

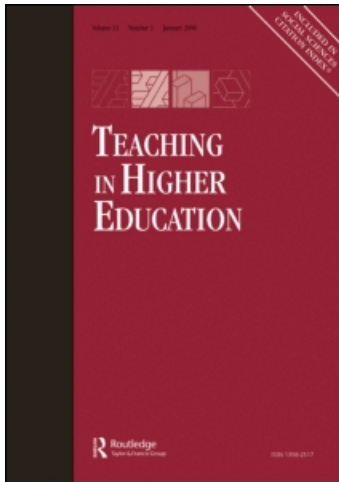
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Bringing pedagogy to doctoral publishing

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This article explores the role of publication in taking forward the work of the doctorate. Low publication rates from doctoral degrees have been noted as a problem in the quality of doctoral education for preparing students to participate in research cultures. At the same time there is ambivalence and some resistance among doctoral supervisors and candidates about the place of publication in doctoral work. This article argues that issues of writing and publication need to be systematically addressed within doctoral pedagogy. In a climate of increasing pressure to publish during and after candidature, pedagogies need to take up a more explicitly outward-looking stance, developing a stronger orientation to induction and participation in the world of peer-reviewed publication. These arguments are developed through two case studies that illustrate ways of supporting doctoral researchers to effectively recontextualise their dissertation writing for wider audiences.

Keywords: doctoral pedagogy; doctoral education; writing for publication; writing groups; doctoral supervision

Introduction

The climate of doctoral education is changing and intensifying internationally in relation to pressures to tie the outcomes of doctoral research to the assessment of research quality and productivity. One consequence is that doctoral students are now being encouraged to publish during, and as part of, their candidature. While thesis publication practices are relatively well-established in the sciences, students and their supervisors in the social sciences are facing new pressures to produce a range of peer-reviewed publications by the time the dissertation research is completed.

Internationally, there have been a number of recent initiatives to enhance and support the move to publication. In Europe and the UK, doctoral degree programmes through publication (e.g., European University Association 2005; Powell 2004) are assuming increasing importance. In Australia, the 'From Thesis to Book' project, a manuscript development partnership between universities, trade publishers and well-known Australian writers, was recently funded 'to produce outstanding, accessible works of non-fiction from the manuscripts which began their lives as doctoral theses' (http://www.rihss.usyd.edu.au/research/projects/thesis_book.shtml). A further example comes from a recent 'Writing Research Publications Workshop' in the field of medicine which invited early career and postgraduate researchers to establish 'a track record by communicating their findings to an international audience' (Transitions: Health and Mobility in Asia and the Pacific, Faculty of Medicine, Monash University 2007).

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Such developments are important in acknowledging the increasing pressure on students to produce peer-reviewed publications, but the pedagogy offered often appears to resemble a kind of ‘masterclass’, where facilitators are typically published writers, significant figures in the field, journal editors and publishers. While clearly valuable, this kind of pedagogical work is generally sporadic and mostly ad hoc, rather than sustained or part of a broader reconceptualisation of doctoral education.

Recent research, by contrast, confirms the importance of direct, ongoing support in increasing publication from doctoral inquiry. An international survey by Dinham and Scott (2001) found that students who received assistance from supervisors and/or attended an institution with a coherent policy on postgraduate publication were more likely to publish than students who did not. A study of co-authorship practices in education and science (Kamler 2008) underlined the need to create more deliberate pedagogic practices in the social sciences – as it is these structures which influence whether doctoral graduates publish as informed professionals in their chosen fields of practice. Studies of writing – for publication groups (e.g., Lee and Boud 2003; Page-Adams et al. 1995) also indicate that critical feedback and attention to writing-in-progress has a significant impact on doctoral publication output and the formation of a scholarly identity.

As pressures to publish increase, new complexities emerge for supervision and for doctoral pedagogy more generally. The argument in this article concerns the need to develop explicit and well-theorised pedagogies of writing and publishing in, for and beyond the doctorate. We see the lack of widespread and systematic publishing of doctoral research noted by McGrail, Rickard, and Jones (2005) as a significant problem in the effectiveness of doctoral education in preparing students to participate in research cultures – a problem which requires serious pedagogical attention.

We begin with a pedagogical position that understands research as ‘systematic critical inquiry made public’ (Stenhouse 1981) and are concerned to address questions of whether, why, when and how to publish doctoral research. Our work draws on an increasing body of literature within the fields of academic literacy and academic writing that seriously engages questions of pedagogy in writing the dissertation (e.g., Kamler and Thomson, 2006; Paltridge and Starfield 2007; Swales and Feak 2004). Thus, we are concerned about issues of student authority and the kinds of strategies that foster persuasive writing and robust scholars, but our attention is more deliberately focused on the institutional and disciplinary practices required to produce both a doctorate and a publication record simultaneously.

Our own professional work in universities has, over many years, been directed to these ends. We have worked in writing groups, in workshops and one-to-one with doctoral students, graduates, early career researchers and supervisors, developing and articulating pedagogical principles for this work (e.g., Aitchison and Lee 2006; Kamler and Thomson 2006). Much of this work has taken us explicitly to the site of publication and the need for an explicit articulation of principles of recontextualisation – how to move from thesis chapter to journal article in terms of part-whole relations, genre and audience.

The case studies we examine in this article come from two sites of pedagogical work: first, a peer writing group for doctoral students planning to publish during candidature and second, a supervision process for publishing from the doctorate. We identify three elements of an emerging writing pedagogy for publication that involves: imagining the purpose of doctoral research as ‘systematic inquiry made public’; addressing readers outside of the supervisors/examiners; and acquiring sufficient distance from the text to marshal resources for strategic decision-making in relation to the contextualising relations (Lemke 1995) of text production and exchange. These involve attention to tone, focus,

purpose, audience, but also to the desires and investments of doctoral writers as they imagine themselves in relation to their readers beyond the institution in which the dissertation is produced.

Case study I: from dissertation to publication through writing group work

This first case study discusses an initiative where writing groups have become an embedded part of the doctoral programme and where doctoral candidates engage in a pedagogical process of peer review, facilitated by an experienced supervisor.

The goal of the writing groups has evolved over time to build a more explicit pedagogy of writing in, for and beyond the doctorate. While the dissertation is the primary focus for the pedagogical work, participants also turn their attention to how other modes of writing can be developed from this starting point. Thus, conference papers and journal articles become subject to discussion in relation to the design and development of the dissertation. Questions of part-whole relationships, distinctions among different genres of writing, writing and re-writing for specialist audiences and of dissemination to a wider public become part of the pedagogy of dissertation development.

The following is a synthesis of and commentary on a first-hand account produced by one participant in one of these writing groups. Emi joined the writing group in what was to be the last year of her PhD¹. She is already a junior academic and, as such, is invested in the work of becoming published. For Emi, the pedagogical task is in how and where, rather than whether to publish from her doctorate. Her story is written in greater detail in an article authored by her and peers from one of these groups (Maher et al. 2008).

Our focus here is on Emi's use of one particular pedagogical strategy that was widely used in the writing groups. This strategy was known by the group as the 'macro-micro' exercise, a short-hand term used to describe the relationship of parts to wholes in the larger thesis text. The exercise involves a graphic mapping of the part-whole relations, as we will see in the following examination of textual strategies Emi deploys to navigate across three distinct genres of writing: the dissertation, the conference and the journal.

When Emi joined the group she had what she called *pieces of text*; these were mainly topic-based or were in the form of early conference papers. At the time, she admitted to *procrastinating writing in chapter form* and was struggling to shift from the reading phase to the writing phase of her PhD. In order to stop procrastinating, she decided to put herself into a situation where she *HAD TO write* and she sent off an email to inquire about the group. From the first meeting, Emi felt the benefit of realising she was not alone in her struggle to write. More particularly, however, she was struck by the ability of other group participants to distance themselves from their own texts in order to talk about them and actively and consciously intervene in their production. At her first session she was asked to present an abstract, research questions and the table of contents of her thesis. She writes about this experience as follows:

I never placed much importance on these three items seriously before and I always thought that the table of contents is a by-product in the process of writing and an abstract can be rewritten at the end of the thesis. But I was wrong. This initial task changed my concept about writing. You cannot write anything without having a macro view. You cannot expect that coherence and logical argument automatically emerge in the act of writing. I realised why I could not start writing chapters. It was because I did not have the ability to associate the content with the macro organisation of the dissertation, I was not able to make my texts into chapter format. In order for that to happen, I had to have a workable table of contents, research questions and an abstract to start with.

Emi then attempted to draw a conceptual map of the dissertation text, a frequent tool used by members of the group for addressing conceptual questions of part-whole relations. Emi used Powerpoint technology to produce her graphic representation seen in Figure 1. Her commentary on the process stressed the complexity of developing *logical links and arguments between the ideas*.

I constructed the map and put the research questions in the middle box and endeavoured to make my own version of the map. I never thought it would be so hard to fill in the boxes. The table of contents I initially made did not make sense when I converted to the conceptual map. Some of the content had no association with the research questions, and the logic did not make sense. I had to reshuffle, cut and add ideas and concepts. Even the wording of the table of contents did not make sense any more. However, once it was made, this map became the reference point and I always went back to it to remind me to have a macro view in mind through all stages of the writing process.

Emi's textual map in Figure 1 made visible to her the part each chapter plays in the development of the overall argument. The box in the middle is a place where the thesis itself is expressed (the 'macro-statement' of the work) and was subject to intense questioning and re-working. Emi's thesis explores ideas of identity as performance and she successively develops this argument about 'performativity' through chapters on language, culture and identity. The pedagogical work in the writing group was to provide a space in which Emi was required to explain the links among the various elements in this argument and, through questioning by group members who were outsiders to her field, to develop and explicate the part-whole structure. Group discussions about these maps were audio-recorded and taken away by Emi to consider in developing and re-drafting her chapters. In this way she moved from merely linear and sequential notions of how chapters related together, to a tightly structured thesis in which a 'synoptic' logic was developed.

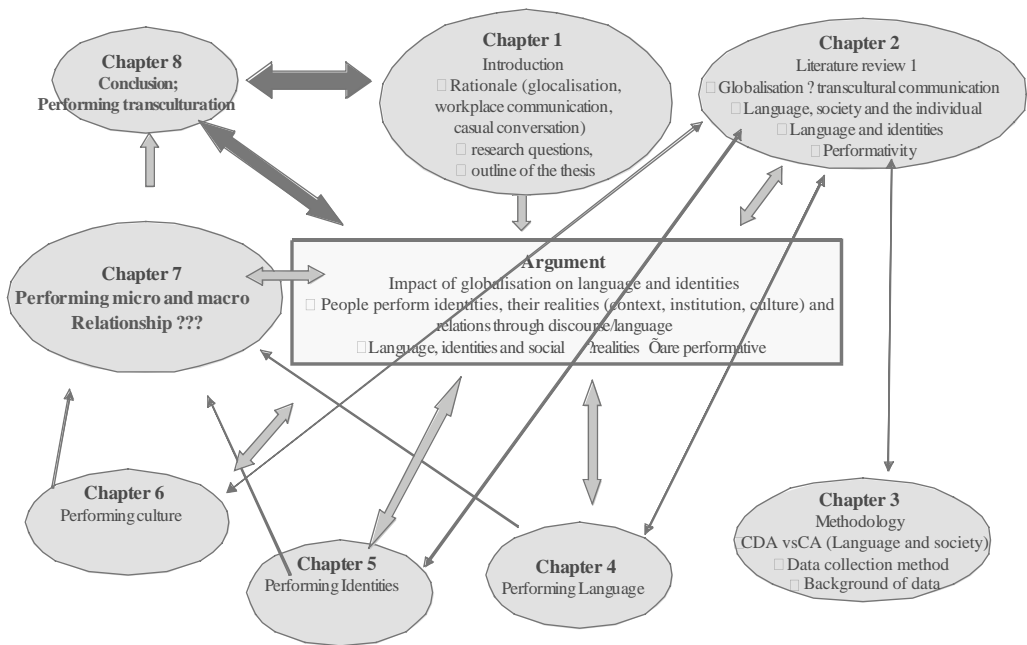


Figure 1. Map of Emi's dissertation.

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That is, each chapter became expressible in terms of its part in the development of the argument.

As Emi's writing proceeded over the course of several months, her map kept being reshaped and updated. Further, she began to see the benefit of extending this mapping to chapter level and thus created sub-maps for each chapter, without losing 'the macro sight of the whole structure of the thesis'. Figure 2 presents Emi's map of chapter 5, which addresses one part of the overall argument: that of 'performing identities'.

In Figure 2, the middle box presents a version of the 'macro-statement' of the overall thesis, somewhat adapted from Figure 1 to attend to the particular work this chapter is doing. The various other circles and ellipses include theoretical and analytical positions, statements of work from literature in support of the argument and a 'discussion' that elaborates the work of the central box. The conclusion moves the chapter forward in the development of the thesis and serves as a kind of 'summary' drawing together literature and arguments drawn from data analysis.

Emi used several of her sub-maps to develop conference papers, which she presented at international conferences and subsequently published as journal articles. While each chapter took one part of the argument (about language, or culture, or identities), each conference paper required that she present a version of the overall argument about 'performativity' (the 'macro-statement') on which the whole work relied, and which was substantively presented in the first chapter of the dissertation. In the writing group, Emi was able to make explicit the links between the part of the argument (the paper derived from a chapter) and the overall argument. This was essential recontextualising work, where each paper needed to sketch the whole argument of which it was a part, for different

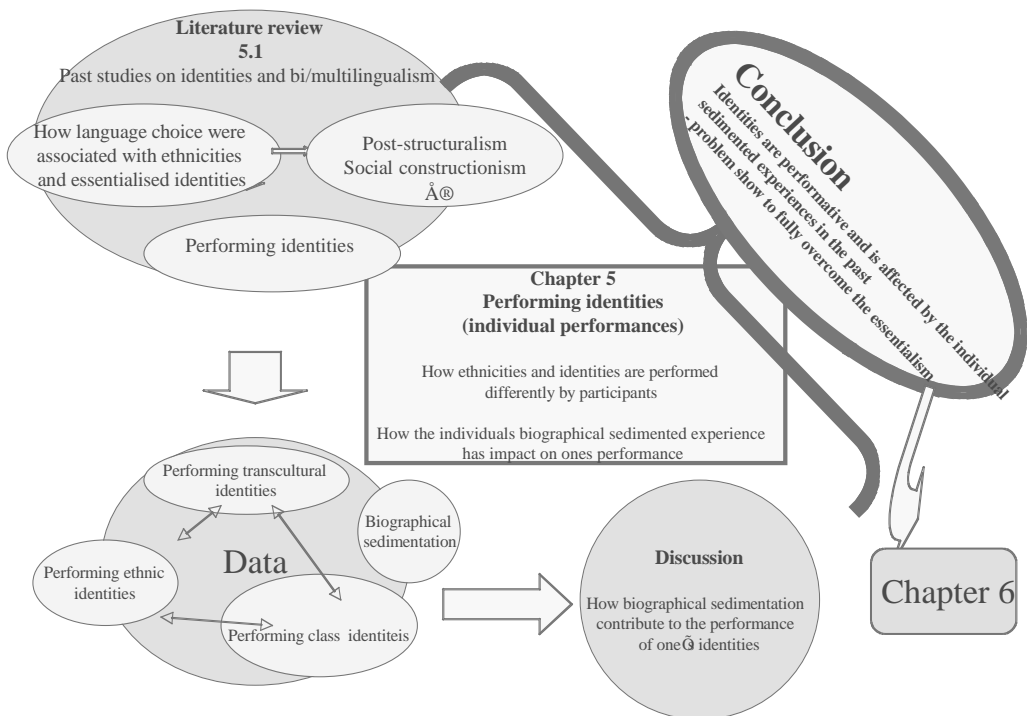


Figure 2. Map of chapter 5 from Emi's dissertation.

audiences. From Emi's perspective, a key benefit of the group was its ability to view her text as different types of readers might and hence to foster the recontextualising work required.

The pedagogical work being sketched here involves several principles worth teasing out. First, the principle of peer review is an important tool for externalising the writer's thoughts about the text she is producing and articulating moves she needs to make to produce a new text. Emi consistently speaks about developing her capacity to write towards publication in these terms; as gaining a kind of distance through social interaction that is not possible in isolation – or within the sometimes fraught dynamics of the supervisor–candidate dyad.

As a pedagogical principle, peer review is a 'horizontalising' process in which student-peers work together *and* with more experienced researchers and writing specialists to develop expertise in different aspects of research writing, at the same time as entering explicitly into a network of peer relations as becoming-researchers. This dual notion of both being- and becoming-peer is what perhaps best characterises this pedagogy and moves the notion of peer review out of a student-expert 'vertical' binary relationship into a more dispersed and community-based pedagogy (Aitchison and Lee 2006; Boud and Lee 2005).

Second, the specific strategies and technologies of externalising, particularly the graphic representations of part–whole relations, have been a pedagogical tool consistently commented on by writing group members (Maher et al. 2008). Emi wrote about constantly using the conceptual map of her dissertation (Figure 1) as a reference point, which was amended and updated on several key occasions since the first version presented here. The number of chapters changed from eight to nine and back again. Initially there were three discussion chapters and then it turned into four. Then, after she had written these four chapters, she realised that she no longer needed a stand-alone literature review chapter. These are common forms of adjustment and change. For Emi, the conceptual mapping strategy was also critical for final editing: for helping her '*look at the focus of my argument to decide what to "stay in" and what to "exclude"*'. *I needed to cut a lot of sections and this map is very beneficial for this type of work*'.

Third, and finally, this explicitly textual pedagogy lays out important resources for publishing from the dissertation. The decisions about cutting and focusing for the purpose of shaping one text were made with the explicit strategy of drawing on these for journal article development. Emi wrote:

I hope to publish four to five journal articles from my discussion chapters first. For planning and writing journal articles from my thesis, the conceptual map again seems to be very useful. This time, the conceptual map of each chapter particularly is most useful. For journal papers, I have to convert a chapter (which is a part of the thesis) to a self-sufficient stand-alone paper. I believe that the conceptual map of the each chapter will direct me to what needs to be supplemented to turn the chapter into a journal article.

The pedagogical principle of peer review is not intended as a sole strategy for developing doctoral writing, as the supervisor–student relation is where critical decisions are made about positioning the research within the fields in which it will insert itself and make a contribution. The writing groups can work on building strategies for working with text, ideally complementing and supplementing intensive work within supervision. Often, however, supervision pedagogies lack skilled textual work. Consequently, students remain isolated from authentic contexts for externalising and practising textual strategies which, we would argue, are important for building 'legitimate peripheral participation' (Lave and Wenger 1991) and bridging the space between dissertation and publication.

In this case study, Emi is already invested with the desire to learn about writing and to publish during her candidature. She does not express ambivalence or fear in her accounts of developing a conceptual apparatus for publishing from her doctoral work, nor does she assume a simple translation from one to the other. The recontextualisation work she undertakes, facilitated by the group review, is congruent with her desire to succeed as a scholar who enacts Stenhouse's (1981) understanding of the nature and purpose of research and, in doing so, construct herself as a participant in the public conversation in her field.

Case study II: creating space for publication in doctoral supervision

The second case study shifts attention from peer review to supporting doctoral publication in and through the supervisory relationship, where supervisor and student meet regularly to talk about writing the dissertation. Our focus is on pedagogic strategies supervisors might use to help doctoral researchers stay in control of the journal review process and do the recontextualising work required to write for different purposes and audiences.

The following is an account of an extended pedagogic interaction between one supervisor and one doctoral candidate. The supervisor had a firm commitment to mentoring doctoral students to publish from their research. From her perspective, explicit publication mentoring had multiple benefits, including: building student know-how about the publication game, enhancing the production of scholarly identities while simultaneously moving forward their dissertation research. The student, Sam (pseudonym), was in her third year of doctoral study when she submitted a conference paper to an educational research conference based on one of her analytic chapters. Her paper examined the pattern of teacher talk in middle years classrooms and proposed an alternate way of scaffolding student literacy engagement.

At the conference, Sam was invited by a journal editor to submit her paper to a special issue on middle years educational research, which surprised her, given her own self doubts about the work. After the conference she made revisions to her text, ironing out some of the problems she believed required attention. When she received the two reviewer reports some weeks later, however, she was devastated and brought them to show her supervisor. Figure 3 sets out the manuscript assessment form, with Reviewer 1 recommending 'Accept, subject to revisions in content', and Reviewer 2 'Reject, with invitation to resubmit with major revision'.

The reviews confirmed all Sam's worst fears and she was highly emotional about what she read as damning critique. She was concerned about the time the article would take to *fix* and believed it would simply *distract* her from the important work of completing her dissertation. But her supervisor read the reviews quite differently. From her perspective, the reviewer reports were critical, but useful in illuminating how Sam might improve her analysis in the article and the thesis.

The supervisor engaged in three pedagogic moves to reposition Sam as a willing and competent participant in the review process. The first was to conduct a joint analysis of the reviewer and editor reports so that the critical commentary could be viewed as *text*. She stressed that the article had not been rejected outright and that Sam was being invited to revise and resubmit. Reviewers 1 and 2 had differences of opinion about her work and it was not warranted, therefore, to assume that the more negative commentary from Reviewer 2 was more correct.

Together, they teased out more precisely how the reviewers differed and where their differences cancelled each other out: for example, on the category *literature and empirical*

MANUSCRIPT ASSESSMENT FORM

Evaluation		High	Medium	Low	N/A
1.	Significance of paper (original, of scholarly relevance and/or contemporary significance)		2 1		
2.	Quality of research (conceptually, theoretically, methodologically and analytically sound)		1	2	
3.	Literature and empirical base (sufficiently comprehensive, relevant to the field and up-to-date)	1		2	
4.	Quality of writing (disciplined and persuasive argument, structure well organized and written expression clear)	1	2		
5.	Title and abstract adequate	1			2
6.	Figures, tables, statistical material and terminology (clear and accurate)				1 2
7.	Appropriateness for this journal		1 2		

Figure 3. Journal reviewer reports.

base Sam was marked both *high* and *low*; on title and abstract she received both *high* and *not applicable*. They also looked at where the reviewers agreed. Both had rated *the significance of the paper* and *the appropriateness for this journal* as medium – perhaps not as desirable as *high*, but certainly not *low*.

The supervisor then asked to see the editor’s letter in order to make explicit to Sam how the journal editor mediated the reviewer reports and settled the differences between them. This shocked Sam, who said she had barely read the following email from the editor:

Attached are suggestions for you to consider your paper, collated from the two reviewers. Can you attend to these *quickly*? I am keen to still have the paper in the special issue, but again it will require *quick attention* so hoping you can fit it in. One possible *solution* is to present your paper as a debate where you attend to the more editorial concerns mentioned by reviewers, but leave the more theoretical and methodological comments as an add on ‘response’ to your paper, i.e., have your paper and in the conclusion lead in to a section that opens a space for the reviewer comments as points to think about. Otherwise you could take on the reviewers’

comments and attend to each within your paper. Can you please do track changes and let me know where you've attended to these comments. I am hoping a *week turn around* is possible?

The editor's text then became an object of their further pedagogic inquiry. The supervisor pointed out that the editor's major emphasis was on the need for quick return and speedy execution of revisions (*quickly, quick attention, a week turn around*). The editor offered two possible *solutions* to mediate the conflict between the reviewers. The first, to simply add the theoretical and methodological concerns at the end of the article as a debate; the second, to attend to the reviewer comments in the body of the paper, but to let the editor know through track changes where revisions have been made. The supervisor encouraged this latter path, as the first seemed more daunting for a novice doctoral scholar who is not yet established in the field of scholarship to which she seeks entry.

It is important to highlight that by 'performing' these initial critical reading strategies in front of Sam, the supervisor foregrounded the discursive nature of the reviewer evaluations. By treating all the review commentary as text (rather than truth), as disputed and malleable (rather than fixed and unified), she tried to reposition Sam as a strategic academic, rather than a wounded child. This was crucial identity work before Sam could engage with the negative commentary and use it to her advantage in both the article and the dissertation. It allowed a distancing from the personal nature of what Sam saw as rejection and a serious and supported induction into the sometimes cruel world of academic peer review.

The second pedagogic move involved the supervisor acting as mediator and close reader of Sam's evolving revision. Her major focus was on reviewer 2 who articulated substantial concerns about Sam's methodological work, including her failure to acknowledge significant previous research on habituated patterns of classroom discourse. An excerpt from reviewer 2's commentary gives the gist of the concern: (N.B. Use of the term IRE throughout refers to a common discourse pattern where teachers **I**nitiate discussion through a question, students **R**espond to teacher questions and teachers **E**valuate student answers).

There is a very unfortunate misunderstanding of the way in which IRE formats work in classrooms. This might stem from the fact that much of the foundational work in this area is not cited in the paper – e.g., Baker; Heap; McHoul; Cazden; Mehan etc and more recently researchers such as Groves, Comber, Lin and the work out of NIE in Singapore. The IRE format works as it does because it places the teacher in charge of turn taking and basically turns multiparty talk into to two party talk... You'll note that the sequence that the 'new' structure proposed in this paper suggests does not vary from traditional IRE formats in this regard at all. I would consequently question if this new format is indeed in any way innovative or new on the dimensions that the paper claims. I find this to be a major flaw in the research reported within this paper and I believe that the author should take account of the extensive work which has been conducted around lesson structures and IRE within classrooms in order to review the claims made within the paper.

The critique is stated in harsh terms (*a very unfortunate misunderstanding, a major flaw in the research reported*) and makes assumptions about what Sam knows – or fails to know. The failure to situate her work in relation to an already established literature, however, leads the reviewer to query whether, in fact, the pattern of teacher discourse Sam proposes *is* new, as it seems to reproduce the habituated, already documented IRE pattern.

From the supervisor's perspective, this was significant and well-justified critique that signalled a serious omission Sam needed to address – in the thesis as well as the article. She

found the somewhat imperious tone and assumption that Sam did not know the literature a bit off-putting, and she let Sam know this. But her aim was to move their discussion to a scholarly consideration of the previous research, how Sam's documented approach differed, and how she might take up a more comparative lens to situate her work and mark its difference more carefully.

A closer look at Sam's submitted article revealed that she had indeed given only a cursory paragraph to the IRE literature and made no link to her own work. As a consequence, Sam further immersed herself in reading the IRE literature, met with the supervisor and redrafted the article a number of times to engage with the critique. The following two paragraphs from her revision illustrate that Sam has begun to reconceptualise her Scaffolding Interaction Cycle in comparative terms. Recontextualising her research in this way – for a wider audience and in relation to previous scholarship – is an absolutely crucial task for any doctoral writer seeking publication outside the dissertation.

This pattern is variously referred to in the literature as the IRF pattern (Wells 1999); as the IRE pattern, where 'e' stands for 'evaluation' (Mehan 1979); or as the Q&A pattern – 'question and answer' pattern (Freebody et al. 1995). This three-part exchange accounts for a possible 70% of teacher–student classroom interactions (Nassaji and Wells 2000; Wells 1999). Much has been documented about the different ways this pattern works to construct learners differentially in classrooms and there is, as Wells claims, considerable debate about whether it limits and controls student participation (Lemke 1990); whether it is fundamentally effective; or whether it can be used flexibly to achieve a variety of productive goals including the co-construction of knowledge (Wells 1999). Further, there is a view that too narrow a research focus on the structuring of talk in the IRF pattern obscures a view of larger units or cycles of pedagogic and curriculum activity that may ultimately yield a more significant and telling analysis (Christie 2002).

The Scaffolding Interaction Cycle proposed by Rose (2004) shares many of the features of traditional question-and-answer routines, previously documented in IRE research. Initially at least, the interaction is strongly teacher-directed and places the control of turn-taking in the hands of the teacher. The pattern that underpins the cycle is also similar to traditional questioning routines in that the teacher has more knowledge of the text and ultimate jurisdiction over what will be accepted as an appropriate response. The key difference, however, lies in the status of the initiating question as the 'driving machinery' (Freebody et al. 1995) of classroom interactions. It is the centrality of the question and its role in provoking 'interactive trouble' in teacher–student interactions (Freebody et al. 1995) that the Scaffolding Interaction Cycle seeks to change...

The final move in this pedagogic interaction was for Sam to write a covering letter to the editor outlining the ways in which she had responded to the reviewers' critique. Although the editor had asked for track changes, the supervisor recommended instead that Sam create a chart to document the changes she had made, as well as those she had not. Creating her own graphic representation allowed more agency for the writer and space to make visible the ways she had engaged the review process as a dialogic exchange. A brief excerpt from Sam's chart in Figure 4 gives a sense of increased confidence that was nowhere evident in her initial, emotive encounter with the review process.

The benefits of this extended pedagogic interaction were tangible. The revised article was stronger. The conference paper, which was first given in December 2005, was resubmitted in June 2006 and was published in 2007, enhancing Sam's authority as an emerging scholar and benefiting the larger project of the dissertation itself. Critical supported feedback and attention to writing-in-progress had a significant impact on Sam's publication output and the formation of a scholarly identity. She learned to use critique,

Reviewer/s Comments	Changes/Revisions
<p>Key concern 2 of Reviewer 2</p> <p>Possible misrepresentation of IRE/IRF pattern and the reasons it constructs students differentially.</p> <p>Proposed new pattern does not vary in these ways and would question whether the new format is innovative in the way the paper claims.</p>	<p>p. 5-6, Pars 1,2,3,4 & 5</p> <p>Fuller and more balanced (ie not so negative) discussion of aspects and debate about the IRF pattern, acknowledging similarities between IRF and proposed pattern.</p> <p>p. 5, par. 4</p> <p>More refined focus on the fact that it is the centrality of questions as the initiating move in IRF that the new pattern rewrites, and more tentative/provisional approach to researching effects of this.</p>

Figure 4. Excerpt from chart of changes to resubmitted article.

rather than be shattered by it, in order to recontextualise her work for international peer-reviewed journal readership.

Conclusion

It is clear that, within an intensifying environment of textual production and exchange, there is a need for doctoral students and graduates to publish from their research. But how well are they prepared for these textualised practices of scholarship? And if we want to prepare students to participate in international research cultures and communities, what kinds of pedagogy are required?

We argue that it is important to move beyond the sporadic and ad hoc approaches to doctoral writing, and specifically to publishing from the doctorate, that characterise much doctoral pedagogy of the past. In this article we have told two case study stories that give a glimpse of new possibilities and forms of textual exchange. We see what a publication pedagogy might look like in practice and the kinds of shaping it achieves, both in terms of text formation and scholarly identities.

The textually mediated interactions in which Emi and Sam participated had a profound impact on both doctoral candidates. For Emi, peer review, mediated by an expert supervisor, allowed her to objectify the thesis project and gain distance on the textual production. She uses the conceptual and textual techniques introduced and practiced in the writing group to move from dissertation to journal article. She clearly demonstrates an

ability to decide who she will be as an academic published author and how to build a repertoire to attain her goals.

For Sam, a somewhat less confident scholar, the extended publication exchange with her supervisor brought her inside a set of publishing practices, previously unknown to her. She learned about the partiality and textual nature of reviewer commentary, moved beyond the pain of critique and began to dialogue with experts in the field. She took their advice and used it, but selectively and in relation to furthering her own purposes in the dissertation itself.

There is a great deal more to be said here, in terms of developing and articulating a well-theorised pedagogy for doctoral writing/publishing. In this article we have chosen to remain close to the case study examples, since it is clear from our reviews of available literature that there is a paucity of documentation of pedagogical practice of this kind. However, what emerges from the empirical detail are critical questions about writing and knowing, being and becoming that require careful conceptualisation. The 'contextualising relations' (Lemke 1995) and textual practices of this kind of work are complex, multiple and poorly articulated. It is clearly time to focus our collective, international attention on questions of writing/publication pedagogy, as the current and future demands on our doctoral graduates require it.

Note

1. At the time of writing, Emi Otsuji was about to submit her PhD dissertation for examination. She expressed her preference for being represented 'on the record' in this article but indicated she was too busy to participate more actively in authoring the article.

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