PhD Powerhouse:
How your library can unlock your research potential

Research & Copyright team
Curtin Library

Curtin University

Meet Worried Student 1. They have just received feedback from their supervisor:

Thanks for your draft chapter. It is quite awful. I advise you strongly to work on your scholarly voice, strengthen your argumentation and use more signposting. Also, your writing lacks clarity. I am now going to conduct fieldwork in Fiji and will be offline for the next 2 months. Good luck!

What does all this mean? Worried Student 1 does not understand what to do or where to start…

Problem solved!! Relieved Student 1 has just met with an **Academic Skills Advisor**. They received personalised feedback and strategies on how to improve their academic writing. They are also attending GRASP workshops to learn more about scholarly writing. They are so happy with their progress they just wrote a postcard to their supervisor in Fiji, to let them know that all is well.

Meet worried Student 2. They have to use copyrighted images of "lateral epicondylitis" (tennis elbow) in their thesis. They don't know if they need to ask permission to use them, or how. Copyright is a scary and unknown area, and they feel as daunted as Rafael Nadal when he faced an unpredictable Nick Kyrgios at Wimbledon in 2014.

Problem solved!! Relieved Student 2 was just about to head down to the tennis club to find some lateral epicondylitis sufferers to photograph, when they remembered to ask the **Copyright Team** at the Library. They found out how to get permission to use the copyrighted work in their thesis, and even got a template for the request. Game, set, and match!

Meet worried Student 3. Instead of working on their thesis chapter, they are procrastinating like royalty. Their bathroom has never been cleaner, their tax is done, and they are calling their mother twice a week. Why can't they get some writing done? How will they ever get that PhD if they don't write the thesis?

Problem solved!! Relieved Student 3 has started attending **Shut Up & Work.** They now have a good writing routine and feel encouraged. The other students are holding them accountable, which makes writing a lot easier. The other day they went for a coffee with someone from the group which felt great.

Meet worried Student 4. They adore thinking about data, charts, tables, and safety regulations. They love that their research topic is about facts and figures. They are also shy and prefer their own company. Sometimes they feel isolated though, and they remember the good old days before the PhD, when they had fun with other humans, were creative and explored new things.
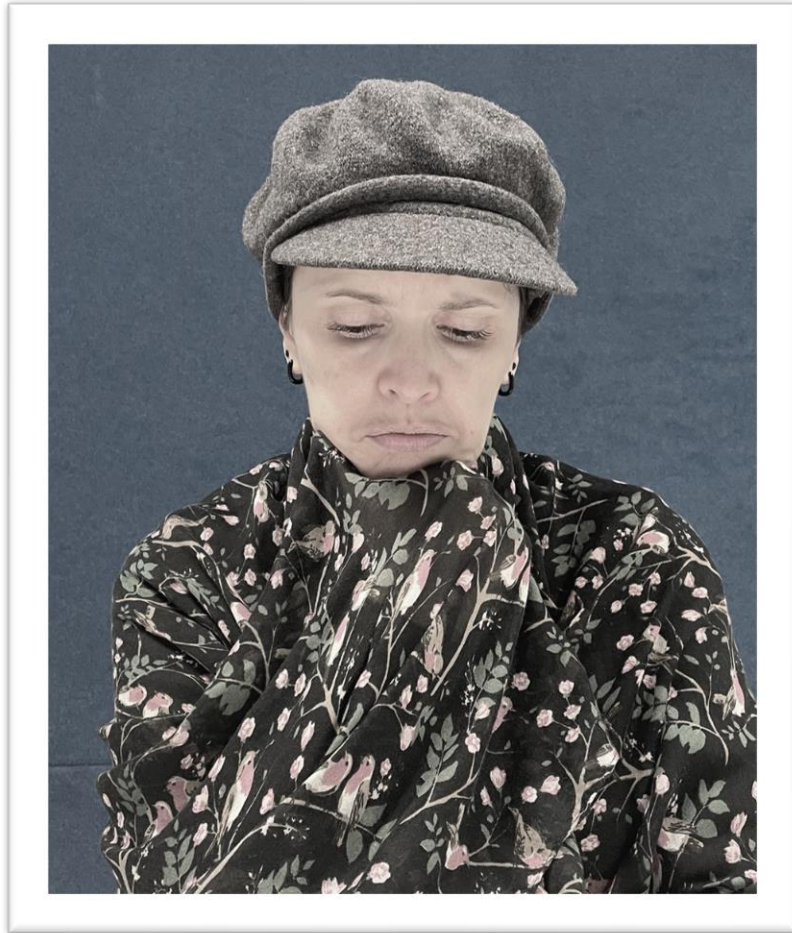
Problem solved!! Relieved Student 4 has discovered the Library's **Makerspace**. They have started to unwind with some knitting, enjoy chatting to other students, and found a creative solution to one of their data collection problems while trying out watercolours. They have also used the 3D printer to create some models to showcase their research at a conference.

Activity Break!
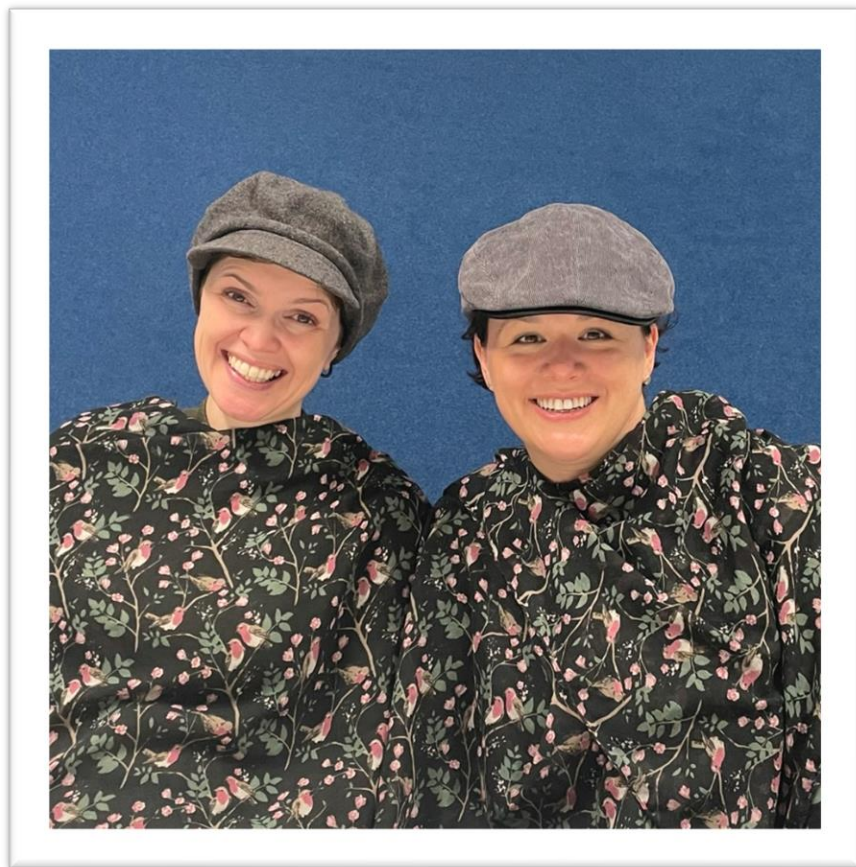*courtesy of the Library Makerspace team*

Meet worried Student 5, an international student needing to compare their country's enforcement of stock market fraud with Australia's. They can't find Australian data and the two financial systems are so different. Student 5's twin sister, who is also doing a thesis, doesn't seem to be struggling at all. "So typical of LITTLE MISS PERFECT", Student 5 thinks.

Meet worried Student 5's twin sister. She's not doing that great, despite all her boasts on Instagram that she is *#blessed* and *#winning*. Twin 2's beautifully constructed search strategy is not finding any relevant articles for the milestone 1 literature review which is coming up soon.

The twins get together to comfort-watch their favourite movie, *The Parent Trap*.

Problem solved!! The twins met with their **Faculty Librarian** and set up an online meeting. The students' research questions are complex, and the literature and data needed to be collected from more than one source. Luckily for them, the faculty librarian could help them with collecting the right data and get the literature review done.
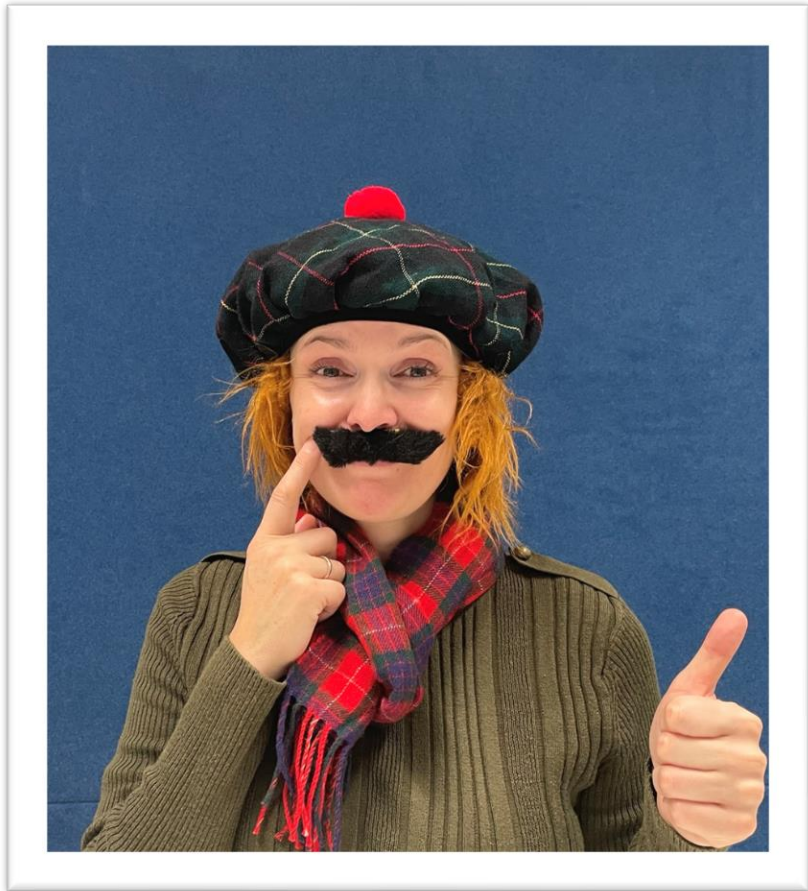
Meet worried Student 6.
Their Milestone 1 date is coming up and they still haven't applied for ethics approval for their project, titled

"Measurement and analysis of silliness in the Australian Goose."

Their supervisor tells them they need a Data Management Plan for Milestone 1 too. It all seems too much, and they don't know what to do.
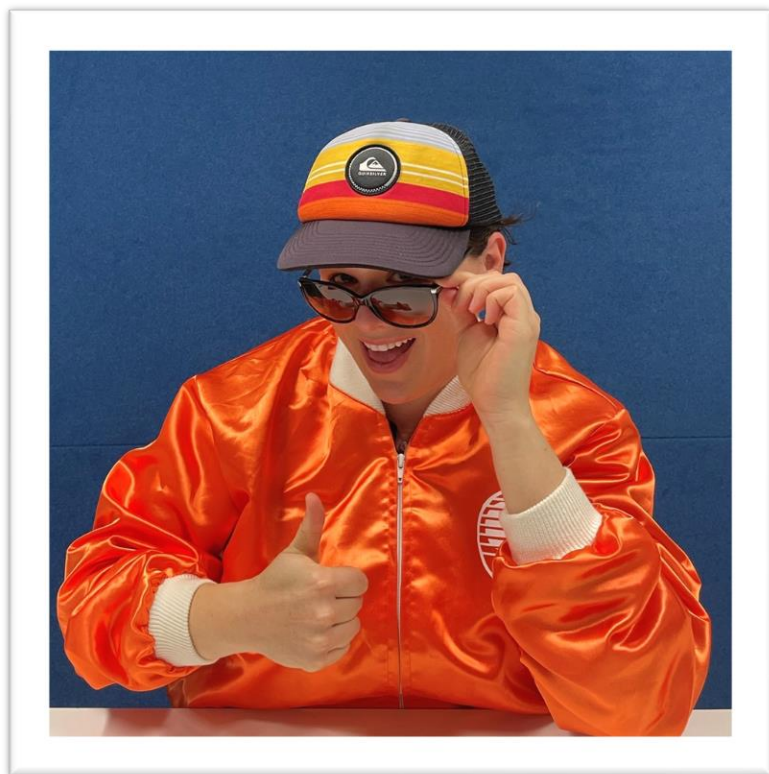
Problem solved!! Relieved Student 6 got touch with the **Research Data Management Team**, who showed them the Research Toolkit section on completing a DMP and how to book an appointment for more help. After reading through the material and watching the DMP Tool video, Student 6 feels much more confident about managing their silly goose research data.

Meet worried Student 7, a zoologist.
An editor sent them an email inviting them to publish in the new journal *Platypus Periodical*. Student 7 is very flattered that their niche research area is finally being recognised.

Student 7 is about to submit an article when they notice that the editor's name is D. Duckbill, from the University of Upper Swan.
Surely that's not right….

Problem solved!! Relieved Student 7 has met with a **Faculty Librarian** and together they check the journal title. It is a predatory journal and Student 7 has narrowly escaped being scammed. The Faculty Librarian finds them a quality journal in which to publish their research. They also tell them about the Research Toolkit that has a section on strategic publishing.

Questions

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