Access to Discourse and Professional Identity Development of Doctoral Students in Communities of Practice

Katherine E. McKee

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Donna M. Moore
Kimberly L. Niewolny
Terry Wildman
Glenn A. Anderson

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ABSTRACT

This qualitative case study examined the development of doctoral students'
professional identities through the negotiation of boundaries among communities of
practice and through the social forces within a community of practice. The five
doctoral students who participated in the study had been secondary agriculture
teachers and were in their second and third years of a Teaching and Learning
concentration of an Agricultural and Extension Education doctoral program at a Land
Grant University. The participants had from four to seven years of teaching
experience in secondary agriculture programs and were on full graduate assistantship
with their academic department at the time of the study.

The over arching theme was developed through analysis of a series of interviews
which were developed through a priori propositions, document analysis, and
participant observations. This theme - Doctoral students must lose some legitimacy in
their previous communities of practice to gain legitimacy with the faculty community
of practice and access the faculty Discourse. Doctoral students' ability to define
themselves as "good" and to have legitimacy reinforce each other and increase access
which facilitates their professional identity development in relation to the faculty
community of practice - emerged to describe the entire study and suggest influences
that hinder or facilitate professional identity formation.

DEDICATION

This dissertation is dedicated to the graduate students who shared their experiences with me and gave of their time so willingly. Their generosity made this study possible and enjoyable for me. I hope that this "good research kharma" comes back to them as they continue their education and careers. Their participation has made me work and think harder to be sure that my work was worth their time. I have enjoyed their friendship and support throughout my graduate experience and look forward to spending our careers as peers and friends.

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To my family – especially my parents, grandmothers, and brothers, thank you for supporting me and understanding what I was doing for the last three years. Brother Rich, thanks for going to law school so that I HAD to go get a Ph.D. I couldn't let you get ahead of me. Thanks Rohini for always answering the phone and Joe for being "just up the road."

To my friends, thanks for the fun! I have enjoyed being a Hokie because of my Tech friends, learned more because I was trying to keep up with you, and stayed sane because of your support and friendship. There isn't enough room for all of your names!

To Jonathan – Haha! Now we're both doctors!

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INTRODUCTION

Introduction of the Problem

In order to retain doctoral students in graduate programs and prepare them for faculty positions, graduate programs should facilitate the development of each graduate student's identity as a scholar with legitimate access to scholarly communities (Austin & McDaniels, 2006). It becomes clear that programs need to change how doctoral students are prepared when one considers that the rate of attrition in US doctoral programs holds consistently at 50% and that many of those who did graduate from doctoral programs in the 1980s and 1990s were not hired as faculty (Austin & Wulff, 2004). Golde (2005) examined attrition in doctoral programs in the United States and found six factors that led students to leave their programs: 1) research did not match student strengths, 2) there was a poor fit of expectations between students and their departments, 3) there was a mismatch between students and advisors, 4) students perceived faculty life as incompatible, 4) students perceived a poor job market, and 5) students felt isolated. Golde (2005) proposed that students who remain in programs are damaged by the same factors that cause others to leave, thus addressing those factors is essential for all doctoral students' well-being. In fact, graduate programs are accused of ignoring national needs and their responsibilities to employers and students (Austin & Wulff, 2004). In order to retain doctoral students in graduate programs and prepare them for faculty positions, graduate programs should facilitate the development of each graduate student's identity as a scholar with legitimate access to scholarly communities (Austin & McDaniels, 2006).

The doctoral experience is the first stage of the academic career, thus it is essential for students to be exposed to the skills and expectations they will perform on the job (Austin, 2002). While new faculty balance a variety of roles that sometimes conflict with each other, few doctoral students understand the demands of a faculty career (Austin, 2002; Sweitzer, 2009). As expectations for faculty evolve over time, it is not appropriate for faculty to prepare doctoral students to be clones of themselves (Austin & Wulff, 2004). Doctoral students express that their programs are too narrowly focused and fear that this preparation will not prepare them for the variety of faculty appointments they could fill throughout their careers (Austin & McDaniels, 2006; Austin & Wulff, 2004; Nyquist, Manning, Wulff, Austin, Sprague, Fraser, Calcagno, & Woodford, 1999).

Theoretical Framework

Social Learning Theories

Social theories treat learning as an integral part of the lived-in world (Lave & Wenger, 1991). According to this view, learning is not "an extraneous goal or a special category of activity," but is inherent to daily activity (Wenger, 1998). The social theories of learning differ from the cognitive processing theories in that they describe learning as social participation that emphasizes the interdependency of people and their world and the roles of activity and meaning (Lave & Wenger, 1991; Wenger, 1998). Contrary to the individual nature of the cognitive theorists, social theories of learning describe mental life as occurring within a culture that shapes that life through communication, cultural codes and traditions (Bruner, 1996; Valsiner & van der Veer, 2005). A social theory of learning values the collective, and located, meaningful activity that connects to action, thought, and feeling (Lave, 2009). However, individuals are always

operating from a specific position within the social space and this position may limit their access to some forms of participation (Hodges, 1998; Sawchuk, 2003).

The role of culture. Culture plays an essential role in learning as, according to Geertz (1973), "without the constituting role of culture we are 'unworkable monstrosities,'" (p. 49). Culture, and the meanings negotiated through it, is the shaping hand of human thought (Bruner, 1990). Thus, a learning theory that ignores culture, or views it as a constraint on learning, does not allow for a full understanding of mental activity (Bruner, 1996). The culture within which one is located provides the toolkit through language and practice to construct one's world, identity, and power (Bruner, 1996). Culture is the medium through which individuals construct their identities and therefore cannot be ignored in learning theories (Wenger, 1998).

When learning theories recognize the role of culture, learning can be seen as a form of socialization into a way of being (Lave & Wenger, 1991). Social learning theories allow individuals to be seen as "expressions of a culture," and thus shaped by the culture through socialization (Bruner, 1990, p. 12). Socialization is the process of constructing individual roles within a group or community through interaction and engagement with others (Austin, 2002). Socialization occurs through the relationships with a variety of people involved in the target practice who provide support and guidance (Austin, 2002; Sweitzer, 2008, 2009). The informal interactions with people within the target practice are as significant to the individual's construction of knowledge as the formal teacher-student relationships are (Austin, 2002). Individuals learn from their conversations with more advanced students and appreciate these interactions as sources of social relationships and for the shared information (Sweitzer, 2008). The process of socialization as increased involvement in a practice that leads to an individual constructing an identity related to the community through social interactions resembles Lave &

Wenger's (1991) explanation of apprenticeship and communities of practice and Wenger's (1998) description of communities of practice as a model for the application of a social theory of learning.

Communities of practice. Communities of practice are a "community created over time by the sustained pursuit of a shared enterprise," (Wenger, 1998, p. 45). They provide the context within which one can interact with others and develop relationships with others for learning (Wenger, 1998). In this way, they address the social learning theories definition by providing communication, cultural codes, traditions, access to the collective, and access to meaningful activity (Bruner, 1996; Lave, 2009; Valsiner & van der Veer, 2005). A community of practice gives an individual access to opportunities for learning as belonging, as becoming, as experiencing, and as doing (Wenger, 1998). Members of the community are moved into more central participation with the community as they learn more of the tools, practices, and knowledge valued by the community. A doctoral student may begin his or her experience in graduate school as a legitimate peripheral participant in a community of practice that surrounds education with the intention of moving toward more central participation in the community as he or she becomes a faculty member.

A legitimate peripheral participant (LPP) is a newcomer to a community of practice who is given access to the resources and tools of the community (Lave & Wenger, 1991). Through this access, the LPP is able to master the knowledge and skills the community values and become a full participant in a reproduction cycle that creates new experts (Lave & Wenger, 1991). The LPP may be thought of as an apprentice to the community as well (Lave & Wenger, 1991). Faculty members serve as experts in the community.

An Agricultural and Extension Education (AEE) community of practice consists of doctoral students, master's degree students, undergraduate students, faculty, and staff as well as the tools they all use in their joint enterprise of education. Each of these groups may be its own community of practice. Thus the individuals within the community of practice may belong to multiple communities of practice which create conflicts that can contribute to identity development (Wenger, 1998). This study seeks to understand the community of practice of doctoral students within an AEE community of practice as individuals with membership to multiple communities of practice.

Identity Development

Individuals form identities through negotiating the meanings of experiences they have in social communities (Wenger, 1998). Participation in communities helps develop trajectories based on where one has been and where one is headed (Wenger, 1998). These trajectories facilitate the definition of self (Wenger, 1998). One may hold trajectories in relation to multiple communities at once – inbound, peripheral, insider, boundary, or outbound (Wenger, 1998). The negotiation of multiple trajectories is part of the "constant becoming" that develops an identity (Wenger, 1998, p. 154).

Identity is an individual's answer to the question, "who are you becoming?" and makes learning an ontological transformation (Hodges, 1998). As the question is phrased as "becoming" and not a point at which one can arrive, identity is a changing view of self and can be viewed as a trajectory (Wenger, 1998). Identity includes definition by self and others, the familiar and unfamiliar, where one has been and is going, local and global belonging, and how each component is incorporated into one identity (Sachs, 2001). The experiences a doctoral student has in his or her communities of practice and the competence he or she can display develops an

identity in relation to the community and therefore a perspective relevant to the community

(Wenger, 1998).

Purpose of the Study

The purpose of this study was to understand how AEE doctoral students studying teacher

preparation develop their professional identities as they transition from classroom teachers to

faculty members through the negotiation of their membership in multiple communities of

practice. One's understanding of this experience can aid in structuring doctoral student

experiences to facilitate the development of a professional identity that will permit entry into

faculty positions. It was assumed that doctoral students negotiate conflicts that arise from

different degrees of membership in multiple communities and that the negotiation of these

conflicts influences professional identity formation (Wenger, 1998). The questions that guided

the research are as follows:

1. How does professional identity develop out of negotiating the boundary

   complexities resulting from memberships to multiple communities of practice of

   doctoral students in a teaching and learning agricultural education program?

2. How do social forces facilitate or inhibit the construction professional identities in

   doctoral students in a teaching and learning agricultural education program?

Importance of the Study

The findings of this study may contribute to the continued development of doctoral

programs. They may provide greater understanding of the identity development that occurs

within the community of practice of doctoral students and how programs can facilitate the

development of identities that will lead to completion of the doctoral degree and careers as

faculty in Agricultural Education. The individuals in this study are involved in multiple

communities of practice, defined by Wenger (1998) as having a joint enterprise, shared repertoire, and mutual engagement. The significance of this study is its examination of how the students negotiate the meanings of this experience and how that shapes their formation of an identity relative to a career in academia, or hinders such development. As an identity within a community of practice translates to sustainability in careers related to that community, it is essential to understand how doctoral students develop professional identities (Collay, 2006; Jorissen, 2002; Luehmann, 2007; Poulou, 2007; Redmon, 2007; van Huizen, van Oers, & Wubbels, 2005). It is anticipated that this study will develop an understanding of the forces that shape a professional identity.

The study represents a shift from a focus on specific skills to the process of identity construction as the outcome of an educational program. This study is important because it focuses on the development of doctoral students' professional identities on their trajectories toward becoming members of college or university faculty. The study of individuals within a community provides an understanding of the individuals rather than the community as a whole. Lave (1988) suggested that, "the whole person in action," (p. 17), is the appropriate unit of analysis for studies seeking to understand situated learning. The unit of analysis for this study was the teaching and learning doctoral students' cohort of second and third year students within the community of practice of their department. Further, the study was conducted by a community insider providing the emic perspective.

Definitions of Terms

The definitions and terms provided in the following sections are used throughout this proposal. They were derived from the literature.

A community of practice is a group of people engaged in a shared pursuit over a period of time (Wenger, 1998). The people in a community share an understanding of purpose and meanings that are negotiated through their shared pursuits (Lave & Wenger, 1991; Wenger, 1998). The individuals learn through the relationships they form with peers in participation in the practice (Lave & Wenger, 1991). Participation in the practice involves the use of routines, rituals, artifacts, conventions, stories, histories and tools that have been developed within the community or adopted by it (Lave & Wenger, 1991; Wenger, 1998). For the Agricultural Education Teaching and Learning community of practice, working with pre-service and in-service agriculture teachers, assisting with FFA events, writing a dissertation, and attending research conferences are examples of participation in practice.

A professional identity is a shared set of values or attributes that differentiates one group from another (Sachs, 2001). It incorporates how one is defined by self and other, what is familiar and unfamiliar, and where one has been and is going (Sachs, 2001). A professional identity is shaped through the socio-cultural context provided by professional Discourses which allows for social construction and individual sense-making (Vuorikoski, 2001; Geijsel & Meijers, 2005; Luehmann, 2007; Maclean & White, 2007; Hallman, 2008; Hung, 2008).

A pre-service teacher is a student who is studying to be an agriculture teacher. The pre-service teachers are enrolled in a one-year Master's Degree program in Career and Technical Education in the School of Education. The doctoral students assist in teaching the courses the pre-service teachers take and in supervising them during the student teaching internship.

An Agricultural and Extension Education (AEE) faculty member is a full-time professor in the Department of Agricultural and Extension Education (AEE) in the College of Agriculture. The faculty members teach graduate and undergraduate courses and advise students.

Teaching and Learning refers to the teacher preparation concentration within the Agricultural and Extension Education doctoral program. Students in the concentration take course work in educational theory and practice. They work with the pre-service teachers in the Career and Technical Education master's degree and teacher certification program.

An assistantship is the job held by a graduate student that funds his or her education. Assistantships may include research and teaching responsibilities as well as other duties such as work with the state FFA program. Some doctoral students in this study hold assistantships outside of the Department of Agricultural and Extension Education.

The FFA is a youth organization for students enrolled in secondary agriculture programs. Students may maintain their membership through their 21st year. The FFA provides leadership development opportunities for youth at the local chapter, state, and national level. Some of the doctoral students in this study participate in FFA by planning and facilitating events for students at the state and national level. Each participant in this study was responsible for advising a local FFA chapter when he was a secondary agriculture teacher.

Summary

The purpose of this study was to understand how AEE doctoral students studying teacher preparation develop their professional identities as they transition from classroom teachers to faculty members through the negotiation of their membership in multiple communities of practice. This chapter described the research problem, the purpose of the study, and the research questions that guided the study.

CHAPTER 2

REVIEW OF THE LITERATURE

The purpose of this study was to understand how AEE doctoral students studying teacher preparation develop their professional identities as they transition from classroom teachers to faculty members through the negotiation of their membership in multiple communities of practice. The understanding of this experience can aid in structuring doctoral student experiences to facilitate the development of a professional identity that will permit entry into faculty positions. The researcher assumed that doctoral students negotiate conflicts that arise from different degrees of membership in multiple communities and that the negotiation of these conflicts influences professional identity formation (Wenger, 1998).

Golde (2005) examined attrition in doctoral programs in the United States and found six factors that led students to leave their programs: 1) research did not match student strengths, 2) there was a poor fit of expectations between students and their departments, 3) there was a mismatch between students and advisors, 4) students perceived faculty life as incompatible, 4) students perceived a poor job market, and 5) students felt isolated. It becomes clear that programs need to change how doctoral students are prepared when one considers that the rate of attrition in US doctoral programs holds consistently at 50% and that many of those who did graduate from doctoral programs in the 1980s and 1990s were not hired as faculty (Austin & Wulff, 2004). Golde (2005) proposed that students who remain in programs are damaged by the same factors that cause others to leave, thus addressing those factors is essential for all doctoral students' well-being. In fact, graduate programs are accused of ignoring national needs and their responsibilities to employers and students (Austin & Wulff, 2004). In order to retain doctoral students in graduate programs and prepare them for faculty positions, graduate programs must

facilitate the development of each graduate student's identity as a scholar with legitimate access to scholarly communities (Austin & McDaniels, 2006).

The doctoral experience is the first stage of the academic career, thus it is essential for students to be exposed to the skills and expectations they will perform on the job (Austin, 2002). While new faculty balance a variety of roles that sometimes conflict with each other, few doctoral students understand the demands of a faculty career (Austin, 2002; Sweitzer, 2009). Much of faculty life is not visible to students and without guidance they may develop misconceptions about what it means to be faculty (Golde, 2008). As expectations for faculty evolve over time, previous studies have asserted that it is not appropriate for faculty to prepare doctoral students to be clones of themselves (Austin & Wulff, 2004). Doctoral students express that their programs are too narrowly focused and fear that this preparation will not prepare them for the variety of faculty appointments they could fill throughout their careers (Austin & McDaniels, 2006; Austin & Wulff, 2004; Nyquist, Manning, Wulff, Austin, Sprague, Fraser, Calcagno, & Woodford, 1999).

Socialization

The socialization process that leads to a faculty career begins in the graduate student experience (Austin & Wulff, 2004). Socialization is the process of constructing individual roles within a group or community through interaction and engagement with others (Austin, 2002). The individual student influences the organization and is influenced by it through experience, values and ideas (Austin, 2002). Entrance into a graduate program marks the anticipatory phase wherein the students learn the language of a discipline and begin to identify with their roles in the community (Sweitzer, 2009).

Graduate students are engaged in several simultaneous socialization processes during their doctoral programs including socialization to: academic and professional life, the role of a graduate student, and the specific field or discipline (Austin, 2002). Socialization occurs through observation, interactions with peers and faculty, and interactions with family and friends (Austin, 2002). Sweitzer's (2009) graduate socialization framework emphasizes the importance of personal communities that include people who are not part of the student's academic life. Student persistence is linked to social membership within the academic program and to student-faculty interactions as both facilitate socialization (Sweitzer, 2009).

While individual interactions can aid in socialization, it is necessary to engage in a variety of relationships within the academic community and with those outside of academia (Sweitzer, 2009). The importance of non-academic relationships is supported by Sweitzer's (2008) findings that students who had over-dependence on their academic community were more likely to have a fragmented view of the faculty career after their first semester. Relationships outside of the academic environments are important to maintaining balance (Sweitzer, 2009). Successful doctoral students are likely to have relationships with many different individuals – peers, faculty, friends and family, and business associates – giving them access to a variety of forms of support and assistance (Sweitzer, 2009). Research on important relationships found that first year graduate students may not even mention their faculty advisors as important (Sweitzer, 2009). Graduate students rely on their peers, family, and friends and these relationships contribute to their development (Austin, 2002; Sweitzer, 2008).

It is important for graduate students to maintain a variety of relationships throughout their experience as the clarity of professional identities in graduate students decreases as their access to non-redundant sources of information decreases (Sweitzer, 2009). Thus, a variety of

relationships may bring clarity to graduate students who are engaged in identity development. The network of relationships can either support or change a student's self descriptions as they see a variety of possible identities when they build relationships with different people (Sfard & Prusak, 2005; Sweitzer, 2009).

While it is important for graduate students to develop relationships outside their academic departments, graduate students found informal conversations with faculty, graduate directors, and undergraduate professors helpful to their development (Austin, 2002). Informal interactions are important in helping doctoral students balance their requirements and celebrate milestones (Austin, 2002). Graduate students should listen to conversations among advisors, supervisors, professors, and more experienced students (Austin, 2002). They learn from their conversations with more advanced students and appreciate these interactions as sources of social relationships and for the shared information (Sweitzer, 2008). The social networks a graduate student belongs to may facilitate identity development (Sweitzer, 2009). Identity development in these networks develops through interactions that cause the graduate student to evaluate roles and goals he or she has been socialized to accept (Sweitzer, 2009).

In order to allow graduate students to reap the most socialization benefits from their doctoral programs, these programs should institute policies that allow for a balance of work and personal life (Sweitzer, 2009). Further, the professoriate may not benefit from the isolation some graduate students experience (Austin, 2002). Therefore, graduate programs should foster social interaction deliberately through peer relationships (Austin, 2002). Graduate students may benefit from being positioned as apprentices with a way-in period of observation, reflection, and feedback (Jancke & Colbeck, 2008). Following the apprenticeship model, new graduate students can be linked with more experienced students for support and guidance (Austin, 2002).

While previous research has yielded some conclusions about socialization to the professoriate and this has yielded implications for graduate programs, more research is needed. Future research needs to examine the variety and nature of relationships graduate students form and how these relationships impact professional identity development (Sweitzer, 2009).

Social Theories of Learning

Social theories of learning are often group together as they all claim to examine learning and knowing as occurring through social practices (Niewolny & Wilson, 2009). Both situated learning – the Lavian tradition – and activity theory perspectives contend that learning is inseparable from the social contexts (Niewolny & Wilson, 2009). However, the activity theory perspective focuses on the actors who perform actions in a historically and culturally defined setting (Niewolny & Wilson, 2009). Sawchuk (2003) acknowledges relations of power in stating that a person's position in a community determines how he or she can participate in that community. As a person acts from this specific position, he or she is acting in a way that reproduces the patterns of social division (Sawchuk, 2003). The examination of relations of power is an essential component of the application of activity theory that sets it apart from the Lavian tradition (Niewolny & Wilson, 2009). Both traditions can inform research into how one learns in social practice.

Although the Lavian tradition, particularly the communities of practice literature that is used extensively in this study, has been accused of ignoring the privilege and power relationships that activity theory addresses, situated learning can still be a valuable lens for examining a learning experience. The Lavian tradition of learning theories treats learning as an integral part of the lived-in world (Lave & Wenger, 1991). According to this view, learning is not "an extraneous goal or a special category of activity," but is inherent to daily activity (Wenger,

1998). The social theories of learning differ from the cognitive processing theories in that they see learning as social participation that emphasizes the interdependency of people and their world and the roles of activity and meaning (Lave & Wenger, 1991; Wenger, 1998). Contrary to the individual nature of the cognitive theorists, social theories of learning describe mental life as occurring within a culture that shapes that life through communication, cultural codes and traditions (Bruner, 1996; Valsiner & van der Veer, 2005). A social theory of learning values the collective, located, and meaningful activity that connects a person's actions, thoughts, and feelings (Lave, 2009).

Culture plays an essential role in learning as, according to Geertz (1973), "without the constituting role of culture we are 'unworkable monstrosities,'" (p.49). Culture, and the meanings negotiated through it, is the shaping hand of human thought (Bruner, 1990). Thus, a learning theory that ignores culture, or views it as a constraint on learning, does not allow for a full understanding of mental activity (Bruner, 1996). The culture within which one is located provides the toolkit through language and practice to construct one's world, identity, and power (Bruner, 1996). Culture is the medium through which individuals construct their identities and therefore cannot be ignored in learning theories (Wenger, 1998). Lave (1988) contends that knowledge-in-practice is the most powerful way for people to learn.

When learning theories recognize the role of culture, learning can be seen as a form of socialization into a way of being (Lave & Wenger, 1991). Social learning theories allow individuals to be seen as "expressions of a culture," and thus shaped by the culture through socialization (Bruner, 1990, p. 12). The process of socialization as increased involvement in a practice that leads to an individual constructing an identity related to the community through social interactions resembles Lave & Wenger's (1991) explanation of apprenticeship and

communities of practice and Wenger's (1998) description of communities of practice as a model for the application of a social theory of learning.

Communities of Practice

A community of practice is a "community created over time by the sustained pursuit of a shared enterprise," (Wenger, 1998, p. 45). Communities of practice provide the context within which one can interact with others and develop relationships with others for learning (Wenger, 1998). In this way, they address the social learning theories definition by providing communication, cultural codes, traditions, access to the collective, and access to meaningful activity (Bruner, 1996; Lave, 2009; Valsiner & van der Veer, 2005). A community of practice gives an individual access to opportunities for learning as belonging, as becoming, as experiencing, and as doing (Wenger, 1998).

As the individual's experience within the community of practice defines his or her opportunities to learn, the concept of a legitimate peripheral participant will come up throughout this paper. Thus, it is important to define. A legitimate peripheral participant (LPP) is a newcomer to a community of practice who is given access to the resources and tools of the community (Lave & Wenger, 1991). Through this access, the LPP is able to master the knowledge and skills the community values and become a full participant in a reproduction cycle that creates new experts (Lave & Wenger, 1991). The LPP may be thought of as an apprentice to the community as well (Lave & Wenger, 1991).

Community/belonging. Membership in a community of practice provides a legitimate peripheral participant (LPP) with access to the way members talk about practice (Wenger, 1998). This allows the LPP to see what is valued and how competence is defined within a practice (Wenger, 1998). The community provides the relevant settings for learning, thus belonging is

essential for learning in context (Lave & Wenger, 1991). The community provides essential components of a social learning environment: models to emulate, commentary for feedback and Discourse acquisition, and scaffolding for learning (Bruner, 1996). Membership in the community provides mutual engagement in the practice (Wenger, 1998).

In order to learn in the community, LPPs must have legitimate and effective access to the practice (Lave & Wenger, 1991). Legitimate access provides an LPP with the opportunity to become a full participant through engagement in the practice (Lave & Wenger, 1991). Belonging allows the LPP to have a comprehensive view of how the community operates and what it values (Lave & Wenger, 1991). This view helps the LPP organize his or her behavior and learn what is valued as competence in practice (Lave & Wenger, 1991). The access granted an LPP as a member of the community confers is more important to learning than direct instruction is as it increases understanding for identity development (Lave & Wenger, 1991).

The issue of access to a legitimate form of membership is essential because the learner must engage in interaction for learning to occur (Lave & Wenger, 1991). The LPP's membership provides relationships with other LPPs and experts who organize opportunities to learn through exemplars and access to the Discourse of the community (Lave & Wenger, 1991). LPPs must learn to speak the language as the social Discourse is interdependent with the thinking processes necessary for learning (Valsiner & van der Veer, 2005). Belonging to a community is essential to learning because membership provides access to mutual engagement in practice, exemplars for practice, identity, and competence, and access to the Discourse relevant to the practice (Bruner, 1996; Lave & Wenger, 1991; Wenger, 1998; Valsiner & van der Veer, 2005).

Identity/becoming. Identity is the way a person represents self and is represented by others (Lave & Wenger, 1991). The relationships that a community member has access to allows

him or her to become a different person (Lave & Wenger, 1991). Communities of practice

provide a way of talking about who one is and of creating personal histories in context (Holland

& Lave, 2001). In this way, "becoming" and identity are central to communities of practice

through the construction of a life story that is in line with the story of the community (Lave &

Wenger, 1991). LPPs hear the stories told by expert members of the community and begin to see

themselves in those stories (Lave & Wenger, 1991). Their success in the community depends on

this process of identification with the stories of experts as it gives the LPP the perspective of a

community member (Lave & Wenger, 1991).

Social learning theories postulate that learning is the process of becoming someone or

constructing an identity (Lave & Wenger, 1991). The story telling that occurs in a community of

practice is in line with Bruner's (1996) narrative tenet which states that cultures provide models

of identity through stories that allow the construction of self. An individual develops an identity

through negotiating the experience of membership in social communities (Wenger, 1998).

Membership allows the individual to access possible identities through experts and negotiate the

incorporation of components of these identities into how he or she represents self (Sfard &

Prusak, 2005). As an individual builds an identity through negotiating experience and shaping

meanings within a community, that identity becomes rooted in the other members of the

community and their shared enterprise (Wenger, 1998). While identity development is discussed

at length later in this chapter, it was discussed here as a component of a community of practice.

Meaning/experience. Meaning, within a community of practice, provides a way of

talking about the ability to experience life collectively (Wenger, 1998). Through negotiation of

meanings and language choices, Discourse becomes a key component of a community.

Examination of Discourse, allows one to determine the significance of tools and practices of a

community as only things that have been reified within the community are given names (Tusting, 2005). Once community members share a language, they can imagine shared experiences that lead to the negotiation of that language and can recognize their location in the history of the community that developed the Discourse (Wenger, 1998). In this way, Discourse facilitates the imagination component of identity as it allows one to identify and interpret social constellations and position the self within them (Holland & Lave, 2001; Wenger, 1998). The Discourse of a community gives the community the power to negotiate meanings in the past, present, and future circumstances (Lave & Wenger, 1991). The process of negotiating meanings is on-going and produced through engagement in activity (Tusting, 2005).

Meanings are negotiated through what members of a community say to one another about their practice (Bruner, 1990). The use of the language results in the construction of meanings and their transformations (Lave, 2009). These meanings are essential to the community because they allow for full participation in the activities of the community (Lave & Wenger, 1991). Further, as people live and learn in social settings, they must share interpretations of meanings (Bruner, 1990).

Social learning theories postulate that learning is immersed in culture, thus an individual must share meanings to connect to culture and learn from it (Bruner, 1990). These theories contend that learning is a joint effort and Tusting (2005) states that joint efforts require language. Therefore, to engage in educational practices and learn from them based on social learning theories, the individual must have access to the meanings of a community and the language those meanings create.

Practice/doing. A practice reflects the pursuits of the community and the social interactions within it (Wenger, 1998). Practices evolve out of conflicts, provide an institutional

memory, provide access for newcomers, generate community oriented perspectives, and create rituals, customs, stories, and rhythms for the community (Wenger, 1998). Activity within a social context provides meaning and is, therefore, a practice (Wenger, 1998). As with all things related to social learning theories, language and interaction are keys to an activity being a practice (Wenger, 1998). Membership in a community is legitimate when a person understands the implicit and tacit components of the practices (Lave & Wenger, 1991; Wenger, 1998). The mutual engagement in practice creates the framework and perspectives for community members to talk (Wenger, 1998).

Learning occurs through engagement in and refinement of practice as practice provides opportunities for co-participation (Lave & Wenger, 1991; Wenger, 1998). Doing provides the open-ended processes for improvisation and experimentation, both of which are inventive processes (Lave, 2009). By definition within the frame of social learning theories, learning requires involvement in new activities, performance of new tasks, and mastery of new understandings all of which can be accomplished through engagement in practice (Lave, 2009). In fact, learning itself is a practice if it is done in conjunction with others (Lave & Wenger, 1991).

Vygotsky defined psychological development as the development of social systems of interaction and action and the individual's participation in them (Minick, 2005). As practice is the participation in the activities of a community with social interaction to create meaning, psychological development – learning – can occur through engagement (Wenger, 1998). Further, learning leads to identity development and those who participate in the practice of a community construct identities relative to the community, indicating that practice creates learning (Lave & Wenger, 1991; Wenger, 1998). Members of the community engage in practice through persistent

imitation – the process of creating new ways of acting by slight modification of a model of practice (Valsiner & van der Veer, 2005). Social imitation leads to the internalization of the experience which allows the individual to construct a new reality (Valsiner & van der Veer, 2005).

Identity Development

Defining Identity

Identity is an individual's answer to the question, "who are you becoming?" and makes learning an ontological transformation (Hodges, 1998). As the question is phrased as "becoming" and not a point at which one can arrive, identity is a changing view of self and can be viewed as a trajectory (Wenger, 1998). Identity includes definition by self and others, the familiar and unfamiliar, where one has been and is going, how each component is incorporated into one identity, and local and global belonging (Sachs, 2001).

As there are many components and competing interests in the development of an identity, identifying as one whole person requires work to reconcile the different components and interests (Wenger, 1998). A person may belong to more than one community and face competing demands within this community. These experiences create multimembership which impacts identity by generating a nexus of trajectories that a person must resolve (Wenger, 1998). The reconciliation of these trajectories is intrinsic to the concept of identity as an individual attempts to incorporate the multimemberships into a whole self (Wenger, 1998).

Our identity includes our ability and our inability to shape the meanings that define our communities and our forms of belonging (Wenger, 1998). Building an identity consists of negotiating the meanings of our experience of membership in social communities and thus can be considered a display of competence in the meanings and practices of the community (Wenger,

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1998). Identity is always shaped by the practices one engages in and relates to the history of the community as well (Holland & Lave, 2001).The formation of an identity allows an individual to become a full participant in a community of practice and thereby have access to the resources of the community (Hung, 2008; Luehmann, 2007).

When an identity is viewed as a way of becoming or a way of participating, it can be translated into a perspective or world view (Wenger, 1998). Differences in perspective allow different people to have different reactions to a shared space and to acquire different meanings from it (Gee, 2005). One's identity and the perspectives it brings create a set of attributes and values that differentiate that individual from others (Sachs, 2001).

Developing Identity

As identity is a process of becoming, the work of developing an identity is ongoing and pervasive throughout a person's life (Holland & Lave, 2001; Wenger, 1998). The social life within which an identity forms is under continual transformation requiring an individual to transform relations with others and practice thus driving continual transformation of identity (Holland & Lave, 2001). In order to continue to transform identity and remain situated in the social context of one's life, a person must continue the dispassionate scrutiny of his or her life and its links to social relations (Hodges, 1998). Further, an individual in a community of practice is in an evolving role that changes his or her position in the community and the individual's identity changes as the position does (Hodges, 1998).

Constructing identity happens through a dynamic socio-cultural context (Vuorikoski, 2001). Identities are socially constructed through language and interaction in the environment as the relation to others is a significant contributor to identity (Hung, 2008; Luehmann, 2007). An example is the stories experienced members tell about a community and the ways in which a

newcomer to the community incorporates pieces of the story into his or her identity (Wenger, 1998). Social settings and interactions create opportunities to negotiate meanings in context and the tensions that occur in these negotiations facilitate the formation of identities (Wenger, 1998). In these moments of negotiation, an individual will discover gaps between normal practice and personal participation in practice (Hodges, 1998; Wenger, 1998). These gaps are identifactory moments that create investments in bonds or distinctions that become constitutive of identity (Hodges, 1998; Wenger, 1998). The struggles that occur within and between communities work to develop identity by interconnecting interests, points of view, and ways of participating to resolve the tension over various forms of investment thereby negotiating meanings that are personally meaningful to one's identity (Holland & Lave, 2001; Wenger, 1998). In this way, membership – even peripheral membership – leads to significant meanings that can become central to one's identity (Wenger, 1998).

The Role of Subjectivity

Subjectivity is lived experience in context of the experience (Ellis & Flaherty, 1992). It accounts for the physical, historical and political context shaping the experience (Ellis & Flaherty, 1992). One's subjectivity is expressed through language and conveys who one is (Davies, 1992). The process of giving expression to subjectivities allows one to reinvent the self (Davies, 1992). Individuals experience subjectivities as interpretive stories that allow them to live within multiple identities and to use language to write their future identities (Ellis & Flaherty, 1992). Subjectivities aid in forging identity as they emerge from activities in context and instigate the language that expresses one's identity (Keating, 2005). Though subjectivities, like identities, are unique to each individual, they are often developed through social interactions of negotiating meanings, appropriating tools, and choosing or refusing participation in activity

(Holland & Lave, 2001). However, subjectivities are not simply derived from one's position in activity and the meanings of those positions (Holland & Lave, 2001).

Subjectivity relates to the concept of imagination as creating images of the world and seeing connections through time as relating to the political and historical context of an experience requires imagining what the lives of others in that experience are like (Wenger, 1998). The process of imagining what another is experiencing requires a person to choose a story line of his or her own and examining it in comparison to other lived or told narratives (Davies, 1992). This process can inhibit or promote subjectivity depending on the fit between or among stories, but the subjectivities can form dialogues across these differences to allow further investigation (Davies, 1992; Holland & Lave, 2001). The contradictions, much like local conflicts, can give salience and understanding of fragmented subjectivities by illuminating the priority and relevance of some subjectivities over others (Davies, 1992; Holland & Lave, 2001). By engaging in dialogue, individuals are engaging in the subjective practices that contribute to a social construction of reality (Ellis & Flaherty, 1992).

While subjective processes are experienced in the lived person, they are also influenced by the social context of the experience (Ellis & Flaherty, 1992). The internal and social processes of subjectivities are connected by lived experiences and the meanings one makes of them (Ellis & Flaherty, 1992). This reconciliation allows the individual to understand the subjectivity from within it (Ellis & Flaherty, 1992). Identity is formed when one compiles subjectivities and objectifies them into one's person (Holland & Lave, 2001).

The Role of "Self"

A sense of self is not a fixed point, but a process of being someone (Metzinger, 2003). The self participates in social activity that is constantly changing and evolving, thus the self is in

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ongoing flow and cannot be finalized (Holland & Lave, 2001). It is socially constituted as the individual uses languages, dialects, genres, and words of others to position the self (Holland & Lave, 2001). Individuals author the 'self' by becoming the "masters of their own destinies," (Baxter Magolda, 2000, p. xvii). Self-authorship is the ability to develop an independent, sustainable, and internal identity (Baxter Magolda, 1999; Meszaros, 2007). Self-authorship can be accomplished through education that situates learning in experiences, values and validates the individual, and makes individuals active agents in their learning (Baxter Magolda, 1999). Communities of practice provide opportunities for these experiences and therefore may contribute to the idea of self (Lave & Wenger, 1991; Wenger, 1998).

The self develops identity through the processes of engagement, imagination and alignment (Wenger, 1998). Holland and Skinner (2001) found that Tij songs expressing women's positions and politics were expressions of imagination. In writing and singing these songs, women were authoring their sense of self as the songs express who they are being and contributes to identity as they express who the women are becoming (Holland & Skinner, 2001). As the self is socially constructed, dependent upon context, and ever changing, it is dependent upon place and time (Ellis & Flaherty, 1992).

Discourse in Identity Development

One must take up the discourse of a community to take on an identity within the community as the use of language in particular ways enacts the process of becoming a particular person (Davies, 1992; Keating, 2005; Richardson, 1992; Tusting, 2005). It is important to differentiate between "d" discourse and "D" Discourse (Gee, 1999). "d" discourse is the language as it is used in a community to enact activities and identities while "D" Discourse is the language and non-language "stuff" that communicates what a community values, thinks, feels, and believes (Gee, 1999). The "D" discourse includes "d" discourse and adds the ways people think, act, dress, and interact in a specific community as well as what they value and the tools that they use (Gee, 1999). The inclusion of language and non-language "stuff" allows an individual to recognize him or her self as a specific type of person engaged in specific activities (Gee, 1999). There are innumerable Discourses in modern society – the factory worker Discourse, the teacher Discourse, the doctor Discourse – which allow an individual to be recognized with a specific identity when his or her performance is, "in the Discourse," (Gee, 1999, p. 21).

Throughout this document, the discussion will alternate between the language pieces – "d" discourse – and the combination of language and non-language pieces of the "D" Discourse. When referring to the faculty Discourse, the study will use "D," and when referring to the language pieces, "d" as defined by Gee (1999). As multiple Discourses exist within the university – graduate students, undergraduate students, faculty, staff, academia, and American education, as examples – and different Discourses interact with and influence each other, it is important to state that the faculty Discourse is the target Discourse for graduate students who intend to become faculty as it will allow them to understand what they are seeing (Gee, 1999).

A given Discourse is a reification of the community that produced it as it represents the process of negotiating meanings and giving them form in language (Wenger, 1998). As such, it becomes a tool of the community that can further shape the community through its use (Wenger, 1998). Discourse is developed through the struggle of a community to represent itself (Holland & Lave, 2001). It becomes an enduring social representation that is emblematic of the community (Holland & Lave, 2001). It addresses the complexity and history of a community and becomes the way that members of the community communicate with each other (Holland & Lave, 2001). While discourse goes beyond language to include what one is to believe, this is expressed through language (Rudolph, 1994). Therefore, further discussion of discourse will emphasize the role of language.

Individuals must choose which pieces of their experience they will represent in language – discourse (Gee, 1999). These decisions are represented in the Discourse of a community as the language chosen indicates mediation between the potentialities of language and the actualities of communication (Tusting, 2005). Personal and social identities are expressed through the use of language and its relation to the language used by others (Tusting, 2005). The language choices that construct a discourse are further complicated by multimembership as individuals can adopt Discourse from different communities and adapt them to a specific community (Gee, 1999; Keating, 2005; Wenger, 1998). This opportunity for meaning negotiation becomes a source of engagement in the community that provides a mode of belonging for those participating in the negotiations (Wenger, 1998). The negotiation of Discourse contributes to identity by indicating what values and ideas a community will commit to text and by allowing individuals to recognize themselves in the community (Gee, 1999; Tusting, 2005).

Through negotiation of meanings and language choices, Discourse becomes a key component of a community. Examination of Discourse, allows one to determine the significance of tools and practices of a community as only things that have been reified within the community are given names (Tusting, 2005). Once community members share a language, they can imagine shared experiences that lead to the negotiation of that language and can recognize their location in the history of the community that developed the Discourse (Wenger, 1998). In this way, Discourse facilitates the imagination component of identity as it allows one to identify and interpret social constellations and position the self within them (Holland & Lave, 2001; Wenger, 1998).

The use of Discourse solidifies or fractures a group into a community by allowing individuals to assess themselves in terms of the community's norms and values thereby determining membership and position within the community (Hallman, 2008; Maclean & White, 2007). Cultural forms – like Discourse – position and re-identify the self (Holland & Lave, 2001). This serves as a source of alignment, allowing the coordination of activities to fit broader structures, as members are able to articulate their positions through the accepted discourse (Wenger, 1998). Novices can gain insight into the working of a community through the use of discourse (Tusting, 2005). Further, Discourse involves novice members in the community by providing them with access and decreasing power differentials between novices and experts (Rudolph, 1994; Wenger, 1998).

Discourses are constructed socially and shaped through ongoing activity and participation in it (Tusting, 2005). The community of practice is an ideal context for the shaping of Discourse as it allows experts and novices to work together to negotiate the meanings of language and develop the novice's mastery of the Discourse (Rudolph, 1994; Tusting, 2005; Wenger, 1998).

The expert can scaffold Discourse for the novice allowing him or her to acquire the necessary language through a social process (Rudolph, 1994). Due to the availability of and relationships with multiple experts and more experienced apprentices – near peers – apprenticeships serve as an ideal environment for the acquisition of Discourse as there are many opportunities for scaffolding (Rudolph, 1994). The scaffolding consists of a series of interim Discourses that lead to the target Discourse as the novice moves toward full participation in the community (Rudolph, 1994).

In order for the scaffolding of Discourse to occur, the novice, or apprentice, must be willing to be interpreted by the expert in terms of the target Discourse (Rudolph, 1994). This process requires all parties to co-construct trust and bonds that allow guidance (Rudolph, 1994). The novice must facilitate the trusting relationship by expressing the desire for membership within the expert's Discourse (Rudolph, 1994). Apprenticeships in a community of practice results in the acquisition of the target Discourse by providing trusting relationships for scaffolding, opportunities for interpretation, and access to multiple and varied relationships (Rudolph, 1994; Wenger, 1998). A novice's acquisition of Discourse allows him or her to be recognized by other members of the community as having acquired a skill necessary for membership and worth (Rudolph, 1994).

As outlined above, engagement in Discourse enables the processes of imagination, engagement, and alignment which facilitate a sense of belonging – or not belonging – in a community of practice (Hodges, 1998; Wenger, 1998). Engagement leads to the formation of trajectories through the negotiation of meaning (Wenger, 1998). Discourse allows the individual to feel the mutual engagement by using the same language to share values. A novice's entry into a Discourse and progression to expert in it requires constant negotiation of meaning. Imagination

allows the creation of a new image of self and is enacted through assuming similar experiences

for others (Wenger, 1998). Discourse provides a shared language and meanings through which

one can assume that others share experiences to shape the language and meaning. Alignment is a

way of expressing belonging to a broad system (Wenger, 1998). A shared Discourse provides an

individual with recognition of belonging, thereby facilitating alignment (Rudolph, 1994). The

sense of belonging to a community of practice that is derived through alignment, engagement,

and imagination positions an individual in place and time, an essential component of identity

(Ellis & Flaherty, 1992; Wenger, 1998).

Being a 'Good' Faculty Member

The social structure of a community of practice allows for the combination of social

construction and individual sense-making that are essential to identity formation (Geijsel &

Meijers, 2005). Communities of practice are understood as being centrally about ongoing

processes of negotiation of meaning (Tusting, 2005). Within the community of practice, different

meanings are given different status or priority (Wenger, 1998). Thus it is possible for a

community of practice surrounding faculty development to have negotiated multiple meanings

for being a 'good' faculty member but to emphasize one over the others. Further, the

community's meaning of 'good' faculty member may have little meaning to other communities

(Wenger, 1998). An individual needs to incorporate these perspectives into his or her identity in

order for it to be resilient and understood outside of the community of practice of doctoral

students (Wenger, 1998).

The community should incorporate the histories and stories of its members into its ideas

of the practice thereby strengthening the idea of a 'good' faculty member (Wenger, 1998). A

graduate program should emphasize the development of identities that carry the individual's

history forward and that align with the norm of being a 'good' faculty member while having the legitimacy to engage in the negotiation of what it means to be a 'good' faculty member. Wenger (1998) contends that newcomers will understand what counts once they have access to the practice of a community. The reconciliation of multiple ideas of what a 'good' member is requires the negotiation of meanings gathered from the community and results in a co-constructed product (Rudolph, 1994). The process of engaging in practice gives the newcomer the position to negotiate and reify meanings (Wenger, 1998). The reification process allows for the evaluation of one's identity (Keating, 2005).

The role of the community in establishing what a 'good' faculty member is begins with the provision of a set of models for individuals to use in negotiating personal trajectories (Wenger, 1998). These models include actual people in the community and composite stories of what the ideal trajectory is (Wenger, 1998). A community of practice provides opportunities for newcomers to participate in practice with other community members who have a variety of levels of experience and can serve as models for various stages of a trajectory to expert (Lave & Wenger, 1991). As communities of practice provide a safe environment for novices to apply theories, they allow for the development of professional identity by giving students a place to be recognized by themselves and others as a certain kind of future faculty member (Luehmann, 2007).

However, non-participation plays a role in identity development as well. Non-participation occurs when an individual engages in the activity of the community but is excluded from identifying with it (Hodges, 1998). Non-participation is part of the experience of novice members of a community of practice as their peripherality requires that they not have access to all of the practices of the community (Wenger, 1998). This is limiting to the individual's identity

only if it is a more permanent exclusion that prevents movement from peripherality (Wenger, 1998). The long time exclusion from access to full participation is considered marginality (Wenger, 1998).

Access

The tools of a community of practice reflect the dominant culture and their use facilitates the development of an identity within a community (Lave & Wenger, 1991; Bruner, 1996). However, some members of a community, and those who remain as outsiders to the community, will not have full access to its tools. Access to the tools of the community allows one to imagine shared experiences with other members thereby developing connections (Wenger, 1998; Gee, 1999).

Access to a community and its tools is determined by privilege which is then reinforced by the access (Hodges, 1998; Gee, 1999). Such privilege may be determined by adherence to social norms for the specific community (Hodges, 1998). As access allows the individual to receive the goods and use the tools of the community, it reinforces privilege by allowing the individual to see himself or herself in terms of the community's norms and to be seen by others as "normal" (Hodges, 1998; Maclean & White, 2007; Hallman, 1998). An understanding of an individual's identity development necessitates an examination of access to the tools of a community of practice because of the importance of being viewed by self and others in terms of the community norms to the development of identity.

Access can be facilitated or limited by many personal factors – racial, ethnical, religious, or sexual identity, are examples – that may or may not fit the norms for a community (Hodges, 1998). However, factors generated by the community can impact access as well. Task assignments, competition among members, trust, time, and opportunities for agency may

differentiate the access each individual has to the tools of, and therefore and identity within, a community of practice (Collin, Paloniemi, Virtanen & Eltapelto, 2008; Fenwick, 2008).

Summary

Lave and Wenger (1991) state that, "Learning is the process of becoming a different person and constructing a new identity." As one is always learning, the process of identity construction is never ending and one cannot *arrive* at an identity but *move toward* it. An individual develops a trajectory for participation and identity through participation in a community of practice that provides access to the tools of the community, including the target Discourse of the experts. Engagement in Discourse allows the individual to participate in the negotiation of the meanings and values of the community which reify an identity within the community. The situated and social nature of a community of practice provide for engagement, imagination, and alignment to encourage a sense of belonging that further strengthens identity.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

The purpose of this study was to understand how AEE doctoral students studying teacher preparation develop their professional identities as they transition from classroom teachers to faculty members through the negotiation of their membership in multiple communities of practice. The understanding of this experience can aid in structuring doctoral student experiences to facilitate the development of a professional identity that will permit entry as legitimate peripheral participants into faculty communities of practice. It was assumed that doctoral students negotiate conflicts that arise from different degrees of membership in multiple communities and that the negotiation of these conflicts influences professional identity formation (Wenger, 1998). The two questions that guided the research are as follows:

1. How does professional identity develop out of negotiating the boundary complexities resulting from memberships to multiple communities of practice of doctoral students in a teaching and learning agricultural education program?

2. How do social forces facilitate or inhibit the construction professional identities in doctoral students in a teaching and learning agricultural education program?

Justification for Qualitative Methods

Answering the research questions for this study required understanding the experiences of graduate students as they make the transition from classroom teachers to graduate students to faculty members and how those experiences influence their views of themselves as professionals. Qualitative research methods produce data that describe phenomena by communicating a person's experiences (Patton, 2002). Researchers can gain understanding of the experiences of participants and determine the influence of culture in meaning formation through the use of

qualitative research methodology (Corbin & Strauss, 2008). As identity is a complex construct and the context of the community of practice is to be understood, qualitative methods are appropriate (Creswell, 2007). Qualitative methods should be employed when the focus of the research is on the meanings, views, and perspectives of the participants (Cresswell, 2007). Further, qualitative methods allow the researcher to understand complex interactions (Cresswell, 2007).

Reflexivity

As the researcher is the sense-making tool in qualitative inquiry, it is essential to reflexively evaluate my position in relation to the questions I seek to answer (Usher, Bryant, & Johnston, 1997). I must be attentive to my own perspective and its cultural, political, social, and ideological origins (Patton, 2002). The process of writing this reflexivity statement allows me to examine my position within the communities I am studying and the impacts these positions may have on my research (Naples, 2003). In my current line of research, examining how doctoral students studying teacher preparation develop their professional identities as they transition from classroom teachers to faculty members through membership to multiple communities of practice, it is important to examine my position and beliefs in relation to gender, race, socioeconomic status, and personal history.

I am a 31 year old, white female from an upper-middle class family that was engaged in agriculture. These social markers are typical and accepted in an agricultural education context. The participants in my study were all in their 30s, most were white, and all were from families or communities that centered on agriculture. We each entered the program with four to seven years of experience teaching secondary agriculture and had previously earned Master's degrees. We entered the program within a year of each other. I belonged to the community I studied before I

began studying it. Sharing some background factors and membership in the community with my participants allowed me to blend in as a researcher.

However, it creates an additional challenge for me as I try to understand my participants' experiences without imposing my own or assuming they are the same. While this is always the balance that an insider faces in studying her own community, I believe that the access granted to me as an insider was worth the struggle to strike a balance between sharing some similar experiences with the participants without assuming that we are the same or have interpreted these experiences in the same way. I addressed this throughout the study by relying on participants' words and descriptions above my own. As a social constructivist, I believe that everyone constructs his or her own world through the interpretation of experiences. I became acutely aware of this as participants spoke about experiences we shared but that they had interpreted differently. My role in this study developed from and then reinforced the epistemology I discuss in the next section.

My Epistemology

Each person constructs her own reality by the experiences she has and her perceptions of them. To my brother Rich, family vacations were terrible because he had to share. His early perceptions were that his younger siblings had "stolen" his fun from the moment they were born. Every opportunity he had to enjoy himself became another example of how John and I were ruining his lives. We three siblings were ten, nine, and seven when the following scene from a family vacation occurred:

> Dad, "What was your favorite part of today?"
> Rich, "We spent all day looking at the stupid Wright Brothers thing. We never do what I want."
> Dad, "We were there for 45 minutes and that's what John wanted to see. And then we spent an hour in the Apollo mission exhibit, which is what you wanted."

> Rich, "We always do what John wants or what Katie wants and never what I want."
> Dad, "There are three of you. That means that you each get to pick 1/3 of what we do."
> Rich, "That's totally unfair because then I spend more time doing the stuff I don't want to do than the stuff I do want to do."
> Dad, "Why can't you just eat your ice cream and enjoy this?!"
> John, "Dad, today was fun! I liked riding the Metro and we got to pick our own flavors of ice cream instead of one big box. And the Wright brothers because they had fun together. And the Apollo stuff because Richie liked it and told me stuff about it."

Most people perceive each experience to reinforce the realities they have constructed, thereby becoming more entrenched in their beliefs about the world and more resistant to other worldviews. While this makes creating conceptual change difficult, it affords us the opportunity to examine experiences from a multitude of perspectives to gain a multi-dimensional picture of reality. My perspective in this situation, half asleep in a sugar induced stupor, reinforced my beliefs that Rich was always picking a fight and John was way more fun because he liked everything we did. Looking back, I'd like to know more about why Rich thought that way, and how John had become so different in his perspective. This indicates a representative realism epistemology as I believe that we cannot know what the world actually is, just what we perceive it to be. Further, our perceptions can only be understood in context, thus I subscribe to the contextualist epistemology as well.

I believe that insiders can provide the deep understanding of a situation and that one must observe and question participants to gain as much understanding of the "why" and "how" as possible. As a child, my favorite words were, "why?" and, "how?" My parents must have been tired from trying to answer me. I am still much more interested in the "why" and "how" than the what.

A researcher can never fully understand the reality another person has constructed, but that researcher can witness the experiences and hear them represented by participants to determine how the person perceives the experience and how it fits the schema developed for reality. In this way, no interpretation can be pure and free from researcher bias. The researcher's perspectives and experiences will create a lens through which she will see and hear what others do. A person's reality is valid as it is perceived through personal experience. It is best understood by those who have had similar experiences and can understand how that reality is perceived. My beliefs about how we know what we know and how we gain new knowledge lead me to a methodology based on observing people in their environment and asking questions about their perceptions and beliefs.

The Research Design

Answering the research questions for this study required understanding the experiences of graduate students as they make the transition from classroom teachers to graduate students to faculty members and how those experiences influence their views of themselves as professionals. Qualitative research methods produce data that describe phenomena by communicating a person's experiences (Patton, 2002). Researchers can gain understanding of the experiences of participants and determine the influence of culture in meaning formation through the use of qualitative research methodology (Corbin & Strauss, 2008). As identity is a complex construct and the context of the community of practice is to be understood, qualitative methods are appropriate (Creswell, 2007). Qualitative methods should be employed when the focus of the research is on the meanings, views, and perspectives of the participants (Cresswell, 2007). Further, qualitative methods allow the researcher to understand complex interactions (Cresswell, 2007).

Sampling and Selection Criteria

The researcher desired individuals and communities to serve as participants who were information rich and illuminative, not who would yield empirical generalization. Therefore, purposeful sampling was employed to select participants who represent "manifestations of the phenomenon," of identity development in communities of practice (Patton, 2002, p. 40).

For this study, "communities of practice," refers to groups of learners working together in a variety of settings. The following criteria, from the literature, define a community of practice:

1. A set of relationships among people, activities, and the world through time and with overlapping communities (Lave & Wenger, 1991).

2. A shared understanding of purpose and meanings (Lave & Wenger, 1991).

3. Learning occurs from relationships with peers (Lave & Wenger, 1991).

4. Relationships evolve through engagement in activities related to the community (Lave & Wenger, 1991).

5. Learning occurs through participation in a culture of practice (Lave & Wenger, 1991).

6. Participation occurs at different levels with a variety of contributions and viewpoints (Lave & Wenger, 1991).

7. Mutual engagement in shared learning through the pursuit of an enterprise (Wenger, 1998).

8. Consist of practices, routines, rituals, artifacts, symbols, conventions, stories, and histories (Wenger, 1998).

The term "professional identity," refers to the beliefs an individual has about his or her role in a given career. Professional identity is influenced by others and impacts retention in the

career. For this study, the following criteria are considered to contribute to a professional
identity:

1. The shared set of attributes and values that differentiate one group from another
   (Sachs, 2001).

2. Definition by self and others, the familiar and unfamiliar, where one has been and is
   going, how each component is incorporated into one identity, and local and global
   belonging (Sachs, 2001).

3. The way one becomes a full participant in a community and is one dimension of
   social identity (Hung, 2008; Luehmann, 2007).

4. Happens through a dynamic socio-cultural context (Vuorikoski, 2001; Luehmann,
   2007; Hung, 2008).

5. Shaped through professional Discourses (Luehmann, 2007; Hallman, 2008; Maclean
   & White, 2007)). These conversations about teaching practice and teacher identity
   with fellow educators allow students to evaluate themselves in professional terms
   (Hallman, 2008; Maclean & White, 2007).

6. Requires the combination of social construction and individual sense-making (Geijsel
   & Meijers, 2005).

Selecting the Sample

Purposeful sampling allows in-depth understanding of a phenomenon (Patton, 2002). The
intentional selection of information-rich cases allows the researcher to reap in-depth
understandings. The sample for this study was selected using theory-based sampling which
requires that participants be representative of the phenomenon of interest, in this case, doctoral
students in Agricultural Education who are members of communities of practice (Patton, 2002).

Theory-based sampling allows the exploration of the range of conditions for the phenomenon and allows the use of constant comparative analysis (Strauss & Corbin, 1998).

Doctoral students were eligible to participate in this study if they met the following criteria: 1) Previous teaching experience in middle or high school agricultural education 2) Full-time graduate student status pursuing a doctoral degree 3) Enrollment in an Agricultural Education program with a focus on teacher preparation 4) Membership in a community of practice consisting of at least three doctoral students in the same degree program.

The population for this study was comprised of doctoral students in one Agricultural Education program in a Land Grant University. The participants in the study were enrolled in the Teaching and Learning concentration of the department. The students in this concentration typically intend to enter careers as teacher preparation faculty. They entered the program in the fall semesters of 2008 and 2009 and worked for the department in assistantships. As they had assistantships in the department, all of the participants had desks in the building that housed most of the faculty and graduate students from the department. Although the Agricultural Education program was in a department in the university's College of Agriculture, students enrolled in courses offered by the School of Education, the College of Business, and the School of Public and International Affairs as well as those offered by their department.

All of the doctoral students who met the criteria listed above in the program studied were recruited for participation. The goal was to recruit six second and third year doctoral students (100%) from one program so the study could develop a deep understanding of each individual's experience and the community experience in that program. The graduate coordinator served as a formal gatekeeper who provided access to the graduate students in the programs (Seidman, 2006). Once the graduate coordinator confirmed that the students met the selection criteria and

provided contact information, the researcher recruited participants through personal contact. When doctoral students agreed to participate in the study, the researcher asked them to sign the consent form (Appendix A). Five of the six students participated in the study. The population included doctoral students from a range of years of experience so that some of the participants were early in their doctoral career and others were about to enter the profession. Participants were assigned gender neutral pseudonyms to protect their identities. All references to the participants and their advisors in this study use the masculine forms of pronouns to further protect the identities of the participants.

Data Collection

Data collection was guided by the research questions which were developed through *a priori* propositions (Appendix B). The case study method allows a researcher to gain an in-depth understanding of a real-life phenomenon while considering context (Yin, 2009). This study involves a single process – professional identity formation. The unit of analysis for this study was the teaching and learning doctoral students' cohort of second and third year students within the community of practice of their department. The researcher employed an embedded case study design (Yin, 2009). Each individual served as an embedded unit in the study of professional identity formation consistent with Lave's (1988) suggestion that, "the whole person in action," (p. 17), is the appropriate unit of analysis for studies seeking to understand situated learning.

Interviews

Interviews allow the researcher to see another person's perspective and to gather his or her stories (Patton, 2002). Interviews are essential data sources in case study research (Yin, 2009). However, the interview is to be treated as a guided conversation rather than with strict adherence to pre-set questions (Yin, 2009). The guide ensures that each interview follows the

same basic lines of inquiry with each participant while allowing the interviewer to build a conversation and respond to individual participants (Patton, 2002). The ability to follow the same line of inquiry with each participant makes the research more systematic and comprehensive (Patton, 2002). This study utilized in-depth one-on-one interviews to elicit facts and opinions about the participants' experiences. Each participant was treated as an informant about the nature of his or her experience in the community of practice and its influence on professional identity (Yin, 2009).

Interviews were conducted at the university. They were recorded digitally for accuracy and the interviewer kept notes on observations during the interview process (Cresswell, 2007). All interviews were semi-structured. The researcher developed the interview guide for the first round of interviews from the literature and tied each question to the literature (Appendix C). Further interview questions were developed through observations of the individuals in their daily activities. The first interview served to set the context and to understand the participants' experiences (Seidman, 2006). The second interview concentrated on details. As the use of an interview guide can restrict the flexibility an interviewer has to pursue a participant's responses, the researcher conducted a third interview as needed for clarification and was framed by the diagrams each participant created (Patton, 2002; Seidman, 2006). Another member of the research committee interviewed the researcher in order to describe her experience and to expose the biases that may occur through her position as an insider in the community studied.

Interview questions were reviewed with the research committee to ensure that they were worded clearly and remained relevant to the research questions (Patton, 2002). This was done before the pilot study so that only open-ended, neutral questions were used (Patton, 2002). The

researcher and committee chair analyzed the pilot study results to compare participants'
responses to the propositions that framed question development.

All interviews were recorded using a digital audio recorder to collect the interview fully
and fairly (Patton, 2002). The researcher took notes during the interview as well to formulate
new questions, aid further analysis, and to serve as a back-up for the recording (Patton, 2002).
Immediately following each interview, the researcher reviewed and recorded observations and
reflected on the interview experience to clarify the data and evaluate it (Patton, 2002). The
researcher transcribed each interview at its completion and conducted analysis following each
interview (Patton, 2002). Participants received transcripts of each interview to conduct member
checks. To further protect the participants, each was provided with a list of quotes from his data
that the researcher intended to present in the dissertation and offered the chance to modify the
wording to protect his identity. This limited the amount of data that the researcher could present
in the findings of this study as participants asked that some of their data be withheld.

Artifacts. Yin (2009) states that physical artifacts allow researchers to develop broader
perspectives than can be observed or determined through interviews. The researcher used
wordle.com to create word clouds from each participant's first interview. The word clouds
consisted of the most commonly used words from each interview with words having larger font
and darker colors the more frequently they were used by the participant. Participants were asked
to react verbally to their word clouds in the second interview.

Participants created visual representations of their roles in different communities of
practice and how those roles and communities related to each other and contributed to or
hindered their development as future professors. Each participant submitted his representation

prior to the third interview. The researcher developed questions from the representations and asked each participant to explain the diagrams in the third interview.

Documents allow the researcher access to a broader span of time than is covered in the study by revealing community artifacts created before the research began (Yin, 2009). Yin (2009) asserts that the most important function of documents is to corroborate evidence from other data sources. The department graduate student handbook and the graduate school's expectations for a graduate community served as the first document in the study. Some interview questions were developed through analysis of the handbook and graduate school expectations. Further document collection was guided by observation and interviews (Appendix D). Permission was received from the authors of each document collected (Cresswell, 2007). These documents were used to develop questions for the second and third interviews.

Participant-Observation. As a doctoral student in an Agricultural Education program focused on Teaching and Learning at a Land Grant University, the researcher was able to conduct research as a participant-observer for the embedded case of the specific community to which she belongs. This technique is common in the study of cultural or social groups and provides the benefits of access and an emic perspective (Yin, 2009). Insider status allows the observer to feel what it means to be part of the culture and act as a member (Patton, 2002). This is essential to quality research as only those on the inside can make meaningful distinctions within the culture (Patton, 2002). Further, considerable involvement in the personal lives of the participants is a hallmark of participant observation and a community insider has greater access to the lives of participants than a stranger would have (Lofland, Snow, Anderson & Lofland, 2006). Observations allow the researcher to gain an understanding that is not possible through interviews alone as observations allow the researcher to experience the phenomenon for him- or

herself and to see the things that a participant does not or cannot articulate (Corbin & Strauss, 2008; Patton, 2002).Yin (2009) cautions that there is a greater potential for bias when an insider perspective is utilized. This bias is addressed later in this chapter.

The researcher was immersed in the common activities of the doctoral student community of practice (Cresswell, 2007). As a complete insider, the researcher had access to observe the office spaces used by doctoral students for their assistantships, departmental courses in which the participants were involved, department meetings, advising sessions, FFA activities, interactions with pre-service teachers, and social events. Observations were used to develop further questions for interviews two and three for each participant. As discussed in the researcher's reflexivity statement, the researcher addressed her position as a member of the group being studied by valuing the words of the participants and developed the second and third interview to gain understandings of the participants' interpretations of the documents collected and settings observed rather than imposing her own and assuming them to be representative of the group.

Data Analysis Procedures

The researcher employed constant comparative analysis to develop codes and analyze the data collected in this study (Appendix E). Analysis began after the first interview in order to build the foundation for all data collection and analysis (Corbin & Strauss, 2008). The first step of analysis was to organize the database so that all forms of data were accessible throughout the analysis (Cresswell, 2007; Yin, 2009). Next, the researcher began a coding scheme (Cresswell, 2007). The list of codes was refined as analysis continued and the codes were consistently tied back to the theories and propositions from the literature so that analysis remained faithful to the research questions (Corbin & Strauss, 2008; Yin, 2009). The themes and patterns that emerged

through the process of coding continued led to generalizations which were compared to the literature on professional identity and communities of practice (Cresswell, 2007). All data sources were imported into Atlas.ti and analyzed for codes and themes. This allowed all data sources to be linked to each other and examined as a whole for cross-checking and cross-referencing. The chain of evidence in Figure 1 illustrates the relationships among the propositions, research questions, protocol, data base, primary themes, and overall theme of this study.

Coding schemes allow the researcher to capture the essence of the data and organize it into patterns (Saldana, 2009). Researchers code in two cycles to refine and reclassify the data (Saldana, 2009). The first round of data analysis utilized In Vivo coding to respect participants' voices and develop categories from their words (Saldana, 2009). The researcher repeated the first cycle coding to refine the codes (Saldana, 2009). The second cycle of coding leads to the development of theory through the creation of categories and the deeper of analysis of the data (Saldana, 2009). The researcher used Theoretical Coding during the second round to develop central categories and link all other codes to it (Saldana, 2009). The combination of coding and continuous memo writing enhanced the accountability of the findings (Saldana, 2009).

Overall Theme

Doctoral students must lose some legitimacy in their previous communities of practice to gain legitimacy with the faculty community of practice and access the faculty Discourse. Doctoral students' ability to define themselves as "good" and to have legitimacy reinforce each other and increase access which facilitates their professional identity development in relation to the faculty community of practice.

Question 1

Question 2

Doctoral Students Negotiated Conflicts between Middle and High School Teachers Community of Practice and their Academic Community of Practice.

Doctoral Students Negotiated Conflicts within the Graduate Student Community of Practice.

Doctoral Students Negotiated Conflicts between the Graduate Student Community of Practice and their Academic Community of Practice.

Doctoral Students Negotiated Conflicts between the National Agricultural Education Community of Practice and their Academic Community of Practice.

A participant's affiliation with agricultural education – or lack thereof – can facilitate or hinder the development of a professional identity in relation to the Agricultural education Community of practice.

The relationships doctoral students have with faculty can facilitate or hinder the development of a professional identity in relation to the Agricultural education Community of practice.

Being seen as able can facilitate or hinder the development of a professional identity in relation to the Agricultural education Community of practice.

Primary Themes

Case Study Database
- Transcripts from round 1, 2, and 3 interviews
- Observation notes
- Documents collected
- Research notes and memos

Case Study Propositions & Links to Literature (Appendix A)

Case Study Protocol
- Round 1 interviews (Appendix B)
- Round 2 interviews
- Round 3 interviews
- Document collection
- Observations

Research Questions
1) How do professional identities develop out of negotiating the boundary complexities resulting from memberships to multiple communities of practice of doctoral students in an Teaching & Learning Agricultural Education program?
2) How do social forces facilitate or inhibit the construction of a professional identity in doctoral students in a Teaching and Learning Agricultural Education program?
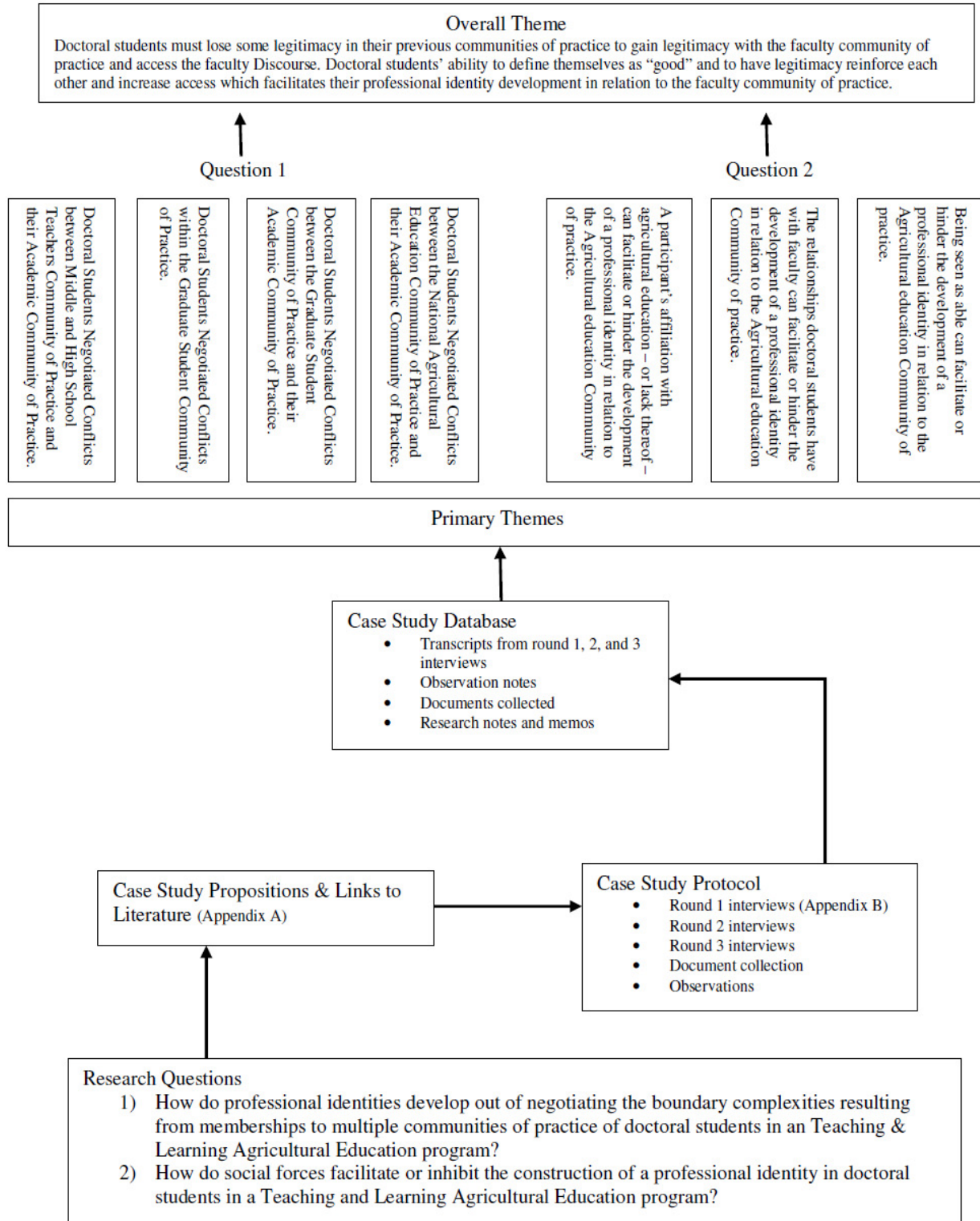
Figure 1. Chain of Evidence.

Validity and Reliability

All data related to field work was stored in a formal database that would allow review of the evidence. The purpose of this database is to increase the reliability of the case study (Yin, 2009). All field notes, transcripts, and document and artifact analysis were compiled into a database that was stored electronically.

Reliability was further ensured by maintaining a clear chain of evidence. This is done to establish that the evidence presented in the case study report is accurate to what was collected during the research (Yin, 2009). Care was taken to store all evidence as well as collection methods in the case study data base, cite specific data sources, adhere to protocol, and link all protocol to the research questions (Yin, 2009).

Pilot Case Study

The pilot case study refined data collection procedures and developed relevant lines of questions (Cresswell, 2007; Yin, 2009). As a pilot case can be selected based on access and the potential for a prolonged relationship with the site, the pilot case study involved the Educational Psychology doctoral degree program at the same Land Grant University in the northeastern United States (Yin, 2009).The student selected for participation resembled the students in the intended population as she had teaching experience prior to acceptance into the program, she works with pre-service teachers, and she intends to work with pre-service teachers as a faculty member. Although the doctoral student in this program did not meet all of the criteria outlined for participant selection, she was working with faculty and graduate students in a community of practice based around careers in teacher education. The researcher had a previous relationship with the student and her faculty advisor which provided ease of access. Yin (2009) stresses that ease of access can be the main criteria in pilot case selection.

The doctoral student in the pilot program was interviewed about her professional identity development and experiences in the community of practice. Then, she diagrammed her perceptions of her positions in a variety of communities and how those positions related to each other. The second interview sought clarification of and expansion on the ideas discussed in the first interview. A third interview elicited elaboration of and responses to ideas presented in her diagrams and covered unfinished concepts from the first two interviews. Throughout the interview process, the participant provided feedback about the questions. After each interview, the participant and the researcher discussed the interview protocols and made changes as necessary.

Researcher Bias and Limitations of the Study

As the primary research tool is the researcher, care was taken to address the biases that exist (Lofland, et. al., 2006,). While the researcher's role as a graduate student in an Agricultural Education program provides the advantage of a position as a participant observer, she had to be aware of the tendency to view others' experiences through the lens of her own. The researcher was cautious to not ask questions that assume experiences similar to her own. Further, the researcher listened to what the participants were saying about their experiences and did not make inference based on how she would react to them. This bias was controlled further through systematic data collection and cross-checking and cross-validation of data sources (Patton, 2002).

The limitations of this study include a lack of generalizability due to the small sample size and depth of the study rather than breadth across sites and contexts. The study involved five full-time doctoral students in one program with a specific program structure. This may inhibit the ability to generalize the results to other graduate communities.

Summary

This chapter has explained and justified the data collection methods used in this study. It describes the researcher's epistemology and how it led to a qualitative study. The chapter describes the procedures for data collection through interviews, document and artifact collection, and participant observation to address the research questions. It outlines the criteria for participant selection and the procedures for ensuring reliability and validity. Constant comparative analysis was explained as the data analysis procedure. Finally, the chapter addresses the limitations of the study and the researcher's biases.

CHAPTER 4

FINDINGS

As stated in Chapter 1, this study sought to describe doctoral students' professional identity formation through membership to multiple communities of practice and the social forces that facilitate or inhibit the construction of a professional identity relative to teaching and learning in agricultural education. This chapter is organized by the two research questions and reports the findings from three interviews with each of five participants from the Teaching and Learning concentration of a doctoral degree in Agricultural and Extension Education at a Land Grant University in the United States.

Professional Identity Development through Boundary Negotiation and Multi-membership

Participants in the study belonged to or had interactions with multiple communities, including: middle and high school teachers, faculty, agricultural professionals at the national level, members of the academic department, and graduate students. Membership to multiple communities of practice – multi-membership – can lead to conflicts which must be negotiated in order for the participant to maintain his membership and increase his participation. The doctoral students found this to be complex, as explained by Peyton, "And I felt like, I almost get the feeling that you can't interact with other communities besides the school, successfully." However, graduate students negotiate conflicts resulting from their membership to the communities of practice of middle and high school teachers, graduate students, their academic department, and National Agricultural Education.

Theme 1: Doctoral Students Negotiated Conflicts between Middle and High School Teachers Community of Practice and their Academic Community of Practice

Peyton explained the conflict between his current position and school programs, "There's a huge disconnect and we fail to recognize that if we don't work with the schools, we're not going to have students. And if we don't have students, we cease to exist." Sidney and Peyton interacted with agriculture teachers in the state through their assistantship duties. They related conflicts that arose from teachers' perceptions of them and from the competing interests of the teachers and the department. Peyton described what he perceived to be the nature of the conflict:

> And most of the reason that I've had negative experiences with the teachers is that they thought I didn't teach myself. Once that was clarified, that maybe I've taught as long as they have, they've had a different frame of reference in dealing with me.

Sidney had a similar conflict with the teachers in the state, "We had a teacher turn around and say to [us], 'if you guys had ever taught, you would know that you can't do that with high school students.' And we're like, 'yeah, we taught for years.'" Both participants expressed feeling that this conflict would have been avoided if someone had introduced them to the community as former agriculture teachers.

Peyton's other conflict with teachers stemmed from the teachers' beliefs that the university was, "Trying to dictate to them." He negotiated this conflict by working with the teachers on a resource they could use in their classroom and helping them, "realize that everything we had done was to make it as teacher friendly as possible, because all of us were teachers." Peyton's ability to work with the teachers established him as a member of their community rather than an outsider who was trying to change their practice.

Further, he addressed the conflict that arises between what teachers perceive their needs to be and what the university values. Peyton expressed preference for submitting to practitioner journals over the, "elite journals," he feels the university faculty suggest:

> I have a feeling education hasn't caught up to the fact that most people look at
> what they find to be relevant, they could care less what the source is. They're
> going to look for what they consider the truth. When you can go to google or
> yahoo or any other search engine and you can type something in, you're going to
> go with what you pull up, as long as it's well-done research. You could care if it's
> in what journal or not.

Peyton's decision that the practitioner journals were better than the peer reviewed research journals indicates that he is not adopting the tools of the faculty community but clinging to the tools of his former community – that of the teachers. Peyton continues to see himself as affiliated with the community of teachers as explained by his future career path:

> Right now I would prefer to find a job training future teachers. Don't know if
> that's going to be available. There are a lot of questions in the air. To be honest
> with you, I'm perfectly happy going back into the high school classroom if it's the
> right situation.

Peyton and Cameron were the only participants who talked about the possibility of teaching high school at the completion of their degree.

Jessie and Casey did not have extensive interactions with the teachers during their graduate experience. Casey explained:

My interactions with them have been pretty minimal as well. I see them at the fall

leadership conferences… But other than that, it's pretty small. And seeing them at

student teacher visits.

When asked about the teachers he used to work with in his home state, Casey explained,

"I've lost contact with a bunch of them…even some of the close friends I had as ag

teachers that might have even graduates the same year, it's tough because they're busy

and I'm busy." Jessie related his experience, saying, "I have had minimal interactions

with the teachers. The ones I've had have been very good." When asked about future

career plans, Jessie and Casey each spoke of becoming a faculty member in teacher

education. Neither mentioned returning to teaching high school.

Theme 2: Doctoral Students Negotiated Conflicts within the Graduate Student Community
of Practice

Participants described conflicts within the community of graduate students. Jessie spoke

of a conflict with another graduate student, "Because I couldn't even fix the conflict with this

person because they weren't interested in having a conversation with me," but stated, "most of

the interactions we have are very collegial…very professional in nature, and friendly." Peyton

had a similar experience of conflict within the community that he could not resolve, "I had so

many people giving me the cold shoulder out of something that supposedly I'd done. I couldn't

figure it out." Sidney explained detaching socially from the community of graduate students

within the department saying, "It was more of the, 'I can't deal with your drama anymore so I'm

not going.' And I just found other friends. I found other people that I enjoyed hanging out with

more."

Sidney described conflicts stemming from being assigned to roles by other graduate students:

It's really uncomfortable to be put in that negotiator position. Or someone, and this is part of the reason I pulled away socially, was that people would come to me and say, 'I know you're friends with so and so, can you…' And I had to say, 'No. I'm friends with both of you and I am not getting involved with this, not high school. I feel like I get put in that negotiator role a lot.

Sidney continued, explaining another role he's been assigned by graduate students:

The last couple of weeks, I have felt like the advice person because we have a whole new group coming in and they've been asking a lot of questions…Or second year grad students who are getting ready to start the prelim process or writing proposals and all that… They've been asking a lot of questions and because I don't have my earphones in, I tend to be the one who gets asked. It's fine, but it's also part of the reason I go home to get work done.

Sidney and Jessie each talked about going to faculty to solve their conflicts. Jessie, "ended up going to [a faculty member] to resolve those issues," while Sidney, "knew [her advisor] took care of that."

Peyton spoke about the conflicts he encountered as a first year graduate student as he tried to work with more experienced graduate students on projects saying, "It's kind of hard to develop that stronger relationship with that person when you're coming in your first year. You don't have the theoretical background or the research background that they've already developed." When Peyton entered the program, students who began the year before him were already managing research projects and had taken multiple educational theory courses.

Sidney spoke of a conflict with other graduate students in the department stemming from attempts to develop a graduate student organization that led to his involvement with graduate groups outside of the department:

I felt like the little red hen a bit, like everyone wanted the cake and no one wanted

to help. And people got kind of nasty about what we had planned and 'who put us

in charge?' So we just washed our hands and walked away at that point. It was

like, I'm not going to force people to do something they don't want to do…At that

point I was frustrated and walked away. So I got involved in the graduate

assembly and that was my outlet.

Sidney addressed the conflict he had with the graduate students in the department by finding other graduate students who shared his interests.

Theme 3: Doctoral Students Negotiated Conflicts between the Graduate Student Community of Practice and the Faculty Community of Practice

Participants described conflicts between the graduate student community and the faculty community and their roles in those conflicts. Graduate students' conflicts with faculty come from different perceptions of what is right, access to the faculty community, differences in expectations, and participation in department social activities. Participants found ways to resolve their conflicts in line with their values.

What faculty do. Peyton expressed frustration with what he perceived as the priority faculty give to research over teaching and working with students:

Faculty are required to do research, teach classes, advise students, do extension

work, and bring money in. That's the part that leaves me the most jaded. It seems

like they are constantly begging for money. One thing that I see is that they're

constantly pursuing the cash and once they get some of it, they never do with it

the proper things. They're just in pursuit of more cash. And it seems like a lot of

things get left undone.

Peyton sees faculty members' push for grant funding as coming from the process of seeking

tenure, and thus out of faculty members' control:

I was talking to one of our professors in our department and I was asking him why

we don't do more with schools. His response to me was that that's not what the

university's looking for tenure. Unfortunately, that's true.

Fortunately, Peyton was able to resolve his conflict between what he thinks faculty should do –

focusing on teacher preparation – and what the faculty are doing:

I see ways of working around it. I don't know why your research can't be with the same

schools. If we don't do something to build that relationship nation-wide, agricultural

education programs are going to cease to exist. Part of the reason I made this jump is that

you've got to have professors training teachers. If not, you're not going to have teachers.

Casey described what he hopes to do as faculty as:

Heavier on the teaching end. I want to do research, and I know outreach is

important, but I don't feel like it absolutely needs to be built in to my

workload…I think it will still happen, even though it's not part of my job.

Jessie appreciates seeing what faculty do and talking to them about what they would like

to do:

They've modeled, as a young department, what it's like to be young faculty in a

program with family and all these other expectations about publishing and how to

do that. And good, bad, or indifferent. As we all look at being young faculty

somewhere…it's been a good lesson.

Access. Graduate students spoke of their levels of access to the faculty community and

the community of agricultural education on a national level. The conflict over access results from

the graduate students' feeling that faculty had control over their access. Cameron talked about a

recent national conference and how students were funded to attend:

> I'm out of pocket over $1,000, by myself. And I'm a graduate student. With one
>
> exception, every other graduate student had something paid for. Peyton was the
>
> same way. So that's an example of our access was blocked, or could have been
>
> blocked, but we didn't allow it to be. Both of us said, 'No, we're going. We're
>
> going to pay for it, but that will be fine at the end of the day.'

The other graduate students to whom Cameron referred were presenting in a multiple day

program funded by an outside source while Cameron was eligible for only the $200 the

department grants to students who are presenting a poster at a national conference (Graduate

Student Handbook, 2008).

Peyton related an experience in which some students were invited to a dinner that the

department paid for and others were not:

> It shocked me when I saw a couple of our fellow grad students there. I knew that
>
> everybody wasn't invited. Why were they? Wouldn't it be beneficial to all of us?
>
> The department's picking up the dime for this. Why is the department buying
>
> their dinners? As opposed to, why not other people's?

Other graduate students mentioned being invited to this dinner but could not attend because of

other commitments.

When asked about resolving conflicts with faculty and gaining access to the faculty community, Peyton responded, "You don't really feel like you can go to your advisor, who should be the person you feel like you can go to." Other students in the study shared an advisor with Peyton and felt comfortable calling or texting their advisor whenever they needed help. One explained feeling comfortable accessing his advisor whenever he needed saying, "I probably shouldn't send this text right now, well, if he's busy, he won't read it right now."

Expectations. Participants discussed that the faculty had expectations for them that were in conflict with what the graduate students wanted. Cameron felt that entering the program after another group of students changed the expectations faculty have for him:

> It seemed like, at least last year, there was a bit of pressure to have that same
>
> experience, to take that same sequence of courses that you did. I didn't give in to
>
> that pressure because that's not how they had me set up. I set up my own courses
>
> but it was discussed and comments were made along the lines of, 'Wow, it's
>
> really unfortunate that you didn't have that experience because it was really
>
> valuable.'

Sidney felt that faculty had expectations for him that were in conflict with his expectations for his own graduate experience but he addresses this conflict by altering his own expectations:

> I always feel like we're being asked to put the student role last. Like, 'we need
>
> you to miss class to do X.' So it's viewed that going to class is less important than
>
> whatever the department needs. And I'm sure it's not a conscious thought in
>
> people's minds, but the nerd in me freaks out whenever I'm asked to miss class.
>
> So that's been a bit of a conflict. But also, now I know that sometimes going to
>
> class isn't all that valuable.

Peyton expressed frustration with faculty who have unclear expectations or who do not communicate their expectations clearly, "I wish they would be more forthcoming and say, 'no this is what I want you to have in your dissertation.' As opposed to trying to figure out what they're thinking. I get so irritated." However, Sidney saw this level of ambiguity to be closer to the authentic practice of faculty members as he felt, "we have more of a real world experience of designing projects and figuring out how they work, which hopefully prepares us better for that later." Sidney described a conflict resulting from having expectations from many different faculty members:

> It was too much to be trying to save the project and trying to do in one year what
> should have been done over the course of the previous seven years so that we
> could keep the funding. And be teaching a class and feel like I was giving my
> students what I felt they deserved as far as prep and time on grading and that got
> to be pretty tough.

However, this mimics the faculty practice of having multiple obligations to balance with demands for teaching, research, and outreach as witnessed through observing the community of practice.

Social events. Several graduate students expressed that department social events were awkward and that they felt uncomfortable attending them. Casey explained:

> Sometimes I feel like they're a little awkward. That it's people, not that they're
> forced to be there, but I feel like sometimes we attended things out of obligation
> versus want. I would say that I'm guilty of that as well. Like you're sitting there
> going, 'Do I really want to go or do I feel like I should go?'… I think about the
> last one we had last Christmas where the graduate students had a meeting prior

that wasn't real positive and then we're expected to go be social which I found

pretty ironic. I went completely out of obligation versus wanting to be there.

Cameron echoed this sentiment and explained why he finds department social events to be

awkward:

I had a very uncomfortable situation at one of those. A faculty member gave me

some advice at one of those. I don't want advice in a social setting where it's

supposed to be fun and I didn't want it. I didn't ask for it. It was uninvited

professional advice that came in a very hostile manner. I was extremely

uncomfortable receiving in that regard.

Casey explained feeling uncomfortable in social events because of interactions with faculty as

well:

I think I'm probably a little more guarded in my interactions with faculty. I think

a lot more carefully about what I'm saying and how it might be perceived…. I'm

very conscientious about my interactions with faculty and the things that I say.

They are a true representation of me, whereas – in the beginning – I was a bit

freer with my thoughts and comments.

Each of the graduate students referred to departmental social events as awkward, but

attended them.

While the graduate students find social interactions with faculty to be awkward and are

conflicted about participating in them, they acknowledge the importance of department social

events. Cameron said, "There are other ways I'd rather spend my time, but I see those attempts

as being important towards building a sense of community." Peyton expressed that the solution

to the conflict between graduate students and faculty was more social events:

We really don't do enough of that as a department. And I think that contributes to

a lot of problems that we have with feeling there's a lack of trust or a lack of

communication around here. Even when we have our end of the year event, which

you would think a Christmas party would attract almost everybody, I'm shocked

to see some of the folks who you would expect to be there, but they're not.

Sidney discussed planning and attending department social events even though he finds them

awkward:

But I knew even in planning it that everybody was going to come because it's the

polite thing to do, but there were people that really didn't like him. So that feels

awkward to me. The whole thing feels off… I always find those things awkward

because I'm watching other people be awkward. I think it's a great idea, but I just

think sometimes… And maybe they don't feel awkward at all but I'll be sitting

there, like, "this morning you were hollering about something he said to you and

now you're here being friendly."

In this case, Sidney referred to an event held for graduate students to thank a faculty

member who was leaving even though many of them were angry with him at the time.

Theme 4: Doctoral Students Negotiated Conflicts between the National Agricultural

Education Community of Practice and their Academic Community of Practice

Sidney described feeling in conflict with the priorities of the national agricultural

education community, particularly related to FFA:

I could see it benefitting my kids and it gave me the opportunity to work with kids

who were really excited about what we were doing, but it wasn't the biggest part

of my job and it was never going to be. So now, working with pre-service

teachers and they're talking about planning this FFA activity and that FFA

activity, I always want to be like, 'Whoa! Classroom! Get back in the classroom.'

When asked how he sees this impacting his future career, Sidney responded:

I can see it putting me at conflict with the way things are done in other states. It

hasn't been an issue here because our philosophy seems to be that they have to be

effective in the classroom above and beyond everything else. But there are places

where if you're not bringing home blue ribbons and CDE wins, you're not doing

your job. So I can see that there are places that I don't want to be.

Casey's conflict with the national agricultural education community stems from his feeling that

he is not able to participate as much as he would like to, "It's fun work that I enjoy doing and I

get paid for…I try to do as much as I can with [the state's] FFA, I just don't have time." The

variety of levels of participation that the participants had in the national agricultural education

community practices is similar to the variety among the faculty in the department with some

affiliating strongly with FFA events and others not engaging in them at all. The researcher

attended meetings for planning FFA events and the events themselves and observed that faculty

participation in these events varied greatly from no involvement to running the events at a state

and national level.

Negotiating the Conflicts

Participants discussed how their negotiations of the conflicts that arise from multi-

membership related to the way they perceived themselves. Peyton's resolution to the community

conflicts resulted in a statement defining himself by his priorities, "I have to realize that my first

job is dad. This grad school stuff is second. And we realize it's not a sacrifice to spend time with

your child." He elaborated, saying, "I'm still around, I still get things ok. But I'm not super-

eager-beaver taking tons and tons of classes. You just can't do it, not to be successful." Jessie's resolution to the conflicts he perceives is, "first and foremost, our goal is to complete a Ph.D. and with that comes those other tasks like teaching, like outreach, like all of the things that go with it."

Sidney defined himself through how he resolved being given many different roles in the department:

Most of my decision-making there was based on where my funding was coming from. That had to be the first priority, because it someone's signing your checks, they're owed the greatest amount, I think. And then my students, I still feel that there has to be a really good reason to cancel class. And if it was something that somebody else could do, then it wasn't a good excuse.

Cameron explained how he saw his future career based on the conflicts he had and that he saw faculty experiencing:

When I chat with faculty members, not just in our department, but in others, they say that this is what it's like to be faculty. It's funny because my response is, then I have no desire to be faculty. If this is what it's like, I'm this unhappy, then this is not what my life is going to look like in the future.

Casey defines his current identity with, "I think my role at this point is to do what I'm told." He explains resolving conflicts with:

I understand why I'm here. My purpose is school. So I don't have a problem saying no to social things, knowing that school comes first…So school's first and assistantship is in there as well. But I try as hard as possible to do my assistantship and leave it in the office so I can spend most of my time working on

school, whether it's research or my dissertation outside of that. But then blend in

some social time as well.

Each graduate student prioritized differently to create balance among the conflicting

communities.

Social Forces Facilitating or Inhibiting the Development of Professional Identities

Participants' descriptions of their experiences as graduate students and future professionals

revealed four themes, each of which can either facilitate or hinder access to the larger

agricultural education community of practice and therefore access to the possible identities of the

community. The following section provides the supporting evidence for the inclusion of roles

played, agricultural education affiliation, relationships with faculty, and being seen as able as

social forces which facilitate or hinder access to the possible identities within the agricultural

education community of practice (Agricultural education Community of practice).

Theme 1: The Roles One Has Played Can Facilitate or Hinder Access to Possible Identities

within the Agricultural Education Community of Practice.

Assistantship and previous career. The doctoral students spoke of roles they had played

in their previous careers and in current assistantship duties and the influence these roles had on

the future careers. Sidney said:

My assistantship gave me the opportunity to do professional development for

teachers and I love doing that. My research for the department runs kind of on a

parallel track to that because I'm looking at how teachers are prepared and

working with teachers in the field. I would love to do that in my career! All of that

smooshed together to be my future!

This is a role that Sidney first engaged in as a teacher with his state agriculture teachers' association and stated, "so it makes sense that I'm doing that here and want to continue doing that." Further, when asked when he feels like it is possible to be a faculty member, Sidney responded, "I think it's when you're handed responsibility… I guess when you are taking on roles that you see faculty doing." Casey's role as a teacher-mentor before graduate school:

> Really allowed me to recognize that our teachers need support and help. And
>
> having that opportunity to really experience that process affirmed the decision
>
> that I wanted to spend my career helping teachers and those that wanted to
>
> become teachers. And it wasn't until some of those types of experiences that I
>
> really considered working with teachers.

Jessie's assistantship duties are linked to what he sees as a future career as well:

> It's not to say I don't find the other areas of teaching and learning very
>
> fascinating, I see the value in most all of it. But I was hired for one job and that's
>
> been my focus all three years we've been here and I really like it… And I'd like
>
> to find a job where I get to do similar things.

Peyton speaks of his assigned roles as limiting access to some parts of the community:

> The only interactions I had [with pre-service teachers] were during the spring
>
> semester when they are student teaching. I was able to go with my advisor and
>
> observe two student teaching interns during the student teaching process. Also,
>
> the fall, they were doing their practice teaching for the FFA leadership
>
> conference. I observed and I don't know if you call it critique or made
>
> recommendations…but that's the only interaction I've had.

Cameron, who has had similarly limited access to working with the pre-service teachers believes this will hurt his chances to do teacher preparation in the future. He discussed a fellow grad student who has worked with the pre-service teachers extensively, "Put him up against the rest of us in an interview, what experiences can he talk about he's had that the rest of us can't because he's had that access to those opportunities." Throughout the interview process, Peyton and Cameron talked about returning to teaching high school or working for FFA instead of becoming faculty while the other participants talked about themselves as future faculty.

Other community roles. Sidney, Jessie, and Peyton discussed roles they play in other communities and how those roles impact who they will be in the future. Jessie discussed the relation between being on a university committee and his future career:

I don't know if I would necessarily seek that kind of committee out, but perhaps doing some kind of service, no matter where I work. I will still maintain my affiliations with the agricultural organizations and the professional organizations. And I'm sure that list will expand as I branch out on my own, get a career again.

Sidney spoke of his roles on different university and graduate committees, saying:

I want to stay involved in these kinds of things throughout my career. I enjoy meeting people from different disciplines who have completely different approaches to what they're doing. And it gives you an opportunity to have a voice in the experience. The stuff that we're working on this year in [the commission], I'll never see the benefit of that, but knowing that somebody did it before me and left good policies for current students and faculty and that I'll leave those for the next group, I feel like that's important.

Peyton spoke of his current role as a parent and its implication for his career when he said:

> I see a future community developing for me, and that's the role of being a parent
>
> at your child's functions… I know one day I'll end up being a scout leader, I'll
>
> end up being a little league coach. These are things that I know will happen.
>
> Actually, being a professor allows you to do a lot more of that than being an ag
>
> teacher because of time.

Jessie, Sidney, and Peyton had found other communities to which they felt they belonged and they expressed desire to continue belonging to and participating in these communities throughout their careers.

Theme 2: A Participant's Affiliation with Agricultural Education – or Lack thereof – Can Facilitate or Hinder the Development of a Professional Identity in Relation to the Agricultural Education Community of Practice.

An affiliation with agricultural education is, for the purposes of this study, defined as participation in and affinity for the classroom instruction, FFA, and supervised agricultural experiences components of an agriculture program. This participation in, and feelings of affinity for, agricultural education may be as a student or as a professional. Further, it includes current interactions with agriculture teachers and students from middle and high school programs. While all participants in the study had at least three years of classroom teaching experience in agricultural education, they varied on their participation as students and the ways that they participated as professionals. The differences in levels of participation and therefore differences in levels of legitimacy within the community of practice were evident as the participants talked about their experiences.

Casey was an agricultural education student and an active FFA member. He explained his continued involvement with FFA, saying, "Now, going to FFA Events…It's fun work that supplements what I do here. It's an outlet for me where I feel really competent."

Casey described his desire to continue his relationship with FFA, saying:

I think I'll always want to maintain some type of involvement with National FFA.

It's been a huge part, and I've said this to the pre-service teachers, a lot of times

we get into a profession because of the Career and Technical Student

Organization and one of the main reasons I went to [the state Land Grant

University] and majored in agricultural education was because of FFA.

Peyton credits his affiliation with agricultural education with setting his career path:

I was bored out of my mind my ninth grade year. Didn't know what to do. I

signed up for an agriculture class my tenth grade year. My high school teacher,

who I still think the world of today, got me in there, got me involved. I finally

started realizing something I actually liked… I'd pretty much made up my mind

at that point, thanks to some opportunities I'd had in my FFA chapter, that I really

wanted to go to the Land Grant School in the state.

Sidney, however, lacks a strong affiliation with agricultural education and contrasts himself with the other participants:

There's this whole group that had the FFA upbringing that I didn't have. They

were FFA in high school, they were state officers, ran for national office, they still

go and do stuff for FFA. And that's just no part of my experience. And I don't get

it.

When asked about FFA and agricultural education in future professional positions, Sidney responded:

> I really don't care if in the future I'm working with FFA or not… I can't go somewhere where as a faculty member I'm expected to sell FFA…I think that as we start taking about places where agricultural education jobs open up, I worry about what the expectations will be for faculty as far as pledging allegiance to the FFA.

Cameron saw a direct relationship between his affiliation with agricultural education and his career as he explained how he chose to work for FFA, "FFA was really important in my community. I don't know if it's what got me here or not. But I do know that FFA is such a strong part of what guided my decisions." Further, Cameron's desire to return to working in FFA developed out of his love for the youth work involved in agricultural education, "I learned that I truly miss working with youth. This career change presents a wonderful opportunity to return home and work in a capacity that sustains my verve," (Cameron, 2010, December 15). At the conclusion of this study, Cameron accepted a position working for FFA. He will continue his graduate work from a distance but he sees his career as working with FFA, not in a faculty role.

Peyton's affiliation with agricultural education impacted how he sees his future career as well:

> There's a good chance that I could go back into teaching. If that's what I do, I'm 100% ok with that because I loved teaching high school and middle school. I really enjoyed the youth aspect of it. And the FFA, I really enjoyed the coaching and training of teams and seeing kids succeed.

Theme 3: The relationships doctoral students have with faculty can facilitate or hinder the development of a professional identity in relation to the Agricultural Education Community of Practice.

Department faculty. Peyton explained his relationship with faculty members as limiting his access to resources necessary to progress as a graduate student and as a future faculty member. He began by expressing frustration at his relationships with faculty in the department, saying:

> If you're training someone, if someone's getting a doctorate in your field,
> wouldn't you want them to be the best they could be? Wouldn't you want to train
> them instead of just letting them go and trying to fend for themselves all the time?
> Why don't you put something in place where you can make sure they're
> successful?

However, other participants discussed the guidance they received from faculty. Jessie felt that he received a lot of guidance from his interactions with faculty:

> Just watching them manage all those aspects of their life has been educational and
> it goes back to that education you don't get in school, that you don't plan for. It
> has nothing to do with books and statistics. It's watching them try to figure it out.

Jessie continued with, "I think the transparency, or them being more open with it, has been ok."

Peyton described how participation in department meetings affected him, saying, "I think one thing that helps out in this department is they expect us to be at faculty meetings because they want to treat us as faculty."

Casey related a similar experience when he spoke of meetings he attended for a committee made mostly of faculty:

It's a small group but I feel like my opinions are really valued and I'm heard in

those smaller interactions and that my input is appreciated. And not to say that it's

not in our department meetings, but it's a much smaller group that's really

focused on a particular task.

Sidney described his relationship with the interim-department head as facilitating the addition of

the researcher role to his identity:

I had great conversations with [the department head] last year. He and I were

talking one day about why research is so valued by the institution and he said,

'well, what's the job of the university?' And I said, 'To teach people.' And he

poked at that until he got me to say, 'dissemination of knowledge.' And that's

when I said, 'oh, ok, got it.' A journal article has the potential to reach more

people than the six graduate students sitting in your classroom…I always looked

at it as something that faculty HAD to do and now I look at it as something I like

to do.

Casey spoke of his interactions with faculty as showing him career possibilities:

I think it gives us more to base our decision on. We know more of what's out

there. It allows you to be able to compare professor in X department who's 60-40

and a professor in our department who's 60-20-20. It shows us more options

of…types of positions that might be available outside of our field or context.

He's developed his sense of who he will be as a faculty member from exposure to many faculty

members, "I couldn't attribute those things to a particular person, I just think about the kind of

person I want to be."

Expectations from faculty. Peyton established a lack of clear expectations from faculty as the source of his frustrations with:

It's frustrating! Set some parameters for us. If they're negotiable parameters, that's fine, at least there's something to negotiate with… It would be more empowering to us if we actually had an idea of what we were required to do.

However, other participants expressed an appreciation for what Peyton described as a lack of parameters. Casey stated:

I think the one thing that has really helped me is having some autonomy on things. And I feel like our department and my advisor has allowed me to be as big of a thinker as I can be. Especially as I think about my dissertation. I've never been told I couldn't do something because of whatever. So I think that has allowed me to really experience success and some failures that have continued to help shape me.

He continued, describing working with his advisor on projects with, "I'm given quite a bit of autonomy…I don't think that he feels like he needs to micromanage me in those regards." Sidney echoed Casey's appreciation for autonomy with:

I think I've been given a lot of freedom, right off the bat when I came in, like, "We need to do evaluate this program, here." And a lot of freedom in what we were going to look at. And obviously I worked with [my advisor] on that, but being given the freedom to set a direction and the responsibility of managing a lot because the faculty couldn't be involved. So that was really good.

When asked how autonomy related to his perceptions of his future career, Sidney related:

I feel like, though I had guidance, I feel like I was able to pick a research topic

and pursue it… It was like, 'go find what you're interested in and we'll help you

shape it. And my friends who are now early career faculty say that's what it's like

in their jobs. So it's helping me feel more prepared to be on my own.

With advisor. While the doctoral students spoke about interactions with the entire

department faculty, conversation often focused on each participant's relationship with his

advisor. Casey explained, "I see him almost every day and the conversations we have are much

more focused and content-specific." However, Jessie's relationship with his advisor contained a

personal element as well. He explained:

We have weekly meetings with our advisor. And I like to go into the meeting – I

don't always have a set agenda – but with notes… But I always try and at least

somewhere in the conversation say, "how are you doing?" or something to the

like of beyond, "look at what we did together on this piece of paper to submit."

Like, "how's your family?" or "are you going fill-in-the-blank somewhere soon?"

You know, "you going to the football game?" Something to just indicate that yes,

I value you as a human being, not just as a research machine.

The researcher witnessed this when she observed a meeting between Jessie and his

advisor. They discussed Jessie's research and course work but talked about their weekend

plans as well.

Cameron explained the situations in which he feels most comfortable, saying, "When I'm

working with my advisor because there's a lot of trust in our relationship. So any time I'm

working with my advisor, that's probably when I'm the most comfortable." Cameron elaborated

on that relationship with:

He's my advisor and I ask him eight million questions, but [my advisor] has never

talked down to me. He's never said anything that was condescending in nature.

He's never made me feel inferior…And I would hope that every grad student has

this experience with their advisor.

Cameron explained the effects of knowing his advisor wanted to work with him, saying:

I can't tell you how important that was to me, to be like, 'Wow! Somebody

wanted to work with me.' It wasn't like, 'Uhhhh, another student I have to

advise.'…To know that he volunteered was just, really spoke a lot to me. And it

was really important to building the trust that we have in our relationship.

Sidney shared that he has a positive relationship with his advisor as well. He talks about times

when he's needed advice:

I come up here like, "Heeeeeeellllp!" They're being mean to me! I usually come

to you because I know that you get put in that role of negotiator. And not that

other people don't want what's best for the graduate students, but they don't have

their finger on the pulse.

Jessie and Sidney each talked about having their advisors in their cell phones and feeling

comfortable texting or calling whenever they needed help. This indicates an even greater level of

access to the faculty.

Advocates. Graduate students expressed that faculty can serve as advocates for them.

While Cameron felt that some students have an advocate:

I think Advisor A does a good job of celebrating the successes of his students

well. Maybe that goes back to personality? Like when his students passed prelims

and Advisor B's students passed prelims…I know that they sent emails out. And

it's cool because that's the only way that I knew that people had passed.

However, Peyton felt that newer graduate students don't receive as much attention from faculty

because, "when it comes right down to it, what we're doing starting up just doesn't seem as

important to people." He elaborated with:

I, at least, feel like I have allies, but an ally is different than an advocate… It's sad

to say, but I almost wanted [my former professor] to be here because then I would

have an advocate in the department. The one advocate I have is not a tenured

person.

Only one faculty member in the department was tenured at the time of the study so it was unclear

what Peyton believed the role of tenure would be in facilitating his access to the community of

practice.

Access. Graduate students described faculty as providing access to the community of the

department and to opportunities to create products related to being a professional in agricultural

education. Peyton described a recently accepted journal article, "But the thing is, if I didn't have

that prior working relationship with that faculty member, we would never have put that journal

article together." Cameron related how his advisor provided him with access:

I feel like he encourages me. He's also pulled me in on projects and said, 'Here's

how you can help.' Even from the first week that I was here, when I didn't know

anything, he found a way to include me. And when I said, 'I don't know what I'm

doing.' He said, 'You're fine, you can contribute.'

Sidney explained how he is treated by faculty saying, "Within this department, we get treated

more as colleagues. Not necessarily direct colleagues, but there's this understanding that we're

going to be colleagues in a couple of years and we get treated with this expectation." He

elaborated by explaining what he believes to be the typical classroom experience for courses

taught in the department:

> You have to come prepared because you're expected to contribute. You're
>
> expected to ask. When your peers say something, you're expected to ask a
>
> question or explain why you do or don't think the same way. You're expected to
>
> not just accept what you're being told by the faculty member, but to have your
>
> opinion and express it… It's validation that we're seen as early career or early on
>
> the track because we are held to high expectations and high standards and
>
> expected to contribute, expected to be participants.

Sidney believed that the faculty members' expectations that graduate students contribute

in class indicated that the faculty viewed the graduate students as colleagues.

While participants told stories of positive relationships with faculty and the access these

relationships provided, they related experiences where faculty have blocked access to the

agricultural education community of practice. Casey discussed the differences among the

relationships doctoral students have with faculty members and said, "There are these inside

things that other people know or share that everyone doesn't hear." Cameron talked about his

relationships with faculty and said, "I'm least comfortable in one-on-one meetings with faculty,

with the exception of my advisor. I think that goes to not having an established trusting

environment or relationship." Peyton explained that the differences in relationships impacted his

experience:

> I think each faculty member has different expectations for graduate students. Each
>
> graduate student has different expectations for self. And because of that, each

graduate student has different expectations for what other graduate students

should be. That's why I say that I don't know what a graduate student should be.

He continues to explain his feelings of blocked access to the community's resources with:

They have not been able to meet my needs since I came here. I have been a very

low priority. It's been, 'let's just keep him around, we'll do what we need to do

until it gets to the point of uh oh!' And I think it's finally hit my advisor. It's

finally hit some other folks, 'if we're going to have this one graduate, we better

do some of the things we were doing with the other students.' That's what I mean

by low on the totem pole. I think that affected everyone who came in the same

time I did. That's why two of them are gone.

Two Master's degree students who entered the program with Peyton left before this study began.

One returned to her home state to complete her degree while living at home and the other

changed departments to a new major offered by the university.

Casey and Sidney both expressed feeling that they had access and attention from the

faculty. Sidney related his experiences in classes from other departments, contrasting them to his

experiences in courses in the home department:

The [other department]'s classes, your role is to sit there and take notes and turn

in assignments. And there's no, you're not really participating or engaged. That,

to me, was a lot more like being a high school student or being in early undergrad,

where they just spit content at you and you're supposed to absorb it and repeat it.

And so, not worthwhile, I never minded missing those classes…It just reminds me

that you can't treat students the way [that department] does because it just

reinforces that you're still subordinate. And I wonder what that's going to do

> when people get out in the field and all of a sudden, you're expected to be a peer,
>
> but you've never been treated as one.

However, Cameron contrasted his experiences in courses in other departments with his experience in courses in his own department, saying that in other departments, "I feel like I have the freedom to say what I want without that being judged or brought up in a meeting or talked about amongst other students." Thus, members the doctoral students have different perceptions of who they are expected to be in the department.

Jessie expressed that he did not see access issues in the department and felt everyone was treated fairly:

> I'd say as far as access to opportunities, I think things have been pretty fair. Are
>
> you talking in terms of course load, teaching opportunities, money, whatever? To
>
> me, it's pretty straightforward. Funding, you have funding, you don't have
>
> funding… I don't think the department plays favorites…I don't see access as a
>
> problem, and maybe people will say it's because I've always been given access.

He continued, explaining what he saw as the process of gaining access to different opportunities:

> People have been offered different things like summer funding versus other
>
> people and I think that comes back to who's a better fit…I think it's done with
>
> purpose. I don't think it's ever one of those last man standing contests. It comes
>
> down to availability, proximity, a lot of different things.

Jessie explained further with:

> It's not playing favorites or giving access. It's who's going to be really good
>
> versus who's not. Or who's going to really take it on and give it the time that it

needs. It's like gym class in eighth grade, I don't care if I get picked for some

teams last, I don't want to be on those teams.

Jessie believed that competence and interest were the keys to accessing opportunities in

the department.

The participants spoke about their involvement in department meetings and how the

treatment of graduate students in these meetings made them feel. The researcher observed a

department meeting and saw that graduate students and faculty were present for updates on

departmental projects. The graduate students were excused from the meeting and the faculty

remained for a closed-door session. Casey said, "well, they kicked us out of the faculty session,"

which is a contrast to the experience he and Sidney had their first year in the program. Peyton

elaborated on this sentiment with:

I'm glad that we have them and we're invited to show up. I will tell you that I

don't like the whole idea that, 'Now we're going to excuse the grad students.' It's

either everything is open or everything's closed. Having people jump up and

leave in the middle is worse than not inviting people at all.

Jessie had a different reaction to the closed faculty sessions:

I think that in our department, our professors work very hard to try to make us

feel included or inclusive. I understand there's business that obviously students

can't know very much about because they're talking about us, or future students,

or funding, or things like that. So I think it's ok not knowing everything at once.

Jessie spoke about the closed-door sessions specifically with, "They've had those private

faculty sessions because there are things that, as graduate students, we have no business

knowing about, and that's ok, sometimes ignorance really is bliss."

Sidney related that he was given access in other ways:

> I think we get asked our opinions once we get outside of the department meeting
> as well. [My advisor] will talk about something that's going on and say, 'Just
> trying to get the feeling of the graduate students.' even though we're not present
> in the meeting room, we've already had some input. I don't know if everyone's
> advisor is doing that but I feel like we're represented that way.

Jessie and Sidney each explained that they did not need to know everything the faculty
discussed and felt that they were represented even when they were not in the room.

Other departments. Casey explained the impact of his interactions with other
departments on his professional identity:

> I'm also not tied to the context. The course work and research that I've done here
> has helped me become interested in Educational Psychology and those types of
> things. So I feel comfortable teaching an Introduction to Educational Psychology
> or even a methods of teaching at the secondary level. I guess the context would be
> secondary education. Agricultural Education would be great if it's the right fit and
> the right job, but I'm not 100% tied to it.

The researcher observed a course that Casey co-taught with his advisor. Casey's role in
the course was to facilitate the pre-service teachers' understandings of learning theories.
Half of the students in the course intended to work as agriculture teachers and the others
were working toward certification in other areas of secondary education.

Sidney explained that interactions with faculty in other departments has allowed him to
see other career possibilities:

>Co-teaching the graduate class with [a faculty member] in Educational Psychology and
>
>being able to contribute articles we should read or plan for the class – activities and such.
>
>That made me feel like I could handle this because my contributions were not being shot
>
>down.

Casey and Sidney each discussed applying for jobs in Educational Psychology

departments and feeling that they would be comfortable in those roles. Jessie, Casey, and

Sidney believed that their relationships with faculty had helped them participate in the

academic community while Cameron and Peyton felt blocked by theirs.

Theme 4: Being Seen as Able Can Facilitate or Hinder the Development of a Professional Identity in Relation to the Agricultural Education Community of Practice.

Participants talked about the moments when they recognized their own abilities, or

someone else recognized them, relative to being a future faculty member. Sidney's recognition

of his abilities developed from passing milestones in his program or from having his products

recognized as acceptable. He explained that acceptance of a product made him feel more

confident in his career:

>Getting accepted [to the conference] was cool because someone outside of
>
>agricultural education and CTE cares what we're doing. And then people came
>
>from other disciplines and we had a real conversation. It made me feel like, 'I'm
>
>going to be able to get a job! And what I'm doing doesn't just suit my context!' It
>
>was exciting.

Jessie said, "General things, like a conference presentation or poster or whatever. Research

presentation goes well and you get positive feedback from the participants, that feels good,"

expressing a similar recognition of ability through acceptance.

Sidney talked about milestones in the process of getting through graduate school, saying, "It feels good to be far enough along that I can actually explain what I'm doing…It feels good to be like, 'I'm collecting data! What now!!'" Jessie described meeting goals as providing a sense of being able as well, "Am I meeting the expectations I set for myself? That is one of the biggest factors in determining if I'm being your 'good' definition, if I'm satisfied."

Jessie and Cameron talked about feedback from others as a source of knowing that they are performing well. Jessie stated:

What's a good grad student? I mean, again, it could be something as simple as, 'Is my advisor happy with my progress and my work? Is my department chair happy?'...I have to ask my advisor if I'm on the right track. She usually verifies that for me.

Cameron explained being appreciated for his abilities in his new position:

It's been a while since someone, since the talent or skill set that I possess has been, not only welcomed, but acknowledged…But yeah, it feels good. To work in an environment where people say, 'I'm excited to work with you.' And welcome me with a smile and a handshake every morning, and don't ignore me as they walk down the hall and pass me.

Casey described feeling like he is able:

I feel most productive around here on the days that I teach. That's why I enjoy doing, that's what I like doing the best, that's what I'm the best at. So the days when I feel like I'm getting this whole grad student thing right, is when I teach. And even some days in classes where I feel like I'm getting good feedback or things are clicking for me.

Sidney felt able after helping another doctoral student:

> Peyton and I were sitting and talking, as we do often, and he handed me a list of
>
> questions he's thinking about and asked if I would mind looking at them. And all
>
> of a sudden, I was like, 'Oh my gosh! Somebody wants my opinion! That was
>
> cool, to be able to be like, 'he values what I'm going to say!' And that I actually
>
> had something to say. Because in a year, I'll be doing that somewhere, hopefully,
>
> with grad students. Peyton made my day.

Sidney explained how the culmination of performing tasks and creating products related to the

community relate to feeling able to pursue a profession within the community:

> I think a big one was when they sent around the vitae for the last interviews and I
>
> looked at, both of the people who we had interviewed had already had some time
>
> in their careers, but I looked at what they had done upon graduating from their
>
> programs and I was like, 'Ok, I would measure up with that.' If we were both
>
> graduating now, my vitae wouldn't look stupid.

Peyton explained the effects of being seen as able with, "I think just getting a doctorate makes

you feel like you can be faculty someday."

Summary

The results of analysis of interviews based on a priori propositions, participant

observations, and document collection were presented in this chapter. Eight themes emerged to

address the two research questions that guided the case study. In response to the first question,

"How does professional identity develop out of negotiating the boundary complexities resulting

from memberships to multiple communities of practice of doctoral students in a teaching and

learning agricultural education program?" doctoral students revealed that they negotiated

conflicts involving the following communities of practice: 1)middle and high school teachers'

and academic communities of practice, 2) within the graduate students' community of practice,

3) graduate students' and academic communities of practice, and 4) National Agricultural

Education's and academic communities of practice. The doctoral students' responses revealed

the following themes to answer the second research question, "How do social forces facilitate or

inhibit the construction professional identities in doctoral students in a teaching and learning

agricultural education program?": 1) The roles one has played can facilitate or hinder access to

possible identities within the Agricultural Education community of practice, 2) A participant's

affiliation with agricultural education – or lack thereof – can facilitate or hinder the development

of a professional identity in relation to the Agricultural Education community of practice, 3) The

relationships doctoral students have with faculty can facilitate or hinder the development of a

professional identity in relation to the Agricultural Education community of practice, and

4)Being seen as able can facilitate or hinder the development of a professional identity in relation

to the Agricultural Education community of practice.

CHAPTER 5

SUMMARY, DISCUSSION, AND IMPLICATIONS

In order to retain doctoral students in graduate programs and prepare them for faculty positions, graduate programs must facilitate the development of each graduate student's identity as a scholar with legitimate access to scholarly communities (Austin & McDaniels, 2006). It becomes clear that programs need to change how doctoral students are prepared when one considers that the rate of attrition in US doctoral programs holds consistently at 50% and that many of those who did graduate from doctoral programs in the 1980s and 1990s were not hired as faculty (Austin & Wulff, 2004). In fact, graduate programs are accused of ignoring national needs and their responsibilities to employers and students (Austin & Wulff, 2004).

The doctoral experience is the first stage of the academic career, thus it is essential for students to be exposed to the skills and expectations they will perform on the job (Austin, 2002). While new faculty balance a variety of roles that sometimes conflict with each other, few doctoral students understand the demands of a faculty career (Austin, 2002; Sweitzer, 2009). As expectations for faculty evolve over time, it is not appropriate for faculty to prepare doctoral students to be clones of themselves (Austin & Wulff, 2004). Doctoral students express that their programs are too narrowly focused and fear that this preparation will not prepare them for the variety of faculty appointments they could fill throughout their careers (Austin & McDaniels, 2006; Austin & Wulff, 2004).

Summary

This qualitative case study examined the development of doctoral students' professional identities through the negotiation of boundaries among communities of practice and through the social forces within a community of practice. The five doctoral students who participated in the

study had been secondary agriculture teachers and were in their second and third years of a Teaching and Learning concentration of an Agricultural and Extension Education doctoral program at a Land Grant University. The participants had from four to seven years of teaching experience in secondary agriculture programs and were on full graduate assistantship with their academic department at the time of the study.

The purpose of this study was to examine how AEE doctoral students studying teacher preparation develop their professional identities as they transition from classroom teachers to faculty members through the negotiation of their membership in multiple communities of practice. One's understanding of this experience can aid in structuring doctoral student experiences to facilitate the development of a professional identity that will permit entry into faculty positions. It was assumed that doctoral students negotiate conflicts that arise from different degrees of membership in multiple communities and that the negotiation of these conflicts influences professional identity formation (Wenger, 1998). The questions that guided the research are as follows: 1) How does professional identity develop out of negotiating the boundary complexities resulting from memberships to multiple communities of practice of doctoral students in a teaching and learning agricultural education program? 2)What social forces are facilitating or inhibiting the construction of professional identities in doctoral students in a teaching and learning agricultural education program?

The case study employed three rounds of interviews to address the research questions. Analysis of the data resulted in the following themes that describe doctoral students' process of professional identity development:

1. Doctoral Students Negotiated Conflicts between Middle and High School Teachers Community of Practice and their Academic Community of Practice.

2. Doctoral Students Negotiated Conflicts within the Graduate Student Community of Practice.

3. Doctoral Students Negotiated Conflicts between the Graduate Student Community of Practice and their Academic Community of Practice.

4. Doctoral Students Negotiated Conflicts between the National Agricultural Education Community of Practice and their Academic Community of Practice.

5. The roles one has played can facilitate or hinder access to possible identities within the Agricultural education Community of practice.

6. A participant's affiliation with agricultural education – or lack thereof – can facilitate or hinder the development of a professional identity in relation to the Agricultural education Community of practice.

7. The relationships doctoral students have with faculty can facilitate or hinder the development of a professional identity in relation to the Agricultural education Community of practice.

8. Being seen as able can facilitate or hinder the development of a professional identity in relation to the Agricultural education Community of practice.

An overarching theme emerged to describe the entire study and suggest influences that hinder or facilitate professional identity formation. This theme was:

Doctoral students must lose some legitimacy in their previous communities of practice to gain legitimacy with the faculty community of practice and access the faculty Discourse. Doctoral students' ability to define themselves as "good" and to have legitimacy reinforce each other and increase access which facilitates their

professional identity development in relation to the faculty community of practice.

Discussion

Doctoral students entered the Teaching and Learning concentration of the Agricultural and Extension Education degree with a minimum of three years of teaching experience. This study examined the boundary negotiation and social forces that shaped the trajectories participants were on in relation to the faculty community of practice and the professional identities developed on these trajectories. Graduate students revealed issues of access and legitimacy in the community of practice which facilitated and hindered the development of their professional identities.

Doctoral students must relinquish some legitimacy in their previous communities of practice to gain legitimacy with the faculty community of practice and access the faculty Discourse.

Wenger (1998) defines legitimacy as being treated as a potential member of the community of practice and lists usefulness and sponsorship as indicators of legitimacy. Lave & Wenger (1991) postulate that it is more important to confer legitimacy to a novice than it is to teach him. Legitimacy is necessary for newcomers to the community of practice in order for them to be accepted despite their inevitable mistakes (Wenger, 1998). Thus, it is important to examine how a doctoral student gains legitimacy in the faculty community of practice and how this legitimacy facilitates or hinders the development of a professional identity.

Throughout the study, Peyton expressed a need to maintain his legitimacy in the teaching community of practice. Peyton believed that it was important for the agriculture teachers in the state to see him as legitimate in their community as exemplified when he said, "Once that was

90

clarified, that maybe I've taught as long as they have, they've had a different frame of reference dealing with me." He repeatedly refers to having been a teacher and being as "teacher-friendly as possible." Peyton's desire to maintain his legitimacy with the teachers may have hindered his ability to gain legitimacy in the faculty community of practice as he continued to value the practitioner journals over the "elite" peer-reviewed scholarly journals. He spoke as a teacher when he said, "you could care if it's in what journal." Peyton serves as an example of Harris and Shelswell's (2005) legitimation conflicts in which a participant in the community attempts to change his current community to value the skills or experiences that helped form his identity because of their significance in his previous community of practice rather than attempting to develop the skills and experiences valued by the current community of practice. When Peyton said that higher education, "hasn't caught up to the fact that most people look at what they find to be relevant," he is expressing the hope that the faculty community of practice will adopt a practice of the teacher community.

While Peyton maintained his legitimacy in the teacher community of practice, he struggled to develop it in the faculty community of practice. He felt that he "doesn't seem as important to people," and that he's, "low on the totem pole." He believes that much of this stems from being in the second group of Teaching and Learning graduate students to enter the program and that he didn't "have the theoretical background or research background that they've already developed," with "they" being the graduate students who entered the program before him. While Lave and Wenger (1991) proposed that experts in the community of practice use "benign community neglect," to allow novices to develop learning structures with peers and near peers, Peyton viewed it as leaving him to flounder until he becomes more "important." It is unclear if

Peyton's unwillingness to relinquish legitimacy in his teacher community of practice fueled or stemmed from his inability to gain legitimacy in his new community of practice.

Sidney discussed a similar experience of not being willing to take on the tools or experiences that are considered legitimizing in some faculty communities of practice. He discussed that his lack of skill or experience with the FFA could put him in, "conflict with the way things are done in other states…places where if you're not bringing home blue ribbons and CDE wins, you're not doing your job." While Peyton hoped to change the faculty practice to fit what his previous community valued, Sidney decided that places that valued the experience he was lacking were, "places that I don't want to be." Sidney is an example of resolving a conflict of legitimation by minimizing contact with the group (Harris & Shelswell, 2005).

The participants described feeling legitimate as well. Sidney explained feeling, "validated that we're seen as early career," when the faculty set high expectations for the graduate students because he felt that he was being treated as a colleague. While Sidney spoke of the faculty in general terms, Cameron's sense of legitimacy came from his relationship with his advisor. Cameron's relationship with his advisor was similar to the relationship that Lave & Wenger's (1991) tailor's apprentices had with their masters in that the master's sponsorship of the apprentice granted him legitimacy. Cameron spoke of feeling legitimate when his advisor engaged him in authentic practice – research projects – and told him, "you're fine, you can contribute." Cameron's advisor literally sponsored his legitimacy when he volunteered to serve as the advisor thus granting Cameron a spot in the program.

Doctoral students' ability to define themselves as "good" and to have legitimacy reinforce each other and are necessary to increase access to the faculty Discourse.

Once the participant has legitimacy, he has exposure to what the community defines as "good," through his access to the community Discourse. The faculty Discourse and access to it will be discussed further in the next section while this section will focus on one aspect of the Discourse, the definition of "good", because of its interplay with legitimacy. As the doctoral students' current community participation was as graduate students but they were working toward participation as faculty, they needed to understand the community's definitions of "good" for faculty and graduate students. The graduate student community developed several different concepts of what makes a "good," graduate student.

Peyton struggled with the definition of a "good" faculty member that included pursuing grant funding. He considered it, "begging" and felt that members of the faculty were unable to complete projects because they were pursuing the next grant. His discussion with a faculty member revealed that the faculty members feel the need to adhere to the university definition of "good" in order to be granted tenure. While he recognized that it was part of the tenure process, he felt that a faculty member could incorporate working with schools into the pursuit of grants thereby meeting the university's definition of "good" while incorporating what he believes is essential to a "good" agricultural education faculty member – interaction with school programs. Peyton's resolves the conflict for himself saying he intends work with schools and pursue grants. This shows a desire to meet one aspect of the community's definition of "good" and may be interpreted as an indication of a desire to belong (Rudolph, 1994).

Cameron's definition of a "good" faculty member included helping graduate students have access to the larger community of university faculty and agricultural education on a national level. He felt that faculty did not value this and felt that his access to opportunities had been limited by factors he did not understand. Cameron's belief that "good" faculty should

provide access was exemplified by his story that he sends job postings to his fellow graduate students and believed that faculty should do that for the graduate students with whom they work. Peyton discussed a similar access issue when he was invited to a dinner and realized that other graduate students had not been invited. Both expressed frustration over the limited access that some graduate students experienced but felt helpless in resolving it. Jessie, however, did not see access to the community as an issue. This may indicate that he shared the faculty's definition of "good" and was therefore granted access that others were not.

Other conflicts developed out of differences in how faculty and graduate students defined "good" graduate students. Cameron believed that the faculty defined a "good" graduate student by a set of experiences that the group of students ahead of him had. He believed that the faculty wanted him to have those same experiences to be "good." He pursued other experiences that he believed to be important for his development. Sidney's definition of a "good" graduate student conflicted with the faculty as well. He believed that students were asked to prioritize their duties to the department above their course work. Though he believed it was, "not a conscious thought in people's minds," he believed that faculty thought he should be willing to miss classes – those he was taking and those he taught – when the department needed him for something. Sidney incorporated this definition of "good" by missing classes he felt weren't too important and by being willing to miss one meeting of each course each semester. He had a similar conflict when the faculty believed that the needs of some faculty in the department should override the demands of his assistantship. While Sidney recognized that "good" faculty have to balance multiple demands on their time, he resolved this conflict with the belief that priority should be given to, "the person who's signing your checks." Sidney's allegiance to his funding source differs from Peyton's allegiance to the high school programs in that Sidney believed that "good"

graduate students and faculty must first serve the people who fund their projects while Peyton believed that they must serve the people who provide them with students. While Peyton's definition of "good" aligned him with the community of teachers, Sidney's aligned him more closely with the community of faculty.

Some of Peyton's frustration with the department was because he struggled to know what the faculty thought a "good" graduate student should do. He discussed that he did not know what his dissertation was supposed to look like or what he was supposed to do on some projects. Peyton's lack of understanding of how the community defines, "good," indicates that he has been blocked from the Discourse of the community. If one does not know what he is expected to be within a community, he cannot develop an identity that will be accepted as legitimate to the community. A doctoral student must be willing to shed some of his legitimacy in his previous professional community of practice – in this case teaching secondary agriculture – in order to participate in his new community of practice in ways that reinforce this legitimacy and give them access to the community's definition of "good."

Graduate students experienced conflicts within their academic department based on different definitions of "good" in relation to what it means to be faculty, how graduate students should be treated, and what it means to be graduate students. Conflicts developed when graduate students had different definitions of "good" than their faculty did and graduate students do not have the power to negotiate these meanings with faculty. Wenger (1998) found this conflict to be typical in communities of practice and postulated that the negotiation of them is different in each community and depends on its particular power structures. While doctoral students must have some legitimacy to access what the faculty view as "good", when they do not share the faculty's definition of "good," they are limited in further access to the community (Hodges, 1998).

Limited access to the community creates challenges for graduate students as it is essential that they be exposed to the skills necessary to be faculty and the expectations that faculty fulfill (Austin, 2002). As few doctoral students may possess an understanding of these skills and expectations when they enter their programs, limiting access to those who share the faculty's definitions of, "good" reinforces their privilege by allowing them to see themselves in terms of the community's norms and prevents others from seeing themselves as "normal," (Hallman, 1998; Hodges, 1998; Maclean & White, 2007; Sweitzer, 2009). Once a doctoral student can be identified as "normal," he is allowed the privilege of more access to the faculty Discourse.

Legitimacy within a community is essential for access to the tools and resources that the community values (Lave & Wenger, 1991). An essential step for a newcomer to a community to take in gaining legitimacy and the access that comes with it, is the expression of desire for membership that is recognized by more experienced members of the community (Rudolph, 1994). The findings discussed in the above section indicate that knowing how a community defines "good" and trying to become defined as "good" provides a sense of legitimacy in the community and the access that comes with fitting the community's norms. Each participant felt a sense of belonging to the communities in which he felt that he was "good." Previous studies have reported that an identity that is in line with the community is necessary for access to the community and is further developed through that access (Hodges, 1998; Rudolph, 1994). Thus, one cannot develop an appropriate identity for a community if he does not share that community's definition of "good."

Accessing the faculty Discourse facilitates doctoral students' professional identity development.

Access to the faculty Discourse is essential as it provides the novice with an understanding of the language and non-language "stuff" that communicates what the community values, thinks, feels, and believes thereby decreasing power differentials and allowing the novice to evaluate himself in the community's terms (Gee, 1999; Hallman, 2008; Maclean & White, 2007; Rudolph, 1994; Wenger, 1998). Access to the Discourse of a community, through legitimate participation in the community, allows individuals to assess themselves in terms of the community's norms and to determine their positions within the community (Hallman, 2008; Maclean & White, 2007). Therefore, it is important to explore the ways that doctoral students have access to the faculty Discourse. In order to access the faculty Discourse, doctoral students must: recognize the faculty Discourse, have opportunities to access it, recognize these opportunities, and accept them.

Recognizing the faculty Discourse. A novice to a community of practice needs models from which he can build possible trajectories for his own identity (Wenger, 1998). The doctoral students must recognize the models they see of faculty engaging in authentic practice in order to engage in this piece of the faculty Discourse. Recognition of the faculty Discourse allows the doctoral students to see opportunities to develop relationships with faculty who will scaffold further Discourse acquisition for them (Rudolph, 1994; Wenger, 1998).

Casey and Sidney discussed being given autonomy or having ambiguity in their programs as positive experiences because they viewed ambiguity as an authentic practice of the faculty. Sidney referred to their opportunities to design and manage research projects as, "a real world experience…which hopefully prepares us better for that later." In contrast, Peyton resisted ambiguity and wanted his advisor to provide more detailed guidance because he viewed the less-defined structure as a lack of interest in his progress instead of as a chance to engage in the

practice of conducting research in the same way that faculty do. Previous studies determined that doctoral students do not understand the demands of a faculty career (Austin, 2002; Sweitzer, 2009). The findings of this study suggest that doctoral students must recognize the authentic practices of faculty in order to choose to engage in these demands and gain a better understanding of them.

Jessie recognized the faculty Discourse as containing professional and social components. He was able to recognize the social aspects of the faculty Discourse and engage in them by ensuring that his interactions conveyed that he valued faculty as complete people, "not just research machines." Jessie demonstrated even greater recognition of the faculty Discourse when he was able to articulate how doctoral students were given access to it, identifying factors such as, "who's going to be really good versus who's not," "who's a better fit," and "availability and proximity," as contributing to determining who gets different opportunities to access the Discourse.

Opportunities for access. When asked when they see themselves as able to be faculty someday, Sidney and Jessie discussed the times when they felt that they had taken on the faculty roles of teaching, research and outreach. Peyton explained that earning a Ph.D. makes him feel like he can be faculty. These three participants have given outright expressions of feeling like legitimate participants and Casey is described by another graduate student as having access but Cameron may not feel that he has legitimate access to the community.

Assistantship duties played a role in providing doctoral students with opportunities for access. The participants discussed the relationship between their current assistantship duties and the professional identities they were developing. Sidney explained that he sees himself taking on many of the same roles in the future as he currently fills in his assistantship, saying, "All of that

smooshed together to be my future," of professional development for teachers and teacher preparation. He continued, explaining how taking on faculty roles made him feel like he could be faculty and that he felt legitimized in taking on these roles when, "nobody's told me to stop." Jessie expressed similar feelings saying that he enjoys the roles he has taken on for his assistantship, "and I'd like to find a job where I get to do similar things." With access to identities comes a sense of agency, that one is allowed and able to perform a role. Sidney described this saying that he believes he can be faculty when he's, "handed responsibility."

In order to understand the role power plays in developing professional identities, one must explore how graduate students receive access to the roles that shape how they represent themselves. The graduate coordinator for the department explained how assistantships are assigned saying:

> I sit down with [the department head] and we say, "Hmm, what does he like to do? And what can we do here? Who has the skill set for this? How do we match them up?" So it isn't really random at all. We really look at and try to match.

This was confirmed by Sidney, Jessie, Peyton, and Casey who each had experience in the roles they performed before they entered graduate school. Sidney had worked on teacher professional development within agricultural education, Jessie had experience with, and a love for, technology in education, Casey had served as a teacher mentor, and Peyton had extensive experience with FFA and SAEs. Each stated a desire to continue these roles through their graduate experiences when they were recruited for the program. Thus, graduate students gain access to roles by expressing a desire to belong to a part of the community or by having experience in a part of the community before they enter the program. This matches previous studies which postulated that experts grant access to novices who express a desire to belong and

that access based on a novice's prior experiences reinforces the privilege those experiences have granted (Hallman, 1998; Hodges, 1998; Maclean & White, 2007; Rudolph, 1994). Previous research found that an individual's compliance with community norms determines his access to roles within a community (Hodges, 1998). This can be seen in the experiences of this study's participants as each must possess the skills the department deems appropriate to take on different roles.

Just as opportunities to access the Discourse through the roles one plays can facilitate the development of a doctoral student's professional identity, a lack of access can hinder the development of an identity within the community. A novice must have access to the community Discourse to understand what the community values, thinks, feels, and believes (Gee, 1999). As Rudolph (1994) found that working with experts can provide scaffolding of Discourse acquisition, graduate students who have not had the opportunity to work with a faculty member in a role they may perform in the future may be limited in developing an identity that is in line with the community. Jessie and Casey each had the opportunity to co-teach a teacher preparation course with a faculty member and Casey believed this led to being viewed as an instructor by the pre-service teachers. Peyton and Cameron felt they had limited experience working with the pre-service teachers and that this limited their ability to talk about teacher preparation in a way that would be valued in a job interview. Thus, they felt that they had been given limited opportunities to access the Discourse and little support in acquiring the pieces of it that relate to teacher preparation. However, Cameron explained that he was unsure of how other graduate students received the opportunity to co-teach teacher preparation courses. He did not know if the doctoral students had been asked to teach or if they had asked faculty for the opportunity. This further

indicates that Cameron did not access the faculty Discourse as he was not able to understand how opportunities for access were granted.

A doctoral student's ability to fit the norms of the community can facilitate opportunities for access to the Discourse as well. Hodges (1998) asserted that access to a community of practice can be limited by personal factors that do not fit the norms for the community. Sidney's experience with National FFA is an example of access being limited by personal factors. Sidney perceived limited access to the Discourse of National Agricultural Education, particularly The National FFA Organization. He explained that this came from a lack of participation in FFA activities from a young age. All other participants had strong FFA backgrounds as high school students and Sidney compared his access to theirs. He perceives that FFA is "for Christian white kids and they talk about Jesus," and that his peers, "had the FFA upbringing that I didn't have." As he does not believe that he possesses the appropriate personal factors for access, nor does he want to, he does not work with National FFA in the same capacity as his peers. Thus he has not accessed the FFA piece of the Discourse belonging to National Agricultural Education and does not want to incorporate FFA into his career.

Casey, Peyton, and Cameron, however, possess the appropriate personal factors for access to the National FFA community of practice. Each described his FFA experiences in high school – and for Cameron, as a child in the community – as contributing to his career decisions. Casey and Peyton state that FFA is the reason they went to Land Grant Universities and majored in Agricultural Education and Cameron recognizes that it has guided his career decisions. Cameron and Peyton each discussed considering careers with state or national FFA programs while Casey stated that he hopes to maintain his work with FFA throughout his career. The experiences that Sidney, Casey, Cameron, and Peyton relate about their access to FFA indicates

that access is granted to those who embody community norms and that this access reinforces their privileged status by allowing them to continue to shape themselves in what the community considers normal which allows for further access.

Participants expressed different levels of access to the faculty Discourse. Peyton believed that he did not have a community expert to scaffold his acquisition of the Discourse and felt that his access was blocked by being a year behind other graduate students in his progress. His lack of understanding of the community's expectations indicates that he has not been given access to the faculty Discourse as he does not know what they value. Cameron felt limited in his access as well. He had established a trusting relationship with one faculty member but his lack of understanding of how decisions related to graduate students were made demonstrates that he has not been able to access the Discourse of the faculty community. Sidney and Casey were each given access to multiple faculty communities' Discourses through relationships they had developed with faculty in the agricultural education department and in other departments. They expressed understandings of how faculty members operate within their department and in other departments across the university. They understood their roles within the department and could see the relationships between who they were during the study and who they would be in the careers as faculty. Their access to other faculty Discourses allowed them to imagine professional identities in other education departments leaving them, as Casey explained, "not 100% tied to the context of Agricultural Education." Jessie had access to the faculty Discourse through his relationships with faculty in the agricultural education department. Jessie explained the efforts he took to develop personal relationships with faculty and these lead to his access to the more personal aspects of the faculty Discourse.

Accepting opportunities to access. Sidney and Jessie discussed understanding when one is being given access and then accepting that access. While all of the graduate students talked about the closed-door faculty sessions and Casey, Jessie, and Sidney admitted to not wanting to know everything that the faculty talk about, Sidney and Jessie spoke of feeling represented by faculty because they've, "already had some input," through discussions with faculty who are, "just trying to get the feeling of the graduate students."

Each doctoral student had opportunities to access the faculty Discourse throughout his program. All of the participants were engaged in research projects relevant to their area of study. All of the participants worked with faculty to supervise pre-service teachers during their student teacher internships and Casey, Jessie, and Peyton had opportunities to teach the pre-service teachers before their student teaching internships. Sidney had the opportunity to co-teach a graduate class with faculty in another department. Cameron, Jessie, and Sidney each taught undergraduate courses, and all of the doctoral students engaged in outreach activities with faculty such as developing and implementing teacher professional development, FFA activities, and Cooperative Extension programming. Sidney explained how taking these opportunities facilitated his professional identity development saying he felt like it was possible for him to be a faculty member in the future, "when you are taking on roles that you see faculty doing."

There were times, however, when graduate students did not accept opportunities for access to the faculty Discourse. Cameron explained getting a glimpse of faculty life and deciding, "I have no desire to be faculty. If this is what it's like, I'm this unhappy, then this is not what my life is going to look like in the future." Rejecting access to the faculty Discourse by leaving the community and expressing a desire not to belong has altered Cameron's professional identity development as he does not see himself as faculty in the future and has chosen to take

another professional identity within agricultural education. When Peyton resisted opportunities

to work as faculty do – with ambiguity – he was rejecting access to the faculty Discourse. This

has hindered Peyton's development of a professional identity as a faculty member as evident

when he speaks as a teacher and states that he sees himself going back to teaching high school

agriculture.

Conclusions

The findings of this study indicate that professional identity development relative to a

community is facilitated by a doctoral student's opportunities access to the community's

Discourse and the ways that the doctoral student accepts those opportunities. Further, the

doctoral student receives opportunities to access the community's Discourse through gaining

increase legitimacy in the community which requires relinquishing some legitimacy in other

communities of practice. Legitimacy is established through the negotiation of boundary

complexities among multiple communities of practice to which doctoral students belong.

Figure two details the role of legitimacy and being defined as "good" in facilitating access. A

summary of each doctoral student's access to a community's Discourse and identity relative to

that community describes the process of identity development through access seen in Figure

three.

Peyton had more access to the agriculture teachers' community than to the community of

faculty and believed he's had, "more interaction with them then with anyone else that's a grad

student in this department." He was able to operate within their Discourse as demonstrated by his

development of tools that they use in their practice (Bruner, 1996; Gee, 1999). The inequity

between his access to the teachers' community and to the faculty's community resulted in a

professional identity that was more closely related to the agriculture teachers. Peyton's family

situation created some hesitation in committing to going back to teaching high school. He

believed that he would have more time for his family as university faculty as he had witnessed

agriculture teachers balancing work and family poorly but saw better examples in the university

faculty. Further, the financial repercussions of pursuing a doctorate gave him a sense of

obligation to use it in his career, "I've made the sacrifices, which I know that all of us have made

sacrifices to come here but not all of us have drug people along with them." Thus, while for

professional satisfaction, Peyton stated, "I could easily see myself being a 30 year teacher," his

family commitments led him to view himself working at a university in teacher preparation,

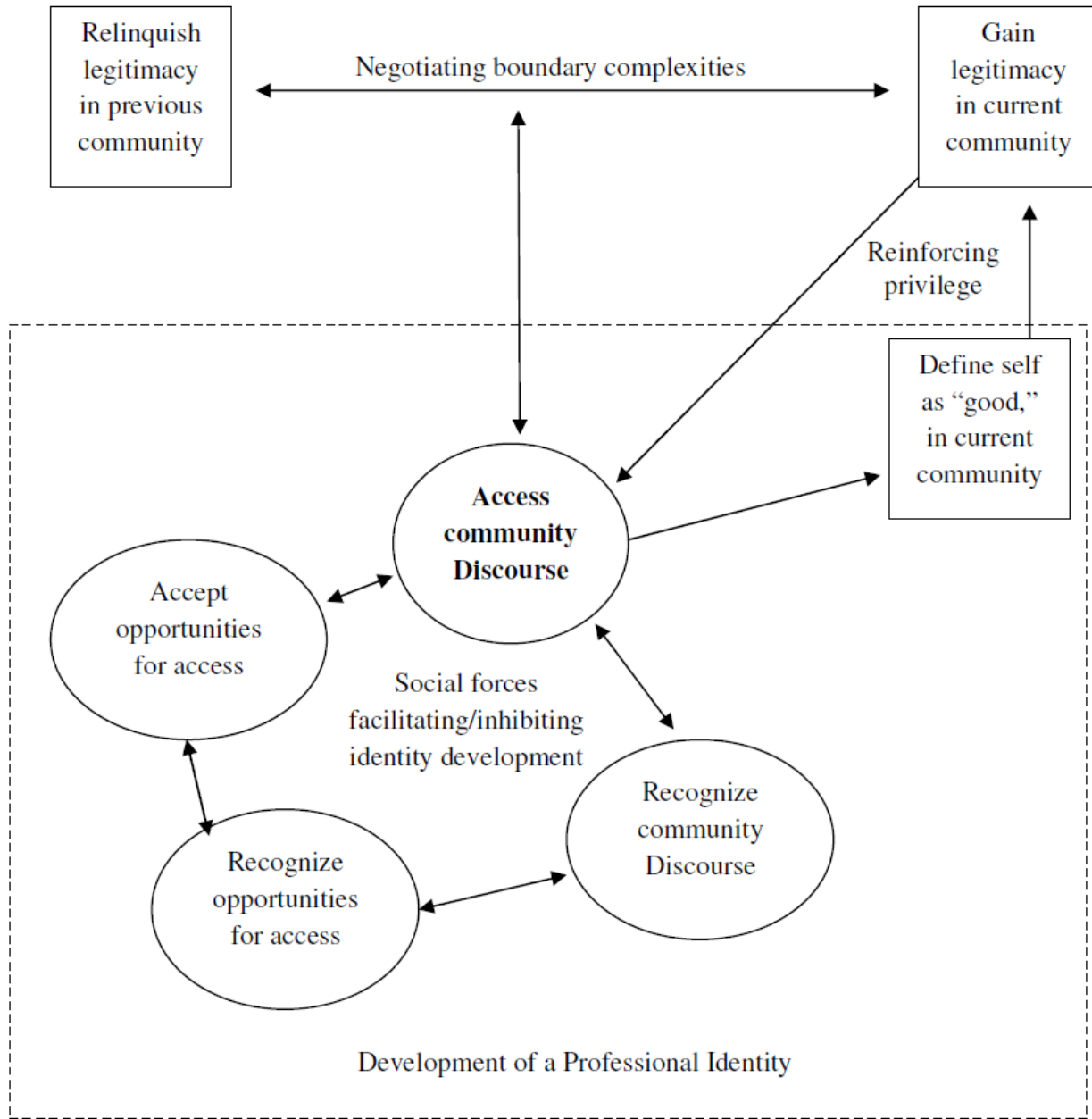though not necessarily at a Land Grant University.

Figure 2. Legitimacy through boundary negotiation and access as a social force facilitating professional identity development relative to a community of practice.

Cameron's experience of having to pay for all of his expenses to a conference that other graduate students were having funded through the department indicates that he does not have access to the Discourse of the faculty in his department. The other graduate students were able to present themselves in a way that gave them access to the funding, presumably through their

mastery of some level of the Discourse. Further, he had not been asked to work with pre-service

teachers during their course work and did not know if this was because he had not volunteered or

because he was intentionally left out. Cameron's lack of understanding of how to access

opportunities that other graduate students have demonstrates that he has not mastered the

Discourse of the community as he is unable to use the tools that others have employed (Bruner,

1996; Gee, 1999).

Cameron lacked access to the community and was unable to feel that he had legitimacy

within it. When asked about his career plans, Cameron said he did not feel ready to be faculty,

nor did he think that he wanted to be faculty. He explained, "If this is what it's like, I'm this

unhappy, then this is not what my life is going to look like in the future." As Cameron does not

express a desire to belong it is unlikely that he will be given greater access in the future

(Rudolph, 1994). Thus, Cameron's development of a professional identity as a faculty member

may be permanently limited as he resolved his legitmation conflict by giving up much of his

access to the community and removing himself from it physically (Harris & Shelswell, 2005).

Cameron formed a professional identity in line with the youth development community to which

he felt he had legitimacy.

Sidney explained his level of access to the faculty's Discourse when he said, "Within this

department, we get treated more as colleagues." He believed that this treatment allowed him to

see the language – how the faculty talk about the roles they play – and non-language "stuff" –

how they involved their families, how they dressed, how they presented themselves – that goes

with being a faculty member. He described a department meeting wherein the faculty were

discussing how to administer preliminary exams and appreciated that "We get to sit here and

hear the different thoughts that are going around the table so that we don't think this is some

arbitrary thing that someone just came up with, that there's reasoning behind it." This level of access to the faculty's Discourse provided Sidney with insight into how faculty think and make decisions as a group. Sidney explained his access to opportunities to play a variety of roles in his assistantship and described his professional identity as a future faculty member who will do, "all of that smooshed together to be my future."

Casey appreciated that he had some power over his progress as a graduate student. He believed, "I'm given quite a bit of autonomy…I don't think that [my advisor] feels like he needs to micromanage me in those regards." Being given freedom in how he conducted himself within department roles helped Casey to feel more like he can be faculty in the near future. He perceived that his advisor, "allowed me to be as big of a thinker as I can be. Especially as I think about my dissertation. I've never been told I couldn't do something," indicates that he has enough mastery of the faculty's Discourse to be conferred legitimacy through being given power over his own research.

Casey was, "not tied to the context," of agricultural education. Through his interactions with students and faculty in other departments, he felt, "comfortable teaching an Introduction to Educational Psychology or even a methods of teaching at the secondary level." Casey's statements indicated that he had access to the Discourse in other education departments in the university. He explained how he arrived at his professional identity saying, "I couldn't attribute those things to a particular person, I just think about the kind of person I want to be." When Casey discussed his relationships with faculty in other departments in the university, it became evident that he built his professional identity as a composite of exemplars he has seen throughout the university that have, "give[n] us more to base our decision on."

Jessie believed that all of the graduate students had access to the faculty Discourse but admitted, "maybe people will say it's because I've always been given access." Other graduate students did indicate that they believed that Jessie had more access to the faculty, and their decision making, through his personal relationships with some faculty members. However, Jessie talked about cultivating these relationships when he said, "I always try and at least somewhere in the conversation say, "how are you doing?" or… "how's your family?" Jessie took care to, "indicate that yes, I value you as a human being, not just as a research machine," and none of the other students talked about this aspect of the faculty-graduate student relationship. Thus, Jessie achieved greater access to components of faculty Discourse that were more personal in nature but did it by having enough mastery of the Discourse to know to engage faculty on a more personal level.

Jessie demonstrated further mastery of the Discourse when he referenced learning what a "good" graduate student is. He explained that he learned what the faculty valued and then evaluated himself in terms of their values. Jessie's references to feedback from presentation participants, students, faculty, and peers indicate that he used the feedback he receives to better understand what a community values and then evaluated himself in those terms in every context. Thus, he has learned a useful tool that will continue to grant him access to community Discourses throughout his career. Jessie's level of access to the faculty Discourse allowed him to see himself as future faculty and he would, "like to find a job where [he] get[s] to do similar things," as he did during his graduate study.

The doctoral students developed professional identities within the community in which they felt a sense of legitimacy. Casey, Jessie, and Sidney perceived legitimacy in the faculty community of practice. They were able to define themselves as "good" according to some of the

terms of the community. This provided them with opportunities for access to the faculty

Discourse which they recognized and in which they engaged. This reinforced their ability to

define themselves as good and thereby reinforced the privilege of legitimacy that they possessed.

Each developed a professional identity as a future faculty member with components of the

faculty identities they witnessed through the faculty Discourse (Figure 2).

Cameron and Peyton did not relinquish their legitimacy in previous communities of

practice and did not gain a sense of legitimacy in the faculty community of practice. Cameron

continued to access the Discourse of the FFA/youth development community of practice,

reinforcing his legitimacy there and leading to the development of a professional identity that

centered around working for FFA or youth development to "sustain [his] verve." Peyton

perceived a greater level of legitimacy in the teachers' community of practice because of his

years of experience and success and continued his access to the Discourse of the agriculture

teachers' community of practice as evident through his continued use of their tools including

language. His continued access to the teachers' Discourse reinforced his identity as an

agriculture teacher as demonstrated through referring to himself as a teacher and continuing to

use the tools of the teachers' community of practice. Peyton's choice to continue to take

opportunities for access in the teachers' community – publishing in the practitioner journal,

believing the higher education community should change to suit teachers – led to the

development of a professional identity wherein he could see himself as a career teacher.

It is not clear which must come first, legitimacy in new community or loss of legitimacy

in previous community but as Casey spoke of having less contact with his "ag teacher friends,"

the more involved he became in his doctoral program, it appears perceiving legitimacy in the

new community allows one to relinquish legitimacy in the old community which in turn, allows

for greater legitimacy in the new community. Lave and Wenger (1991) suggested that one must "become a different person with respect to the possibilities," to develop a new identity (p. 53). The findings of this study suggest that relinquishing legitimacy in former communities of practice and taking on legitimacy in the new community is an essential piece of the process of becoming a different person.

Implications for Future Research

Several of the participants suggested that the researcher should follow up with them in ten to twenty years and see how they have continued to develop their professional identities. A longitudinal study of these participants could examine the forces that continue to shape an identity trajectory throughout a career. Further, future research could involve doctoral students who have left other professional communities of practice to return to school with the original aim of being faculty. This research could examine the process of relinquishing legitimacy and how one finds a balance of maintaining some legitimacy in the former community while accepting legitimacy in the new community. As the participants in this study varied in their ability to recognize the faculty Discourse, future research should seek to understand how recognition occurs. Further, it is unclear from this research if graduate students know what the authentic practice of being a faculty member is. Future research could examine how graduate students perceive faculty practice and how they access it.

Implications for Practice

Doctoral programs – faculty and experienced graduate students – should scaffold the community Discourse purposefully. The experience graduate students must be involved in this process as novices often learn more from their near peers than from the masters in a community of practice (Lave & Wenger, 1991). Faculty should assign roles – and thus the access that comes with those roles – intentionally to students who exhibit some of the community's definition of "good" but with a consideration for those who need to develop the components of legitimacy that they lack. Further, faculty should help doctoral students become aware of the legitimacy and access that they have. Doctoral students should be informed as to why they are receiving opportunities for access so that they understand that these opportunities relate to faculty roles within the Discourse. Deliberate scaffolding of the faculty Discourse may help students to perceive their access and legitimacy within the faculty community of practice and therefore enable them to relinquish some of their legitimacy to other communities of practice that may inhibit the doctoral students' ability to develop professional identities within the faculty community of practice.

APPENDICES

APPENDIX A

Consent Form

Graduate Student Study
Participant Consent Form
Interview, Documents, Observation

You are invited to take part in a research study focused on the Teaching and Learning concentration of the doctoral program in Agricultural and Extension Education. We are asking you to take part because we want to know how the cohort group affected you and prepared you for teaching. Please read this form carefully and ask any questions you may have before you consider taking part in this study.

What the study is about: The purpose of this study is to describe how doctoral students studying teacher education transition from classroom teachers to faculty.

What we will ask you to do: If you agree to participate in this study, you will take part in three individual interviews lasting 60-90 minutes. This session will be audio recorded. You will be observed in your daily work and school activities, asked to diagram your experience, and asked for permission to see documents used or created by you in your daily activities.

Risks and benefits: We do not anticipate any risks associated with you participating in this study, other than those encountered in day-to-day life. The study will not have any direct benefits for you, but your participation will help us learn more about what doctoral students experience in the Virginia Tech program

Compensation: There will be no compensation for your participation in this study.

Taking part is voluntary: Taking part in this study is completely voluntary. You may choose to refrain from participating in the study now or at any time in the future. If you decide not to take part it will not affect your current or future relationship with Virginia Polytechnic Institute and State University. If you decide to take part, you are free to withdraw at any time.

Confidentiality: Your name will not be used in the recording of the interview or in any written publications. The audio recordings from the interviews will be kept in a secure file. Only the researchers will have access to this material. The written transcript of the interview and electronic file will also be kept secure. This consent form will be stored in a locked file separately from the tape, transcripts, field notes, and collected documents.

If you have questions: The researcher conducting this study is Donna M. Moore. Please ask any questions you have now. If you have questions later, you may contact Donna M. Moore at moored@vt.edu or (540) 231-5717 . If you have any questions or concerns regarding your rights as a subject in this study, you may contact the Institutional Review Board for Human Participants (IRB), http://www.irb.vt.edu/.
You will be given a copy of this form to keep for your records.

Statement of Consent: I have read the above information, and have received answers to any questions I asked. I consent to take part in the study.

I understand that the interviews will be audio recorded and that notes may be taken during observations.

Your Signature _____Date _____

APPENDIX B

Alignment of Propositions, Supporting Literature, Research Questions, & Interview Questions
Round One

	Proposition	Supporting Literature	Research Questions	Interview Questions Round One
1	Access to a community of practice influences the development of professional identities.	The access granted an LPP as a member of the community is more important to learning than direct instruction is as it increases understanding for identity development (Lave & Wenger, 1991).	How does professional identity develop out of the membership to the multiple communities of practice of doctoral students in a teaching and learning agricultural education program?	• Describe your role in T&L AEE • Describe your typical day during: • The fall semester • The spring semester • Describe your typical week (fall and spring).
2	The use of a community's language and understanding of its history influence the development of professional development.	Communities of practice provide a way of talking about how one is and of creating personal histories in context (Wenger, 1998)	How does professional identity develop out of the membership to the multiple communities of practice of doctoral students in a teaching and learning agricultural education program?	• Describe your interactions with others in T&L AEE • *From observations* • Describe your relationship with others in the department. • Why did you choose T&L AEE at Tech?

3	Belonging to a community of practice influences the development of professional identity.	Belonging is essential because membership provides access to identity (Bruner, 1996; Lave & Wenger, 1991; Wenger, 1998; Valsiner & van der Veer, 2005)	How does professional identity develop out of the membership to the multiple communities of practice of doctoral students in a teaching and learning agricultural education program?	• Describe how you became a grad student in AEE T&L • How do you balance the work and social aspects of T&L AEE?
4	Negotiation of membership involves other members of the community and influences the development of professional identity.	An individual builds identity through negotiating the experience of membership in social communities (Wenger, 1998)	How does professional identity develop out of the membership to the multiple communities of practice of doctoral students in a teaching and learning agricultural education program? How do other professionals influence the formation of professional identities in doctoral students in a teaching and learning agricultural education program?	• Describe your role in T&L AEE • Describe your interactions with others in T&L AEE • Who do you work with? • Describe your work activity with others in the department

5	Socialization influences the development of professional identity.	Socialization occurs through observation, interaction with peers and faculty (Austin, 2002)	How do other professionals influence the formation of professional identities in doctoral students in a teaching and learning agricultural education program?	• How do you know what a grad student should do? • Who are your role models?
6	Interactions with other members of the community influence the development of a professional identity.	Graduate students found informal conversations with faculty, graduate directors, and undergraduate professors helpful in their development (Austin, 2002)	How do other professionals influence the formation of professional identities in doctoral students in a teaching and learning agricultural education program?	• Who do you ask for help?
7	Observing interactions among members of the community of practice influences the development of a professional identity.	Graduate students should listen to conversations among advisors, supervisors, professors, and more experienced students (Austin, 2002)	How do other professionals influence the formation of professional identities in doctoral students in a teaching and learning agricultural education program?	• Who do you work with? • Who are your role models?

8	The way one is viewed by others in the community influences the development of a professional identity.	Identity is the way a person is viewed by self and others (Lave & Wenger, 1991)	How do other professionals influence the formation of professional identities in doctoral students in a teaching and learning agricultural education program?	• How would others in T&L ASS describe you? • What roles do others in T&L AEE ascribe to you? • *Through observation of interactions/conversations*
9	Experienced members of the community influence the development of a professional identity.	Experienced members of a community tell stories and new members incorporate pieces into their identities (Wenger, 1998)	How do other professionals influence the formation of professional identities in doctoral students in a teaching and learning agricultural education program?	• Who are your role models? • *Through observation of interactions/conversations*
10	The social construction of reality influences the development of a professional identity.	By engaging in a dialogue, individuals are engaging in the subjective practices that contribute to a social construction of reality (Ellis & Flaherty, 1992)	How do other professionals influence the formation of professional identities in doctoral students in a teaching and learning agricultural education program?	• Who do you work with? • *Through observation of interactions/conversations*

11	Individuals form multiple subjectivities through engagement in multiple communities of practice and resolving them influences the development of professional identity.	Identity is formed when one compiles subjectivities and objectifies them into their person (Holland & Lave, 2001)	How do doctoral students in a teaching and learning agricultural education program resolve the conflicts in focus or priority of each community to which they belong?	• To what other groups/communities do you belong? • Describe a time when two of your communities were in conflict • What memberships will you continue as a professional?
12	Individuals belong to many communities and the negotiating the conflicts created by multimembership influences identity formation.	Multimembership can also give rise to coexisting identities of participation and non-participation (Wenger, 1998)	How do doctoral students in a teaching and learning agricultural education program resolve the conflicts in focus or priority of each community to which they belong?	• To what other groups/communities do you belong? • Describe a time when two of your communities were in conflict • What memberships will you continue as a professional? • How do you balance these memberships? • How are you the same in each? • How are you different in each?

APPENDIX C

Script for Round One Interviews

1. What did you do before graduate school?
2. What will you do after graduate school?
3. Why did you choose the teaching and learning (T&L) concentration in Agricultural & Extension Education (AEE) at Virginia Tech?
4. Describe how you became a graduate student in T&L AEE.
    a. How did you decide to attend?
    b. How did you meet the other graduate students?
5. How do you balance the work, school, and social demands?
6. Describe your role in AEE.
    a. How did you get this role?
    b. How often are you in this role?
    c. How does it relate to who you are?
7. Describe a typical day…
    a. During the fall semester
    b. During the spring semester
    c. During the summer semester
8. Describe a typical week…
    a. During the fall semester
    b. During the spring semester
    c. During the summer semester
9. Describe your interactions with others in AEE.
    a. T&L grad students
    b. AEE grad students
    c. Faculty
    d. Staff
    e. Other VT grad students
    f. Undergrads
    g. MS/HS agriculture teachers
10. Describe your work activity with others in department.
11. Who do you work with?
    a. On what?
    b. How often?
    c. Describe an example
12. How would others in T&L AEE describe you?
13. What roles do others in T&L AEE ascribe to you?
14. How do you know what a grad student should be?
    a. And do?

15. Who are your role models?
   a. How do you learn from them?
   b. How do you emulate them?
   c. How do you decide what to emulate?
16. Who do you ask for help?
   a. Describe one interaction where you needed help.
17. What other group or communities do you belong to?
   a. How are you the same in each?
   b. How are you different?
   c. How do the other groups affect you as a grad student?
   d. How do they impact what you see yourself doing after grad school?
18. Describe a time when tow of your communities were in conflict.
   a. How do you prioritize?
   b. How do you resolve the conflicts?
   c. What do they mean to you?
19. Which memberships will you continue as a professional?

APPENDIX D

Documents Analyzed as Part of the Case Study

Document Title	*Source*
Official Documents	
Building Graduate Community: Expectations for Graduate Study	http://grads.vt.edu
Manuscript Format Guidelines	http://grads.vt.edu
Thesis and Dissertation Approval Form	http://grads.vt.edu
Timeline for the Completion of a Thesis or Dissertation	Department course management site
Plan of Study – PhD in Life Science – Agricultural & Extension Education	Department course management site
AEE Departmental Philosophy on Preliminary Examinations	Department course management site
Annual Graduate Student Evaluation	Department course management site
Department of Agricultural and Extension Education	
AEE Graduate Student Progress Report	Department course management site
Department of Agricultural and Extension Education Graduate Guide and Procedures	Department course management site
Elements of a Dissertation Proposal	Department course management site
Created by Participants	
Visual Representation of Experience	Cameron
Visual Representation of Experience	Casey
Visual Representation of Experience	Jessie
Visual Representation of Experience	Peyton
Visual Representation of Experience	Sidney
AEE Undergraduate Course Syllabus	Sidney
Application Essay	Cameron
Application Essay	Peyton
Application Essay	Sidney
Email to the Department	Cameron
Researcher Journal	Researcher

APPENDIX E

Code List and Definitions

1. Access – participant refers to access to the community of the department or university, including obstacles to that access and the people who provide/impede.
2. Advice – refers to advice a participant has received or the people from whom the participant seeks advice.
3. Agency – participant refers to his power to impact the situation or change his trajectory.
4. Agricultural Education affiliation – participant refers to his allegiance to agricultural education – positive or negative.
5. Ambiguity – participant refers to unclear expectations for graduate students and their work.
6. Assistantship duties – participant explains the tasks performed in his or her assistantship or the expectations of his or her supervisor about the conduct of the assistantship.
7. Balance - participant refers to handling multiple demands or maintaining quality of life.
8. Being a graduate student - participant describes him/herself as a graduate student or what being a graduate student means.
9. Celebration – participant describes a marking an accomplishment within the community.
10. Classes - refers to classes the participant has taken and how classes have impacted the participant's trajectory.
11. Community reproduction - participant refers to the graduate students who will come after him/her (Wenger, 1998).
12. Compartmentalizing - participant refers to being a different person in different places.
13. Conflict - participant refers to competing demands
14. Defined by other - – refers to participant's explanations of how others view him or her.
15. Defining other - the participant explains what he or she is NOT. May use a specific person as an example or explaining qualities
16. Defining self - participant describes "who I am."
17. Expectations – a set of expectations the participant is expected to meet.
18. Family - a reference to family relationships or obligations.
19. Friends - participant relays information about friends – within or outside of the department. Those within the department will be coded "with AEE grad" as well.
20. Future career path - indicates intentions or plans for future career after completion on Ph.D.
21. Graduate school intention - explains the participant's reasons for coming to grad school or choosing Virginia Tech.
22. Interaction with teachers - participant refers to the participant's dealings with agriculture teachers – typically in Virginia.
23. Learning to be a graduate student - participant describes how he/she learned or is learning to be a successful graduate student.
24. Motivation - the participant relays his or her drive to complete tasks related to graduate school or drive for future career.
25. Other community - participant refers to other communities to which he/she belongs.

26. Participation in community – participant engages – or does not engage – in a practice that is part of the community.
27. Power – participant describes his position in the community as it relates to having or not having power. Also refers to descriptions of who has power over the participant.
28. Previous career - participant describes his or her previous career and its impacts on current or future positions.
29. Previous education - participant describes his or her previous education and its impacts on current or future positions.
30. Product - participant describes work he or she does or has created as a graduate student. Examples include: papers, journal articles, conference presentations, conferences, and courses/lessons taught.
31. Relationship with advisor - participant refers to interactions with his/her advisor or expectations for those interactions.
32. Roles - participant describes the different roles that he/she fulfills.
33. Treatment of graduate students - participant explains either how he/she has been treated as a graduate student or how he/she understands that others have been treated. Also includes expectations about how one would be treated and intentions to treat graduate students in future career.
34. With AEE graduate students - participant refers to interactions with other graduate students in the department of Agricultural & Extension Education – includes all concentrations within major.
35. With CTE cohort – describes interactions with the pre-service teachers in the Career and Technical Education program.
36. With faculty - participant describes interactions with faculty at Virginia Tech other than his/her advisor.
37. With undergraduates - participant describes interactions with undergraduate students.

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