

1. Record Nr.	UNINA9910254965903321
Autore	McAlpine Lynn
Titolo	Post-PhD Career Trajectories [[electronic resource]] : Intentions, Decision-Making and Life Aspirations // by Lynn McAlpine, Cheryl Amundsen
Pubbl/distr/stampa	London : , : Palgrave Macmillan UK : , : Imprint : Palgrave Pivot, , 2016
ISBN	1-137-57660-X
Edizione	[1st ed. 2016.]
Descrizione fisica	1 online resource (X, 124 p.)
Disciplina	378
Soggetti	Higher education Lifelong learning Adult education Educational sociology Education and sociology Industrial sociology Self Identity (Psychology) Higher Education Lifelong Learning/Adult Education Sociology of Education Sociology of Work Self and Identity
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	CHAPTER 1. OVERVIEW OF BOOK -- CHAPTER 2. UNDERSTANDING THE GLOBAL CONTEXT -- CHAPTER 3. IDENTITY-TRAJECTORY AND CAREER DEVELOPMENT -- CHAPTER 4. ACHIEVED THE VISION (NON-RESEARCH-TEACHING) -- CHAPTER 5. ACHIEVED RESEARCH-TEACHING (RESEARCHER ROUTE) -- CHAPTER 6. ACHIEVED RESEARCH-TEACHING (NON-RESEARCH ROUTES) -- CHAPTER 7. MAINTAINED THE VISION BUT NOT YET ACHIEVED -- CHAPTER 8. CHANGING CAREER INTENTIONS AWAY FROM ACADEMIA -- CHAPTER 9. STILL LOOKING FORWARD -- CHAPTER 10. AGENCY AND RESILIENCE -- CHAPTER 11. RESOURCES .

This book argues that post-PhD career planning should ideally begin at the same time as the PhD itself. Drawing from ten years of research and stories of close to 50 individuals, each chapter focuses on the stories of individuals who share common career intentions and how they negotiate these both before, during and after their studies. Each career trajectory is different as individuals planned and made decisions in the face of both expected and unexpected work, personal experiences and responsibilities. The book concludes with resources to help those who are currently planning or reflecting on their own career trajectories.

Lynn McAlpine is Professor of Higher Education Development at the University of Oxford, UK and Professor Emerita at McGill University, Canada. She has received distinguished research awards for her research in which a constant thread has been both how individuals in professional and academic roles engage in and learn from the work they are doing and also how to better support that learning. Cheryl Amundsen is Professor and Director of the Institute for the Study of Teaching and Learning in the Disciplines at Simon Fraser University, Canada. She has focused her research on the investigation of how academics think about teaching, including supervision, in relationship to their disciplinary knowledge. Amundsen currently directs a program that supports academics from across disciplines to design and carry out research about teaching and student learning.
