Looking deeply at journey points and disciplinary discourse practices in support of graduate education
Outline

● Overview of study
● Methodology
● Intellectual journeys in graduate education
● Areas where most students struggle
● Library support structures
● Takeaways
Overview of study
The guiding framework

Disciplinary Discourse Practices …

“practices which exemplify the attitudes, behaviors, tools and activities, and cultures that shape and represent a discipline and enable effective engagement with others in that community”


Methodology: journey maps
Journey models
Intellectual journeys in graduate education
Intellectual journeys in graduate education

Coursework
Year 1 - 2
Learner

Assistantships
Year 1 - 5+
Nascent researcher

Exams (written/oral)
Years 3 - 4
Learner

Dissertation/Thesis
Year 5+
Writer/scholar

Scholarly writing
Year 4 - 5+
Independent researcher

Research
Year 4 - 5+
Independent researcher

Multimodal Communication

Committee Assessment

Committee Assessment

Nascent researcher

Writer/scholar

Independent researcher

Independent researcher

Multimodal Communication

Committee Assessment
Journeys where most students struggle
## Areas of struggle

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
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<tbody>
<tr>
<td>Exams</td>
<td>Volume of readings, don’t know how to study, too many formats and processes, lost productivity, tendency to delay exams, 1st major assessment point</td>
</tr>
<tr>
<td>Ideation/Committing to research topic</td>
<td>Most common place for attrition, students stressed and tired, don’t use exam exercise to lead to this stage, 2nd major assessment point</td>
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<tr>
<td>Transition to independent researcher</td>
<td>No structure is given to student, working in isolation, no support provided unless specifically asked</td>
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<tr>
<td>Writing</td>
<td>Most commonly cited struggle by faculty in all disciplines, struggle to craft a succinct and clear scientific argument, curricular writing assignments do not provide the scholarly writing skills expected in the discipline, cannot envision being an author and writing for a reader, most time-consuming mentor activity</td>
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Library support structures
Support structures

Exams

Pedagogically based guide to assist students in their studying, including tools to compile, organize, and make notes, strategies for how to approach the content, what information they should be focusing on, and methodologies to synthesize readings and approach writing practice essays.

Ideation/Committing to research topic

Establish support structures from coursework to pre-exam period. Develop activities to aid with discovering and exploring topics, help emphasize that readings and synthesis aids in exam preparation as well as dissertation topic. Activities to help explore topics to take back to mentor / committee will help establish a research identity.

Transition to independent researcher

Journey maps can be used to breakdown activities to complete, set timelines, aid in identification of issues or needs that can be discussed with mentor / committee.

Writing

Toolkits such as Libguides with resources, exercises including activities to learn about key journals, author instructions, how to structure articles in a particular discipline, and small writing cadence exercises with deadlines, workshop or activity guide to show how to assemble the final thesis.
Takeaways
Editable journey maps
Connection with committee members

- Committee Assessment
- Coursework
  - Year 1 - 2
  - Learner
- Assistantships
  - Year 1 - 5+
  - Nascent researcher
- Exams
  - (written/oral)
  - Years 3 - 4
  - Learner
- Scholarly writing
  - Year 4 - 5+
  - Independent researcher
- Dissertation/Thesis
  - Year 5+
  - Writer/scholar
- Research
  - Year 4 - 5+
  - Independent researcher
- Multimodal Communication
- Committee Assessment

Learner
- Nascent researcher
- Independent researcher
- Writer/scholar
Takeaways

• Target committee members
• Generate a timeline for occurrence of key disciplinary journeys
• Align to and connect services to intellectual journeys in graduate education
• Focus on disciplinary discourse practices and promote services with known “terminology” (i.e., Reading Lists) to students
QUESTIONS & DISCUSSION

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