Lynn McAlpine Cheryl Amundsen *Editors*

Doctoral Education: Research-Based Strategies for Doctoral Students, Supervisors and Administrators



Contents

1	To Be or Not to Be? The Challenges of Learning Academic Work Lynn McAlpine and Cheryl Amundsen	1
Part I Being Becoming Academics		15
2	Tracking the Doctoral Student Experience over Time: Cultivating Agency in Diverse Spaces Marian Jazvac-Martek, Shuhua Chen and Lynn McAlpine	17
3	New Academics as Supervisors: A Steep Learning Curve with Challenges, Tensions and Pleasures Cheryl Amundsen and Lynn McAlpine	37
Pa	rt II Writing and Speaking—Learning the Disciplinary Language, Talking the Talk	57
4	Speaking of Writing: Supervisory Feedback and the Dissertation Anthony Paré	59
5	The Paradox of Writing in Doctoral Education: Student Experiences Doreen Starke-Meyerring	75
6	Making Sense of the Doctoral Dissertation Defense: A Student-Experience-Based Perspective Shuhua Chen	97
Pa	rt III Gender, Genre, and Disciplinary Identifying— Negotiating Borders	115
7	Gender and Doctoral Physics Education: Are We Asking the Right Questions?	117

8	Genre and Disciplinarity: The Challenge of Grant Writing for New Non-Anglophone Scientists	133
9	Disciplinary Voices: A Shifting Landscape for English Doctoral Education in the Twenty-First Century Lynn McAlpine, Anthony Paré and Doreen Starke-Meyerring	157
Pa	rt IV Supporting the Doctoral Process Through Research- Based Strategies	171
10	Making Meaning of Diverse Experiences: Constructing an Identity Through Time	173
11	Challenging the Taken-For-Granted: How Research Can Inform Doctoral Education Policy and Practice Lynn McAlpine and Cheryl Amundsen	185
12	Moving from Evidence to Action	203
Inc	dex	213