

Hearing Their Voices Factors Doctoral Candidates Attribute

Doctoral Students: Attrition, Retention Rates, Motivation, and Financial Constraints
A Faculty Guide to Advising and Supervising Graduate Students
Graduate Attributes in Higher Education
The Future of Doctoral Research
Education and Innovative Perspectives in Higher Education
The TESOL Research Training Journey
Handbook of Research on Developing Students' Scholarly Dispositions in Higher Education
Attrition of Graduate Students at the PH. D. Level in the Traditional Arts and Sciences
A Comparison of Selected Personological Attributes of Women Elementary Teachers Perceived During Pre-service Preparation and First-year Teaching
Graduate Students' Satisfaction-dissatisfaction with Their Education at Cornell University
Abstracts of Doctoral Dissertations, 1961-1963: for Degrees Awarded at the University of Utah
Doctoral Students' Memo
The Development of Doctoral Students: Phases of Challenge and Support
A Grounded Theory of Attributes of the College Classroom that Contribute to Social and Cultural Identity Development
The Relationship of Academic Ability and Personality Attributes to Professional Socialization in Nursing
JMR, Journal of Marketing Research
functions, attributes and knowledge required
Comprehensive Dissertation Index, 1861-1972: Education
Congruence, Consistency, and Differentiation Among College Graduate Women Enrolled in a Second Baccalaureate Degree Program in Nursing
The Moderating Effects of Personal Attributes and Temporal Factors on Job Satisfaction of Nurses
Theodore Robert Regis Darla J. Twale Carey Normand Anne Lee Ana Luísa Rodrigues Shen Chen Zimmerman, Aaron Samuel Allan Tucker Dorothy Smith Blackmore Mildred Shepard Zien Belva Barlow Susan K. Gardner Genella

Mautrice Taylor Stubrud Robyn Marchal Nelson South Africa. Commission of Enquiry into the Method of Training for University Degrees in Engineering Xerox University Microfilms Abby Maria Hitchcock Heydman Meryl O. Daly

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for the past 40 years american college and university administrators have registered record low retention and high attrition rates education experts and researchers have claimed the problems are embarrassing to the united states higher education institutions based on the problems graduate school administrators are unable to graduate doctoral students at u s population growth rates currently only 1 of americans hold phd degrees compared to other industrialized countries such as japan china and mexico the rate is insignificant the purpose of the mixed methods case study was to investigate if there was a relationship between motivation and retention rates at the doctoral level the goal of the study was to determine if extrinsic and intrinsic motivational factors and constraints were associated with persistence in a graduate doctoral program data were collected from 193 doctoral and graduate students for the quantitative study while 20 doctoral and graduate students participated in a qualitative study followed by a thorough semi structured interview inductive and deductive analyses were performed transcribed and opened while axial coding provided emergent themes and sub themes the research showed a direct relationship between financial implications attrition and retention rates and motivation in doctoral level students many doctoral students believed the primary reason they were unable to pursue doctoral programs was based on financial hardship doctoral students who responded to the survey added that motivation was the second significant variable that helped them continue their studies

this practical guide provides college and university faculty with resources for supervising and advising graduate assistants guiding doctoral students through the dissertation process and preparing the next generation of scholars exploring common situations that faculty and their graduate students encounter this book provides the theoretical foundation and best practices for faculty to improve their advising and supervising practices coverage includes working with part time online doctoral and masters students supervising assistantships fellowships internships practicums and residencies chairing dissertations and theses preparing students for conferences

and presentations

graduate attributes in higher education illuminates the value of graduate attributes for students graduates and lecturers in higher education a coherent intelligent subtle and important enhancement to the field this text guides readers through a theoretical and historical analysis of graduate attributes using interdisciplinary and interprofessional lenses this unique approach offers pertinent coverage of a wider range of graduate attributes than one usually sees generating multiple perspectives and discourses that have implications for both theory and practice through an open and exploratory analysis this text asks questions such as the following are programmes of study which claim postgraduate attributes providing something further deeper or enhanced in comparison or just more of the same should we be developing continuing professional development attributes for our professional learning programmes of study or are attributes of this nature established at the undergraduate level how can we embed graduate attributes in curricula in a wide range of subject discipline specific and interdisciplinary ways in a culture of lifelong learning and a cross disciplinary changing global market are attributes simply a starting point a launch pad for future and ongoing development required for a world of increasing complexity clearly structured and offering a mix of case study and theoretical frameworks to explore each ga practical guidance is offered at the end of each chapter on how to embed the relevant graduate attribute whilst providing well researched theoretical underpinning the varied methods applied and methodological attitudes espoused will prove inclusive to a wide range of readers bringing together analysis of specific case studies from a wide range of professional and discipline specific contexts graduate attributes in higher education will be a valuable text for educators and professionals focused on curriculum development and professional learning

this book explores the future of doctoral research and what it means to be involved in all stages of the process providing international insights into what is changing why it is changing and how to work best with these changes it looks at the key issues that have been thrown into sharp relief by crises such as world pandemics drawing on work from outstanding authors this book shows the ways in which the doctoral process has altered the supervisor supervisee model and the challenges that now need to be managed and demonstrates the importance of aligning all the stakeholders systems and processes to ensure a successful future for doctoral education bringing together a range of perspectives innovative practices and rigorous research this book tackles topics such as how doctoral research changes in keeping with the global expansion and transformation of doctoral education programmes the significant influence funding bodies be they charities governments businesses or non governmental agencies can have on doctoral research the extent to which doctoral research penetrates daily life and vice versa how to encourage and embed an ethical approach to research as well as university responses to external challenges uniquely international and bringing together the many stakeholders in the research business this book is essential reading for all doctoral supervisors candidates and anyone involved in designing or organising research programmes for early career researchers and doctoral students chapter 9 of this book is freely available as a downloadable open access pdf at taylorfrancis.com under a creative commons attribution non commercial no derivatives cc by nc nd 4.0 license

globalization digitalization and a rapid technological development of many areas of life and society bring humanity to another level of development changes in the educational organizations are inevitable and the university must meet new requirements in a new paradigm gafurov safiullin akhmetshin gapsalamov vasilev 2020 universities as institutions capable of thinking the future assume an increasingly relevant role at the level of the growing importance of science and its social and economic impact in this line of thought their

metamorphosis should be promoted this renewal requires four movements from employability to general humanistic and scientific education from the excellence of academic productivism to the valorisation of pedagogy and teaching and training work from entrepreneurialism to a sense of community from entrepreneurship to public responsibility nóvoa 2019

research training is challenging and the attrition rate of doctoral students has been increasing in canada the uk the usa and australia in their book chen and le examine the reasons for these students becoming demotivated particularly in the context of tesol there has been much investigation into research training issues in multiple contexts and multiple disciplines yet the research training process in tesol for international students has not been explored sufficiently and their voices have not been heard this book gives voice to the research trainees allowing their experiences to be reflected and the implications discussed in order to help create more effective supervision models by employing the qualitative approach and adopting critical incident as a new technique for data collection chen and le attempt to gain insights into the research training process to reveal different research stages of research trainees those undertaking phd degrees and to put forward a model of supervision to improve the innovation and quality of research this book tackles the complex nature of research training it is hoped that findings of this study can provide research supervisors and trainees with theoretical insights and practical references

scholarly dispositions represent the practices and habits of mind that support consistent success in teaching learning and knowledge creation to be successful in their undergraduate and graduate education students must develop academic skills that transcend content knowledge such as receiving and responding to critical feedback and learning how to collaborate master academic writing and be mindful

of ethical research practices much is still unknown about how to teach dispositions such as how to design a curriculum to best cultivate habits of mind and this book attempts to address this gap while providing practical methods and strategies that can help higher education practitioners to cultivate and assess the scholarly dispositions of their students effectively the handbook of research on developing students scholarly dispositions in higher education provides insight on dispositions that students must learn in higher education and how higher education faculty can help students to develop these dispositions as well as evidence based methods that help develop scholarly dispositions for undergraduate and graduate education this book provides a plethora of information on scholarly dispositions and related elements including teaching time management collaboration and research ethics it is an ideal reference source for teachers academicians administrators researchers and students aspiring to become researchers and scholars themselves

current research in library and information science

doctoral students are education in u s institutions of higher education to become tomorrow s educators researchers leaders and innovators only a little more than 50 percent of all doctoral students will actually complete the degree however understanding the complexity of the doctoral experience may assist in educating these students and ensuring their success this monograph presents a model of doctoral student development viewing the experience as three phases of increasing complexity using theories developed from psychology sociology and education the monograph provides an overview of doctoral education in the united states and the sources of challenge and support that characterize the doctoral student s experience and development this is the sixty issue the 34th volume of the jossey bass series ashe higher education report each monograph in the series is the definitive analysis of a tough higher education

problem based on thorough research of pertinent literature and institutional experiences topics are identified by a national survey noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication

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