**LITERATURE REVIEW ACTIVITY: INTRODUCTION STRUCTURE**

Skim the following lit. review introduction and identify where the text:

1. gives the general context
2. narrows the context to the research area
3. generally identifies some gaps in understanding
4. reminds the reader of the focus of the lit. review
5. identifies the scope of the lit. review.

**CHAPTER 2 LITERATURE REVIEW**

**Introduction**

The current and developing changes in purpose, epistemologies, methodologies and literacies of the higher degree by research (HDR) have their roots in massive changes in operations and perceived functions. Along with the many debates around the nature of general changes in universities there has also been some engagement with the effects of these changes in the characteristics of awards generally, including the HDR, and the doctoral degree specifically. Doctoral study needs to be seen in light of Barnett’s (2000) general recasting of the university as being engulfed in unremitting multiple frames of understanding which he calls supercomplexity, making reframing research critical (Maxwell, 2002). It has also moved from ‘an elite but peripheral role, to occupy a more visible position’ (Neumann, 2002, p. 167), and although the message is clear that universities need to adapt to ensure their survival, it is also clear that we need to fully understand in what ways the doctoral degrees may be evolving to ensure their survival. As an important element of universities, there is a need to identify the impact of the changing political economy on doctoral degrees in terms of institutional and government policy, doctoral candidates, supervisors and examiners.

This chapter begins by briefly describing the history, definitions and values of the doctoral degree before providing a critical review of the literature, identifying and analysing current knowledge and understanding surrounding the research focus of traditional, practice-based and professional doctoral study. New forms of knowledge and innovations in doctoral degrees are discussed followed by issues in doctoral practice. Where salient, comparisons will be made between doctoral programs in Australia and elsewhere, although discussion is mainly focused on the situation in Australia.

Source: Maxwell, J. (2009). *Contesting the culture of the doctoral degree.* PhD Thesis (Education), RMIT University.

1. **General context:**

Changes in the degree structure reflect changes in university options & functions.

**2. More specific**

 **context**: these

changes include an environment of ‘supercomplexity’ and a more public role for research.

**3. Identifying gaps in understanding:** ‘we need to fully understand…there is a need to identify…

**4. Reminder about the research focus:** **traditional, practice-based and professional doctoral studies.**

**5. Scope:** Mainly Australian doctoral programs.

**The current and developing changes in purpose, epistemologies, methodologies and literacies of the higher degree by research (HDR) have their roots in massive changes in operations and perceived functions. Along with the many debates around the nature of general changes in universities there has also been some engagement with the effects of these changes in the characteristics of awards generally**, **including the HDR, and the doctoral degree specifically. Doctoral study needs to be seen in light of Barnett’s (2000) general recasting of the university** as being engulfed in unremitting multiple frames of understanding which he calls supercomplexity, making reframing research critical (Maxwell, 2002). **It has also moved from ‘an elite but peripheral role, to occupy a more visible position’** (Neumann, 2002, p. 167), and although the message is clear that universities need to adapt to ensure their survival, it is also clear that **we need to fully understand in what ways the doctoral degrees may be evolving to ensure their survival**. As an important element of universities, **there is a need to identify the impact of the changing political economy on doctoral degrees in terms of institutional and government policy, doctoral candidates, supervisors and examiners.**

This chapter begins by briefly describing the history, definitions and values of the doctoral degree before providing a critical review of the literature, identifying and analysing current knowledge and understanding **surrounding the research focus of traditional, practice-based and professional doctoral study.** New forms of knowledge and innovations in doctoral degrees are discussed followed by issues in doctoral practice. Where salient, comparisons will be made between doctoral programs in Australia and elsewhere, although **discussion is mainly focused on the situation in Australia.**