

## BEYOND PUBLICATION: BUILDING COHERENT ARTICLE-BASED DISSERTATIONS FOR DOCTORAL RESEARCH

Pelham Lessing <sup>1\*</sup>

<sup>1</sup> Nelson Mandela University, South Africa

Correspondence Author: [pelham.lessing.pl@gmail.com](mailto:pelham.lessing.pl@gmail.com)

|                                                                                                      |                       |                           |
|------------------------------------------------------------------------------------------------------|-----------------------|---------------------------|
| Received: March 2026                                                                                 | Accepted: August 2026 | Published: September 2026 |
| DOI: <a href="https://doi.org/10.33650.pjp.v13i2.13396">https://doi.org/10.33650.pjp.v13i2.13396</a> |                       |                           |

**Abstract :** *The growing emphasis on research publication has encouraged the adoption of the Article-Based Dissertation (ABD) or Thesis by Publication (TBP) as an alternative model in doctoral education. However, concerns remain regarding whether multiple publications can form a coherent doctoral contribution, particularly in terms of research integration, originality, and academic rigor. This study aims to explore how article-based dissertations can be developed as coherent doctoral research contributions beyond publication outcomes. A qualitative conceptual approach was employed through a critical analysis of scholarly literature and institutional policies related to article-based doctoral education. The findings indicate that the quality of ABD is not determined by the number of published articles, but by the coherence of research objectives, theoretical foundations, methodologies, and cumulative scholarly contributions. This study contributes a conceptual perspective that positions ABD as an integrated doctoral research framework rather than a collection of separate publications. The proposed perspective provides insights for doctoral institutions and supervisors in developing article-based dissertation models that maintain academic standards while supporting publication-oriented research practices.*

**Keywords :** *Article-Based Dissertation; Thesis by Publication; Doctoral Education.*

**Abstrak :** *Meningkatnya penekanan pada publikasi penelitian telah mendorong penerapan disertasi berbasis artikel (Article-Based Dissertation atau ABD) atau tesis melalui publikasi (Thesis by Publication atau TBP) sebagai model alternatif dalam pendidikan doktoral. Namun, masih terdapat kekhawatiran mengenai apakah serangkaian publikasi dapat membentuk kontribusi doktoral yang koheren, khususnya dalam hal integrasi penelitian, orisinalitas, dan ketelitian akademis. Studi ini bertujuan untuk mengeksplorasi bagaimana disertasi berbasis artikel dapat dikembangkan sebagai kontribusi penelitian doktoral yang koheren, melampaui sekadar hasil publikasi. Pendekatan konseptual kualitatif digunakan melalui analisis kritis terhadap literatur ilmiah dan kebijakan institusional terkait pendidikan doktoral berbasis artikel. Temuan studi menunjukkan bahwa kualitas ABD tidak ditentukan oleh jumlah artikel yang diterbitkan, melainkan oleh koherensi tujuan penelitian, landasan teoretis, metodologi, dan kontribusi ilmiah yang bersifat kumulatif. Studi ini memberikan perspektif konseptual yang menempatkan ABD sebagai kerangka penelitian doktoral yang terintegrasi, bukan sekadar kumpulan publikasi yang terpisah. Perspektif yang diusulkan ini memberikan wawasan bagi institusi doktoral dan pembimbing dalam mengembangkan model disertasi berbasis artikel yang tetap menjaga standar akademis sekaligus mendukung praktik penelitian yang berorientasi pada publikasi.*

**Kata Kunci :** *Disertasi Berbasis Artikel; Tesis Berdasarkan Publikasi; Pendidikan Doktor.*

## INTRODUCTION

The transformation of doctoral education has been increasingly shaped by the growing demand for research productivity, scholarly visibility, and international publication. In response to these changes, the Article-Based Dissertation (ABD) or Thesis by Publication (TBP) has emerged as an alternative doctoral research format that differs from the conventional monograph dissertation (Kostusiak et al., 2025; Krumsvik, 2025). Rather than presenting research findings in a single manuscript, ABD integrates multiple scholarly articles developed from a broader research agenda (Davies & Rolfe, 2009; Possaghi et al., 2025). This model has been adopted by various higher education institutions to strengthen doctoral candidates' engagement with academic publishing and research communities (Connoway & Malherbe, 2024). However, the adoption of ABD also raises important questions regarding its conceptual foundations, academic standards, and ability to represent a complete doctoral contribution.

Although ABD continues to gain recognition, its implementation remains associated with several academic and institutional challenges. Previous discussions have identified issues related to terminology, publication requirements, authorship, supervision, examination procedures, and institutional regulations (Asante & Abubakari, 2021; Kearney et al., 2025). Beyond these practical concerns, a fundamental challenge concerns the relationship between individual articles and the overall doctoral contribution. A doctoral dissertation is expected to demonstrate originality, theoretical advancement, methodological rigor, and a meaningful contribution to knowledge (Aitchison et al., 2010; Solli & Nygaard, 2023; Wade et al., 2010). Therefore, the presence of multiple published articles alone does not necessarily guarantee the achievement of doctoral-level quality if these articles lack conceptual and methodological integration within a unified research framework.

Existing studies have primarily examined ABD from the perspective of implementation processes, institutional acceptance, and potential benefits for doctoral researchers. However, limited attention has been directed toward understanding how coherence can be established among separate articles to form an integrated doctoral contribution. This limitation creates a conceptual gap, as the success of ABD should not only be measured through publication outcomes but also through the intellectual connections that link research objectives, theoretical perspectives, methodologies, and cumulative findings. Without such coherence, ABD may risk becoming merely a collection of independent publications rather than a structured doctoral research contribution that reflects scholarly development and academic independence.

This study addresses the identified gap by proposing a perspective that moves beyond publication-oriented evaluation and emphasizes coherence as the foundation of article-based dissertations. The novelty of this study lies in reframing ABD as a coherence-driven doctoral research framework rather than simply a publication-based dissertation format. This approach highlights that the value of ABD is determined by the integration of scholarly components that collectively demonstrate originality, research development, and knowledge contribution. By emphasizing the relationship among articles within a broader intellectual structure, this study provides a conceptual understanding of how ABD can maintain doctoral standards while supporting contemporary publication practices in higher education.

Accordingly, this study aims to explore how article-based dissertations can be developed as coherent doctoral research contributions beyond publication outcomes. Through a qualitative conceptual analysis of scholarly literature and discussions surrounding doctoral education, this study contributes to the ongoing discourse on alternative dissertation models. The study offers insights for doctoral institutions, supervisors, and researchers regarding the importance of research coherence, academic integration, and scholarly contribution in designing and evaluating ABD. Ultimately, this research seeks to strengthen the understanding that article-based dissertations should not be viewed merely as a mechanism for increasing publication productivity, but as an alternative pathway for producing rigorous, original, and meaningful doctoral knowledge contributions.

## **METHOD**

This study employed a qualitative conceptual research design to explore how Article-Based Dissertations (ABDs) can be developed as coherent doctoral research contributions beyond publication outcomes (Wolcott, 2008). The study was conducted within the broader context of doctoral education, with particular attention to discussions and practices surrounding article-based doctoral formats in higher education institutions, including the context of faculties of education in the Eastern Cape, South Africa. A qualitative conceptual approach was selected because the study did not aim to measure variables or test predetermined hypotheses, but rather to critically examine concepts, academic debates, and institutional perspectives related to article-based doctoral education (Miles et al., 2020; Ncanywa et al., 2022; Sensing, 2022). This approach enabled the study to

interpret existing knowledge and develop a deeper conceptual understanding of how ABDs can maintain coherence, originality, and doctoral-level academic contribution.

The study relied on scholarly literature and relevant institutional documents as primary sources of analysis. The sources included peer-reviewed journal articles, academic publications, doctoral education guidelines, and institutional documents discussing Article-Based Dissertation (ABD), Thesis by Publication (TBP), research integration, supervision, authorship, examination procedures, and doctoral quality. The selection of sources was conducted purposively based on their relevance to the central issue of the study, namely the challenge of transforming multiple research articles into a unified doctoral contribution. The literature and institutional materials were examined not only to identify existing practices but also to understand conceptual differences and challenges in implementing article-based dissertation models across doctoral education contexts.

Data collection involved a critical review of selected scholarly and institutional sources related to article-based doctoral education. The analysis focused on identifying recurring concepts, arguments, and concerns regarding the relationship between publication outputs and doctoral research contributions. A thematic and interpretive analysis approach was applied to examine emerging patterns related to research coherence, theoretical alignment, methodological integration, originality, and academic rigor. The contextual discussions surrounding article-based doctoral formats, including experiences from higher education institutions such as those in the Eastern Cape, South Africa, were used to enrich the interpretation of how ABD models are understood and developed within doctoral education.

The analytical process involved identifying relevant concepts from the collected sources, comparing different scholarly perspectives, and synthesizing recurring themes into a broader conceptual interpretation. The study particularly examined how individual articles within an ABD can be connected through shared research objectives, theoretical foundations, methodological consistency, and cumulative scholarly contributions. Through this analysis, the study moved beyond viewing ABD as a mechanism for increasing publication productivity and instead examined it as an integrated doctoral research framework. This perspective highlights that doctoral quality depends not only on the existence of published articles but also on the coherence and intellectual contribution formed across the entire dissertation.

To strengthen the credibility of the analysis, the study applied source triangulation by comparing findings and perspectives from diverse scholarly and institutional materials. Similarities, differences, and unresolved debates across sources were critically examined to

develop a comprehensive understanding of article-based doctoral education. The contextual reference to doctoral practices in different higher education environments, including the Eastern Cape, South Africa, provided additional insight into the challenges and opportunities associated with ABD implementation. The resulting conceptual synthesis contributes to the development of a coherence-oriented perspective for article-based dissertations, emphasizing the importance of integration, originality, and meaningful scholarly contribution in contemporary doctoral education.

## **RESULT AND DISCUSSION**

### **1. Results**

#### **a) Understanding Article-Based Dissertation Beyond Publication Achievement**

The analysis findings show that Article-Based Dissertation (ABD) has been increasingly understood beyond its function as a mechanism for producing scholarly publications. The reviewed literature and institutional documents indicate that ABD is often associated with publication requirements, journal outputs, and research dissemination. However, the analysis reveals that publication achievement alone does not sufficiently represent the quality of a doctoral dissertation. Several sources emphasize that doctoral research requires deeper academic elements, including originality, theoretical contribution, methodological rigor, and the ability to advance knowledge within a specific field. The findings demonstrate that articles within an ABD should not be viewed as separate publications accumulated to fulfill doctoral requirements, but as interconnected research outputs that collectively represent a broader scholarly contribution.

The analysis further identifies a shift in understanding from a publication-oriented model toward a contribution-oriented doctoral model. Across the reviewed sources, ABD quality was associated with how individual articles contribute to a larger research argument rather than merely their publication status. The findings indicate that successful article-based dissertations require a clear research direction that connects the purpose of each article with the overall doctoral inquiry. This connection allows multiple publications to function as stages of knowledge development, where each article contributes to the refinement of concepts, expansion of evidence, or strengthening of the final research contribution. Table 1 summarizes the identified characteristics of publication-oriented and contribution-oriented perspectives in Article-Based Dissertation.

**Table 1: Shift from Publication-Oriented to Contribution-Oriented Article-Based Dissertation**

| Perspective                    | Main Focus                                         | Identified Characteristics                                                                          | Implication for ABD                                                         |
|--------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Publication-oriented approach  | Number and status of published articles            | Emphasis on journal publication, indexing status, and output quantity                               | Articles may exist as separate research products without strong integration |
| Contribution-oriented approach | Development of doctoral knowledge contribution     | Emphasis on originality, theoretical advancement, methodological rigor, and cumulative contribution | Articles are connected as parts of a unified doctoral research narrative    |
| Integrated ABD model           | Relationship between articles and doctoral purpose | Articles support a common research problem and contribute to broader scholarly arguments            | ABD functions as a coherent doctoral research framework                     |

The findings reveal that the meaning of success in Article-Based Dissertation extends beyond publication productivity. While publication remains an important component of ABD, the analysis indicates that its academic value depends on how effectively individual articles are integrated into a coherent doctoral contribution. The reviewed sources consistently highlight those doctoral candidates must demonstrate intellectual ownership, research development, and a clear contribution to knowledge through the entire dissertation structure. Therefore, ABD should not be evaluated solely through external publication indicators but through the internal coherence and scholarly significance created across articles. This finding suggests that the fundamental challenge of ABD lies not in producing multiple publications, but in transforming those publications into a meaningful doctoral research contribution.

The findings contribute to existing discussions on doctoral education by reinforcing the argument that publication-based dissertation models require a broader understanding of academic quality. Previous studies have highlighted that ABD can enhance research productivity and academic engagement; however, the present analysis extends this perspective by emphasizing that publication outcomes alone cannot define doctoral achievement. Instead, ABD represents a transition from viewing dissertations as single research documents toward understanding them as interconnected scholarly contributions. This finding provides a conceptual foundation for examining research coherence as a central principle in evaluating and developing article-based dissertations.

## b) Research Coherence as the Foundation of an Integrated Article-Based Dissertation

The development of an Article-Based Dissertation (ABD) requires more than the production of multiple scholarly articles, but also the ability to establish meaningful relationships among research components. The analysis findings show that research coherence plays a central role in transforming individual publications into an integrated doctoral contribution. The reviewed literature and institutional documents indicate that fragmentation becomes a major challenge when articles are developed independently without a shared research direction. Therefore, coherence functions as the connecting mechanism that links research problems, theoretical perspectives, methodological approaches, and cumulative findings into a unified doctoral narrative. The data analysis demonstrates that a coherent ABD is constructed through interconnected research processes that allow each article to contribute progressively toward a broader scholarly contribution.

**Table 2: Analytical Dimensions of Research Coherence in Article-Based Dissertation**

| Analytical Evidence                                                       | Description                                                                                    | Code                       |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------|
| Articles developed from a shared research problem and doctoral inquiry    | Establishing a consistent direction that connects multiple articles within one research agenda | Research Direction         |
| Theoretical concepts are consistently connected across articles           | Maintaining conceptual relationships to strengthen the overall research argument               | Theoretical Alignment      |
| Research methods contribute to addressing the broader doctoral objectives | Ensuring methodological connections among articles to support cumulative findings              | Methodological Integration |
| Individual article findings contribute to a broader research contribution | Combining separate findings into an integrated doctoral argument                               | Cumulative Contribution    |
| Articles demonstrate progression from one study to another                | Showing intellectual development throughout the doctoral research process                      | Research Development       |

Table 2 shows that research coherence in Article-Based Dissertation is constructed through several interconnected dimensions that enable separate articles to function as parts of a unified doctoral research process. These dimensions indicate that coherence is not created merely by placing published articles together, but

through deliberate connections among the purpose, concepts, methods, and contributions developed across the dissertation. The findings identify five main forms of coherence that determine how article-based dissertations develop into meaningful doctoral contributions.

*First*, research direction. The analysis shows that coherence begins with the existence of a clear research agenda that guides the development of multiple articles. Articles within an ABD are expected to emerge from a shared research problem rather than independent topics that are only loosely connected. A consistent research direction allows each article to address different aspects of the broader inquiry while maintaining a common intellectual purpose. This finding indicates that the foundation of ABD lies in establishing a central research identity that provides continuity throughout the doctoral process.

*Second*, theoretical alignment. The findings demonstrate that theoretical connections among articles are essential in maintaining intellectual continuity. Although each article may explore different dimensions of a research problem, the theoretical foundation provides a conceptual link that allows individual studies to contribute to the same body of knowledge. Without theoretical alignment, articles may produce valuable findings but fail to demonstrate how those findings collectively advance understanding within a particular research field. Therefore, theoretical consistency functions as a mechanism for strengthening the academic identity of the dissertation.

*Third*, methodological integration. The analysis reveals that methodological coherence supports the development of cumulative knowledge across articles. Different articles within an ABD may employ different approaches depending on the research objectives, but these approaches should collectively contribute to answering the central doctoral inquiry. Methodological integration ensures that each article provides evidence that supports the overall argument rather than producing disconnected research outcomes. This finding highlights that methodological variation does not necessarily weaken ABD as long as each approach contributes to the broader research purpose.

*Fourth*, cumulative contribution. The findings indicate that the value of an article-based dissertation emerges from the combined contribution of all articles rather than from individual publications separately. Each article represents a specific contribution, but the dissertation-level contribution is developed when these findings are synthesized into a broader understanding of the research problem. This process distinguishes ABD from a simple collection of published papers because it requires

the researcher to demonstrate how individual findings collectively extend existing knowledge.

*Fifth*, research development. The analysis further shows that coherence is reflected through the progression of ideas across articles. A strong ABD demonstrates an intellectual journey in which early studies provide foundations for subsequent investigations. This progression illustrates the researcher's ability to develop, refine, and expand scholarly arguments throughout the doctoral process. In this context, coherence represents not only a structural connection among articles but also evidence of academic growth and independent research capability.

These findings confirm that research coherence is the essential element that transforms multiple publications into an integrated Article-Based Dissertation. The development of ABD depends not only on producing publishable articles but also on constructing meaningful relationships among research components that demonstrate intellectual continuity and doctoral-level contribution. Therefore, coherence becomes the foundation that enables article-based dissertations to move beyond publication achievement toward a more comprehensive model of doctoral knowledge creation.

## **2. Discussion**

The findings demonstrate that Article-Based Dissertation (ABD) represents more than a different format for presenting doctoral research; it reflects a broader transformation in how doctoral knowledge contributions are constructed. The findings reveal that the central challenge of ABD is not the production of multiple scholarly articles, but the ability to transform those publications into a meaningful doctoral contribution (Lee, 2010; Mason & Merga, 2018; Merga et al., 2020). This perspective shifts the understanding of ABD from a publication-oriented model toward a contribution-oriented model, where research outputs are evaluated based on their intellectual integration, originality, and advancement of knowledge (Ramlall et al., 2019; Sale & Carlin, 2025). Previous discussions on publication-based doctoral models have highlighted the benefits of increasing research visibility and academic engagement; however, the present findings extend this understanding by emphasizing that publication achievement alone cannot define doctoral quality. Instead, the academic value of ABD depends on how individual articles collectively represent the development of doctoral knowledge.

A particularly important finding concerns the distinction between publication output and doctoral contribution. The presence of several published articles does not

automatically demonstrate the achievement of doctoral-level research because individual articles may vary in their objectives, methodological approaches, and levels of contribution (Fajriyah et al., 2026; Sammon et al., 2024; Veginadu et al., 2022). The findings indicate that the meaning of ABD is constructed through the relationship among articles rather than through publication status alone (Healey & Healey, 2026; Owens, 2026). This extends previous discussions by suggesting that publication functions as evidence of scholarly dissemination, while the integrated research narrative demonstrates the candidate's ability to produce original and coherent knowledge contributions (Jarrahi et al., 2025; Mundiri et al., 2025). Therefore, ABD should not be evaluated as a portfolio of independent publications, but as a structured doctoral argument in which each article contributes to a broader intellectual purpose.

The findings regarding research coherence further highlight that integration among articles is the fundamental mechanism that enables ABD to function as a doctoral research model. Previous studies have identified fragmentation as one of the major concerns associated with article-based formats, particularly when publications are developed separately without a clear connection to a central research agenda. The present findings contribute to this discussion by demonstrating that coherence operates through several interconnected dimensions, including research direction, theoretical alignment, methodological integration, cumulative contribution, and research development. These dimensions explain how individual articles can maintain their own scholarly identity while simultaneously contributing to a unified doctoral argument. In this sense, coherence is not merely a structural requirement but an intellectual process that demonstrates the progression of doctoral thinking.

The emphasis on coherence also provides a deeper understanding of doctoral quality within publication-based models. Traditional dissertations commonly demonstrate contribution through a continuous narrative presented in a single manuscript, whereas ABD distributes this contribution across multiple scholarly outputs. Consequently, the responsibility for demonstrating intellectual continuity becomes more complex (Niven & Grant, 2012; Nygaard & Solli, 2020). The findings suggest that the relationship among articles must be explicitly constructed to show how each study contributes to the overall research purpose. This perspective extends existing ABD discussions by positioning coherence as the connecting mechanism between publication practices and doctoral legitimacy (Manshur & Rozi, 2025; Xu et al., 2025). Without such integration, ABD risks becoming a collection of separate studies rather than a representation of independent doctoral scholarship.

The novelty of this study lies in reframing Article-Based Dissertation as a coherence-driven doctoral research model rather than simply a publication-based dissertation alternative. While previous studies have primarily focused on publication requirements, institutional policies, and implementation challenges, this study emphasizes the internal intellectual relationship that connects individual articles into a unified contribution. The findings propose that the fundamental question surrounding ABD should not focus on how many articles are produced or where they are published, but on how these articles collectively demonstrate originality, research development, and contribution to knowledge. This perspective provides a conceptual advancement by shifting attention from publication quantity toward the construction of a coherent doctoral identity.

The findings also have important implications for doctoral education practices. For institutions, the implementation of ABD requires guidelines that move beyond publication requirements and provide clearer expectations regarding article integration, research continuity, and doctoral contribution. Supervisors should support candidates not only in preparing manuscripts for publication but also in developing connections among articles that demonstrate a consistent research trajectory. Candidates, meanwhile, need to understand that successful ABD requires intellectual ownership of the overall research argument rather than simply fulfilling publication targets. Examiners should also evaluate ABD as an integrated doctoral contribution by considering the relationship among articles, the originality of the research, and the cumulative advancement of knowledge. Therefore, the effectiveness of ABD depends not only on adopting a publication-based structure but on ensuring that publication, coherence, and doctoral contribution operate together within a unified research framework.

## CONCLUSION

This study concludes that Article-Based Dissertation (ABD) should be understood beyond a mechanism for producing multiple scholarly publications and should instead be positioned as an integrated approach for developing doctoral knowledge contributions. The findings demonstrate that publication achievement alone is insufficient to represent doctoral quality, as the value of ABD depends on how individual articles are connected to form a coherent, original, and meaningful research contribution. Research coherence emerges as the central element that enables separate publications to function as a unified doctoral dissertation through the integration of research direction, theoretical perspectives, methodological approaches, and cumulative scholarly contributions.

The study contributes to doctoral education by offering a conceptual understanding of ABD as a coherence-driven research model rather than merely a publication-oriented format. This perspective highlights that successful implementation of ABD requires attention not only to article production but also to the intellectual relationships that connect each research output. For doctoral institutions, supervisors, and researchers, the findings emphasize the importance of developing structures and practices that support coherence, originality, and doctoral-level contribution. Ultimately, ABD achieves its academic purpose when publications are transformed from independent outputs into a connected body of research that demonstrates the candidate's ability to generate and advance knowledge.

## ACKNOWLEDGMENT

The author would like to express sincere gratitude to Nelson Mandela University, South Africa, for providing the academic environment and institutional support that made this research possible. Special appreciation is extended to colleagues, supervisors, and fellow researchers whose scholarly insights, constructive feedback, and intellectual engagement contributed to the development of this work.

## BIBLIOGRAPHY

- Aitchison, C. (2010). Learning together to publish. *Publishing pedagogies for the doctorate and beyond*, 83-100.
- Asante, L. A., & Abubakari, Z. (2021). Pursuing PhD by publication in geography: A collaborative autoethnography of two African doctoral researchers. *Journal of Geography in Higher Education*, 45(1), 87-107. <https://doi.org/10.1080/03098265.2020.1803817>
- Connoway, I. J. L., & Malherbe, J. (2024). Time to Tame the Tome: Motivating the Thesis by Publication as a Mode of Study for a PhD in the Humanities. *South African Journal of Higher Education*, 38(2), 63-80. [https://hdl.handle.net/10520/ejc-high\\_v38\\_n2\\_a4](https://hdl.handle.net/10520/ejc-high_v38_n2_a4)
- Davies, R. E., & Rolfe, G. (2009). PhD by publication: A prospective as well as retrospective award? Some subversive thoughts. *Nurse Education Today*, 29(6), 590-594.
- Fajriyah, N., Munawwaroh, I., & Sain, S. H. (2026). Beyond Inclusion: Uncovering The Role Of Inclusive Learning In Shaping Students'perspective-Taking. *PEDAGOGIK: Jurnal Pendidikan*, 13(1), 81-98. <https://doi.org/10.33650/pjp.v13i1.13871>
- Healey, M., & Healey, R. L. (2026). Writing collaboratively in groups: Reflections on 25 years' experiences of international collaborative writing groups. In *Writing Partnerships in Higher Education* (pp. 53-66). Routledge.
- Jarrahi, M. H., Li, L., Robinson, A. P., & Meng, S. (2025). Generative AI and the augmentation of information practices in knowledge work. *Behaviour & Information Technology*, 1-22. <https://doi.org/10.1080/0144929X.2025.2551570>
- Kearney, C. A., Fensken, M., & Dupont, R. (2025, April). Implementing multi-tiered systems of support in rural schools: A practice perspective for improving mental health care

- for underserved youths. In *Frontiers in Education* (Vol. 10, p. 1553528). Frontiers Media SA.
- Kostusiak, N., Hromyk, L., Hrytsevyh, Y., Kryskiv, M., Sydorenko, O., & Shumenko, O. (2025). Culture of Ukrainian Scientific Language: Oral and Written Forms of Professional Communication. *Journal of Cultural Analysis and Social Change*, 4779-4788.
- Krumsvik, R. J. (2025). Chatbots and academic writing for doctoral students. *education and information technologies*, 30(7), 9427-9461.
- Lee, T., & McPhaden, M. J. (2010). Increasing intensity of El Niño in the central-equatorial Pacific. *Geophysical Research Letters*, 37(14).
- Manshur, U., & Rozi, F. (2025). The Transformation of Learning Model Based on Critical Digital Literacy in Higher Education. *PEDAGOGIK: Jurnal Pendidikan*, 12(2), 272-286.
- Mason, S., & Merga, M. (2018). Integrating publications in the social science doctoral thesis by publication. *Higher Education Research & Development*, 37(7), 1454-1471. <https://doi.org/10.1080/07294360.2018.1498461>
- Merga, L. B., Redondo-Hasselerharm, P. E., Van den Brink, P. J., & Koelmans, A. A. (2020). Distribution of microplastic and small macroplastic particles across four fish species and sediment in an African lake. *Science of the Total Environment*, 741, 140527.
- Miles, M. L., Brockman, A. J., & Naphan-Kingery, D. E. (2020). Invalidated identities: The disconfirming effects of racial microaggressions on Black doctoral students in STEM. *Journal of Research in Science Teaching*, 57(10), 1608-1631.
- Mundiri, A., Sain, Z. H., & Khomairohtusshiyamah, U. (2025). Reconstructing Transformational Leadership through Islamic Values: A Model for Improving Institutional Performance in Islamic Education. *Mozaic: Islam Nusantara*, 11(2), 125-136. <https://doi.org/10.47776/mozaic.v11i2.1829>
- Ncanywa, T., & Dyantyi, N. (2022). The role of entrepreneurship education in higher education institutions. *E-Journal of Humanities, Arts and Social Sciences*, 3(11), 75-89.
- Niven, P., & Grant, C. (2012). PhDs by publications: an 'easy way out'?. *Teaching in Higher Education*, 17(1), 105-111.
- Nygaard, L. P., & Solli, K. (2020). *Strategies for writing a thesis by publication in the social sciences and humanities*. Routledge.
- Owens, E. (2026). 'It speaks to me in brain rot': Theorising 'brain rot' as a genre of participation among teenagers. *New Media & Society*, 28(8), 3803-3821. <https://doi.org/10.1177/14614448251351527>
- Possaghi, I., Vesin, B., Zhang, F., Sharma, K., Knudsen, C., Bjørkum, H., & Papavlasopoulou, S. (2025). Integrating multi-modal learning analytics dashboard in K-12 education: insights for enhancing orchestration and teacher decision-making. *Smart Learning Environments*, 12(1), 53. <https://doi.org/10.1186/s40561-025-00410-4>
- Ramlall, Y., Andrión, J. J. D., Cameron, H. U., & Sawhney, M. (2019). Examining pain before and after primary total knee replacement (TKR): a retrospective chart review. *International Journal of Orthopaedic and Trauma Nursing*, 34, 43-47.
- Sale, J. E., & Carlin, L. (2025). The reliance on conceptual frameworks in qualitative research—a way forward. *BMC Medical Research Methodology*, 25(1), 36.
- Sammon, D., McCarthy, S., Thummadi, V., & Wibisono, A. (2024). Special issue editorial: doing the literature review. *Journal of Decision Systems*, 33(4), 531-536.
- Sensing, T. (2022). *Qualitative Research: A Multi-Methods Approach to Projects for Doctor of Ministry Dissertations*. Wipf and Stock Publishers.

- Solli, K., & Nygaard, L. P. (2023). The doctorate in pieces: A scoping review of research on the PhD thesis by publication. *Higher Education Research & Development*, 42(4), 984-999. <https://doi.org/10.1080/07294360.2022.2110575>
- Veginadu, P., Calache, H., Gussy, M., Pandian, A., & Masood, M. (2022). An overview of methodological approaches in systematic reviews. *Journal of Evidence-Based Medicine*, 15(1), 39-54.
- Wadee, M. A., Yiatros, S., & Theofanous, M. (2010). Comparative studies of localized buckling in sandwich struts with different core bending models. *International Journal of Non-Linear Mechanics*, 45(2), 111-120.
- Wolcott, H. F. (2008). *Writing up qualitative research*. Sage publications.
- Xu, J., Yu, C., Xu, J., Torvik, V. I., Kang, J., Sung, M., ... & Ding, Y. (2025). Pubmed knowledge graph 2.0: Connecting papers, patents, and clinical trials in biomedical science. *Scientific Data*, 12(1), 1018. <https://doi.org/10.1038/s41597-025-05343-8>