

Encouraging self-critical writing: a few reflections

Tim Richardson

Review, 2015-2016

- PhD course academic writing and publishing
- Open forum: Writing talks
- Open forum: Handling editorial decisions and referees' comments
- Writing groups
 - First paper (11)
 - Getting my paper finished (16)
- One to one talks (14)
- (c35 ILP staff altogether)
- Research application workshops and support (with Annegreth)

Writing talk themes

- Introductory round table
- Writing strategies: do you have a plan for your writing?
- Writing practices: how do we write?
- How do we teach our students about writing?
- Writing and publishing to make a scientific contribution
- Some challenges of academic writing in English (2 sessions)
- From Norwegian into English
- The editor's perspective on academic writing (Karsten J.)

One or two things participants said

- 'I really enjoyed the discussions in the group!'
- 'A lot of what we talked about is useful in further writing, and in understanding feedback from referees.'
- 'It means a lot to us as writers, but also it will mean a lot to us as a collegium, as we understand what the other people in the department are doing.'

Autumn 2016 onwards ... ?

- What kinds of support for academic writing and publishing do *you* need?
- Which kinds of activities could be most helpful for *you*?
 - Seminars
 - One off workshops
 - Longer group processes
 - Mentoring by arrangement
 - Writing retreat
 - What
- What should the key topics be?
- If you haven't participated yet ... ?
- Other feedback?

How many of these topics do we want included? Any missing?

1. Developments in the doctorate
2. University regulations, codes of practice
3. Attracting good candidates
4. Selecting the best candidate
5. Designing an appropriate project
6. Induction, creating appropriate milestones
7. Identifying and managing expectations, enabling independence
8. Identifying approaches to supervision
9. Developing critical thinking in candidates
10. Giving feedback on written work
11. Giving feedback on project management
12. Preparing the candidate for assessment
13. Examining and assessing theses and candidates
14. candidates
15. Careers/professional advice. RDF.
16. Handling difficult situations
17. Working with co-supervisors, supervisors in practice/industry etc
18. Supervising multi-disciplinary, interdisciplinary or transdisciplinary doctorates
19. Gender issues in supervision
20. Supervising international candidates/supervising across cultural boundaries
21. Supervising the part-time candidate
22. Supervising at a distance
23. Creating a supervisory team
24. Supervising a group of candidates
25. Ethical issues in supervision
26. Intellectual property, maximising impact
27. Recognising 'doctorateness', appropriate learning outcomes
28. Additional sources of support available for candidates and supervisors across the university