Title: Self-study of the doctoral students socialization process

There is an abundance of research related to graduate student socialization in the higher education literature (e.g., Gardner & Barnes, 2007). However, very little has been done with regard to doctoral student training and socialization in physical education (Boyce et al, 2015). One approach to studying doctoral student socialization is through self-study research (LaBoskey, 2004). The purpose of this study was to report on the first year of a longitudinal self-study of a physical education doctoral student's socialization.

Sarah (pseudonym) was a doctoral student studying at a research-focused university in the American Southeast. She was born, raised, and completed her undergraduate and post-baccalaureate studies in England. During her first year as a doctoral student she taught a variety of courses. Sarah collected data related to her experiences through a reflective journal, regular discussions with a critical friend, and student evaluations of her teaching. Sarah and her critical friend analyzed data using analytic induction and the constant comparative method.

Data revealed that Sarah experienced some difficulties in the transition from England to America cultures. These difficulties manifested in the challenges she experienced forming relationships outside of the doctoral program. While she noted differences between teaching in the US and her native country, she was able to overcome them and quickly became comfortable teaching her classes. Student evaluations affirm her successful acculturation, and highlight her dedication to developing effective learning environments.

This study extends the literatures related to self-study and doctoral student socialization (e.g., Richards et al., 2015) in physical education. Also gives a global perspective of higher education research in the USA.