

A Panel Presentation - Sketches, Stories, and Belonging: Our First Year Doctoral Journey

Thursday, March 3, 2022: 12:30 – 2:00 p.m.



Kelvin Quintyne is a second-year doctoral student in the Faculty of Education, Memorial University. The focus of his current research is academic literacies.



Tayebah Sohrabi is a PhD student in the Faculty of Education at Memorial University. Previously she researched her first master's thesis on students' social skills development and then completed her second master's degree at MUN focused on Curriculum, Teaching & Learning. Her current research interests include inclusion in elementary school curriculum and social skills development in monolingual and bilingual children.



Arif Abu is a second year doctoral student. His research interests are decolonization of higher education, internationalization of higher education, and epistemic justice.



Simon Adu-Boateng is a second-year doctoral student at the Faculty of Education, MUNL, and believes that every learner should have equitable access to science education. Simon's current research interests focus on inclusive science education, teacher professional learning, teacher education, and Universal Design for Learning.



Benjamin Boison is a doctoral student in the Faculty of Education, and has a budding interest in social justice as it applies to making online education more inclusive and accessible to diverse learners. He was a higher education educator and research analyst with specialties in instructional design, online teaching and learning, and inclusive education.



Cecile Badenhorst MA (UBC), PhD (Queen's) is a Professor in the Adult Education/ Post-Secondary program, Faculty of Education, at Memorial University. She conducts research in the areas of doctoral education, doctoral writing, graduate writing, thesis/ publication writing pedagogies, academic literacies, and faculty writing.



Beverly FitzPatrick, PhD, is an assistant professor with the School of Pharmacy and cross-appointed with the Faculty of Education, Memorial University. Her research interests include critical thinking, creative thinking, student learning, classroom assessment, and research methodology.

As part of a two-semester advanced research methodology course, five PhD students completed three sketches—beginning, middle, and end of course—to represent how they were thinking and feeling about themselves as doctoral students as they progressed through their first year. They also wrote reflections to complement the sketches. At course completion, the students wrote individual narratives about their experiences and the instructors wrote narratives about why they had students sketch. The analysis revealed seven themes, including positive outcomes and challenges associated with sketching. One outcome was that students felt empowered as the sketches provided opportunity to reflect on their progress, cognitively and emotionally, over their first year of studies. Sketching was a challenge for some, but all felt it was a powerful experience. The sketches provided the instructors with insights to help support the students that they might not have gotten from words alone.