

Extending Globally Networked Learning Environments to Doctoral Education: *Challenges and Opportunities*

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Guiding Question

What roles can and should GNLEs play in doctoral education?



Overview

- Disciplinary context
- Guiding principles for GNLEs
- The context of doctoral education (challenges and existing strategies)
- A case for a GNLRE



Disciplinary Context: Rhetoric and Writing Studies

(Re)-emerging field

Rhetoric and writing as social practices—as "genred"

Genres: deeply locally situated recurring discursive social practices—or genres—that human collectives, e.g., institutions, organizations, communities, develop over time to organize the activities of these collectives in order to produce the outcomes that are desired or privileged by these collectives, along with the social hierarchies, power relations, and subject positions needed to produce those outcomes

(Bakhtin, 1986; Bawarshi & Reiff, 2010; Bazerman, 1988; Bazerman & Prior 2004; Bazerman & Russell, 2003; Bazerman, Bonini, & Débora Figueiredo, 2009; Coe, Lingard, & Teslenko, 2002; Devitt, 2004; Dias & Paré, 2000; Smart, 2007; Spinuzzi, 2003; Zachry & Thralls, 2007).

Disciplinary Context ...

Genre:

- Local traditions, routines, patterns of "how things are done"
- Exert strong normalizing force through repeated unfolding ("common sense")
- → Invisible



Disciplinary Context ...

Genre's illusion of normalcy can be cracked or exposed at certain moments: when an event occurs that does not match the anticipated, social construed exigence to which the genre responds; or, in a related situation, when the genre is stretched too wide, ...; when newcomers first begin to participate in a genre and find it 'unnatural' or counter to their own discourse habits and aims (developed in school, for example); ..." (Paré, 2002, p. 61).

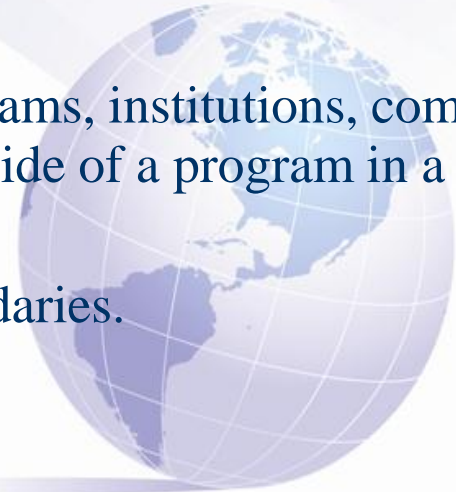
→ when participants situated in diverse locations bring and encounter diverse genre experiences into a GNLE



Guiding Principles for GNLEs ...


GNLEs ...

- systematically address issues of globalization by integrating experiential learning opportunities for cross-boundary knowledge making;
- are designed specifically to help students learn how to build shared knowledge cultures across traditional boundaries.
- extend well beyond the confines of traditional local classrooms and research environments: link students to peers, instructors, professionals, experts, and communities from diverse contexts.
- rest on robust partnerships to engage faculty, programs, institutions, community organizations, or other individuals and entities outside of a program in a shared networked learning and knowledge culture.
- extend across institutional and often national boundaries.



The Context of Doctoral Education

Impact of globalization/ knowledge societies:

- Doctoral education as tied to innovation, R&D, prosperity
 - Substantial expansion of doctoral education, e.g., production of PhDs in China increased by **815%** from 1991-2004 (NSF, 2008)
 - “Students must be educated to define and solve societal problems both at home and abroad—collectively, in trans-, multi-, and interdisciplinary and international groups” (Nerad, 2010, p. 2)
 - Doctoral education as particularly resource and time intensive
 - Unevenly distributed across institutions/ countries
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The Context of Doctoral Education

Current strategies

- Requiring PhD students to complete part of their studies abroad (e.g., Denmark)
- Supporting research studies abroad
- International Summer Schools (European Universities)
- International joint degree programs (co-supervision), e.g., Erasmus Mundus Joint Doctorates, (EMJDs) in EU
- Informal international networks/ social networking site (academia.edu)

The Context of Doctoral Education

Challenges

- PhD students are more likely to have family obligations
- PhD students often have local employment
- Debt load as additional financial barrier
- Highly specialized, individual study (less course work that could be conducted through GNLEs)
- International opportunities inconsistent, short-term (e.g., depend on supervisor)
- Money for access to research and teaching opportunities (e.g., RA and TA) usually scarce and saved for students already in the program.
- Limited funding for international conference attendance



A Case for a GNLRE ...

"ie-scholars is a community for scholars interested in international entrepreneurship. Our goal is to increase the visibility and legitimacy of IE as a field of study, and to coordinate and expand the international network of IE researchers, and their relationships with policy-makers and entrepreneurs"

(IE Scholars web site)



A Case for a GNLRE ...

- Emerged in the context of globalization
- Studying "born globals" / "international new ventures:

“a business organization that, from inception, seeks to derive significant competitive advantage from the use of resources and the sale of outputs in multiple countries”
(Oviatt & McDougall, 1994, p. 49).



A case for a GNLRE ...

Emerging epistemic culture and challenges:

- Researchers in the field highly distributed globally
- Global subject (globally distributed nature of new global ventures)
- Diverse disciplinary backgrounds, e.g., economics, international business, marketing, management, sociology, organizational behavior, etc.
- Leaders particularly committed to the development of a new generation of researchers
- Challenges of publishing in an innovative cross-disciplinary field
- Pressure to publish on doctoral students—implications for dissertation as a genre



A case for a GNLRE ...

Opportunities:

GNLRE for collaborative inquiry into research writing and publishing practices in management studies and their implications for doctoral researchers, advancement of innovation in research writing and publishing in IE scholarship

