



# Part IV

## Travelling Through the Doctorate

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### Introduction

The six chapters in the final part of this book afford opportunities to distil broader lessons and to synthesise wider vistas related to traversing the doctorate. Having explored diverse approaches to designing the doctorate, supervising the doctorate and developing relationships in the doctorate, it is time to focus on specific aspects of identity formation and contestation, as well as on pragmatic strategies, associated with maximising success in doctoral students' journeys. As with the previous parts in the book, the conditions and contexts framing these chapters are distinctive, even unique, yet many elements of these accounts of travelling through and beyond the doctorate resonate resoundingly with doctoral students, supervisors and administrators around the world.

In Chapter 18, Clayton Lawrence elaborates the learning dimension of the first year of his doctoral study by posing the profound question, "How did I get here?", and by linking his responses to that question with the interplay between being and becoming as a transformative project. Employing autoethnography and reflexivity as his research method, the author traverses several conceptions of learning to posit *metánoia* as



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22 a fundamental changing of one's mind that is often associated with the  
23 important shifts in worldview connected with doctoral study, and that  
24 is connected also with the eddies and flows of being and becoming a  
25 researcher.

26 Joanne Doyle uses Chapter 19 to demonstrate the benefits of deploy-  
27 ing a project management approach to completing the doctoral study,  
28 thereby enhancing the likelihood of staying on track in such study.  
29 Illustrating her narrative with her own experiences and those of fel-  
30 low doctoral students, the author organises her analysis around the  
31 themes of product (planning and achieving the right deliverables), peo-  
32 ple (assembling and managing the right team) and process (setting and  
33 monitoring the right targets). Project management emerges as an effec-  
34 tive set of tools for achieving doctoral program success.

35 Other approaches to attaining such doctoral study success are  
36 adduced in Chapter 20, written by Jessica Z. Marrington and Evita  
37 March. Their chapter builds on their critical reflection on their personal  
38 experiences and their critical incident analyses to elicit six suggested  
39 strategies clustered around the key milestones of confirmation of candi-  
40 dature and thesis submission for external examination. These strategies  
41 derive from the authors' experientially developed knowledge and at the  
42 same time extend understandings gleaned from contemporary scholar-  
43 ship in this field.

44 In Chapter 21, Lindy Kimmins adopts a similar combination of  
45 experiential and theoretical knowledge to arrive at different conclusions.  
46 She explains how her doctoral research emerged relatively late in her  
47 career, after many years of designing and implementing a peer-assisted  
48 learning program linking novice students with more experienced  
49 learners. The author draws vividly on *Alice's Adventures in Wonderland*  
50 and *Alice Through the Looking-Glass* to exemplify how traversing her the-  
51 sis in reverse worked for her.

52 Robert Templeton elucidates in Chapter 22 the crucial connections  
53 among doctoral study, depression and the self. The author's autoethno-  
54 graphic account of his own doctoral journey while living with depres-  
55 sion highlights an aspect of travelling through the doctorate that is  
56 familiar to many other doctoral students. His proffered strategies,  
57 centred on motivation, cognition, sociability and moods, and directed



58 at recognising depression and enacting self-help, constitute a timely  
59 reminder of the continued impact of the affective domain on doctoral  
60 program success.

61 Finally in this part and in the book, Chapter 23 is approached by  
62 Kevin Larkin to look forward by investigating the transition between  
63 doctoral student and early career academic. The author mobilises activ-  
64 ity systems theory as a robust conceptual framework, combined with  
65 the insights yielded by communities of practice, to trace his personal  
66 transformation in undertaking this transition. The chapter also presents  
67 a new conceptual model focused on a relational approach to under-  
68 standing the individual–social dichotomy evident in contemporary  
69 workplaces—including the traversing of doctoral study programs.

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