Demystifying the Theoretical Framework and Literature Review in the Dissertation for Doctoral Students

Participant Guide

Understand current research on doctoral students’ writing difficulties

Learn about the challenges mid-size, HSI, commuter colleges’ Writing Centers face when addressing these needs, and proposed solutions

Identify additional questions that must be researched to assure efficacy in solving doctoral students’ writing issues

WC’s Goals for Targeted Population

Mid-size, HSI, commuter college’s Writing Center (WC):
- Identifies unnecessarily clouded services for doctoral students
- Uncover gaps in WC services
- Provides efficacious andragogy for doctoral students

Key finding from anonymized interviews:
- Doctoral students experience challenges writing theoretical framework (TF) and literature review (LR)
- Need to create discourse community with cohorts
- Need quiet, recurring, accountable time to write

The Literature

Eton, Dombroski (2022) and Sallee et al (2011):
- Doctoral students learn new writing genres, vocabulary, assumptions
- Balance heavy personal commitments

Goodson (2013):
- Doctoral students effective writing imperative for success

- Doctoral students expected to write with academic register and understand TF and LR

Writing the TF and LR: Issues Doctoral Students Experience

Anecdotal Evidence: Faculty
Robust instruction on TF and LR important

Limited Bandwidth

Collaboration with WC positively impacts writing experience

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Participant Guide

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<th>UHCL WC Solution</th>
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<td>• WC created TF and LR workshop</td>
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<td>○ Maximizes WC’s resources without need to create separate writing support</td>
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<td>• In addition to one-on-one writing support</td>
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<td>○ Writing Circles offer convenience, community, accountability, and quiet time for writing</td>
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<td>• Collaboration with faculty ensures optimal participation and continued dialogue on solutions for doctoral students</td>
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