

APÊNDICE 1 – Principais informações bibliográficas dos livros internacionais publicados sobre a orientação de pesquisas acadêmicas

Título	Autor	Editora	Ano
Postgraduate research supervision: transforming (r)elations	Alison Bartlett e Gina Mercer (Ed.)	P. Lang	2001
Thesis and Dissertation Writing in a Second Language: A Handbook for Supervisors	Brian Paltridge e Susan Starfield	Routledge	2007
Helping Doctoral Students Write: Pedagogies for Supervision	Barbara Kamler e Pat Thomson	Routledge	2006
Intercultural Postgraduate Supervision: Reimagining time, place and knowledge	Catherine Manathunga	Routledge	2014
Women Supervising and Writing Doctoral Theses: Walking on the Grass	Lia Bryant e Katrina Jaworsk (Ed)	Lexington Books	2015
The Good Supervisor: Supervising Postgraduate and Undergraduate Research for Doctoral Theses and Dissertations	Gina Wisker	Palgrave Macmillan	2005
Obsessed with the Doctoral Theses: What Is the Supervision and Support the Doctorates Tell to Need in the Phases of Dissertation Process?	Kaarina Maata	Sense Publishers	2011
The Doctoral Examination Process: A Handbook For Students, Examiners And Supervisors	Tinkler, Jackson	Open University Press	2004
How to get a PhD: a handbook for students and their supervisors	Estelle Phillips e Derek S. Pugh	Open University Press	2010
A Handbook for Doctoral Supervisors	Stan Taylor e Nigel Beasley	Routledge	2005
Doctoral Education: Research-Based Strategies for Doctoral Students, Supervisors and Administrators	Lynn McAlpine e Cheryl Amundsen (Ed.)	Springer Netherlands	2011
Supervising the PhD: A Guide to Success	Sara Delamont, Paul Atkinson e Odette Parry	Open University Press	1997
Supervising Practices for Postgraduate Research in Art, Architecture and Design	Brent Allpress, Robyn Barnacle, Lesley Duxbury and Elizabeth Grierson (Ed.)	Sense Publishers	2012
The Routledge Doctoral Supervisor's Companion: Supporting Effective Research in Education and the Social Sciences	Melanie Walker e Pat Thomson	Routledge	2010
Mastering Your PhD: Survival and Success in the Doctoral Years and Beyond	Patricia Gosling e Lambertus D. Noordan	Springer	2011

APÊNDICE 2 – Principais informações bibliográficas das referências internacionais sobre formação do orientador organizadas em categorias¹

Ética na condução da pesquisa e no processo de orientação

1. PAKDAMAN, S.; SHAFRANSKE, E.; FALENDER, C. Ethics in supervision: consideration of the supervisory alliance and countertransference management of psychology doctoral students. **Ethics and Behavior**, Abingdon, v. 25, n. 5, p. 427-441, 2015.
2. BAYRAMI, Z.; ABDOLLAHI, M. Observance of ethical codes in selecting supervisor by postgraduate students. **Journal of medical ethics and history of medicine**, Tehran, v. 4, n. 1, p. 1-4, 2011.
3. LÖFSTRÖM, E.; PYHÄLTÖ, K. Ethics in the supervisory relationship: supervisors' and doctoral students' dilemmas in the natural and behavioural sciences. **Studies in Higher Education**, Abingdon, v. 42, n. 2, p. 232-247, 2017.
4. GRAY, P.; JORDAN, S. Supervisors and academic integrity: supervisors as exemplars and mentors. **Journal of Academic Ethics**, Berlin, v. 10, n. 4, p. 299-311, 2012.
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6. JORDAN, S. R.; GRAY, P. W. Responsible conduct of research training and trust between research postgraduate students and supervisors. **Ethics and Behavior**, Abingdon, v. 22, n. 4, p. 297-314, 2012.
7. MITCHELL, T.; CARROLL, J. Academic and research misconduct in the PhD: issues for students and supervisors. **Nurse education today**, Edinburgh, v. 28, n. 2, p. 218-226, 2008.
8. LÖFSTRÖM, E.; PYHÄLTÖ, K. Ethical issues in doctoral supervision: the perspectives of PhD students in the natural and behavioral sciences. **Ethics and Behavior**, Abingdon, v. 24, n. 3, p. 195-214, 2014.
9. YAHAGHI, H.; SOROOSHIAN, S.; YAHAGHI, J. Unethical postgraduate supervision. **Science and Engineering Ethics**, Guildford, v. 23, n. 2, p. 629-630, 2017.
10. HALSE, C.; BANSEL, P. The learning alliance: ethics in doctoral supervision. **Oxford Review of Education**, Abingdon, v. 38, n. 4, p. 377-392, 2012.
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12. WRIGHT, R. R. Academic rigor or academic rigor mortis? Supervising dissertations is serious business. **Adult Learning**, Thousand Oaks, v. 28, n. 1, p. 35-37, 2017.
13. BOWDEN, J. A.; GREEN, P. A moral compass framework for resolution of wicked problems in doctoral education and supervision. **Quality Assurance in Education**, Bingley, v. 22, n. 4, p. 355-369, 2014.
14. KOTZÉ, E. Mo(ve)ments in the academic supervision relationship: ethics in practice. **Counselling and Psychotherapy Research**, Abingdon, v. 14, n. 2, p. 147-153, 2014.

¹ Recuperamos as informações bibliográficas diretamente do Portal de Periódicos Capes e isso implicou em pequenas diferenças na forma de apresentação dos dados.

15. SULLIVAN, L. E.; OGLOFF, J. R. P. Appropriate supervisor-graduate student relationships. **Ethics and Behavior**, Abingdon, v. 8, n. 3, p. 229-248, 1998.
16. WESTON, K. M. et al. Academic guidance in medical student research: how well do supervisors and students understand the ethics of human research? **Journal of Academic Ethics**, Berlin, v. 14, n. 2, p. 87-102, 2016.

Escrita científica e discursos da orientação

1. BADLEY, G. Pragmatist supervision of doctoral writers. **Quality Assurance in Education**, Bingley, v. 22, n. 4, p. 384-396, 2014.
2. LEE, A.; MURRAY, R. Supervising writing: helping postgraduate students develop as researchers. **Innovations in Education and Teaching International**, Abingdon, v. 52, n. 5, p. 558-570, 2015.
3. CHIANG, S.-Y. Personal power and positional power in a power-full 'I': a discourse analysis of doctoral dissertation supervision. **Discourse & Communication**, Thousand Oaks, v. 3, n. 3, p. 255-271, 2009.
4. KAMLER, B.; THOMSON, P. Driven to abstraction: doctoral supervision and writing pedagogies. **Teaching in Higher Education**, Abingdon, v. 9, n. 2, p. 195-209, 2004.
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6. DEAN, E.; NORDGREN, L.; SÖDERLUND, A. An exploration of the scientific writing experience of nonnative English-speaking doctoral supervisors and students using a phenomenographic approach. **Journal of Biomedical Education**, London, v. 2015, p. 1-11, 2015.
7. BASTURKMEN, H.; EAST, M.; BITCHENER, J. Supervisors' on-script feedback comments on drafts of dissertations: socialising students into the academic discourse community. **Teaching in Higher Education**, Abingdon, v. 19, n. 4, p. 432-445, 2014.

Gênero e multiculturalismo

1. TRUDGETT, M. Western places, academic spaces and indigenous faces: supervising indigenous Australian postgraduate students. **Teaching in Higher Education**, Abingdon, v. 16, n. 4, p. 389-399, 2011.
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7. OVER, R. et al. Publication by men and women with same-sex and cross-sex PhD supervision. **Higher Education**, Berlin, v. 20, n. 4, p. 381-391, 1990.
8. BRUCE, M. A. Mentoring women doctoral students: what counselor educators and supervisors can do. **Counselor Education and Supervision**, Medford, v. 35, n. 2, p. 139-149, 1995.
9. SMEBY, J.-C. Same-gender relationships in graduate supervision. **Higher Education**, Berlin, v. 40, n. 1, p. 53-67, 2000.
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Pedagogia da orientação e desenvolvimento profissional dos orientadores

1. HALSE, C.; MALFROY, J. Retheorizing doctoral supervision as professional work. **Studies in Higher Education**, Abingdon, v. 35, n. 1, p. 79-92, 2010.
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12. MCCORMACK, C. Stories return personal narrative ways of knowing to the professional development of doctoral supervisors. **Studies in Continuing Education**, Abingdon, v. 31, n. 2, p. 141-156, 2009.
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14. LETT, B. M.; SLACK, F. Training supervisors of work-based master's level research projects. **International Journal of Educational Management**, Bingley, v. 7, n. 6, p. 35-40, 1993.
15. TSAI, E. Learning to labor: thesis supervision and academic work in the graduate school. **Inter-Asia Cultural Studies**, Abingdon, v. 9, n. 3, p. 451-468, 2008.
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Orientação coletiva

1. WISKER, G.; ROBINSON, G.; SHACHAM, M. Postgraduate research success: communities of practice involving cohorts, guardian supervisors and online communities. **Innovations in Education and Teaching International**, Abingdon, v. 44, n. 3, p. 301-320, 2007.
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3. FENGE, L.-A. Enhancing the doctoral journey: the role of group supervision in supporting collaborative learning and creativity. **Studies in Higher Education**, Abingdon, v. 37, n. 4, p. 401-414, 2012.
4. GROSSMAN, E. S.; CROWTHER, N. J. Co-supervision in postgraduate training: ensuring the right hand knows what the left hand is doing. **South African Journal of Science**, Pretoria, v. 111, n. 11-12, p. 1-8, 2015.
5. MCCORMACK, C.; PAMPHILON, B. More than a confessional: postmodern groupwork to support postgraduate supervisors' professional development. **Innovations in Education and Teaching International**, Abingdon, v. 41, n. 1, p. 23-37, 2004.
6. PAUL, P.; OLSON, J. K.; GUL, R. B. Co-supervision of doctoral students: enhancing the learning experience. **International Journal of Nursing Education Scholarship**, Berlin, v. 11, n. 1, p. 31-38, 2014.
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- a master programme in guidance and counselling. **Higher Education**, Berlin, v. 70, n. 1, p. 19-33, 2015.
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Modelos de orientação

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8. CROSSOUARD, B. Developing alternative models of doctoral supervision with online formative assessment. **Studies in Continuing Education**, Abingdon, v. 30, n. 1, p. 51-67, 2008.
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11. MAINHARD, T. et al. A model for the supervisor-doctoral student relationship. **Higher Education**, Berlin, v. 58, n. 3, p. 359-373, 2009.
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13. TAYLOR, S. E. Changes in doctoral education: implications for supervisors in developing early career researchers. **International Journal for Researcher Development**, Bingley, v. 3, n. 2, p. 118-138, 2012.
14. VILKINAS, T. The PhD process: the supervisor as manager. **Education + Training**, Bingley, v. 44, n. 3, p. 129-37, 2002.
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28. LOUVEL, S. The 'industrialization' of doctoral training? A study of the experiences of doctoral students and supervisors in the French life sciences. **Science and Technology Studies**, Turku, v. 25, n. 2, p. 23-45, 2012.
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Percepções, experiências, expectativas ou concepções de orientandos e orientadores

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