

# TIMETABLE: TUESDAY 17TH

TIME	EVENT					
8.00	Registration Open & Coffee on Arrival					
8.45	Conference Opening: Professor Tanya Monro Deputy Vice-Chancellor: Research and Innovation, University of South Australia Welcome to Country, Housekeeping					
9.30	KEYNOTE ADDRESS 1 Dr Alan Finkel AO, Chief Scientist <i>Doctoral education and impact: The Australian perspective</i>					
10.15	Morning Tea					
	HICKINBOTHAM HALL Stream 1: Oral Defence of a PhD	EXHIBITION HALL Stream 2: Employability	THE GALLERY Stream 3: Doctoral Writing/ Feedback	THE VINES Stream 4: Personal Challenges/ Mental Health Issues in Doctoral Ed	BROUGHTON Stream 5: Innovation in the doctoral environment	FERGUSON Stream 6: Ethics and Ethical Supervision
10.45	<b>01 Symposium</b> Kiley, Marsh and Palmer <i>Including an oral component in PhD thesis examination: What are the issues to consider?</i>	<b>02</b> Mewburn, Pitt, Grant and Suominen <i>Desperately seeking MacGyver: Doctoral employability as read in non-academic job adverts asking for advanced research skills (a machine learning study)</i>	<b>04</b> Carter and Laurs <i>First time doctoral writing feedback: Reflections on the loss of innocence</i>	<b>08</b> Batty, Brien, Ellison and Owens <i>The invisible work of the doctorate: Human challenges that candidates face and overcome</i>	<b>12</b> McMurray and Peszynsk <i>Radical innovation in pursuing doctoral research with impact</i>	<b>16</b> MacNeill, Bolt, McPherson, Barrett Barrett, Miller, Ednie-Brown, Sierra and Wilson <i>An ethical engagement: Ethics training in Higher Degree Research and Professional Codes of Conduct</i>
11.15		<b>03 Roundtable</b> Purcell, Ryan and Mantai <i>Maximising employability for higher degree researchers: Different per- spectives to inspire solutions</i>	<b>05</b> Wilmot <i>Learning to theorise data: Making elusive doctoral writing practices explicit</i>	<b>09</b> Dooley <i>Mental health in graduate research students - what's the evidence?</i>	<b>13</b> Leeton, Klaebe and Maguire <i>Innovation in research degrees – The QUT Model</i>	<b>17</b> Steyn <i>Ethical dilemmas associated with hyper-structured student research projects</i>
11.45			<b>06</b> Picard <i>A language curriculum design for doctoral education enhancing impact and engagement</i>	<b>10</b> Mackie and Bates <i>Establishing improvement targets for mental health support for PhD candidates</i>	<b>14</b> Lamb and Diezmann <i>Cracking the code for RTP funding: Learning from the high achievers</i>	<b>18</b> Holbrook, Dally, Fairbairn and Lovat <i>Human research ethics treatment in PhD theses</i>
12.15			<b>07</b> Scutt <i>The monster party: Towards a bestiary of thesis monsters</i>	<b>11</b> Barry <i>Challenges in doctoral research and psychological distress of candidates</i>	<b>15</b> Arciuli <i>Facilitating informed decision making by HDR students in their selection of supervisor</i>	<b>19</b> Keane <i>The importance of ethics: But whose ethics?</i>
12.45	Lunch					

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TIME	EVENT					
	HICKINBOTHAM HALL Stream 1: Publication	EXHIBITION HALL Stream 2: Digital Research Design	THE GALLERY Stream 3: Supervision	THE VINES Stream 4: Research Culture/ Environment	BROUGHTON Stream 5: Professional development and policy	FERGUSON Stream 6: Doctoral Education Theories and Frameworks
1.45	20 Xu and Grant <i>Doctoral students' experiences of publishing: Pressures, challenges and strategies</i>	24 Roundtable Morais, Mewburn, Kernbach and Ellway <i>Digital research design</i>	26 Joseph, Mendelowitz and Reed <i>The PhD that almost wasn't: Reflections on candidate and supervisors' learning</i>	30 Watson <i>Building HDR skills, confidence and research culture: The FedUni Annual HDR Research Conference</i>	34 Showcase Swanson and Boreland <i>Engaging candidates: The impact of government policy on approaches to doctoral education</i>	37 Senthil, Carayannopoulos, Napier, Bartimote-Aufflick and Coleman <i>A predictive model for Higher Degree by Research (HDR) candidatures – Mining enterprise data for actionable insights!</i>
2.15	21 Rule, Frick and Fourie-Malherbe <i>Mastering the craft of co-authored academic publication: Considering the value of scaffolding and co-writing</i>		27 Keane and Wadee <i>The unspoken conversations between supervisor and student</i>	31 Sobotzick, Grasso and Marsh <i>TropINTERN – challenges of creating an HDR student internship program for a remote regional university</i>	35 Showcase Haider, Stenstrom and Jones <i>Exploring career possibilities: creating a culture of career development in doctoral candidates</i>	38 Maguire <i>Graduate research education and professional development training frameworks - A global benchmarking exercise.</i>
2.45	23 Li and Cargill <i>Fostering a Collaborative Interdisciplinary Publication Skills Education (CIPSE) approach at a Chinese university</i>		28 Fyffe and Robertson <i>Engaged doctoral supervision and supervisor development in the commons</i>	32 Zhang <i>Doctoral students' engagement in disciplinary dialogues</i>	36 Showcase Barnacle, Cuthbert and Schmidt <i>The PhD, expertise and work</i>	39 Carton, Stenstrom, Harris, Chye, Wellens, Bradshaw, Daley and Dooley <i>Development of an international, Universitas 21, cross institutional framework, for the enhancement of quality research supervisory practice, engaging qualifiable and quantifiable approaches to identify and support effective impact</i>
3.15		25 Morais <i>The Idea Puzzle framework: 21 decisions to focus a research design.</i>	29 Davis and Kiley <i>The ideal supervisor: The candidate's perspective.</i>	33 Motala and Vosloo <i>Enabling supervision in the third space</i>		40 McCulloch <i>Political sociology and doctoral education: A modest proposal</i>
3.45	Afternoon Tea					

# TIMETABLE: TUESDAY 17TH

TIME	EVENT							
	<b>HICKINBOTHAM HALL</b> <b>Stream 1: Thesis examination issues</b>	<b>EXHIBITION HALL</b> <b>Stream 2: Digital Research capabilities</b>	<b>THE GALLERY</b> <b>Stream 3: Thesis Acknowledgement</b>	<b>THE VINES</b> <b>Stream 4: Diverse Cohort Needs</b>	<b>BROUGHTON</b> <b>Stream 5: Networking and Skills Development</b>	<b>FERGUSON</b> <b>Stream 6: Practice-based Doctorates/ Creative Arts</b>		
<b>4.15</b>	<b>41</b> Holbrook, Dally and Lovat <i>Exploring the end stage of doctoral examination</i>	<b>43 Symposium</b> Jones, Caruso, Zell, Goodwin and Deacon <i>Graduate research and digital capabilities, let's not get left behind</i>	<b>44 Symposium</b> Manathunga, Guerin, Sato Grant, Kelly, Bitzer and Leshem <i>The social, epistemological and spatial dimensions of academic engagement in doctoral thesis acknowledgements historically and in the present: a symposium</i>	<b>45</b> Robinson, McMurray and Dobele <i>Supporting diverse PhD cohorts: An exploratory study</i>	<b>48</b> Tynan and Marsh <i>Onwards and outwards: Assisting PhD graduates' career aspirations via innovations in JCU's professional development program</i>	<b>50</b> Stevenson <i>Implications for training the 'becoming' artist-researcher: outcomes of the 'Creative River Journey' doctoral study of six practice-led HDR candidates</i>		
<b>4.45</b>	<b>42</b> Hillman and Wehner <i>Good governance and agile methodology: Monash's answer to thesis examinations</i>			<b>46</b> Loeser <i>Inter(rupt)ing academic normativities: A work-in-progress project investigating the lived experiences of academics with disabilities in a South Australian public university</i>			<b>49 Showcase</b> Kerr <i>Embedding transferrable skills development in a higher degree by research training program</i>	<b>51</b> Bendrups <i>The impact of doctoral education on the professional practice of creative artists</i>
<b>5.15</b>				<b>47</b> Brodin, Silander, Lindberg, Frick and McKenna <i>Issues on innovation, societal collaboration, and gender in doctoral education: Their historical appearances and relationships in Sweden and South Africa</i>			<b>52</b> Mann, Kirkwood and Schmidt <i>The many faces of impact – how a new Doctor of Professional Practice programme is designed to produce transformational impact</i>	
<b>5.45</b>	<b>Close of Formal Program for the Day</b>							
<b>6.00</b>	<b>Welcome Function on the Terrace</b>							
<b>9.30</b>	<b>Close</b>							

## TIMETABLE: WEDNESDAY 18TH

TIME	EVENT				
8.30	Registration Open & Coffee on Arrival				
9.00	Housekeeping, Conference Opening: Professor Robert Saint Deputy Vice-Chancellor (Research), Flinders University				
9.15	Keynote 2: Professor Gina Wisker, Dr Gillian Robinson and Professor Brenda Leibowitz, <i>The purpose and impact of postgraduate knowledge</i>				
10.00	Morning Tea				
	HICKINBOTHAM HALL Stream 1: Impact	EXHIBITION HALL Stream 2: Supervisor Development	THE GALLERY Stream 3: Doctoral Writing/Literacy Development	THE VINES Stream 4: Research Culture/Academic Environment	BROUGHTON Stream 5: Collaboration/ Scholarly Communities
10.30	53 Barnacle, Batty, Cuthbert and Hjorth <i>PhD Impact: A case-study from the digital industries (Industry/Careers)</i>	57 Showcase Saethre-Mcguirk <i>Developing a high-quality, on-line, and scalable PhD supervision course</i>	61 Thomas <i>Can a writing self-efficacy survey identify HDR candidates requiring extra writing support?</i>	65 Showcase Johnson, Coleman and Mann <i>Direct voice: Can more dynamic student engagement in academic governance decision-making positively affect student reporting of their academic environment?</i>	69 Gasson and Bruce <i>Supporting higher degree research collaboration: A reflection</i>
11.00	54 Porter <i>Reimagining PhD pathways for the 21st century</i>	58 Showcase Ashraf, Childs and Mansfield <i>The new normal: Shifting the CPD paradigm for Higher Degree Research (HDR) supervision enhancement</i>	62 Lamberti <i>Research literacies development: institutional role-players, perspectives and strategies</i>	66 Showcase Peszynski, Blijlevens, Yapa, Gibson, Duff and McMurray <i>Transforming KPIs into innovative HDR experiences: A tale of five schools</i>	70 Saunders and Kamrowski <i>Employment outcomes and career satisfaction of Australian doctoral graduates: A case study</i>
11.30	55 Guerin <i>Where are they now? Impact of doctoral experience on career trajectories of PhD graduates in Humanities, Arts and Social Sciences</i>	59 Showcase Bjelobaba and Andersson <i>Supervision in postgraduate education – an online course</i>	63 Brennan <i>Reframing reading as a skill to improve impact and engagement: The transformative experience of reading conceptually difficult texts</i>	67 Showcase Wadee and Keane <i>Coaching for PhD candidates</i>	71 Castello <i>Post-PhD researchers' writer identity development: Writing experiences and community positioning</i>
12.00	56 Jackson, Kerr and Milos <i>Mentoring for employability: Interim results of South Australia's lens on measuring the impact of IMNIS on mentees.</i>	60 Showcase Coggiola and Stenstrom <i>Essentials of Supervision: UNSW hybrid learning approach to developing supervisory practice</i>	64 Behrend and Padmanabhan <i>The impact of supervisors as writing instructors</i>	68 Showcase Haq and Chubb <i>Exploring interactions between academic value/s and impact and engagement policies in the context of doctoral education in Australia</i>	72 Bissaker, Diwadi, Henderson, Kolajo, Kupke, Nawab, Pokhrel, Shearer and Stephenson <i>The relative nature of success in the doctoral journey and the influence of group supervision on candidates' sense of success</i>

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TIME	EVENT				
12.30	Lunch				
12.45	<b>Poster Viewing - Meet the Poster Authors</b> <b>P01</b> Smit <i>Visual research methodologies: Hiding in plain sight</i> ; <b>P02</b> Willison <i>The Researcher Skill Development framework (RSD7) ten years on</i> <b>P03</b> Parkin <i>A fluvial meditation on the sympathies between coursework, dissertation and practice in the professional doctorate</i> <b>P04</b> Saethre-Mcguirk <i>Teaching for competency for quality in schools: In-practice methods for on-line, in-service teacher continuing education in digital competencies and digital art Education</i>				
	<b>HICKINBOTHAM HALL</b> <b>Stream 1: Generic Skills Development</b>	<b>EXHIBITION HALL</b> <b>Stream 2: Collaboration and Connection</b>	<b>THE GALLERY</b> <b>Stream 3: The doctorate and the institution</b>	<b>THE VINES</b> <b>Stream 4: Engagement/ Research Passion</b>	<b>BROUGHTON</b> <b>Stream 5: Technology and tools</b>
1.30	<b>73 Showcase</b> Kett, Byrnes and Lopez <i>Monash Doctoral Program: Embedding Professional Development in the PhD</i>	<b>77</b> Rolf and Palmer <i>Patterns of collaboration in higher degrees by research</i>	<b>80</b> Schneijderberg and Dollinger <i>Analytical framework for researching doctoral education: A comparison of the Australian, German and US models</i>	<b>84 Roundtable</b> Willison and Picard <i>Researcher Skill Development framework (RSD7): 'What about passion?'</i>	<b>86 Showcase</b> Stokes, Keegan, Brown and James <i>Digital support for doctoral researchers, its value today?</i>
2.00	<b>74 Showcase</b> Vosloo, Louw and Meyer <i>Various perspectives of the development of an electronic monitoring system</i>	<b>78</b> Khoo <i>Researchers and social media literacy: Not just about your lunch</i>	<b>81</b> Olson and Grønhaug <i>Reflections on PhDs – before, during and after education.</i>		<b>87 Showcase</b> Parkin, Wadham, Hall and White <i>The scholarly self in motion: A collaborative self-study at the intersection of doctoral education and the eportfolio</i>
2.30	<b>75 Showcase</b> Barry, Woods, Nowak, Ahuja, Townsend & Baldock <i>Incorporating generic skills in to a Graduate Certificate of Research to support research degree candidates – experiences and future directions</i>	<b>79</b> Tan and Adeel <i>Creating a scholarly community: Transforming the doctoral experience through peer mentoring</i>	<b>82</b> Vosloo, Lamberti, Pretorius and Keane <i>Institutional supervisory capacity</i>		<b>88 Showcase</b> Rowland <i>Digital Higher Degree Research (HDR) scholarly support and community building</i>
3.00	<b>76 Showcase</b> Ibo <i>How Chemistry PhD supervisors in Australia prepare their students for employment</i>		<b>83</b> Luca, Scutt, Mohammedali, Brand, Forbes, Kazoun and Hawkins <i>The Principal Supervisor Accreditation Program (PSAP): Building and exporting supervision capacity-building for doctoral education</i>	<b>85 Showcase</b> Lum and Mowbray <i>Engagement rings: Using social learning opportunities to stimulate deeper engagement in the doctoral enterprise</i>	<b>89 Showcase</b> Morais and Brailsford <i>Usability testing and research software: The case of the University of Auckland and the Idea Puzzle® software.</i>
3.30	Afternoon Tea				

## TIMETABLE: WEDNESDAY 18TH

TIME	EVENT				
	HICKINBOTHAM HALL <b>Stream 1: Transferable skills</b>	EXHIBITION HALL <b>Stream 2: Quality in Postgraduate Research</b>	THE GALLERY <b>Stream 3: Student Experience</b>	THE VINES <b>Stream 4: Professional development and employability</b>	BROUGHTON <b>Stream 5: Part-time PhDs</b>
4.00	90 Mewburn, Trembath, Bui, Zhang and Firth-Smith <i>Do transferable skills programs really add value?</i>	92 <b>Quality in doctoral education SIG</b> Palmer <i>Quality assurance in postgraduate research: Basic questions and conversations</i>	93 <b>Showcase</b> Alhumaid <i>Spotlight on some challenges and expectations faced and discussed by international higher degree students</i>	95 <b>Showcase</b> Fakunle, Alla-Menash, Dollinger and Izard <i>A two-stage comparative study of doctoral researchers' motivation for, engagement with and perceptions of international networking for personal and professional development</i>	97 Cronshaw, Stokes and McCulloch <i>On the periphery: The experience of part-time PhD students who are also working mothers and the role of online Communities of Practice</i>
4.30	91 Johnson and Weaver <i>All skills that I learn are useful</i>		94 <b>Showcase</b> Ma <i>Writing for doctoral success in one's second language: Student engagement with institutional requirements and resources</i>	96 <b>Showcase</b> Milos <i>Measuring the impact of research and employability skills training for HDR students: What is the best way?</i>	98 Massyn <i>Engaging doctoral students to stay on track: A part-time doctoral student's perspective</i>
5.00	<b>SIG: Doctoral Writing</b>	<b>SIG: Research Degree Supervision (Inaugural meeting)</b>	<b>SIG: English as an Additional Language or Dialect (EALD)</b>	<b>SIG: Developing Doctoral Students' Teaching Capabilities</b>	
6.00	<b>Close</b>				

## TIMETABLE: THURSDAY 19TH

TIME	EVENT				
8.30	Registration Open & Coffee on Arrival				
9.00	Housekeeping; Conference Opening: Professor Mike Brooks Deputy Vice-Chancellor (Research), University of Adelaide				
9.15	Mini Plenary: Dr Hugh Kearns <i>Enabling mental health for research degree students (20 minutes)</i> Announcements of researcher education networking events, activities and publications				
10.00	Morning Tea				
	HICKINBOTHAM HALL Stream 1: Innovation in Doctoral Education	EXHIBITION HALL Stream 2: Intercultural Supervision and Indigenous Knowledges	THE GALLERY Stream 3: Doctoral Writing and Communication	THE VINES Stream 4: ICT in doctoral research processes	BROUGHTON Stream 5: Student Experience and Autonomy Development
10.30	<b>99 Roundtable</b> Barrie, Peseta, Fyffe, Mantai and Kiley <i>What might curriculum do now for the future of Australian doctoral education? New engagements and encounters of possibility</i>	<b>100</b> Dollinger <i>Investigation into the specific issues and costs of international doctoral students in Australia</i>	<b>104</b> Copeman and Hinton <i>The Three Minute Thesis slide – What impact does it have, and how can that impact be augmented?</i>	<b>107 Showcase</b> Sim <i>ICT Use in the Doctoral Research Process: Whose Call?</i>	<b>111</b> Willison <i>Extent of autonomy in the Researcher Skill Development framework (RSD7): A cyclotron path towards impact</i>
11.00		<b>101</b> Trimmer, Hoven and Keskitalo <i>Indigenous postgraduate education: Intercultural perspectives</i>	<b>105</b> Marsen <i>Making sense of style in academic writing in research contexts</i>	<b>108 Showcase</b> Hatch and Deacon <i>Carrot and Stick: Using technology within the annual review process to increase on-time completions.</i>	<b>112</b> Jones <i>Conceptualising the PhD. The students' perspective</i>
11.30		<b>102</b> Riley and Rayner <i>Creating a Framework for Researcher Development @ Massey University</i>	<b>106</b> Guerin, Carter and Aitchison <i>Building impact and engagement online: Blogging about doctoral writing</i>	<b>109 Showcase</b> Walker and Ferguson <i>Moving to a candidate-driven program</i>	<b>113</b> Nyman <i>Work-life balance among doctoral students in health and life sciences</i>
12.00		<b>103</b> Manathunga, Bunda, Qi and Singh <i>Engaging with Southern, Eastern and Indigenous knowledges in supervision: Time-mapping</i>		<b>110</b> Davis <i>The Research Nexus connecting the inside of the university with the outside world.</i>	<b>114</b> Cunningham and O'Reilly <i>An attempt to measure research student engagement: Development of an Irish Survey of Student Engagement for HDR Candidates</i>
12.30	Wrap up and conference close				
1.00	Lunch and wine networking farewell on the Terrace, Music by Emily Davis				