UNIVERSITI TUN HUSSEIN ONN MALAYSIA

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WHAT IS PhD

The PhD is a doctoral degree, specifically called a "doctor of philosophy" degree. This is misleading because PhD holders are not necessarily philosophers (unless they earned their degree in philosophy!).

That said, PhD recipients are able to engage in thought experiments, reason about problems, and solve problems in sophisticated ways.

What Can You Earn a PhD in?

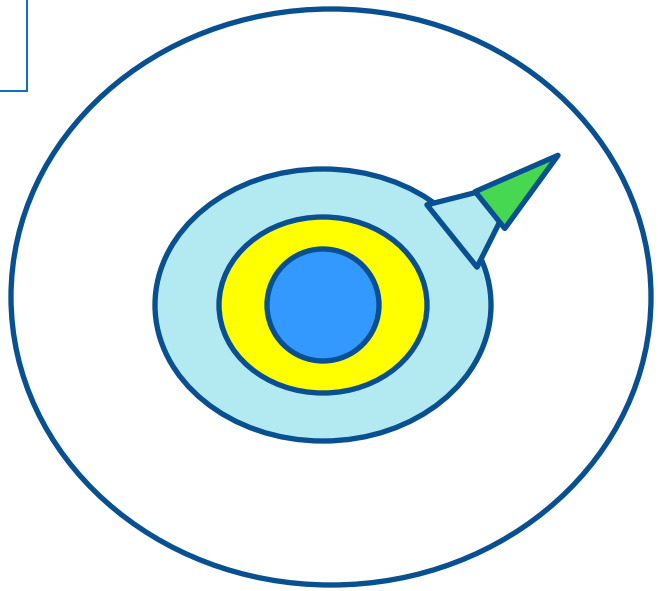
The PhD is awarded in all disciplines.

The doctorate was introduced in Sweden in 1477 and in Denmark-Norway in 1479

Semantic Illustration on knowledge

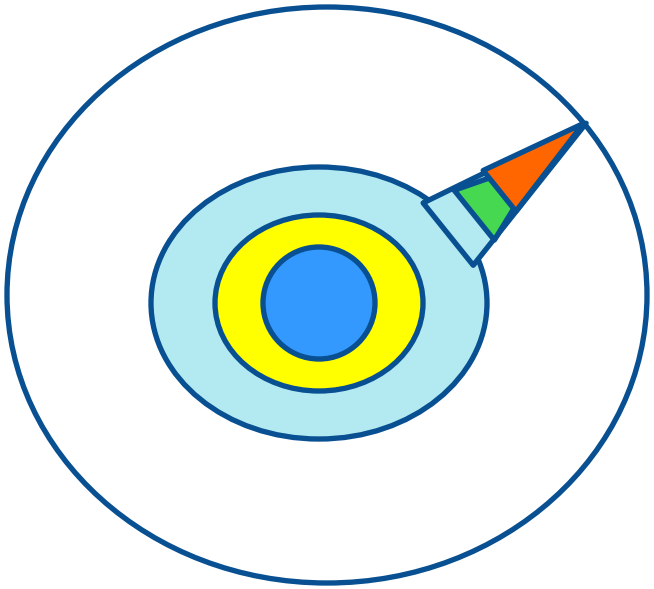
With a bachelor's degree, you gain a specialty:

A master's degree deepens that specialty:



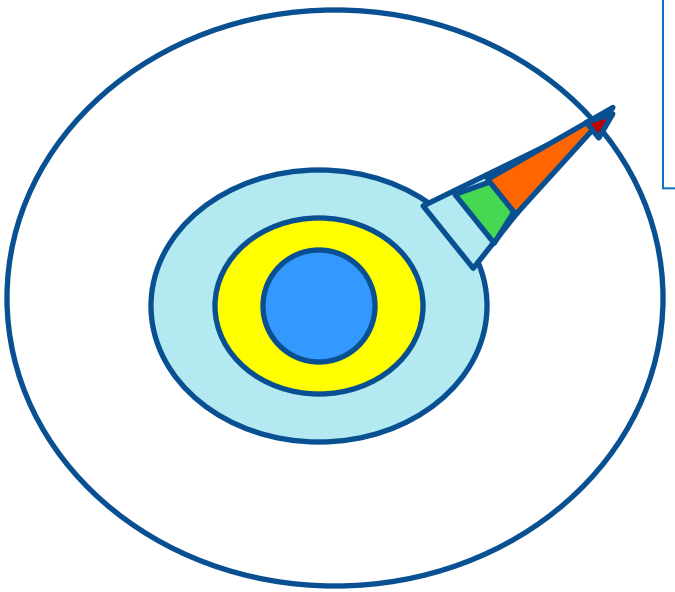
High school, you know a bit more:

Semantic Illustration on knowledge



Reading research papers takes you to the edge of human knowledge:

Semantic Illustration on knowledge



Across the knowledge boundary and, that dent you've made is called a Ph.D.:

Doctor of Philosophy

To earn a PhD, one must accomplish two hings:

- Master a specific subject
- Extending knowledge

Doctor of Philosophy

To Master a specific subject:

A student must search scholarly journals/proceedings to exchange information of their scientific information.

Doctor of Philosophy

To Extend knowledge:

A student must explore, investigate, and contemplate. The scientific community uses the term *research* to capture the idea.

Doctor of Philosophy

Research is defined as;
original investigation undertaken in order to *gain knowledge* and understanding.

Or

activity which aims to make an *original contribution* to *knowledge*.

PhD : Is a certified training process to become a researcher

RESEARCH CATEGORY

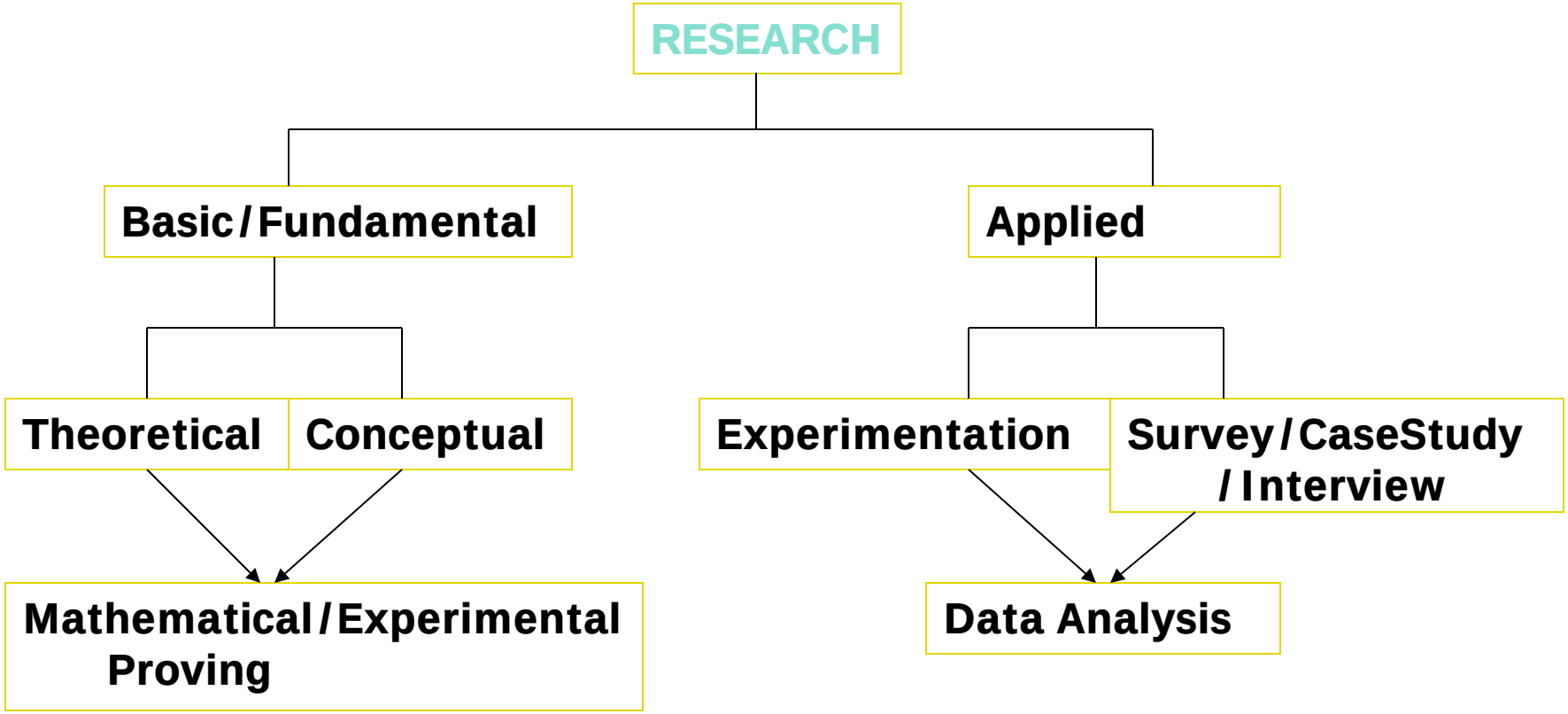
Basic research

Experimental and theoretical work undertaken primarily to acquire new knowledge without a specific application in view. It consists of pure basic research and strategic basic research. Pure basic research is carried out without looking for long-term benefits other than the advancement of knowledge. Strategic basic research is directed to specified broad areas in the expectation of useful discoveries. It provides the broad base of knowledge necessary for the solution of recognized practical problems. (ABS definition).

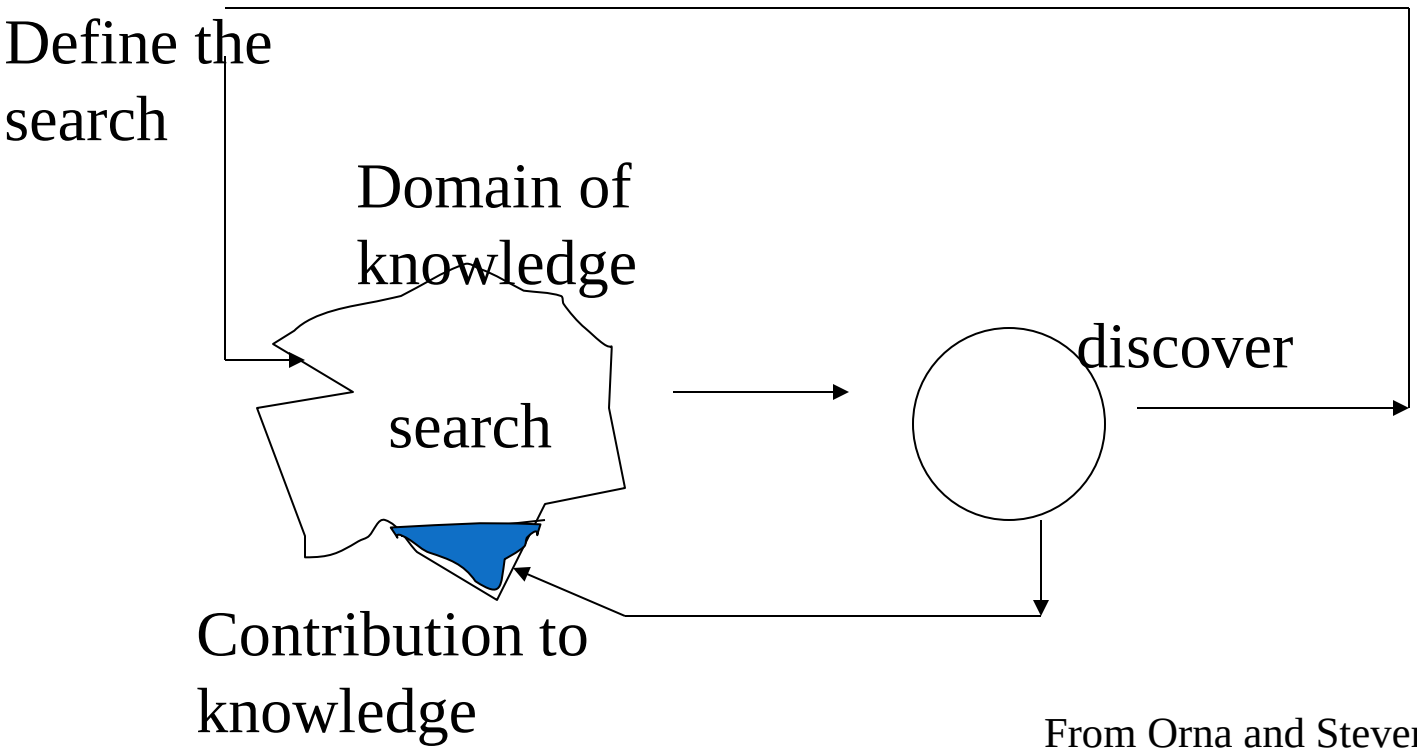
Applied research

Original work undertaken in order to acquire new knowledge with a specific application in view. It is conducted either to determine possible uses for the findings of basic research or to determine new methods or ways of achieving some specific and predetermined objectives (ABS definition).

Research Category



Research process



From Orna and Stevens (1995)

Research Category

Epistemology: The Philosophy of Knowledge

Epistemology is the philosophy of knowledge, its sources, varieties and limits. There are several schools of thought on how that knowledge is gathered. They include empiricism, logical positivism, and apriorism.

Empiricism and Positivism

- Empiricism accepts that there is some innate knowledge based on mathematical or logic rules. (**we can only know things after we have had the relevant experience**)
- Positivism believes that metaphysical speculation is nonsensical, propositions of logic and mathematics tautological, and moral or value statements merely emotive. They believe that verification is essential and that a proposition has meaning only if some sense-experience would determine its truth.

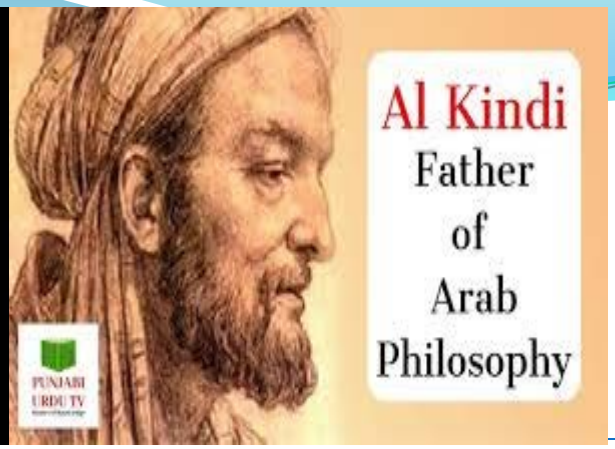
[posteriorism]

Apriorism

- Apriorism is a school of thought that believes that knowledge is innate. This philosophy believes that humans can acquire knowledge of a special sort, called "a priori knowledge" via non-inductive means. They differ, however, in their accounts of where such knowledge comes from. **(it is possible to know things before we have had experiences)**
- **Therefore, knowledge can be categorized in two major categories:**
  - Theoretical, Fundamental
  - Applications

SUPERVISOR'S ATTRIBUTES

Effective	Ineffective
Larger experience base/ resourceful/ expert	Small experience base/ not resourceful/not an expert
Encouraging	No encouragement given
Facilitator of learning	Uncertain of role
Committed to student Good relationship	No interest in student Not good relationship
Directed by student's needs	Driven by self-needs
High integrity Positive self-image Good writer	Lacks of integrity Lacks research experience Not good at writing
Insightful (good understanding) Knows what Supportive	Neophyte Does not know what he/she wants Judgmental



Resourceful/Expert

The supervisor must be good in the area of domain-supervision.

This would expedite the PhD study. Thus, the supervisor should improve the knowledge at any point of time especially in the area of expert, and therefore to become the source of inspiration

A good relationship

The basis for a good performance in science and a way to promote collaboration and the success of all the members in a research group relationship. **How?**

1. A relationship between equals. The supervisor, from the first day, should establish a personal relationship of mutual respect, equal to equal.

2. Inspiration and creation of ideas. The supervisor should be a source of inspiration and creation of ideas. But also, the student will endeavor to learn the state of art that allows him or her to propose alternative ways in the creative process.

3. Means. The supervisor must provide the student with all the necessary means to carry out their work, including financial support. At the same time, the student will make every effort to make the work evolve to achieve the objectives set by the supervisor, and to take advantage of everything that has been put in their hands.

4.Progress of the work. The supervisor must monitor the progress of the student's work at all times. The student must help the supervisor find solutions to the seemingly unresolvable problems that will surely come up along the way.

5. Cooperation. The supervisor will become the first ally (partner, associate) of the student in the performance of the work. And the student must go to the supervisor whenever there is any problem or contingency related to the work along the way. The basis for the cooperation is communication.

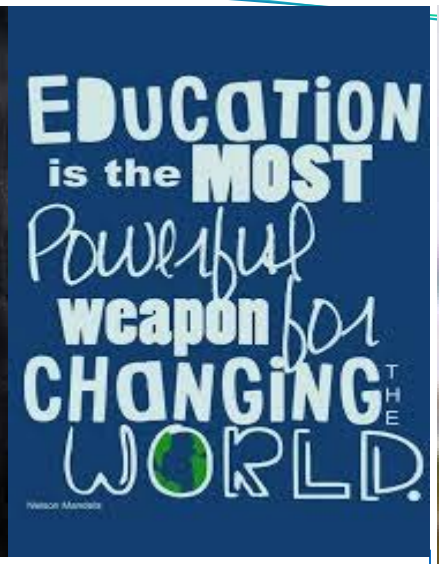
6. Encouragement. The supervisor should always encourage the student (in the best positive attitude), especially in those moments when things do not go as expected.

7. Discrepancies management. The student will discuss with the supervisor any possible discrepancy of criteria that may arise in the development of the work. The student will comply with the decisions of the supervisor, decisions that will be the result of a prior discussion.

Goodness is about character

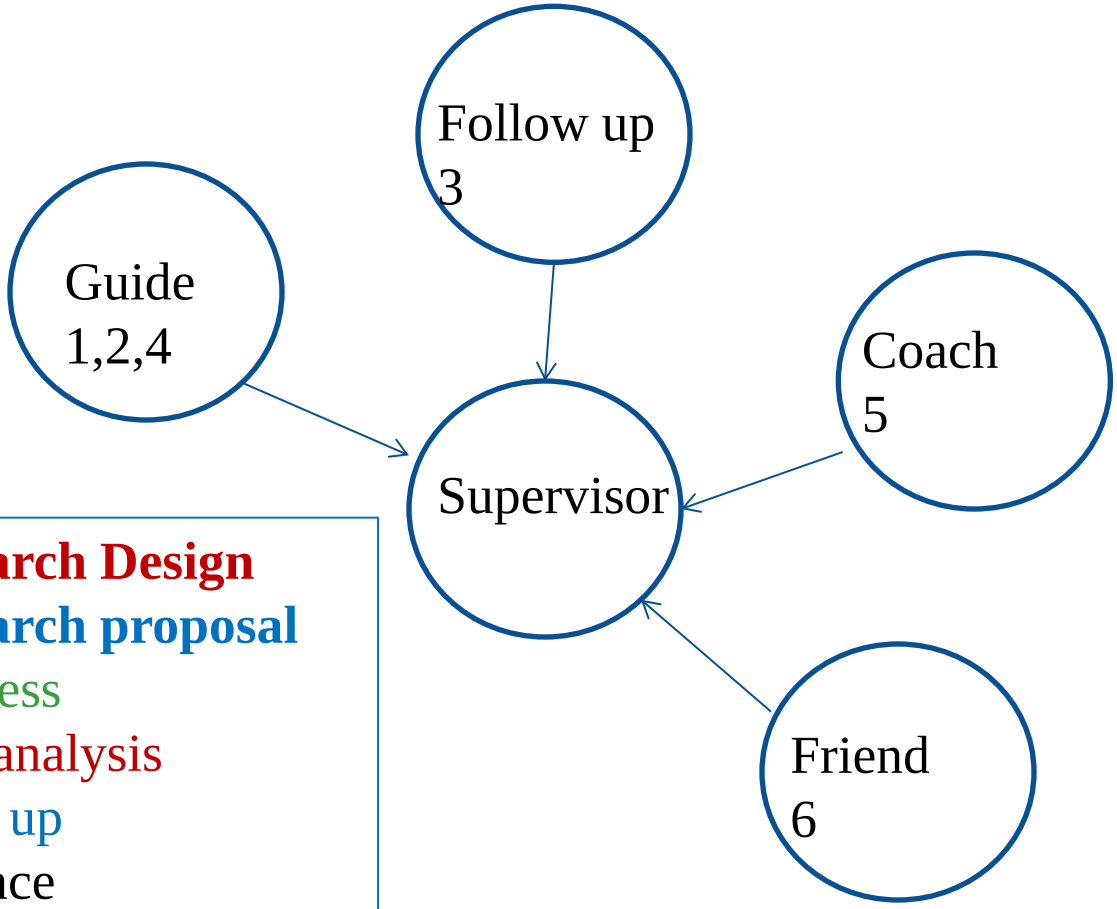
Exude Integrity

Successful supervisors have high integrity. They exude honesty, sincerity, consistency, and credibility regardless of whether they may potentially displease someone or experience some uncomfortable conflict or negative consequences. They say what they mean and follow through on their actions.



Encourage the best in student

Outstanding supervisors do more than just manage to results - they look for and encourage the best in their people. They help employees identify the unique talents they bring to the table, and align those strengths in ways that best fulfill their team's needs.



1. **Research Design**
2. **Research proposal**
3. Progress
4. Data analysis
5. Write up
6. Defence

Reviewing Student's Work

Student's Expectation	Supervisor's Expectation and action taken
Student expect to be supervised	Full time: 1st year - students are able to summarize literature review, and the problem statement is well defined. - make a path/track clear. -All apparatus should be "well installed" if the research involve with experimentation. -The following years, guide them to be on a right track. [usually students are champion than us] Part Time: might take 2 years to summarize literature review.

Reviewing Student's Work

Student's Expectation	Supervisor's Expectation and action taken
Supervisor read their work well in advance	-Monthly report. ▪Read and give clear comments on a given monthly report. ▪The best, report with clear comments should be given within a week.

Reviewing Student's Work

Student's Expectation	Supervisor's Expectation and action taken
Supervisor to be available when needed	Make an arrangement with students. Tell to them earlier if we are not available at the date of appointment.

Reviewing Student's Work

Student's Expectation	Supervisor's Expectation and action taken
To be friendly and supportive	Must be supportive and good relationship

Reviewing Student's Work

Student's Expectation	Supervisor's Expectation and action taken
To be constructively critical. "Doing PhD is emotional, as well as intellectual, experience for most research students".	Give helpful information or constructive feedback. Otherwise students with high probability that they will become discouraged, and lose confidence

Reviewing Student's Work

Student's Expectation	Supervisor's Expectation and action taken
Have a good knowledge of the research area	Knowledge must be updated

Reviewing Student's Work

Student's Expectation	Supervisor's Expectation and action taken
To have sufficient interest in their research	To the best is passionate.

Giving Effective Feedback

Criticism is one of the main activities that supervisors have to undertake

- The purpose of feedback is to make progress
- Maintain a balance between the appreciation and the criticisms.
- Present feedback related to the current piece of work
- Present feedback clearly, avoid ambiguity in criticism
- Pay attention to what your students are saying in response to the feedback you give and then reply to their comments

What examiner looks for in a thesis

Look at,

- title
- abstract and conclusion
- problem statement
- objectives
- literature review and methodology. These should be based on problem statement and objectives.
- does the methodology answers the objectives and solve the problem statement.
- result

What examiner looks for in a thesis

Look at,	
Thesis Topic	✓Is the title grammatically correct ✓Does the title reflect the actual research issues address in the study
Abstract (is a short summary that explains the main argument(s), topic(s) or findings)	▪ is it clearly written ▪

What examiner looks for in a thesis

Look at,	
Research Problems	▪Is the background to the pertinent research issues well discussed ▪Are the research problem well defined ▪How do the hypotheses address the defined research problems ▪Are the objective are clearly stated

What examiner looks for in a thesis

Look at,	
Scope and Relevance	▪Is the scope of the study appropriate? The level of appropriateness is relative concept and therefore need to be addressed considering the following factors: a. The degree pursued b. Field of study c. Research issue in a particular field d. Practicability of the address research problems

What examiner looks for in a thesis

Look at,	
Literature review	▪ Is it relevant to the research issues in the study ▪ Has all the current and past literature documented on the relevant issues ▪ How well is the literature reviewed, summarized and organized consistent with the sequence of the research issues addressed in the study

What examiner looks for in a thesis

Look at,	
Methodology (Fundamental)	▪Is the methodology is clearly stated ▪Is the methodology appropriate for the research issues addressed ▪Is the methodology answers the objectives of the study

What examiner looks for in a thesis

Look at,	
Methodology (survey/ Questionair)	▪Are the collection, refinements, strength and weakness of the data used in the study clearly specified ▪Is the methodology used to analyzed the data appropriate for the research issues addressed ▪Is the methodology current, and are the justifications for the choice of the methodology used in the study well discussed ▪Are the statistical techniques used appropriate for the research issued addressed

What examiner looks for in a thesis

Look at,	
Analysis and Interpretation	▪Is the actual analysis of the data using the chosen methodology properly specified ▪Is the interpretation of the findings logical/acceptable within the context of the issues of interest ▪Are the implications of the findings discussed

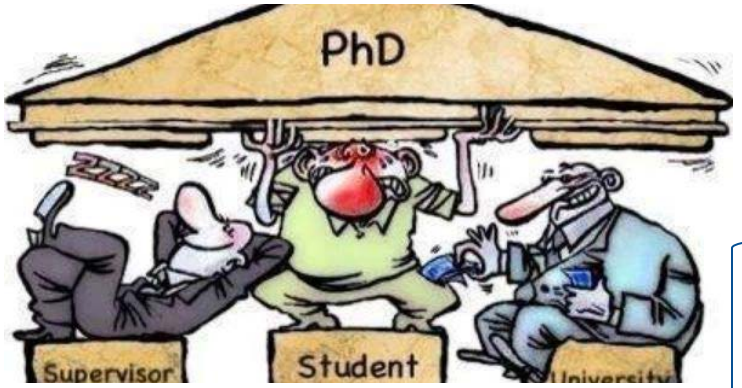
What examiner looks for in a thesis

Look at,	
Presentation	▪Is the sequence of the chapters, the write-up in each chapter facilitates the understanding of the research issued addressed in the study ▪Are the tables, pictures and other form of summarized information properly labeled, numbered, and placed in the appropriate sequence and section of the thesis

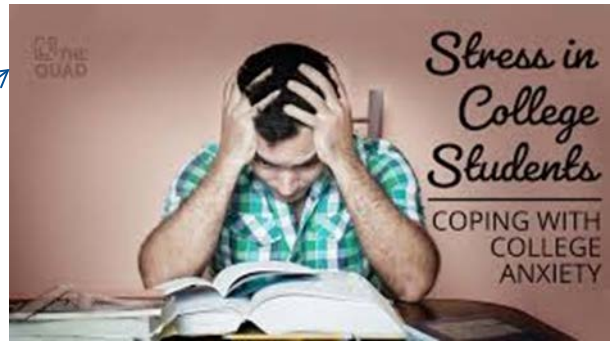
What examiner looks for in a thesis

Look at,	
Accomplishment and/or Merits	▪Has the author clearly identified and discussed the contributions of the findings to the knowledge in the area and applicability of the findings in addressing the research problems in the study ▪Are the stated objectives achieved

Dos and Don’ts



Depression



Wassalam

Q & A