SECOND EDITION

The Research Student's Guide to Success

研究生成功指南

（第二版）

Pat Cryer

上海外语教育出版社
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出版前言

《研究生成功指南》(第二版)是一本全面介绍英国研究生教育的参考书。它共分22章以及4个参考附录,涉及选择研究院、申请报考、研究生入学准备、研究的开始和过程、撰写研究报告、论文及就业等诸多方面,是广大人文和社会科学专业硕士和博士研究生的重要参考书。

本书的主要内容包括:

1. 选择研究院,申请报考,确定课程;
2. 入学的物质和精神准备;
3. 入学;
4. 重视研究质量、研究规范等;
5. 如何与导师沟通、交流;
6. 如何做好研究记录;
7. 研究的开始和过程,包括计划进度安排;
8. 如何与他人协作互助;
9. 撰写研究报告、论文及论文答辩;
10. 利用研究项目做就业准备;
11. 进度检查;
12. 如何培养创造性;
13. 如何克服畏难情绪。

本书的4个参考附录分别是与各章内容相关的网址、相关读物、精选书目和参考书目。

《研究生成功指南》(第二版)是作者在第一版的基础上加以修订的成果,它增加了有关计算机和互联网在研究中的作用以及针对在职或非全日制研究生的指导等内容,并且新增了两章,

即第2章和第15章，分别针对如何选择适合自己的研究院、研究生课程以及研究生应该具备的技能和就业问题进行论述。

本书以英国各院校研究生院的常规学制、研究要求、实际运行情况为背景，针对在英国学习的广大人文和社会科学专业硕士研究生和博士研究生的学习、研究、生活和就业等方面可能遇到的实际问题提供指导。在每个章节中还有思考题，以便读者针对自身实际情况进行具体思考，增加了指导的灵活性。本书内容详尽，涵盖面广，有较强的实用性。

我社引进这本书的目的是希望它能为赴英攻读研究生的学子带来帮助，并对我国研究生如何搞好学习和导师如何做好指导工作也有一定的借鉴作用。我们相信，这本书不但能指导广大研究生特别是留英的研究生圆满完成学业，顺利度过研究生阶段，而且有利于我国的研究生开阔视野，借鉴国外的经验，提高学业水平。

FOREWORD TO THE SECOND EDITION

High quality postgraduate education is of central importance to the creation of the ever more highly skilled workforce that is necessary if business and industry is to flourish in an increasingly complex and competitive world. It also brings great benefit to individuals and, through them, to society as a whole. And over the past decade we have witnessed some really quite dramatic and challenging changes in the shape, nature and volume of education at this level; changes that not only support our immediate needs for the workforce and knowledge-based economy but also reflect today's remarkable and rapidly advancing technology. Of course, such changes don't come for free and I am only too well aware of the various pressures to which postgraduate education is subject, pressures that in turn impact upon staff and students alike. It is against this backdrop that I truly welcome Pat Cryer's comprehensive study guide for research students. The first edition was immensely successful, as is so evident from the world wide sales, the number of printings, a translation into Chinese, an Indian reprint, being recommended reading for many postgraduate programmes, and most notably being adopted as an Open University set book. Pat's second edition is a complete rewrite and has much wider remit, not only addressing the plethora of different types, modes and levels of postgraduate study – an issue I'm only too well aware of from the 1996 Review of Postgraduate Education that I chaired – but also the now omni-present use of IT. I'm convinced that this new edition will be even more successful than the first, successful with both postgraduate students and their supervisors. If only this book had been available when I was a research student.

Professor Sir Martin Harris
Chair of the National Review of Postgraduate Education
Vice-Chancellor, The University of Manchester
February 2000

PREFACE TO THE SECOND EDITION

When the first edition of this book went to press, I didn't even have an email address. Since that time, less than five years ago, the use of information technology (IT) has grown at a rate that few of us could ever have imagined. It is now a mainstay of countless aspects of many walks of life, and research students have not escaped its impact. This is one reason why I felt it crucial to update this book – to help research students to capitalize on the growth of IT.

There are other reasons for a second edition. All are set against the background that the first edition proved more successful than I had ever anticipated. Letters of appreciation from students were touching, the reviews were pleasing, so were the sales. The book became set or recommended reading for a number of postgraduate programmes both in the United Kingdom and elsewhere, and a set book for an Open University masters programme in the United Kingdom. I had designed the first edition mainly with PhD students in mind, but it was clearly being found useful by students undertaking research at other levels. To meet this use, this second edition has a wider remit. Throughout, it addresses students on any postgraduate programme with a research component, anywhere where the language of instruction is English. Many such students are mature, in employment and studying part-time, and this second edition addresses their concerns much more than did the first edition.

There are two new chapters in this edition. One (Chapter 2) stems from the 1996 *Review of Postgraduate Education* (HEFCE 1996) which noted, *inter alia*, the profusion of options for postgraduate study and research. This new chapter offers guidance to help aspiring postgraduates decide on what seems best for them. The other new chapter (Chapter 15) responds to a number of high-profile calls (e.g. HEFCE 1996; National Committee of Inquiry into Higher Education 1997) in connection with key skills and employment issues for postgraduates.

A feature of this edition is that, apart from the two new chapters, all the updates have been integrated into the existing chapters. That seemed entirely right, as they need to be regarded as integral aspects of students' research programmes, not as separate entities. In consequence, this second edition is a complete revision of the entire book, which it supersedes.

I am grateful to the following colleagues for checking over various parts of the book: Dr Derek Bell of Bishop Grosseteste College, Lincoln; Professor Paul Cammack of the University of Manchester; Jamie Darwen of Warwick University's Student Union and the National Postgraduate Committee; Dr Pam Denicolo of the University of Reading; Professor Lewis Elton of University College London; Ann Tothill of the National Research Foundation of South Africa; and Mark Wainman of Sheffield Hallam University. I am also grateful to the following colleagues for advice on specific issues: Professor Paul Bridges of the University of Derby; Dr Janet Carton of the Dublin Institute of Technology; Dr Will Coppola of University College London; Professor Martin Swales of University College London; Nikolaos Tsarmpopoulos of the University of Manchester Institute of Science and Technology; and Professor Steve Wratten of Lincoln University, New Zealand. Errors are of course my own responsibility.

I enjoyed researching and writing this second edition, and I hope that it proves useful.

Pat Cryer
Research and Graduate Support Unit, University of Manchester
June 2000

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