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Finding Your Identity Through Education

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Thank you for completing the Module 5 synthesis paper. Let’s discuss how you will take this paper and use it as the foundation for the Module 7 enhanced synthesis paper.

1. Go to the resource folder for the M7 enhanced synthesis paper located on the QTI forum. Read the instructions to ensure you understand the assignment.
2. Review my feedback from the M5 paper and make the changes that I have suggested. Addressing instructor feedback will be a portion of the rubric for the M7 paper.
3. Review the list of 9 supplemental articles in the course material and choose at least 2 that will help you to enhance the arguments in your themes. You will further develop at least 2 of your themes by adding supporting evidence from the supplemental articles.
**NOTE for all students: each theme must still include support from all 3 of the original articles as these are the knowledge base from which we synthesized our themes. While I discourage direct quotation from the articles, citation is always required when referring to someone’s published ideas.** <http://www.youtube.com/watch?v=yoQzXVmFXfk>
4. Reflect on the writing and feedback process and write a brief reflection that discusses your revision process and how you incorporated your instructor's feedback into the revised version. Further details are available in the template I provide for the M7 paper in the resource folder for this assignment located on the QTI forum and in my instructional video: <https://www.youtube.com/watch?v=1N7E-h6RHb0&list=PLSbDFwcw0gRbe66uVj8gv9Y_kCYUV2qwQ&index=7&t=0s>

Title of Paper, not bold

**In**

 Education is the key to success has to be one of the most common phrases quoted by people globally. As human beings, we have invariably treated education sacredly with most nations requiring people to at least get a basic education. This increased desire to pursue education has led to significantly reduced illiterate levels in the world. Advancement in every field is supported by education and not just education but the pursuance of higher education and research. Doctoral education is coveted by many but achieved by only a few. Additionally, of the students who manage to complete the program, only a few get to attain doctoral identity. Doctoral identity is the attainment of independence such that the individual shifts from being dependent research to being a critical thinker and an independent researcher.

Doctoral identity enables and empowers the person to have a voice in the research areas they are and as such become a force of change both in the industry of interest and in the world. With the increased need for innovation and solutions to existing problems, doctoral identity has become more critical., this paper will examine the themes developed and research concerning doctoral identity. The three themes are diligence, relationships, and academic success. These three themes are crucial aspects of doctoral identity since they shape and mold the individual in various ways to the extent they gain a doctoral identity. This doctoral identity differentiates them from other academic scholars. The doctoral student has the responsibility to strive to get a doctoral identity/ professional identity by allowing the various aspects to aid in the process.

**Academic Success**

Add a topic sentence. Tab According to Baker and Pifer (2011), academic success in doctoral education is divided into stages that the student undergoes before achieving their goal. The first stage is the admission of the individual to the program and the first-year coursework. Stage two is shown by the student completing the coursework, succeeds in the comprehensive exams and tests and then begins their work on their dissertation proposal process. From the claims made by Baker and Pifer (2011) professional identity by a doctoral student cannot be attained without academic success and the student has to pass all assessments and complete their dissertation.

On the other hand, Gardner (2009) supports the claims made by Baker and Pifer (2011) since she views academic success by the doctoral student as a stepping stone to doctoral identity. However, she adds that academic success by the doctoral students is affected by various factors. Some of the factors highlighted include student characteristics, measures such as tests and advising all play a role in either failure or success in doctoral education. Academic success in doctoral education, unfortunately, is affected by different factors and the measure of success in the program is based on different indicators. For instance, retention is one of the factors, and it basically means having the students complete their program as opposed to dropping out.

Conversely, continued enrollment (retention) is affected by lack of financial aid, dissatisfaction with the department and/or the program, feelings of cognitive and psychological inadequacy and also issues during integration into the program among others.<<what does this have to do with doctoral identity? Each argument presented in your themes should directly support your thesis statement,. Academic success as shown by Smith and Hatmaker (2015) is also influenced by socialization. Patterns of socialization with fellow students and educators have an influence on the individual and may either lessen or increase their ability to be successful academically. Despite the difference in perspective on the role played by academic success by doctoral students, it is clear that doctoral academic success is an essential element of developing a professional identity and also facilitate the transition from being a dependent researcher to an independent scholar.

**Relationships**

Human beings are relational beings which means that they have an innate desire and ability to form different kinds of relationships this is too general, talk about relationships that SPECFICIALLY affect doctoral identity. . These relationships formed impact people differently. And they can also have an impact on whether the individual finds a professional identity or not. There are three types of relationships that a doctoral student can have, and they are collaborative relationships professional relationships and personal relationships.

**Collaborative Relationships**

 Collaborative relationships can be formed between the person and other fellow students/ researchers. These relationships help in challenging the students, build competition which inspires the students to do well and also improves the brainstorming sessions. Collaborative relationships are useful in helping the student acknowledge their strengths and their weaknesses. Baker and Pifer (2011) however, suggest that the individual should form a strong relationship with self and particularly in the first year. On the flipside, the collaborative relationships can also have a negative impact where the competition is unhealthy, and thus the person may experience feelings of inadequacy (Gardner, 2009). These feelings when not dealt with translate to dropping out or worse performing poorly on tests which do not help gain a doctoral identity.

**Professional Relationships**

 Professional relationships are equally important in shaping the professional identity of the successful individual. People sharpen each other’s skills and also assists in establishing areas that one can improve on and grow in their profession. Colleagues have the ability to propel or stagnate the person. In this case, the person has to be open minded, create a team spirit and be ready to learn from the other researchers. One of the ways that a person can form a doctoral identity form forming professional relationships is because the others will also help by identifying the strengths and complementing the individual on a great performance which is a channel to nailing the unique identity and voice as a scholar.

**Personal Relationships**

 Lastly, personal relationships have a role to play in the shaping of identity. Family and friends can be a source of motivation and strength to continue on the program for a doctoral student. It is important to recall that many of the students sometimes already have families and jobs which can create complexity in balancing the various spheres. Fortunately, the presence and existence of family and friends help in relieving the load. Additionally, academics can be stressful and thus personal relationships tend to ease the difficulties and stresses associated with academic success and gaining an identity.

Diligence

 Another aspect that influences the doctoral identity is diligence whose diligence?. Diligence and a commitment to having professional identity can help in speed up the process. The student role in the journey is further reinforced by the fact that the student is required to show effort and commitment to their work. Baker and Pifer (2011) highlight that the third stage in doctoral education requires the student to oblige to their dissertation and publication fully. Students are focused on getting their success, and this focus is useful in helping them get a professional identity and stand out for their good work (Gardner, 2009). It also helps to be enthusiastic and motivated, these two coupled with diligence are qualities capable of aiding in the achievement of professional identity, and they all require the student to play a central role.

**Conclusion**

 Overall, professional identity is primarily the responsibility of the student. While there are many aspects that will help with the achievement of the said goal. Some of the aspects discussed include relationships, diligence and academic success. After identifying the themes associated with the attainment of doctoral identity, all the aspect was examined to illustrate how they affected the student and how it still remains the student’s role to achieve it. In the end, it is clear that the doctoral student is charged with the responsibility of allowing the aspects to help in the attainment of professional identity.

**References:**

Baker, V. L., & Pifer, M. J. (2011). The role of relationships in the transition from doctor to independent scholar. Studies in Continuing Education, 33(1), 5-17. doi:10.1080/0158037X.2010.515569

Gardner, S. K. (2009). Conceptualizing success in doctoral education: Perspectives of faculty in seven disciplines. The Review of Higher Education, 32(3), 383-406. doi:10.1353/rhe.0.0075

Smith, A. E., & Hatmaker, D. M. (2014). Knowing, doing, and becoming: Professional identity construction among public affairs doctoral students. Journal of Public Affairs Education, 20(4), 545-564. http://doi.org/10.1108/s1479-368720140000026031

Correctly formatted APA references have been provided to you in the course material and in the first two assignment feedback. Please correctly format your references for the M7 paper.