





Publication Service

**From Student To Student:**  
Strategies for Successfully Navigating Graduate School in Instructional Technology

2005 *ASCT*

Teaching Internships

Student  
-2-  
Student


## Project Purpose and Design

*"... although concern about graduate training in education is not new (Lagemann & Shulman, 1999; Lagemann, 2000), it has taken on new urgency"*  
— Eisenhart, DeHaan, (2005) ER, 34(4), 2-13.

**Purpose:** To learn strategies for succeeding in different areas of a graduate school experience.


**Methods:**

- 4 researchers - 4 schools
- Interviews with students





Student  
-2-  
Student

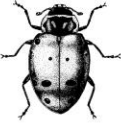
## Work Experience




WHY ?

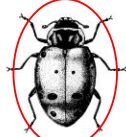
WHY ?



ID




WHY ?



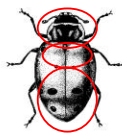
ID

Bachelor's degree  
Overall ID

↕




WHY ?







ID

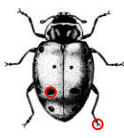
Master's degree  
Head, Thorax, abdomen



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WHY ?







ID

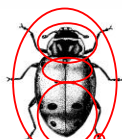
Doctoral degree  
The dirt on the leg  
The shape of dot




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WHY ?




ID



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WHY ?




ID

- Combining work & study.
- Being able to transfer classroom learning into a real project.
- Networking opportunity

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


HOW ?




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- "...kind of try to know yourself as best as you can and then explore and when something feels kind of right then look into it more.."
- "...going to AECT that one year was a really great experience and helped significantly.."
- "...faculty because generally they like working with students. there may be exceptions, but generally speaking they are there as mentors.."
- "...know what you want to do and find work in that field..."

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HOW ?




ID

- Get enough information
- Work with faculties
- Use internship opportunities
- Be aware of your opportunities
- Be aware of your environment
- Get feedback
- Find a good mentor

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Critical issues




- "...so in some ways, I haven't done as good a job preparing myself for a position in academia that I expected to as a PhD student."

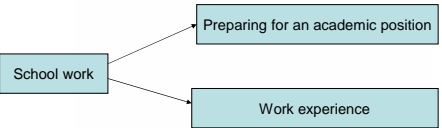
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Critical issues







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graph LR
    A[School work] --> B[Preparing for an academic position]
    A --> C[Work experience]
    
```

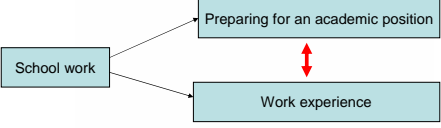
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Critical issues







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graph LR
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    A --> C[Work experience]
    B <--> C
    
```





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Teaching

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Teaching

- Cases were mostly 4th-year doctoral students, plus two master's students.
- Taught K-12, preservice, and graduate courses

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Why Teach?

1. To learn
2. To gain experience
3. To further other career goals
4. It's rewarding

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## Finding Teaching Opportunities

- A. Undergraduate Courses
- B. Graduate courses
- C. K-12
- D. Workshops
- E. Anything!




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## Coping Strategies!

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## Succeeding: Learning Content


- A. Teach yourself
- B. Workshops/Tutorials
- C. Bring in experts
- D. Teach your strengths



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## Succeeding: Learning to Teach

- A. Be Creative
- B. Involve the learners
- C. Seek feedback from students
- D. Record yourself
- E. Sharon Steal



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## Other Teaching Issues




*Keeping all your ducks in a row!*

Also!  
*ESL challenges*



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## Scholarship



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## Scholarship

- Scholarship includes:
  - Conference presentations
  - Publishing
  - Grant writing
- Three doctoral students
  - First year student, full-time student
  - Second year student, part-time student
  - Third year student, full-time student



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## Success as a Scholar: Why?

“to develop my program of research”

“to obtain a position at a research one university”

“to make my CV look like that of a junior faculty member”

“Everybody says you should be coming up with research and doing articles”

“it’s a requirement for junior faculty at universities”



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## Success as a Scholar: How?

**First year student**


- Shadowed advanced doctoral student in researching, co-presented at a conference

**Second year student**

- Approached faculty, wrote a grant that received funding

**Third year student**

- Apprenticed faculty during Master’s program
- Published, presented numerous times at conferences




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## Success as a Scholar: Research

Mentorship- Finding the “right” mentors who...

1. Will let you shadow them
2. Will collaborate with you on projects
3. Have interests that match yours
4. Will provide feedback and guide you along the way



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## Success as a Scholar: Research

Collaborating with students

1. Guidance with research, presenting
2. Gradually increasing participation in projects
3. Learning how research studies get designed




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## Success as a Scholar: Research

Collaboration

“Yeah, so if everyone could always be paired up with someone who has a little more experience that has a couple of things going...you can get the experience”



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## Success as a Scholar

1. Taking the initiative
2. Focus on experiences not classes
3. Seek out opportunities
4. Communicate your needs and professional goals

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## Conclusions

1. Mentorship
2. Collaboration
  1. With faculty
  2. With other graduate students
3. Be assertive
4. Don't be overwhelmed

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## What about your ideas?

•What has helped you?

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