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

Participant Guide

OBJECTIVE MI	Understand current research on doctoral students' writing difficulties	NOTES
	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	
	McRell, et al (2021); Sallee, et al (2011): 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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Writing the TF and LR: Issues Doctoral Students Experience	Anecdotal Evidence: Doctoral Students Reflective – Searching for Answers Self-study Work with mentors and cohorts Connected coursework to research	NOTES
problems problems problems problem pro	WC created TF and LR workshop Maximizes WC's resources without need to create separate writing support In addition to one-on-one writing support Writing Circles offer convenience, community, accountability, and quiet time for writing Collaboration with faculty ensures optimal participation and continued dialogue on solutions for doctoral students	