Timely, discipline-specific Research Writing Programs at QUT
## Higher Degree Research Students (HDR)

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# Academic Language & Learning Services

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As at 1 June 2014
# Research Writing Programs

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<tr>
<th>Researchers as Writers</th>
<th>Course Description</th>
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<tr>
<td><strong>For Stage 2</strong></td>
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| 1.1                    | Introduction to Research Proposal  
                        | Analysis of QUT Guidelines  
                        | Establishing hypothesis, research questions |
| 1.2                    | Introduction and abstract  
                        | Discourse analysis, structural analysis of 3 models |
| 1.3                    | Literature review  
                        | Discourse analysis, rhetorical writing and developing research argument |
| 1.4                    | Talking about your research topic  
                        | Writing your Elevator Speech |
| **For Confirmation**   |                    |
| 2.1                    | Introduction to Confirmation  
                        | Introduction, abstract |
| 2.2                    | Literature Review  
                        | • Purpose + questions is should ask and answer  
                        | • Scoring rubric  
                        | • Referencing styles + reporting verbs  
                        | • Role of critical analysis  
                        | Identifying the gap to establish the research problem |
| 2.3                    | Methodology  
                        | Design and methods |
| 2.4                    | Synthesising your research for confirmation  
                        | Writing your confirmation presentation (30mins)  
                        | Preparing for questions |
| **For Results and Discussion** |                    |
| 3                      | Writing your results and discussion chapters or sections  
                        | Results – moves 1,2,3 + hedging  
                        | Making knowledge claims  
                        | Presenting data to develop your argument + consolidating your research with interpretation v description |
| **For Final Document** |                    |
| 4                      | Finalising your document, bringing it all together  
                        | Developing your case = “a coherent framework of research and enquiry”  
                        | Monogram + publication |
| **Researchers as Presenters** |                    |
| 5                      | Selling the significance of your research  
                        | Final presentation + 3 minute thesis |

### All sessions
- use examples / models of QUT student work from their Faculty/School + current HDR scholars’ work  
- teach researchers to be writers by focusing on the writing structure, then style, then language in use  
- are supported with *Writing Circles* and 1-2-1 appointments
Timeliness

• Focus = HDR milestones
• Workshops follow Faculty inductions x 3 pa
• Researchers as Writers
  – For Stage 2 + confirmation
    • 4 x 3 hours
  – For Results + Discussion + Final document
    • 1 x 3 hours each
• + Writing circles
Embedded ~ Writing circles
Writing Circles of interest

Healthy Environment & Ecosystem Monitoring (HEEM)

- N2O Network researchers
- working on agricultural projects across Australia
- support growers, policy makers + write about Automated Greenhouse Gas Measurement System designed + built by QUT to measure greenhouse gas emissions from agriculture 24hours a day.

Centre of Research Excellence in Reducing Healthcare Associated Infections (CRE-RHAI)

- nationally funded group of researchers and PhD students
- conduct cost-effectiveness research
- find whether different methods of reducing infections in hospitals work + are good value for money.
Online survey

- To HEEM + CRE-RHAI + SEF + others
- Voluntary
- Anonymous
- Encouraged reflection
- Took 30 minutes
Survey results

Awareness of importance of writing when starting PhD research

How writing circle helps to develop writing
• Supports the literature +

Importance of format of writing circles
It means writing in a way that is engaging and people want to read on. I read many articles that are written well enough, but it's rare -- and thoroughly enjoyable -- to come across an article that you actually want to read because the writing style is so fluid and engaging. To develop a writing style like this would be very beneficial in the academic sphere given how competitive it is.

Research is pushing the knowledge in any field, so truly it's the cutting edge.

The edge means, my writing is the best, it gets noticed, and people get an insight into who I am.

Letting the reader understand that this research is not just one amongst the others, but really contributes to expand our knowledge … so people can readily identify why my research is important and needs to be funded!

When some people write it’s not just words on a page but you really take a journey with them. Their name and their message sticks in your head.

Research is pushing the knowledge in any field, so truly it's the cutting edge.
Better writing will facilitate better presentation of scientific ideas to the public.

So I can compete with my supervisors and research fellows who already have established their reputation.

It will make me unique in thousands of researchers. Nowadays not only the research itself will be the reason if editors accept your papers or reject them. The density of research papers is constantly increasing. To be successful means not only doing high quality research, it also means to sell it well. Writing on 'the edge' will give me the opportunity to be more interesting to read than others in the same topic.

‘the edge’ in writing is having the ability to present a complex idea in a concise, comprehensible and catchy manner without losing its integrity.

Honestly, I'm not sure I want my writing to stand out from the rest. Writing with "the edge" is required for winner takes all competitions--novelists, public intellectuals, and, yes, grant applications… the model I use for my writing is "value added". I ask myself what is the value of my writing to the reader and is there anything about my writing that reduces its value.
Lessons learned

- HEEM = all international less 1
- PH = all domestic less 1

→ Are writing needs different?

Writing circle
- knows no cultural boundaries
- important opportunity to talk with group of PhD colleagues regularly about writing + research
Lessons learned

• Provide powerful opportunities for
  – intellectual + critical thinking development

• Format means
  – all can learn about writing + research + developing
    ‘the edge’
  – critiquing in group context provides
    • time for reflection, with
    • limited opportunity to defend

• key pedagogy for learning to write for PhD
What’s next in SEF?

• Timeliness +
• Embedded +
• = compulsory Research Training Programs

→ empower HDR students as independent learners and researchers
Health and Education

- Health: Total: 500 (Around 30 per semester)
- Education: Total 190 (around 30 per semester)
- Writing Workshops
Typical Format of HDR writing sessions

• Presentation, drawing on the guidelines available (Faculty, Centralised information)
• Analysis and discussion of exemplars (approved models).
• Discussion (small group or pair) relating the models to student’s own process/product
• Examples of students’ work (writing circle, critical friend)

• One to one
  – Developmental
  – Text: macro, meso and micro
  – Ongoing
Contrasts

• Different faculties different approaches
• Contrasting research cultures
• Ground rules

• Timeliness, embeddedness, compulsory/voluntary, changing times