# Contents

1  **To Be or Not to Be? The Challenges of Learning Academic Work**  ...... 1  
   Lynn McAlpine and Cheryl Amundsen

Part I  **Being...Becoming Academics**  .......................................................... 15

2  **Tracking the Doctoral Student Experience over Time: Cultivating Agency in Diverse Spaces**  ................................................ 17  
   Marian Jazvac-Martek, Shuhua Chen and Lynn McAlpine

3  **New Academics as Supervisors: A Steep Learning Curve with Challenges, Tensions and Pleasures**  ................................. 37  
   Cheryl Amundsen and Lynn McAlpine

Part II  **Writing and Speaking—Learning the Disciplinary Language, Talking the Talk**  ................................................................. 57

4  **Speaking of Writing: Supervisory Feedback and the Dissertation**  ...... 59  
   Anthony Paré

5  **The Paradox of Writing in Doctoral Education: Student Experiences**  ... 75  
   Doreen Starke-Meyerring

6  **Making Sense of the Doctoral Dissertation Defense: A Student-Experience-Based Perspective**  ........................................... 97  
   Shuhua Chen

Part III  **Gender, Genre, and Disciplinary Identifying—Negotiating Borders**  ................................................................. 115

7  **Gender and Doctoral Physics Education: Are We Asking the Right Questions?**  ................................................................. 117  
   Allison J. Gonsalves
8 Genre and Disciplinarity: The Challenge of Grant Writing for New Non-Anglophone Scientists ................................................. 133
Larissa Yousoubova

9 Disciplinary Voices: A Shifting Landscape for English Doctoral Education in the Twenty-First Century .................................. 157
Lynn McAlpine, Anthony Paré and Doreen Starke-Meyerring

Part IV Supporting the Doctoral Process Through Research-Based Strategies ............................................................................. 171

10 Making Meaning of Diverse Experiences: Constructing an Identity Through Time ................................................................. 173
Lynn McAlpine and Cheryl Amundsen

11 Challenging the Taken-For-Granted: How Research Can Inform Doctoral Education Policy and Practice ................................. 185
Lynn McAlpine and Cheryl Amundsen

12 Moving from Evidence to Action ........................................................ 203
Cheryl Amundsen and Lynn McAlpine

Index ................................................................................................................ 213
Doctoral Education: Research-Based Strategies for Doctoral Students, Supervisors and Administrators
McAlpine, L.; Amundsen, C. (Eds.)
2011, XII, 213 p., Hardcover
ISBN: 978-94-007-0506-7