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# Doctoral Education Perspectives



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*Doctoral education prepares scholars who both understand what is known and discover what is yet unknown. They conserve the most valued knowledge of the past even as they examine it critically. They invent new forms of understanding as they move their fields ahead.*

– LEE S. SHULMAN

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## Instructor

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<b>Faculty Overseer:</b>	Chandra Chekuri
<b>Student Instructor:</b>	Nathan Dautenhahn
<b>Office:</b>	4307A Siebel Center
<b>Office Hours:</b>	Mondays, 2PM - 3PM and by appointment
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## Course Information

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<b>Website:</b>	<a href="https://piazza.com/illinois/spring2015/cs591/home">https://piazza.com/illinois/spring2015/cs591/home</a>
<b>Discussion Section Time:</b>	Mondays, 1PM - 2PM
<b>Discussion Section Location</b>	SC 2102
<b>Credits:</b>	1 graduate hour
<b>Education Requirement:</b>	This course does not fulfill any general requirements
<b>Syllabus Flexibility:</b>	This syllabus is provided as a starting point for the semester. Specific topics and duration of coverage may change as the semester continues.

## Seminar Overview and Purpose

In this seminar, we will investigate literature in the field of doctoral education and research pedagogy as a formative tool to enhance your cognitive map, i.e. mental model, of the skills and habits of heart and mind expected from mature scholars. Upon completion of this seminar you will have refined your understanding of the implicit expectations of your discipline, which will prepare you to better meet the rigorous demands of achieving your doctorate.

## Prerequisites

This seminar assumes that you are passionate about your doctoral experience, desiring to gain greater understanding of the doctorate's underlying principles and processes. Therefore, the only prerequisite for this seminar is an inquisitive nature and desire to enhance your doctoral experience through critical reflection, discussion, and writing.

## Seminar Themes and Objectives

This seminar seeks to fundamentally clarify uncertainty about the PhD through examination, reflection, and discussion on readings describing it. Therefore, this seminar will ask hard, thought provoking questions, which we will investigate by examining diverse perspectives from influential leaders in the field and existing doctoral education research. By participating in this seminar you will have the opportunity to

- Analyze your own cognitive maps of the PhD and refine them accordingly.
- Define and demonstrate what is meant by the *formation of scholars*.
- Examine and describe different learning objectives of the PhD and associated skills required to achieve them.
- Describe, analyze, and evaluate emerging models of doctoral apprenticeship.
- Form and articulate your own personal perspective as to the purposes and goals of the PhD.

Some of the questions you will have the opportunity to investigate in this seminar include

- What is a PhD?
- What do I plan to do with my PhD and how does that goal impact the choices I make along the way?
- What are the major learning objectives and assessments of the doctorate degree?
- What qualities (e.g., the skills and habits of thought and mind) are expected of doctoral degree holders?
- Are those qualities the correct ones?
- Given the qualities how do we systematically assess doctoral students in regards to them?

## Materials

**Required Text:** G. E. Walker, C. M. Golde, L. Jones, A. C. Bueschel, and P. Hutchings, *The Formation of Scholars: Rethinking Doctoral Education for the Twenty-First Century*. Jossey-Bass, 2009.

**Potential Text:** C. M. Golde and G. E. Walker, *Envisioning the Future of Doctoral Education: Preparing Stewards of the Discipline*, Carnegie essays on the Doctorate. Jossey-Bass, 2006.

**Potential Text:** B. E. Lovitts, *Leaving the Ivory Tower: The Causes and Consequences of Departure from Doctoral Study*. Lanham, Maryland: Rowman and Littlefield, 2001.

**Potential Text:** B. E. Lovitts, *Making the Implicit Explicit: Creating Performance Expectations for the dissertation*. Stylus Publishing, LLC., 2007.

**Online Discussions:** We will use Piazza for communicating on seminar topics. Piazza is an excellent resource for facilitating discussions and question and answer sessions. We anticipate that many questions about any course issues will be brought up on Piazza so that your fellow students can benefit from what you are learning.

## Seminar Sessions

Seminar sessions will be modeled after the *Socratic Method* to generate an environment to critically analyze and discuss seminar readings. Additionally, there may be short presentations on particular topics. In

this course we will delve deeply into exposing our fundamental assumptions about the way we perceive the doctorate by discussing and questioning each other with respect to the readings. You are expected to complete required readings prior to attendance. From time to time we will explore topics through special activities such as reflective writing, role playing, or mini presentations on topics from various perspectives. Depending on the size of the class we may have a format where we break into smaller groups to aid in discussion.

## **Course Work**

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### **Time Expectations**

The readings should take approximately between 1 to 2 hours per week. Leading a discussion will require a more in depth examination of the text that will take approximately 5 hours to complete.

### **Weekly Readings**

Each week we will read an excerpt from a book or peer reviewed published article. You are expected to complete these readings and come to class prepared to explore both your own and others thoughts on the topic.

### **Discussion Leader**

Once during the semester, you will be responsible for leading the discussion. Leading the discussion includes posting 5-7 questions about the reading on the Piazza website, summarizing the text at the beginning of the session, and facilitating discussion.

### **Reading Reflections**

Three times during the semester you must answer 2 of the discussion leader questions and post to the Piazza web site.

### **Participation**

Learning in this seminar will be highly dependent upon the quality and contents of the discussion. Therefore, not only is attendance necessary, but also coming to the course prepared and contributing to the discussion.

### **Exams**

There will no exams in this course.

### **Grading**

This seminar is graded based upon pass/fail (S/U). The goal of this seminar is to generate discussion, therefore, you must attend at least ten of the sessions and complete the discussion leader and reflection questions to obtain a satisfactory grade.

### **Course Policies**

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We will follow all policies in the Student Code (<http://admin.illinois.edu/policy/code/>).

**Professional Etiquette**

We expect all of your interactions to be positive and never derogatory to anyone. We anticipate personal differences, but as you interact with others on the discussion boards, and in-class, we expect common courtesy and never condone offensive behaviors.

**Attendance and Online Interaction**

You and your peers will benefit from your presence at discussions. Attendance will be tracked to ensure you attend ten of the sessions, and your online interactions will be tracked to ensure that you complete the required assignments by the end of the course.

**Accommodations**

If you require any special accommodations please contact the instructor immediately. All accommodations will follow the procedures as stated in Article 1-110 of the Student Code ([http://admin.illinois.edu/policy/code/article1\\_part1\\_1-110.html](http://admin.illinois.edu/policy/code/article1_part1_1-110.html)).

**Academic Integrity**

The integrity of **your** work is a precious commodity. Any violations will addressed according to Articles 1-401 through 1-406 of the Student Code (beginning at [http://admin.illinois.edu/policy/code/article1\\_part4\\_1-401.html](http://admin.illinois.edu/policy/code/article1_part4_1-401.html)).

**Course Schedule**

<b>Week</b>	<b>Content</b>
Week 1	<ul style="list-style-type: none"> <li>• Introducing the seminar and fundamental notion of cognitive map and the goal of explicitly developing it.</li> <li>• None</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Defining Scholar and Contextualizing the PhD</li> <li>• Reading assignment: The Formation of Scholars: Foreword</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Defining Scholar and Contextualizing the PhD</li> <li>• Reading assignment: The Formation of Scholars: Moving Doctoral Education into the Future</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Defining Scholar and Contextualizing the PhD</li> <li>• Reading assignment: The Formation of Scholars: Setting the Stage for Change</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Exploring Doctorate Purpose</li> <li>• Reading assignment: The Formation of Scholars: Talking About Purpose: Mirrors, Lenses, and Windows</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Principles of Powerful Formation</li> <li>• Reading assignment: The Formation of Scholars: From Experience to Expertise: Principles of Powerful Formation</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• Apprenticeship Models</li> <li>• Reading assignment: The Formation of Scholars: Apprenticeship Reconsidered</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>• Learning within Community</li> <li>• Reading assignment: The Formation of Scholars: Creating and Sustaining Intellectual Community</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>• TBD</li> <li>• Reading assignment: TBD</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>• TBD</li> <li>• Reading assignment: TBD</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>• TBD</li> <li>• Reading assignment: TBD</li> </ul>
Week 12	<ul style="list-style-type: none"> <li>• TBD</li> <li>• Reading assignment: TBD</li> </ul>
Week 13	<ul style="list-style-type: none"> <li>• TBD</li> <li>• Reading assignment: TBD</li> </ul>
Week 14	<ul style="list-style-type: none"> <li>• TBD</li> <li>• Reading assignment: TBD</li> </ul>