program Indeed assessment when done properly can help departments achieve excellence by providing insight into a program s strengths and weaknesses This book and the groundbreaking study on which it is based is about making explicit to doctoral students the tacit rules for the assessment of the final of all final educational products the dissertation The purpose of defining performance expectations is to make them more transparent to graduate students while they are in the researching and writing phases and thus to help them achieve to higher levels of accomplishment Lovitts proposes the use of rubrics to clarify performance expectations not to rate dissertations or individual components of dissertations to provide a summary score but to facilitate formative assessment to support not substitute for the advising process She provides the results of a study in which over 270 faculty from ten major disciplines spanning the sciences social sciences and humanities were asked to make explicit their implicit standards or criteria for evaluating dissertations The book concludes with a summary of the practical and research implications for different stakeholders faculty departments universities disciplinary associations accrediting organizations and doctoral students themselves The methods described can easily be adapted for the formative assessment of capstone courses senior and master s theses comprehensive exams papers and journal articles

*Making the Implicit Explicit* Barbara E. Lovitts, 2023 Despite their and other stakeholders consistent demand for excellence doctoral programs have rarely if ever been assessed in terms of the quality of the dissertations departments produce Yet dissertations provide the most powerful objective measure of the success of a department s doctoral program Indeed assessment when done properly can help departments achieve excellence by providing insight into a program s strengths and weaknesses This book and the groundbreaking study on which it is based is about making explicit to doctoral students the tacit rules for the assessment of the final of all final educational products the dissertation The purpose of defining performance expectations is to make them more transparent to graduate students while they are in the researching and writing phases and thus to help them achieve to higher levels of accomplishment Lovitts proposes the use of rubrics to clarify performance expectations not to rate dissertations or individual components of dissertations to provide a summary score but to facilitate formative assessment to support not substitute for the advising process She provides the results of a study in which over 270 faculty from ten major disciplines spanning the sciences social sciences and humanities were asked to make explicit their implicit standards or criteria for evaluating dissertations The book concludes with a summary of the practical and research implications for different stakeholders faculty departments universities disciplinary associations accrediting organizations and doctoral students themselves The methods described can easily be adapted for the formative assessment of capstone

courses senior and master s theses comprehensive exams papers and journal articles      *Critical Issues in Higher Education* Michael Kompf, Pamela M. Denicolo, 2013-02-11 The ideas and papers in this volume primarily showcase the work of a group of new scholars who will lead the next generation of educational practise and inquiry While the topics explored are critical issues the ways in which these new scholars have chosen to address them illustrates the diversity of voice venue and value that has led them to present their work Education and what it means has entered a new era in which the primary focus on education for the sake of education is strained An educational free for all in the sense of a no holds barred fight seems in place as competition for market share effective branding exercises and movement towards a client based delivery of educational services on demand as demanded has been fuelled and compounded by litigation accreditation transfer credits and matters of patents copyrights ownership and monopoly The link between education and financial well being has been co opted as the key to personal success Unfortunately the degree pursuit often called the paper chase has become competitive for learners seeking scholarships awards and entry into graduate school This transition indicates movement from becoming well educated to employability potential paralleling much institutional retooling and sustenance of enhanced reputation and fiscal viability      *It Goes without Saying* Caroline Boudoux, 2024-06-25 The definitive toolkit for doctoral students in engineering on thesis and journal article preparation project and stress management IP protection collaborations and other aspects of the PhD journey It shouldn t take a PhD to get a PhD but sometimes the process can seem that confusing even though to the mentors and advisors so obvious that it goes without saying For doctoral students in engineering confronting this dilemma Caroline Boudoux an accomplished researcher and entrepreneur provides a demystifying guide to the challenges daunting seemingly routine and at times unexpected of pursuing a PhD in this demanding field In *It Goes without Saying* Boudoux marshals her considerable experience mentoring graduate students teaching doctoral workshops and not so long ago earning her own PhD at MIT to give PhD candidates the know how and the confidence to succeed Among the topics this book takes up are What a PhD is the journey the milestones and the endgame Technical questions about what a doctoral project in engineering is and how to lead one Practical matters including tips on writing from proposal to dissertation ethics and intellectual property Personal concerns such as dealing with expectations imposter syndrome and stress From the mundane to the metaphysical this user friendly guide gives the doctoral student in engineering the tools to make it from Day 1 to the successful completion of the PhD in a timely fully informed and forward looking manner      Curriculum Inquiry in South African Higher Education Eli Bitzer, Nonnie Botha, 2011-11-01 At once evocative and suggestive this exemplary book gives me hope that educators and scholars across the world will seize the opportunity to self reflect and enlarge and enrich both their research and their practice in ways that will markedly contribute to the revitalisation of the higher learning in the twenty first century The urgency of the need for revitalisation of both research and practice in this domain of inquiry cannot be overstated Prof Clifton Conrad University of Wisconsin Madison USA      Handbook of Intellectual Property Research

Irene Calboli, Maria Lillà Montagnani, 2021 This book offers a comprehensive overview of the methods and approaches that could be used as guidelines to address and develop scholarly research questions related to intellectual property law bringing together contributions from a diverse group of scholars who derive from a wide range of countries backgrounds and legal traditions

**Social Research Methods** Joshua Iyadurai, 2023-06-15 This book demystifies designing and conducting qualitative quantitative and mixed methods research with scientific rigor Social Research Methods benefits researchers from theology and religious studies in designing interdisciplinary research and interacting with social sciences and other disciplines to study contextually relevant issues by focusing on lived religion lived theology lived experience and real world problems Joshua Iyadurai skillfully guides researchers with a step by step guide on the practical nuances of choosing a topic engaging literature selecting a paradigm collecting and analyzing data interpreting the findings and writing a research proposal and a dissertation thesis article for qualitative quantitative and mixed methods research A separate chapter on supervising and examining social research helps students and professors to understand each other's role in field based studies Social Research Methods is an indispensable resource for researchers from theology and religious studies and a valuable practical guide for researchers from social sciences and humanities Why Read this Book Instills confidence in researchers to design and conduct qualitative quantitative and mixed methods research with scientific rigor The first of its kind to introduce qualitative quantitative and mixed methods strategies with guidance for choosing a topic and collecting and analyzing data for theology and religious research Up to date and authoritative by arraying current and leading methodology texts with examples for researching lived experiences lived religion and lived theology A step by step guide for writing every section of a research proposal and for writing each chapter for qualitative quantitative and mixed methods dissertation thesis which will make the research journey pleasant for students Provides tips for writing DMin dissertation and journal article Offers guidelines for supervisors and examiners for assisting and assessing student projects Review Questions and Further Help at the end of each chapter Glossary and Index which are among other helpful resources for researchers An invaluable resource for students and professors from social sciences education development management and the humanities besides theology and religious studies A practical guide for researchers from churches religious bodies NGOs and others Review Quotes Compared to other approaches to theology and religious studies missiology has the propensity to use social science methods This clearly written introduction to complex terrain will enable students to navigate it and develop tools for their own project and students are more likely to recognize their research interests in its examples Especially useful features include the glossary and the section on student supervisors mentors and examiners This volume is authoritative and cognisant of other leading texts KIRSTEEN KIM Pierson Professor of World Christianity Fuller Theological Seminary co editor of The Oxford Handbook of Mission Studies This textbook fills an important niche for postgraduate researchers embarking on empirical research in Practical Theology or Religious Studies Those who have little or no background in the

social sciences will find this a clear and well structured introduction on how to conceive a research project and what methods are available to answer their research questions Reading this before they embark on their journey could save a lot of problems further down the road ANDREW VILLAGE Professor of Practical and Empirical Theology York St John University author of *The Church of England in the First Decade of the 21st Century* Here is a fascinating and engaging handbook every researcher in theology and religious studies should read and assimilate It fulfils a felt need by pooling the wealth of sociological methodologies and applying them to the scientific study of lived religion The author has done a unique service and his work will remain a point of reference for years FELIX WILFRED Founder and Director of Asian Centre for Cross Cultural Studies Chennai editor of *The Oxford Handbook of Christianity in Asia* It is very good to see the use of social science methods being developed to aid religious studies and theological research My hope is that this very practical book using such up to date resources as Alan Bryman's *Social Research Methods* OUP now in its fifth edition will help to develop this important form of study further ROBIN GILL Emeritus Professor of Applied Theology University of Kent author of the trilogy on *Sociological Theology* This volume fills an important gap in the field by bringing social scientific methods into theology and religious studies All parties in this conversation have much to gain from a sustained dialogue and this book moves us in that direction JOHN BARTKOWSKI Professor Sociology University of Texas at San Antonio This is a valuable resource written in a way that theological students will understand and supervisors will appreciate It takes the student by the hand from the formulation of the research topic through methodological positioning and choices and closes with a chapter on supervision expectations I look forward to prescribing it to my own postgraduate students NADINE BOWERS DU TOIT Professor Theology and Development University of Stellenbosch editor of *Race Faith and Inequality amongst Young Adults in South Africa* The highly readable yet exhaustive and authoritative text covers all aspects of the variety of methods available to contemporary scientists who either produce or evaluate empirical research The text is intended for students and scholars of theology and religious studies but anyone interested in how religion is practiced in different cultural contexts and want to understand individual lived experiences and interpretations will find this text an invaluable guide RALPH W HOOD Jr Professor of Psychology University of Tennessee co editor of *Research in the Social Scientific Study of Religion* series Upon launching out on research students and scholars are always on the lookout for good books on research methodology In Dr Iyadurai's book they will find an excellent manual spanning the length and breadth of what they are looking for I strongly recommend this book to all those engaged in research FRANCIS GONSALVES SJ President Jnana Deepa Pontifical Athenaeum of Philosophy Theology author of *God of Our Soil Towards Subaltern Trinitarian Theology* Joshua Iyadurai has been teaching research methods to PhD students in Christian Studies for over a decade He is an expert facilitator in this hybrid field helping both theology and religious studies students use social research methods more rigorously and effectively This book will be immensely helpful to anyone wanting to do research in the field of religion as well as to those in classes

focused on research methods I highly recommend it ROBERT K JOHNSTON Professor of Theology and Culture Fuller Theological Seminary co author of Deep Focus Film and Theology in Dialogue Social Research Methods for Students and Scholars of Theology and Religious Studies is a masterpiece that draws from Joshua s experience of teaching social research for two decades The book aims to catalyze theological scholarship using social research methods with scientific precision Scholars educators and graduate students will find this text a welcome resource I highly recommend it DAVID TARUS Executive Director Association for Christian Theological Education in Africa ACTEA author of A Different Way of Being

**Educating Scholars** Ronald G. Ehrenberg, Harriet Zuckerman, Jeffrey A. Groen, Sharon M. Brucker, 2009-09-28 Meeting the challenges faced by today s U S doctoral humanities programs Despite the worldwide prestige of America s doctoral programs in the humanities all is not well in this area of higher education and hasn t been for some time The content of graduate programs has undergone major changes while high rates of student attrition long times to degree and financial burdens prevail In response the Andrew W Mellon Foundation in 1991 launched the Graduate Education Initiative GEI the largest effort ever undertaken to improve doctoral programs in the humanities and related social sciences The only book to focus exclusively on the current state of doctoral education in the humanities Educating Scholars reports on the GEI s success in reducing attrition and times to degree the positive changes implemented by specific graduate programs and the many challenges still to be addressed Over a ten year period the Foundation devoted almost eighty five million dollars through the GEI to provide support for doctoral programs and student aid in fifty four departments at ten leading universities The authors examine data that tracked the students in these departments and in control departments as well as information gathered from a retrospective survey of students They reveal that completion and attrition rates depend upon financial support the quality of advising clarity of program requirements and each department s expectations regarding the dissertation The authors consider who earns doctoral degrees what affects students chances of finishing their programs and how successful they are at finding academic jobs Answering some of the most important questions being raised about American doctoral programs today Educating Scholars will interest all those concerned about our nation s intellectual future

**Dissertation Advice for Social Research** Janet Zollinger Giele, 2025-09-30 A guidebook for doctoral students and their advisors this book provides a map to the many parts of a doctoral thesis from the statement of the problem preparation of the proposal theory methods description and interpretations of findings to the conclusions and implications for future research and practice Divided into six chapters that cover each step of the dissertation process Dissertation Advice for Social Research outlines a program for research and writing with examples drawn from doctoral dissertations in sociology social policy history and the humanities Intended to spark students imaginations each chapter contains examples of dissertations with tips on getting started drafting and revising the manuscript and checklists addressed to both students and advisors that spell out actions needed to make progress and to demonstrate a variety of analytic methods ranging from qualitative interpretations

and multivariate analysis of large data sets to historical accounts with examples of various modes of analysis from grounded theory to qualitative comparisons and statistical tests of significance such as multiple regression This book is ideal for both doctoral students and their advisors and will help students get started on their dissertations and to make progress throughout the writing process regardless of analytic method Demystifying Dissertation Writing Peg Boyle Single, 2023-07-03 Research shows that five strategies correlate with the successful completion of a dissertation Establishing a consistent writing routine Working with a support group Consulting your advisor Understanding your committee's expectations Setting a realistic and timely schedule Building on these insights this book is for anyone who needs help in preparing for organizing planning scheduling and writing the longest sustained writing project they have encountered particularly if he or she is not receiving sufficient guidance about the process but also for anyone looking to boost his or her writing productivity The author uncovers much tacit knowledge provides advice on working with dissertation advisors and committee members presents proven techniques for the prewriting and writing stages of the dissertation sets out a system for keeping on schedule and advocates enlisting peer support As Peg Boyle Single states my goal is quite simple and straightforward for you to experience greater efficiency and enjoyment while writing If you experience anxiety blocking impatience perfectionism or procrastination when you write then this system is for you I want you to be able to complete your writing so that you can move on with the rest of your life Few scholars let alone graduate students have been taught habits of writing fluency and productivity The writing skills imparted by this book will not only help the reader through the dissertation writing process but will serve her or him in whatever career she or he embarks on given the paramount importance of written communication especially in the academy This book presents a system of straightforward and proven techniques that are used by productive writers and applies them to the dissertation process In particular it promotes the concept of writing networks whether writing partners or groups to ensure that writing does not become an isolated and tortured process while not hiding the need for persistence and sustained effort This book is intended for graduate students and their advisers in the social sciences the humanities and professional fields It can further serve as a textbook for either informal writing groups led by students or for formal writing seminars offered by departments or graduate colleges The techniques described will help new faculty advise their students more effectively and even achieve greater fluency in their own writing *The Experience of 'Defending' the Doctoral Dissertation* Michael Byram, Maria Stoicheva, 2025-03-24 This volume describes compares and analyses the experience of defending the doctoral dissertation in a final oral examination in universities and traditions in the European Higher Education Area EHEA and beyond Forming the basis for a comparative study of the different traditions 11 case study chapters include analysis of the regulatory framework semi structured interviews with candidates examiners and supervisors and ethnographic observations of the defence Cases are drawn from universities in Bulgaria Denmark England France Germany Italy Portugal Slovenia the USA and China Further chapters



analyse comparatively the findings in the case studies and explore crucial themes such as the nature and purpose of the defence the composition of examining committees the role of supervisors and the idea of the defence as ritual and performance Providing unprecedented levels of detail into a process often perceived as hidden from academic debate this book will enrich the experience of both new and existing candidates as well as examiners and supervisors and will be of further interest to researchers scholars and postgraduate students working on the study of higher education international and comparative education and assessment in higher education

### **Surviving and Thriving in Postgraduate Research**

Ray Cooksey, Gael McDonald, 2019-06-27 This handbook provides an in depth exploration of the entire journey of postgraduate research in the social and behavioural sciences from enrolment to its culmination in the form of a thesis dissertation or portfolio and beyond It is written in an accessible and example rich style offering practical and concrete advice in virtually all areas It also includes references to additional resources and websites and each chapter features key recommendations for improving the postgraduate research experience The book addresses not only research related aspects e g supervisors selecting your guiding assumptions contextualising framing and configuring research reviewing literature sampling writing proposals ethics and academic integrity selecting a data gathering strategy surviving your thesis dissertation portfolio examination and publishing but also questions concerning how to integrate manage and balance the research journey in the context of the postgraduate student s broader life world e g skill development and supervisor relations effective time and project management a healthy work life balance maintaining motivation and dealing with criticism The book adopts an explicitly pluralist perspective on postgraduate research moving beyond mixed methods thinking and offers concrete examples from postgraduate students real world experiences

### **Academic Performance**

, 2024-09-18 Academic performance is an unavoidable topic for educational scientists instructional experts students faculty staff academic managers parents families and policymakers While student academic performance is a topic of passionate discussion it is also interconnected with both faculty staff and higher education institutions Achieving academic success requires more than just the efforts of the student The teaching profession in higher education increasingly demands measurable results to attest to its efficiency And the need for the accountability required from higher education institutions tends to influence institutional strategic plans according to tangible and measurable goals This book will aim to cover the different perspectives of academic performance placing on the stage the different actors in higher education students faculty and institutions

### **Assessing the Viva in Higher Education**

Stephen Dobson, 2017-08-24 This book makes the case for a revival in interest in the viva As an oral assessment of a treatise or dissertation or of a student s performance in art or dance the viva has a long history dating back to the time of the Greeks It can be found today in the form of professional vocational and academic vivas where a judgment of oral performance is required to gain entry into a profession or community of scholars In a time when there are scandals about students selling essays to other students the viva provides a fertile ground

for probing the student to see whether they are in fact the authors of the work being assessed and know its content and how to think cognitively or otherwise Given that we actually know so little about the viva the book theorises the viva based on a unique sample of vivas that have been filmed or in which the author himself has been participant and discusses why its format is so different in Anglo Saxon languages and Latin and other languages The book offers educational policy makers and examiners a trade off between arguments in support of the viva and the demand for other ever more cost effective forms of assessment as the numbers of both undergraduate and postgraduate students threaten to increase It also argues that with demand in the labour market for qualified graduates who are better equipped with transferable skills such as the ability to communicate complex ideas verbally in a competent well argued fashion and not merely through the use of rhetoric what appear to be cost effective forms of assessment in the short run e g written exams with standardised questions or multiple choice may actually in the long run be of less value if we are investing in a future workforce with so called 21st century communication skills If the viva were abandoned the student would be robbed of the opportunity to stage a defence

**Curriculum and Teaching Dialogue** David J. Flinders, 2010-06-01 Curriculum and Teaching Dialogue is the journal of the American Association of Teaching and Curriculum AATC An important historical event in the development of organizations dealing with the scholarly field of teaching and curriculum was the founding of the AATC on October 1 1993 The members of the AATC believed that the time was long overdue to recognize teaching and curriculum as a basic field of scholarly study to constitute a national learned society for the scholarly field of teaching and curriculum teaching is the more inclusive concept curriculum is an integral part of teaching the what to teach aspect Since its founding AATC has produced scholarship in teaching and curriculum and serves the general public through its conferences journals and the interaction of its members The purpose of the organization was originally defined in Article 1 Section 2 of the AATC Constitution To promote the scholarly study of teaching and curriculum all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum shall be encouraged Curriculum and Teaching Dialogue seeks to fulfill that mission

The Art of Writing a PhD Proposal: a Flying Start for Students and Their Supervisors in The Transition from MA to PhD Hans Sonneveld, 2022-10-27 Clearly written and based on solid research this compassionate and practical book is a must for research developers and supervisors Dr Katherine Firth The University of Melbourne Australia author of How to Fix your Academic Writing Trouble Supervisors and decision makers will find it exciting to discover new areas for guiding hopeful research candidates on their journey Dr Estelle M Phillips co author How to Get a PhD Former Research Tutor Birkbeck College University of London UK and Independent Educational Consultant A valuable resource for doctoral school leaders supervisors professionals and doctoral candidates alike Lucas Zinner Head of Research Services and Career Development University of Vienna Doctoral proposals are a vital part of the PhD process but often this key phase is neglected This book provides handy digestible guidance suitable for supervisors and students alike For supervisors this book is a

manual with clear theoretical underpinnings that help to clearly guide students through the proposal stage For students it is a handbook that brings potential PhD candidates up to speed and offers guidance on the necessary skills required to write a proposal alongside how to deal with the challenges faced during this stage Key features of this book include Didactic tools and assignments that are of direct use for writing the proposal and supervising it Helpful reading tips at the start of each chapter Clear travel guide structure to take the supervisor and the student on a journey through each stage of the proposal Based on the well established Proposal Lab programme designed to provide faculty guidance and peer support The Art of Writing a PhD Proposal provides a comprehensive indispensable step by step guide to writing a good proposal and to getting students and their supervisors off to a flying start Dr Hans Sonneveld has been a specialist in the field of doctoral studies for over 35 years He is a board member and the Founder of the Netherlands Centre of Expertise for Doctoral Education NL

Mapping Your Thesis Barry White, 2011 This book is the complete guide to writing a masters and doctoral thesis and addresses the nature of interdisciplinary and mixed methods research and the relationship between the two This combination of research methods is the key precursor to the interrogation and comparison of exegetic exposition empirical and qualitative approaches to writing Pub desc Assessing for Learning Peggy L. Maki, 2023-07-03 While there is consensus that institutions need to represent their educational effectiveness through documentation of student learning the higher education community is divided between those who support national standardized tests to compare institutions educational effectiveness and those who believe that valid assessment of student achievement is based on assessing the work that students produce along and at the end of their educational journeys This book espouses the latter philosophy what Peggy Maki sees as an integrated and authentic approach to providing evidence of student learning based on the work that students produce along the chronology of their learning She believes that assessment needs to be humanized as opposed to standardized to take into account the demographics of institutions as students do not all start at the same place in their learning Students also need the tools to assess their own progress In addition to updating and expanding the contents of her first edition to reflect changes in assessment practices and developments over the last seven years such as the development of technology enabled assessment methods and the national need for institutions to demonstrate that they are using results to improve student learning Maki focuses on ways to deepen program and institution level assessment within the context of collective inquiry about student learning Recognizing that assessment is not initially a linear start up process or even necessarily sequential and recognizing that institutions develop processes appropriate for their mission and culture this book does not take a prescriptive or formulaic approach to building this commitment What it does present is a framework with examples of processes and strategies to assist faculty staff administrators and campus leaders to develop a sustainable and shared core institutional process that deepens inquiry into what and how students learn to identify and improve patterns of weakness that inhibit learning This book is designed to assist colleges and universities build a sustainable commitment to

assessing student learning at both the institution and program levels It provides the tools for collective inquiry among faculty staff administrators and students to develop evidence of students abilities to integrate apply and transfer learning as well as to construct their own meaning Each chapter also concludes with 1 an Additional Resources section that includes references to meta sites with further resources so users can pursue particular issues in greater depth and detail and 2 worksheets guides and exercises designed to build collaborative ownership of assessment The second edition now covers Strategies to connect students to an institution s or a program s assessment commitment Description of the components of a comprehensive institutional commitment that engages the institution educators and students all as learners Expanded coverage of direct and indirect assessment methods including technology enabled methods that engage students in the process New case studies and campus examples covering undergraduate graduate education and the co curriculum New chapter with case studies that presents a framework for a backward designed problem based assessment process anchored in answering open ended research or study questions that lead to improving pedagogy and educational practices Integration of developments across professional scholarly and accrediting bodies and disciplinary organizations Descriptions and illustrations of assessment management systems Additional examples exercises guides and worksheets that align with new content

*Innovation and Impact* W. Kyle Ingle, Harriette Thurber Rasmussen, 2024-01-24 Professional and educational associations such as the Carnegie Project for the Education Doctorate CPED create and offer awards that recognize the accomplishments of individuals programs and institutions In this edited book W Kyle Ingle and Harriette Thurber Rasmussen focus on CPED s Program of the Year POY Award examining its history purpose submission requirements its committee structure activities and outcomes Faculty members from CPED s award winning institutions have been invited to discuss their innovative programs how these innovations were developed how they pursue social justice and how these innovations have been sustained since winning the award Furthermore the award s role in facilitating the diffusion of innovative and effective practices among CPED member institutions is examined The book and its chapters are framed through the lens of innovation diffusion theory Popularized by communication theorist Everett Rogers 1967 2003 innovation diffusion theory has spread widely across the social sciences In his seminal work *Diffusion of Innovations* Rogers defines an innovation as an idea practice or object that is perceived as new by an individual or other unit of adoption 2003 p 12 Innovation diffusion is the process by which an innovation spreads among the members of a social system in this case the internal and external communities of Ed D granting institutions The book includes dual components 1 innovative programs that drive social justice and 2 how these institutional innovations were developed and sustained The latter component will shed light on three self study processes related to these award willing programs The process of creating the featured innovative program The process of applying for the program of the year award and The process of writing the journey and considering the impact of the program of the year award on their institution including any reinvention adaptations Taken together readers will examine

and understand processes by which alteration occurs in the structure and function of a social system Rogers 1995 p 6 in pursuit of social justice goals through programmatic innovation Perfect for courses such as Program Development Instructional Planning for Student Learning and Achievement Performance Improvement Instructional Design and Development e Learning Design and Development College Teaching Supervised Experience in Higher Education Special Problems in Educational Leadership Professional Projects in Higher Education Organizational Improvement in Higher Education     *Developing Generic Support for Doctoral Students* Susan Carter, Deborah Laurs, 2014-03-26 This multidisciplinary multi voiced book looks at the practice and pedagogy of generic across campus support for doctoral students With a global imperative for increased doctoral completions universities around the world are providing more generic support This book represents collegial cross fertilisation focussed on generic pedagogy provided by contributors who are practitioners working and researching at the pan disciplinary level which complements supervision In the UK funding for two weeks annual training in transferable skills for each doctoral scholarship recipient has caused an explosion of such teaching which is now flourishing elsewhere too for example endorsed by the Carnegie Initiative on the Doctorate in the USA and developed extensively in Australia Generic doctoral support is expanding yet is a relatively new kind of teaching practised extensively only in the last decade and with its own ethical practical and pedagogical complexities These raise a number of questions How is generic support funded and situated within institutions Should some sessions be compulsory for doctoral students Where do the boundaries lie between what can be taught generically or left to supervisors as discipline specific To what extent is generic work pastoral What are its main benefits Its challenges Its objectives Over the last two decades supervision has been investigated and theorised as a teaching practice a discussion this book extends to generic doctoral support This edited book has contributions from a wide range of authors and includes short inset narratives from academic authorities accumulatively enabling discussion of practice and the establishment of a benchmark for this growing topic

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### **Making The Implicit Explicit Creating Performance Expectations For The Dissertation Introduction**

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