



DAY ONE PROGRAM

Wednesday, 17 April 2024

Conference Program - Day 1



Wednesday, 17 April
8:00am - 12:00pm

08:45 - 09:30 OPENING, HOUSEKEEPING, AND WELCOME TO COUNTRY

Professor Alistair McCulloch (Conference Convenor). Welcome to Country: Clifly 'Tangku Munaitya' Wilson.
Welcome: Professor Michael Goodsite (Acting Deputy Vice Chancellor - Research, University of Adelaide)

PLENARY | HICKINBOTHAM HALL

09:30 - 10:30 **01** *Manathunga, Qi, Gilbey, Tuxworth, Whop, Motala, Akala, Namakula*
Doctoral education as a site of potential epistemic justice in Australia, Aotearoa New Zealand, and South Africa: foregrounding Indigenous

10:30 - 11:00 REFRESHMENT BREAK | HICKINBOTHAM HALL AND TERRACE

11:00 - 11:55 CONCURRENT SESSIONS

STREAM 1 HICKINBOTHAM HALL	STREAM 2 THE VINES	STREAM 3 EXHIBITION HALL	STREAM 4 THE GALLERY	STREAM 5 BROUGHTON & FERGUSON
Round Table	Assessment	Careers and Impact	The idea of the PhD	Doctoral Journeys
<p>02 <i>Fisher, Rotumah, and Tujague</i></p> <p>Decolonising the PhD: cross-cultural collaborations that respect Aboriginal voice</p>	<p>03 <i>Stracke, Burke, and Holbrook</i></p> <p>Exploring discursive constructions of failure in thesis examination: learning opportunities for candidates and supervisors</p>	<p>06 <i>Pitt, Camplejohn, and Cavu</i></p> <p>It's about more than just CVs: The role of HDR career development specialists</p>	<p>08 <i>Palmer</i></p> <p>Finding the 'Ph' in the PhD</p>	<p>11 <i>Chundhur, Iyer, and Govender</i></p> <p>Navigating Diversity: A Narrative Inquiry into the Lived Experiences of Emerging Career Researchers (ECRs) in a South African University</p>
	<p>04 <i>Spronken-Smith, Fa, Highman, Kiley, Moss-Gibbons, Taylor, Waghorne, and Wisker</i></p> <p>Focusing on what's really important: Examiner experiences of the viva in doctoral examinations</p>	<p>07 <i>Zelege, Stephens, Gesesew, Merdekios, and Ziersch</i></p> <p>An underutilized method to refine and validate recommendations from Higher Degree by Research (HDR) study findings: implications for meeting local needs</p>	<p>09 <i>Culbertson</i></p> <p>Articulating the worries: remarks on the thought that it might be time to put the 'Ph' back into the PhD</p>	<p>12 <i>Adebowale</i></p> <p>Exploring New Horizons: A First-Year PhD Student's Journey from Africa to Australia for Space Research</p>
	<p>05 <i>Bahula, and Brennan</i></p> <p>Implementation of oral examinations for Higher Degree Research Students at the University of Queensland and UNSW Sydney</p>		<p>10 <i>Edmondston</i></p> <p>Reporting of researcher development activities in doctoral theses</p>	

11:55 - 12:00 INTER-SESSION BREAK

Conference Program - Day 1



Wednesday, 17 April
12:00pm - 2:00pm

12:00 - 13:00 CONCURRENT SESSIONS				
STREAM 1 HICKINBOTHAM HALL	STREAM 2 THE VINES	STREAM 3 EXHIBITION HALL	STREAM 4 THE GALLERY	STREAM 5 BROUGHTON & FERGUSON
Indigenous Research	Supervision	Industry Engagement	Roundtable	Doctoral Journeys
<p>13</p> <p><i>McDowall</i></p> <p>Preparing Higher Degree by Research students to research Indigenous topics: A view from the North</p>	<p>14</p> <p><i>Yee</i></p> <p>Towards a model of supervision to enhance quality of experience of part-time doctoral students</p>	<p>17</p> <p><i>Tenriwaru, Yamin, Agus, Abdullah, and AR.Pelu</i></p> <p>Is PhD research important for industry, community, and public sectors in the real world? A Comprehensive Study from the Perspectives of PhD Students and Stakeholders in Indonesia</p>	<p>19</p> <p><i>Aitchison, Carter, Guerin, Lum, Mowbray, and Bendrups, Lubansky</i></p> <p>Researcher education: precarity, friendship, and a typography of practice</p>	<p>20</p> <p><i>Villanueva, and Eacersall</i></p> <p>The role of significant others in the doctoral student's identity trajectory</p>
	<p>15</p> <p><i>Stracke and Kumar</i></p> <p>Unlocking doctoral success: Using a research-informed tool for dialogic feedback in doctoral supervision</p>	<p>18</p> <p><i>Strutt</i></p> <p>How to create a successful industry-engaged PhD program: a rapid literature review + learnings from the Australian Graduate School of Engineering</p>		<p>21</p> <p><i>Lehto</i></p> <p>Study buddies: a qualitative study by three doctoral researchers as they explore the construction of their doctoral identity through Collaborative Autoethnography</p>
	<p>16</p> <p><i>Mbombi, Jame, and Esmarald</i></p> <p>Model for preparing post-grad nursing researchers and novice supervisors for joint research in academia</p>			<p>22</p> <p><i>Bartlett</i></p> <p>'So, you're here to help yourself, not me': A reflection on the transition from nurse to doctoral researcher</p>
13:00 - 14:00 LUNCH HICKINBOTHAM HALL AND TERRACE				
13:15 - 13:55 BOOK LAUNCH - MARGARET ROBERT THE VINES				

Conference Program - Day 1



Wednesday, 17 April
2:00pm - 3:30pm

14:00 - 14:55 CONCURRENT SESSIONS				
STREAM 1 HICKINBOTHAM HALL	STREAM 2 THE VINES	STREAM 3 EXHIBITION HALL	STREAM 4 THE GALLERY	STREAM 5 BROUGHTON & FERGUSON
Roundtable	Industry Engagement	Skills	The Graduate Researcher Voice	Work-Integrated Learning
<p>23</p> <p><i>Chang, Lemon, and Cabraal</i></p> <p>Belonging and doctoral candidates living with intersectional disability and neurodiversity: Seeding new possibilities</p>	<p>25</p> <p><i>Smyth</i></p> <p>What is a National Industry PhD anyway? Challenges of integrating a new government program into a complex and increasingly crowded HDR industry environment</p>	<p>27</p> <p><i>Massyn</i></p> <p>Exploring academic coaching in PhD programmes</p>	<p>30</p> <p><i>Bailey, Wright and Barton</i></p> <p>Restructuring a Graduate Research School: a case study to ensure continued success in a new environment, with a candidate-centred approach</p>	<p>33</p> <p><i>Teah</i></p> <p>The Future of PhD: Improving HDR Experience and Graduate Outcomes through Work Integrated Learning'</p>
<p>24</p> <p><i>Szorenyi, and Payne</i></p> <p>Centring Neurodivergence in HDR research supervision</p>	<p>26</p> <p><i>Cotton, Ford and Brownlie</i></p> <p>Professionally driving the Industry PhD Initiative at Griffith University</p>	<p>28</p> <p><i>Xia</i></p> <p>Another Side of Success: Understanding the development of PhD students as future university teachers in Australia and the United States</p>	<p>31</p> <p><i>Hiyare, Crossman, Azizi, and Harrison</i></p> <p>The Role of Student Representation in the University Higher Degree by Research Committee: Reflections and recommendations</p>	<p>34</p> <p><i>O'Connor</i></p> <p>Evidence-based incorporation of WIL in higher degree research</p>
		<p>29</p> <p><i>Dixit</i></p> <p>ECR - Early Career Researcher or End of Career in Research?</p>	<p>32</p> <p><i>Butler, Wynn, Carpenter-Mew, Lee, Cosentino, and Walsh</i></p> <p>Enhancing the graduate research experience by amplifying and empowering student researcher voices</p>	
14:55 - 15:30 REFRESHMENT BREAK HICKINBOTHAM HALL AND TERRACE				

Conference Program - Day 1



Wednesday, 17 April
3:30pm - 4:30pm

15:30 - 16:25 CONCURRENT SESSIONS				
STREAM 1 HICKINBOTHAM HALL	STREAM 2 THE VINES	STREAM 3 EXHIBITION HALL	STREAM 4 THE GALLERY	STREAM 5 BROUGHTON & FERGUSON
Diversity	Wellbeing	Roundtable	Researcher Development	Policy & The Research Degree
<p>35</p> <p><i>Sethi, Saunders, and Joyce</i></p> <p>Equal Access and Opportunity in HDR: Starting the Conversation on Next Best Practice</p>	<p>38</p> <p><i>Barnacle, Cuthbert, and Sidellil</i></p> <p>Doing respect-based culture change in graduate research</p>	<p>41</p> <p><i>Namakula, Akala, Motala, and Wisker</i></p> <p>The “becoming” journeys of black female doctoral students: Challenges and affordances</p>	<p>42</p> <p><i>Truelove, Dinh, and Baldock</i></p> <p>Researcher development framework: design and implementation</p>	<p>45</p> <p><i>McKenna, and Burton</i></p> <p>Grappling with environmental constraints in nurturing graduate attributes in doctoral education</p>
<p>36</p> <p><i>Matthews, Stein, Demaio, McFarlane, and Andrews</i></p> <p>Developing a model to determine the ‘academic literacy for research’ needs of international doctoral students in Australian universities</p>	<p>39</p> <p><i>McChesney</i></p> <p>How does trauma affect doctoral researchers? Insights from a pilot study</p>		<p>43</p> <p><i>Le</i></p> <p>What does co-creation look like in graduate research?</p>	<p>46</p> <p><i>McKenna, Kiseembe, Omondi, and Onyango</i></p> <p>Discourse analysis of doctoral education-related policies in Kenya and South Africa</p>
<p>37</p> <p><i>Sala-Bubaré, Garcia-Morante, Díaz, Weise, and Badia</i></p> <p>Parenthood and PhD careers beyond academia: a gender perspective</p>	<p>40</p> <p><i>Curran and Balapumi</i></p> <p>The Western Australian Doctoral Student’s Experience of Well-being: Research-Work-Life Balance</p>		<p>44</p> <p><i>Tyler, Khoo, and Bendrups</i></p> <p>Exploring Gendered Participation in a Researcher Development Program</p>	
16:25 - 16:30 INTER-SESSION BREAK				

Conference Program - Day 1



Wednesday, 17 April
4:30pm - 6:00pm

16:30 - 17:25 CONCURRENT SESSIONS				
STREAM 1 HICKINBOTHAM HALL	STREAM 2 THE VINES	STREAM 3 EXHIBITION HALL	STREAM 4 THE GALLERY	STREAM 5 BROUGHTON & FERGUSON
Industry, Employability & Success	The Scholarship of Doctoral Education	QPR Doctoral Writing Special Interest Group	QPR Quality Special Interest Group	Supervision
<p>47</p> <p><i>Kamrowski, and Saunders</i></p> <p>Research Graduate 'Success' in a Post-COVID World</p>	<p>50</p> <p><i>Wild</i></p> <p>From the 'me' to the 'we' and back again: a transgenerational, de-othering, 'researcher mutability' project</p>	<p>52</p> <p><i>Lum and Mowbray (session chairs)</i></p> <p>Doctoral Writing Special Interest Group</p>	<p>53</p> <p><i>Facilitator: Palmer Leitch, Burton, Faller, Kaniki, and Ntshoe</i></p> <p>The National Review of Doctoral Qualifications in South Africa</p>	<p>55</p> <p><i>Hughes</i></p> <p>Supervision - Some Conceptual Remarks</p>
<p>48</p> <p><i>Swanson</i></p> <p>Driving a model of research end user engagement: understanding what it means to embed industry engagement within a Higher Degree by Research (HDR) Program and the impact this has on a HDR Candidate's learning and career readiness</p>	<p>51</p> <p><i>Edwards</i></p> <p>Understanding the "researcher" in graduate research</p>		<p>54</p> <p><i>Facilitator: Palmer Milos and Vince</i></p> <p>Tackling quality in HDR supervision – policy, programs, people and passion</p>	<p>56</p> <p><i>McCulloch</i></p> <p>Learning from Sisyphus: the development of supervisor development, a short history</p>
<p>49</p> <p><i>Rowland</i></p> <p>Project management training for graduate researchers – aligning industry practice with research skills</p>				<p>57</p> <p><i>Salinas, Reguero de la Poza, and Aparicio</i></p> <p>Is it Worthwhile? Evaluating the impact of academic development programs for doctoral supervisors</p>
17:25 - 18:00 INTER-SESSION BREAK				
18:00 - LATE WELCOME FUNCTION AT WINE CENTRE - QPR'S 30TH ANNIVERSARY PARTY!				



DAY TWO PROGRAM

Thursday, 18 April 2024

Conference Program - Day 2



Thursday, 18 April
9:00am - 12:00pm

09:00 - 09:15 OPENING AND HOUSEKEEPING				
<p><i>Professor Alistair McCulloch (Conference Convenor)</i> Welcome: Prof Marnie Hughes-Warrington (Deputy Vice Chancellor: Research & Enterprise & Standing Acting VC, University of South Australia)</p>				
09:15 - 10:20 KEYNOTE HICKINBOTHAM HALL				
<p>58 <i>Patricia Thomson - Professor of Education at the University of Nottingham, UK</i> Troubling metaphors and doctoral identity/ies. Alternatively - Heaven knows I'm miserable now.</p>				
10:20 - 10:30 ANNOUNCEMENTS FROM THE FLOOR				
10:30 - 11:00 REFRESHMENT BREAK HICKINBOTHAM HALL AND TERRACE				
11:00 - 11:55 CONCURRENT SESSIONS				
STREAM 1 HICKINBOTHAM HALL	STREAM 2 THE VINES	STREAM 3 EXHIBITION HALL	STREAM 4 THE GALLERY	STREAM 5 BROUGHTON & FERGUSON
Diversity	Creativity	Supervision	Workshop	Collaboration
<p>59 <i>Mewburn, and Palmer</i> On beyond Sheldon Cooper: what do we know about neurodiverse students engaged in PhD study?</p>	<p>61 <i>Wald</i> Why fill that gap? Research justification for enhancing quality in postgraduate research</p>	<p>64 <i>Wisker, and Highman</i> New moves in supervision. Turning the 'secret garden' into a level playing field: challenges and affordances with team- and cohort based postgraduate supervision online</p>	<p>67 <i>Firth, Lemon, and Khoo</i> Putting the body back into graduate researchers' identity: making wellbeing and self-care central in academia</p>	<p>68 <i>Frick, and Wimpenny</i> Crossing borders and boundaries: Positioning joint doctoral degrees as a capacity building initiative</p>
<p>60 <i>Carr, and Overmyer</i> Transitioning Neurodiverse Students to Doctoral Research</p>	<p>62 <i>Thurlow</i> Creativity and doctoral writer's voice: Perils and possibilities at the heart of the doctorate</p>	<p>65 <i>Frick, McChesney, Burford, and Khoo</i> Distance doctoral students' experiences of supervision: Reflections on an international survey</p>		<p>69 <i>Villanueva, and Eacersall</i> Research as Learning Community-building: Enablers</p>
	<p>63 <i>Mackie, and Coles</i> How do we nurture doctoral creativity? (Good practice paper)</p>	<p>66 <i>Condy, Phillips, Uys, Bester, Geerts, Ncube, and Duffet</i> Developing postgraduate supervision capacity using a team and cohort mentorship approach: The case of the Sisonke Supervision Mentorship Programme (SSMP)</p>		<p>70 <i>Winter, and Freeman</i> Writing feedback works better in a community</p>
11:55 - 12:00 INTER-SESSION BREAK				

Conference Program - Day 2



Thursday, 18 April
12:00pm - 2:00pm

12:00 - 13:00 CONCURRENT SESSIONS				
STREAM 1 HICKINBOTHAM HALL	STREAM 2 THE VINES	STREAM 3 EXHIBITION HALL	STREAM 4 THE GALLERY	STREAM 5 BROUGHTON & FERGUSON
Roundtable	Supervision	Roundtable	Doctoral Student Experience	Participatory Workshop
<p>71</p> <p><i>Wisker, Kiley, and Spronken-Smith</i></p> <p>Review of oral assessment strategies in the doctoral program at an international level</p>	<p>72</p> <p><i>Carton, Cunningham, and Stokes</i></p> <p>Cultivating Success - Growing a National Community & Culture for Research Supervisor Support & Development</p>	<p>75</p> <p><i>Lemon, Mewburn, Khoo, and O'Donnell</i></p> <p>Shut Up and Write (SUAW) as a research culture space</p>	<p>76</p> <p><i>Share</i></p> <p>Listening to the voice of PGR students in Ireland: Qualitative findings from PGR Student Survey.ie</p>	<p>79</p> <p><i>Narayan</i></p> <p>Fostering wellness through creativity: A design thinking approach to supporting graduate research students</p>
	<p>73</p> <p><i>van Lill, Frick & Pyhälä</i></p> <p>A snapshot of doctoral supervision at African universities</p>		<p>77</p> <p><i>Pulling, Price, Orgeig, and McCulloch</i></p> <p>Exploring the research degree student experience: An Australia case study</p>	
	<p>74</p> <p><i>Mbombi</i></p> <p>Co-supervision, and its benefits in post-graduate research nursing studies</p>		<p>78</p> <p><i>Wynn and Thomas, Harrison, Grivell, and Reynolds</i></p> <p>"By students, for students": Improving the PhD experience through student-led initiatives</p>	
13:00 - 14:00 LUNCH HICKINBOTHAM HALL AND TERRACE				
13:15 - 13:55				

Research Degree Administration Showcase

80

Jacobs, Willson, Richards, Kohl, Ballintyne, and Vince

Wrangling administrative candidature management - Inspire online system

Conference Program - Day 2



Thursday, 18 April
2:00pm - 3:30pm

14:00 - 15:00 CONCURRENT SESSIONS				
STREAM 1 HICKINBOTHAM HALL	STREAM 2 THE VINES	STREAM 3 EXHIBITION HALL	STREAM 4 THE GALLERY	STREAM 5 BROUGHTON & FERGUSON
Skills	Supervisor Development	Roundtable	Doctoral Student Experience	Transitions and Research Degree Study
<p>81</p> <p><i>Song, Lum, and Bilsland</i></p> <p>The Thesis Coaching Program: a collaborative approach to developing graduate researchers' professional skills and personal growth</p>	<p>84</p> <p><i>Wallace and Martens, Morris, Luo, and Underwood</i></p> <p>Supervisor development: Foundations and beyond</p>	<p>87</p> <p><i>Gedeon</i></p> <p>PhD Industry & REU Engagement – challenges and ongoing issues in implementation</p>	<p>88</p> <p><i>Martinussen</i></p> <p>'Can you hear me?' Exploring the administrative burdens of working-class students in postgraduate education</p>	<p>91</p> <p><i>Hughes, Palmer, and Sprake</i></p> <p>'Undergraduates have a habit of becoming postgraduates' – Managing expectations</p>
<p>82</p> <p><i>Tynan</i></p> <p>Evolution of an HDR Professional Development Program: reflection, refinement and reorganisation</p>	<p>85</p> <p><i>Dinh, Truelove, and Baldock</i></p> <p>Best practice in supervision: development, implementation and reflection A framework and program at Western Sydney University</p>		<p>89</p> <p><i>Crotti, Szorenyi, Kraft, and Atkinson</i></p> <p>Understanding HDR community-making practices at G08 universities: A review of web-based information visible to the external lens</p>	<p>92</p> <p><i>Downie</i></p> <p>Supporting the first-year experience of HDR candidates</p>
<p>83</p> <p><i>Westcott</i></p> <p>Peer review in the contemporary postgraduate world: a student-friendly approach</p>	<p>86</p> <p><i>Northcote</i></p> <p>Using the grassroots approach: Incorporating recent graduate researcher voices in the design and delivery of research supervisor training</p>		<p>90</p> <p><i>White, and Rofe</i></p> <p>Creative Approaches to HDR Community Rebuilding</p>	<p>93</p> <p><i>Zhuchkova</i></p> <p>Does it really matter? The connection between pre-doctorate experience and doctoral student outcomes</p>
15:00 - 15:30 REFRESHMENT BREAK HICKINBOTHAM HALL AND TERRACE				

Conference Program - Day 2



Thursday, 18 April
3:30pm - 4:30pm

15:30 - 16:25 CONCURRENT SESSIONS				
STREAM 1 HICKINBOTHAM HALL	STREAM 2 THE VINES	STREAM 3 EXHIBITION HALL	STREAM 4 THE GALLERY	STREAM 5 BROUGHTON & FERGUSON
Research Integrity	Wellbeing	Roundtable	Working Across Boundaries	Designing the PhD
<p>94</p> <p><i>Hughes, and Culbertson</i></p> <p>Data, AI, and the decline of human abilities: Disastrous trends in postgraduate research</p>	<p>96</p> <p><i>Loeser, Bastalich, Kearns, and McCulloch</i></p> <p>Shifting supervisors' voices from the margins to the centre of debates about research degree student mental wellbeing</p>	<p>99</p> <p><i>Mallan, Guerin, Badia, Olmos, Gokalp, Chen, and Kumar</i></p> <p>Navigating co-supervision: insights, challenges and best practices</p>	<p>100</p> <p><i>Frick, Brodin, Madolo, Nokutywa, Steen, and Stigmar</i></p> <p>Doctoral education across disciplines for Agenda 2030: Towards a pedagogical framework to address wicked problems in South Africa and Sweden</p>	<p>103</p> <p><i>Palmer</i></p> <p>Standards, Coursework, and Pathways to the PhD students</p>
<p>95</p> <p><i>Khoo</i></p> <p>Is it excellence or is it plagiarism? Paper mills and emerging threats to graduate research integrity require an institutional response</p>	<p>97</p> <p><i>Musker</i></p> <p>Strategies for Supporting Wellbeing and Resilience for HDR Candidates</p>		<p>101</p> <p><i>Bette, and Russell-Clarke</i></p> <p>Leveraging Design Research at the University of Adelaide</p>	<p>104</p> <p><i>Wilmot</i></p> <p>The value of coursework for delimiting disciplinary knowledge and knowing in a higher education studies doctoral programme</p>
	<p>98</p> <p><i>Alwis, and Johanesen</i></p> <p>A multi-faceted approach to improving graduate research student mental health & wellbeing</p>		<p>102</p> <p><i>Ferrie, and Forrest</i></p> <p>Closing the Gap: Evaluation of the UKs Strategy to Improve Doctoral Education & Methods Training</p>	
16:25 - 16:30 INTER-SESSION BREAK				

Conference Program - Day 2



Thursday, 18 April
4:30pm - 5:30pm

16:30 - 17:30 CONCURRENT SESSIONS				
STREAM 1 HICKINBOTHAM HALL	STREAM 2 THE VINES	STREAM 3 EXHIBITION HALL	STREAM 4 THE GALLERY	STREAM 5 BROUGHTON & FERGUSON
Employability/WIL	Designing the PhD	Supervision Special Interest Group	Writing	The International PhD Experience
<p>105</p> <p><i>Mewburn, and Chen</i></p> <p>What did Covid do to the academic job market?</p>	<p>108</p> <p><i>Lucas</i></p> <p>Coursework competence to Research proficiency?: The VU PhD Integrated Program</p>	<p>111</p> <p><i>Facilitators: Bendrups, and Crotti</i></p> <p><i>Crotti, and Szorenyi</i></p> <p>Establishing a Higher Degree Research Supervision Community of Practice at the University of Adelaide</p>	<p>113</p> <p><i>Boughey, and Wilmot</i></p> <p>The implications of Bernstein's knowledge structures on the purpose and form of the literature review in a doctoral thesis</p>	<p>116</p> <p><i>Elliot, Gardani, Gordon, Balgabekova</i></p> <p>Harnessing new knowledge, insights and engagement through the voices of international doctoral scholars</p>
<p>106</p> <p><i>O'Connor</i></p> <p>Benchmarking doctoral engagement with WIL-based research and employability skills training</p>	<p>109</p> <p><i>Zupan, and Kinnear</i></p> <p>Designing responsive and inclusive graduate education in a regional university</p>	<p>112</p> <p><i>Stanton, Johnston-Devin, and Kinnea</i></p> <p>A case study in sustainable Community of Practice for Research Higher Degree supervisors</p>	<p>114</p> <p><i>Weise, and Badia</i></p> <p>Re-constructing the emotional process of writing the thesis</p>	<p>117</p> <p><i>Bekova</i></p> <p>Impact of Supervisory Factors on Doctoral Student Outcomes</p>
<p>107</p> <p><i>Dooley, and Cunningham</i></p> <p>MyPhD.ie: Showcasing the PhD in Ireland to engage talent, employers and government</p>	<p>110</p> <p><i>Ihekwa, Hewitt, and Koch</i></p> <p>Publication Expectations in Entry for Higher Degree by Research: A Raised Bar or Dead Weight?</p>		<p>115</p> <p><i>Olmos-Lopez</i></p> <p>Away from home: academic/professional identities of doctoral students</p>	<p>118</p> <p><i>Sun</i></p> <p>Understanding the trajectorial differences of doctoral career development in changing times: Possible selves as a conceptual lens</p>
17:30 END OF DAY 2				

DAY THREE PROGRAM

Friday, 19 April 2024



Conference Program - Day 3



Friday, 19 April
8:30am - 11:15pm

08:30 - 08:45 OPENING AND HOUSEKEEPING				
<p><i>Professor Alistair McCulloch (Conference Convenor)</i> Welcome: Professor Colin Stirling - President & Vice Chancellor, Flinders University</p>				
08:45 - 9:45 KEYNOTE HICKINBOTHAM HALL				
<p>119 <i>Arvanitakis (Chair), Ye, Khinsoe, and Feast</i> Hunting in packs: Build collaborative research cultures across universities, government, and industry</p>				
09:45 - 10:15 REFRESHMENT BREAK HICKINBOTHAM HALL AND TERRACE				
10:15 - 11:10 CONCURRENT SESSIONS				
STREAM 1 HICKINBOTHAM HALL	STREAM 2 THE VINES	STREAM 3 EXHIBITION HALL	STREAM 4 THE GALLERY	STREAM 5 BROUGHTON & FERGUSON
Employability and Careers	The Nature Of The PhD	Confident Supervision	Best Practice Supervision	Supporting Doctoral Development
<p>120 <i>Gopalan, Buckingham, Shum, and Boud</i> Learning how successful researchers learn: implications for HDR development</p>	<p>123 <i>Culbertson</i> What divides us and what holds us together: research degrees in an age of scientism</p>	<p>126 <i>Gasson, Winter, McDowall, Blacker, and Lum</i> Confident Supervision: Creating Independent Researchers</p>	<p>127 <i>Milos</i> What does best practice HDR Supervision look like in Australia? A multi-institutional perspective</p>	<p>129 <i>Kitano, Aldous, Rowland, Eacersall, and Horst</i> Mentoring for Researcher Developers (M4RD) - an international scheme</p>
<p>121 <i>Spronken-Smith, Brown, and Cameron</i> Surprisingly happy outside academia: Exploring work happiness in PhD graduates in a range of careers</p>	<p>124 <i>Carr</i> This isn't a PhD: Responding to growing need for applied professional doctorates</p>		<p>128 <i>Jackson and Milos</i> Designing best practice in HDR Supervision: A national benchmarking exercise</p>	<p>130 <i>Rowland</i> Perspectives on mentoring in an Australian medical faculty</p>
<p>122 <i>Pitt and Miller</i> 10 years of the Career Development Framework: How recent graduate reflections are shaping the next 10 years</p>	<p>125 <i>Guerin</i> Towards a pedagogy for developing graduate researchers</p>			<p>131 <i>Stevenson, and Brown</i> Fast-Tracking HDR Education Excellence: The Accelerated Research Masters with Training</p>
11:10 - 11:15 INTER-SESSION BREAK				

Conference Program - Day 3



Friday, 19 April
11:15pm - 12:45pm

11:15 - 12:10 CONCURRENT SESSIONS				
STREAM 1 HICKINBOTHAM HALL	STREAM 2 THE VINES	STREAM 3 EXHIBITION HALL	STREAM 4 THE GALLERY	STREAM 5 BROUGHTON & FERGUSON
Researcher Development	Generative AI and other Technological Change	Supervisor Development	Resources and Skills	Participatory Workshop
<p>132</p> <p><i>Baker, and Spronken-Smith</i></p> <p>The Village Approach to support research graduates' journey of becoming</p>	<p>134</p> <p><i>Tshuma</i></p> <p>Inhibitor or enabler? Exploring supervisors' perceptions of generative AI technologies in postgraduate students' identity formation</p>	<p>136</p> <p><i>Riley and Rayner</i></p> <p>Differentiating Supervisor Learning, Development, and Accreditation</p>	<p>139</p> <p><i>Cass</i></p> <p>Graduate Resources: Worth every minute!</p>	<p>142</p> <p><i>Gasson</i></p> <p>Doctoral Design for Employability</p>
<p>133</p> <p><i>Matthews, and Franulovich</i></p> <p>Fostering Inclusive and Resilient Graduate Research Communities: Exploring HDR Peer Support strategies</p>	<p>135</p> <p><i>Sala-Bubaré, Corcelles, Miralda-Banda, and Calaforra</i></p> <p>Learning to write scientific texts with the use of artificial intelligence tools at the Master's Level</p>	<p>137</p> <p><i>Salinas, Carvajal, and López</i></p> <p>The Dynamic Landscape of Doctoral Education: A Cross-Cultural Analysis of the Functions of the Doctoral Supervisor</p>	<p>140</p> <p><i>Hombo, Bohren, Taylor, and Borger</i></p> <p>Getting to the CoRe of graduate collaborative online international learning</p>	
		<p>138</p> <p><i>Condy, Phillips, Engel-Hills, Harpe, Uys, Bester, and Geerts</i></p> <p>The development of a framework to guide research supervision mentoring in higher education</p>	<p>141</p> <p><i>Delaney</i></p> <p>Best practice endeavours: information professionals and research degree education at the University of South Australia</p>	
12:10 - 12:15 INTER-SESSION BREAK				
12:15 - 12:45 PLENARY CLOSE OF CONFERENCE HICKINBOTHAM HALL AND TERRACE				
12:45 LUNCH, REFRESHMENTS ON THE LAWN, AND FAREWELLS				

Posters

Digital displays of poster presentations can be found in the Concourse of the National Wine Centre 17-19 April. Watch for presenters who have included QR codes allowing delegates to watch video presentations of their research.

Navigating the identity shift:

exploring identity adaptation of an offshore to onshore doctoral student through digital autoethnography and social media

Building HDR students' capacities for success:

A proposal to enhance progress reporting

Doctoral Research Degrees as Enterprise Ventures:

A Paradigm Shift in Australian PhD Education

Exploring New Horizons:

A First-Year PhD Student's Journey from Africa to Australia for Space Research

Paralysed by precarity:

journey of productive procrastination towards PhD completion

Strengths@ Massey:

Supervising from Strength to Strengths

How does trauma affect doctoral researchers?

Insights from a pilot study