

# The Dissertation

Planning  
Organisation

# What is a Dissertation? **MODEL**

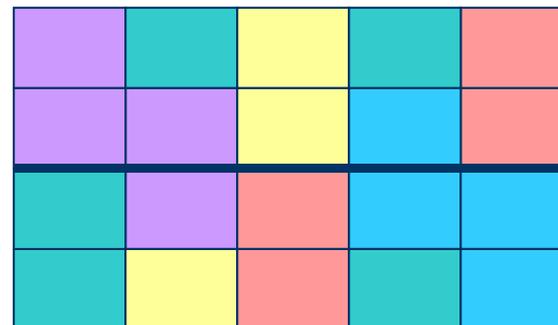
- Table of Contents
- Abstract
- Ch1: **Introduction**
- Ch2: **Background**
- Ch3: **Design**
- Ch4: **Experiment**
- Ch5: **Results**
- Ch6: **Conclusion**
- References
- Appendices
- # pages:
  - C-level ~**60**
  - D/E-level ~**80**
- # refs:
  - C-level ~**20**
  - D/E-level ~**40**
- Workload: **50% / 100%**
  - ~**50% dissertation**
  - write continuously
  - ~**50% project**
- **Time: 20 weeks**

# The Dissertation: Planning

- Plan and start early  
(it **always** takes longer)
- divide & conquer
  - select area of interest
  - select your problem
  - learn the theory
  - learn the practical
  - read the literature
  - ideas + planning book
- Time planning
  - thinking/writing time
  - work in progress
  - different versions
  - plan for other activities
  - block out distractions  
(phones, questions)
  - focus on problem
    - the dissertation !!!

# The Dissertation: Planning

- On writing
  - use sketches initially
  - set short term goals
  - read critically !
- Target audience
  - peer within discipline
  - yourself
- Discipline
  - the hardest part
  - allocate time and keep to your plan



## Att skriva vetenskapliga uppsatser - K. Widerberg

- Main points
  - student must accept responsibility
  - analyse expectations
  - plan (problem, methods, time available)
  - start asap & pdq - avoid the blank page syndrome
  - the written page as an external statement
  - writing is work - requires time and planning
  - writing aids understanding (a continuing process)

## Att skriva vetenskapliga uppsatser - K. Widerberg

- Expectations
  - students / supervisors / realistic !
  - plan time & resources - limited - use efficiently
  - it is your responsibility and you must do the work

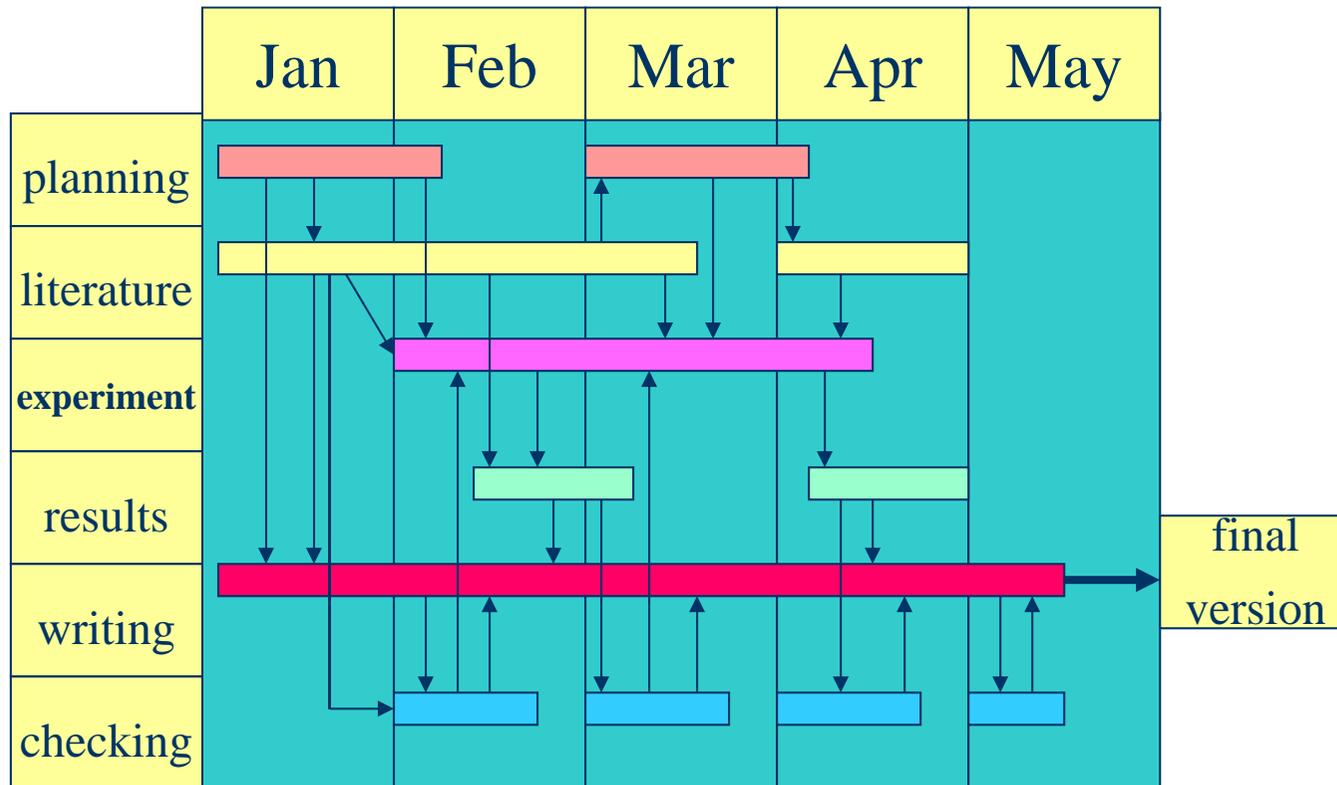
# Comments from a supervisor

- Time is limited - “tempus fugit”
  - I have  $x$  hrs ( $y+z$ ) budgeted per student
  - $y$  hrs with the student
  - $z$  hrs reading draft(s) and final version(s)
- Expectations
  - how much are you the student responsible for?
  - how much is the supervisor responsible for?
  - supervision as therapy !!!
- Regular meetings
  - must be constructive
  - student to write a progress report for each meeting
  - both student & supervisor should keep a log

# Other Aspects

- Use all the resources available
  - library, computers, people
- use resources wisely
- solve problems sooner than later
- this could actually be fun too !!! 😊

# Planning Charts



# Student / Supervisor

- Keep a log
  - goals achieved
  - goals for next meeting
    - student
    - supervisor
  - problems
    - help required / solutions
  - produce a progress report for each meeting
- Use the technology
  - log on web
    - project page
    - documentation
    - student/supervisor access
  - email if rescheduling a meeting
- the student should keep the supervisor informed (be assertive)

# Writing and Language

- Be language aware
  - use simple language
  - study technical documents for help
  - use a spell checker
  - do not try to complicate your language
  - pictures/diagrams express ideas concisely
  - think of the “density” of your text

# Ideas - the “RED THREAD”

- The main idea of your dissertation should be clear
  - **I will show X**
  - stated in the abstract
  - stated in the introduction
  - supported by rest of the text
  - reiterated in the conclusion

