Promoting Graduate Students’ Development through Graduate School and Beyond

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# Doctoral Student Development

<table>
<thead>
<tr>
<th>Stage 1: Entry &amp; Integration</th>
<th>Stage 2: Developing Competence</th>
<th>Stage 3: Completion &amp; Exit</th>
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<tbody>
<tr>
<td>Novice</td>
<td>Novice</td>
<td>Novice</td>
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<tr>
<td>Dependence</td>
<td>Independence</td>
<td>Independence</td>
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<tr>
<td>Emerging Expert</td>
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<tr>
<td>Possess professional norms and values</td>
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<td>Little sense of professional identity</td>
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Development of Researchers & Scholars

- Osmosis
- Sink or swim
- Self-discovery
- High-pressure crucible
- High support
Reappropriating Apprenticeship

- Powerful form of pedagogy
- Grounded in contemporary learning theory
- Apprenticed with, not apprenticed to
Apprenticeship Pedagogy

- Conceptualize expert practice
- Opportunities for observation
- Decompose components
- Construct assignments
- Provide feedback
- Iterate towards independence
- Integrate components
21st Century Advising

- Multiple relationships
- Respect and trust
- Open communication
Expectation Scales

- Complete items 2, 6, 11, & 16
- Compare and discuss
- Observations?
21st Century Advising

- Multiple relationships
- Respect and trust
- Open communication
- Student centered
- Share, learn, improve, and recognize
- Collective responsibility
Intellectual Community

- Knowledge-centered
- Broadly inclusive
- Flexible and forgiving
- Respectful and generous
- Deliberately tended
Promoting Graduate Student Development

- Understanding how students learn, especially apprenticeship pedagogy
- Improving advising relationships
- Building intellectual communities
Sources of Inspiration

- What other departments and faculty members do
- Shared questions
- Students as agents of change