

Welcome to the Fall 2018 International Education Doctoral Seminar!

Professor Elisabeth King

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Class meets select Tuesdays 1:45-3:15

301 Kimball

Course description & objectives:

The doctoral seminar brings together the doctoral students in the International Education program on a bi-weekly basis with the overarching objectives of:

- (i) Continually strengthening students' academic research, writing, and critical thinking skills;
- (ii) Building the foundations of a dissertation proposal;
- (iii) Developing and sharing academic and professional techniques, skills, and experiences; and
- (iv) Building a community of peers committed to international education and to each other's success in the doctoral program.

More specific course objectives are likely to differ for each student. The semester will open with the opportunity for each student to develop a set of SMART goals – goals that are:

S – specific (and significant)

M – measurable (and meaningful, motivational)

A – achievable (and aligned, action-oriented)

R – realistic (and reachable, relevant, reasonable, rewarding, results-oriented)

T - time-bound (and timely, tangible, trackable)

The goals can and should be revisited over the course of the class and doctoral program. I am always happy to meet with you individually to discuss them and any other dimension of the class or program.

Requirements:

All requirements will be further discussed in class.

Each **registered student** is required to **author two papers** over the course of the AY 2018-9, due on dates to be agreed upon early in fall 2018. For **all presenters**, papers are due the Saturday at midnight prior to your assigned Tuesday class. Except under special circumstances and by instructor permission, students must present single-authored papers. Unless otherwise discussed or noted, papers should be between 15 and 30 double-spaced pages, plus a works cited. Papers must be written in an academic format and, of course, follow all academic integrity practices. Papers must also include an abstract of fewer than 250 words. We will also welcome doctoral candidates from the IE program and read and comment on their work with the simultaneous goals of learning from them and contributing to their progress. It is my strong recommendation that

registered students in their first semester write a **literature review** as their first paper. I will provide background readings on making a literature review work for you.

All participants are expected to **prepare for each session with a careful and critically constructive reading of one another's papers**. There will be a formal **discussant** assigned to each paper. Early in the semester, there will be a workshop on "how to be a good discussant". Each participant is required to **serve as discussant at least the number of time s/he presents in class**. That is, if you present your work twice, you must serve as discussant at least twice over the AY. **All participants** must bring their comments to class and be prepared to discuss. The class custom has been that students print each paper and hand-write their comments to hand over to the authors. Students are also welcome to send comments by email. The class launches directly into comments and discussion; with a shared expectation of careful reading prior to class, the paper authors do not typically present their papers.

In the final class of the academic year, each **registered student** will present a brief **oral presentation** following a standard conference format, to be discussed in class. This presentation is an opportunity for students to showcase their semester of development, receive feedback, and plan forward for next steps. It is also an opportunity to practice important academic and professional skills.

As a group, we will decide the additional professional and academic skills upon which we will focus this academic year. There are likely to be **brief assignments and/or preparation** related to the professional and academic development opportunities that we choose. Ideas for this semester include a focus on serving as a discussant, literature reviews, and international fieldwork. One past favorite was "methods-o-rama" wherein each student shared her/his research questions in advance and all classmates came up with methodological suggestions as to how to answer them. I look forward to your ideas and to working with you to implement them.

Regular attendance is expected. If, for exceptional reasons, you need to miss class, please email all participants in advance and also share your comments with all via email.

The success of this class depends on all of us! Questions and suggestions always very welcome.