**RES-815 Revised Synthesis Paper Supplemental Articles**

Use these articles for additional academic support in the Topic 7 Revised Synthesis Paper.

Ames, C., Berman, R., & Casteel, A. (2018). A preliminary examination of doctoral student

retention factors in private online workspaces. *International Journal of Doctoral*

*Studies*, *13*, 79-106. https://doi.org/10.28945/3958

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=136926905&site=eds-live&scope=site>

Bainbridge, C., Maul, J., & McClendon, C. (2019). Ten strategic points: A framework for doctoral dissertations students to conceptualize their research design in a doctoral residency program. *Journal of Instructional Research*, *8*(2), 10-21.

<https://cirt.gcu.edu/jir/documents/2019_v82/ten_strategic_points_a_framework_for_doctoral_dissertations_students_to_conceptualizepdf~1?>

Chakraverty, D. (2020). Ph.D. student experiences with the impostor phenomenon in STEM.

*International Journal of Doctoral Studies*, *15*, 159-179. https://doi.org/10.28945/4513

<http://ijds.org/Volume15/IJDSv15p159-179Chakraverty6025.pdf>

Emmioglu, E., McAlpine, L., & Amundsen, C. (2017). Doctoral students’ experience of feeling

(or not) like an academic. *International Journal of Doctoral Studies*, *12*, 73-90. https://doi.org/10.28945/3727

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=124163714&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

McClendon, C., Neugebauer, R. M., & King, A. (2017). Grit, growth mindset, and deliberate

practice in online learning. *Journal of Instructional Research*, *6*, 8-17. https://doi.org/10.9743/jir.2017.2

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1153307&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1>

Noonan, S. J. (2015). Doctoral pedagogy in stage one: Forming a scholarly identity. *International* *Journal of Educational Leadership Preparation*, *10*, 2-28.

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1060946&site=eds-live&scope=site>

Rogers-Shaw, C., Carr-Chellman, D., (2018). Developing care and socio-emotional learning in

first year doctoral students: Building capacity for success. *International Journal of Doctoral* *Studies*, *13*, 233-253. https://doi.org/10.28945/4064

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=136926912&site=eds-live&scope=site>

Skakni, I. (2018). Doctoral studies as an initiatory trial: Expected and taken-for-granted practices

that impede Ph.D. students’ progress. *Teaching in Higher Education*, *23*(8), 927-944. https://doi.org/10.1080/13562517.2018.1449742

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=133105269&site=eds-live&scope=site>

Wisker, G. (2015). Developing doctoral authors: Engaging with theoretical perspectives through

the literature review. *Innovations in Education and Teaching International*, *52*(1), 64-74. https://doi.org/10.1080/14703297.2014.981841

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=100551812&site=eds-live&scope=site>