

SUMMARY: *Thoroughly Modern Theses:*

Exploring the phenomenon of theses with multiple forms of media.

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Researcher's background:	IT Trainer for academic staff and students at Macquarie University. Taught new basic and advanced digital technologies for disciplinary needs. Designed the university's first websites. These emerging technologies changed the way lecturers presented teaching and learning materials and the way doctoral candidates presented new research knowledge as they pioneered scholarly possibilities for emerging PhDs. Opportunities arose for the traditional text-based thesis to become an exegesis with multiple forms of media. This created a novel research epistemology.
Phase 1 Methodology	A qualitative exploration, framed within a phenomenological enquiry, asked; "in what ways do candidates' experiences reveal understanding of this new research paradigm?" Explored and discussed the experiences of 14 candidates from Australian universities, often expressing experiential phenomena in metaphorical verse.
Phase 1 Outcome	Understanding of candidates' experiences with their media theses and how academic staff and research offices either contributed to their support, or complicated the research process.
Phase 2 Methodology	An interpretive analysis of ten academic staff members' experiences with, opinions of, and attitudes towards the phenomenon of theses comprising multiple forms of media.
Phase 2 Outcome	Often consistency of attitude and consensus that the way of the future involved media theses, yet inconsistencies of thought and an underestimation of what was possible and of what was occurring.
Phase 3 Methodology	A comparative analysis to identify how, or if, these 14 Australian multimedia research projects fitted within traditional knowledge Modes 1 & 2 ¹ .
Phase 3 Outcome	Existing models were neither adequate nor comprehensive enough to accommodate the type of knowledge that media theses produced. My prediction that the boundaries of knowledge modes may become so blurred and flexible that categorisation became impossible and; therefore, irrelevant, proved to be true.

This study contributed to innovative research practices by providing research communities with insight into the phenomenon of theses with multiple forms of media and their impact on knowledge creation processes. It exposed the need to: amend thesis submission policies and guidelines; alter the nature of research candidature; ensure candidates had access to technology training; form new supervisory practices; and create examination rubrics which would accommodate all components of the thesis.

At the turn of the century, this phenomenon heralded new higher educational paradigms and forever changed the previous epistemologies of academic research.

¹ Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S., Scott, P. & Trow, M. (2000). *The new production of knowledge: the dynamics of science and research in contemporary societies*. Sage.