

Introduction

Doctoral Seminar 2017: An International Journey

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It is our pleasure to introduce this SPECIAL issue called **Doctoral Seminar 2017: An International Journey** for the *Emerging Perspectives: Interdisciplinary Graduate Research in Education and Psychology*. The International Doctoral Seminar (IDS) emerged out of a formal partnership between the Faculties/Schools of Education at Beijing Normal University (BNU), China, Queensland University of Technology (QUT), Australia and the Werklund School of Education, here at the University of Calgary. Within the International Doctoral Research Seminar, we **promote research collaborations** and **cultivate cross cultural competencies** among doctoral students and faculty members at our three universities. A central component of this partnership involves a joint annual International Doctoral Research Seminar, where four to five doctoral students from each university (12-15 students in total) come together to spend a week at the hosting university to consider **doctoral research across cultures**, through the chosen theme of the seminar.

The International Doctoral Seminar (IDS) held in Brisbane in 2017, focusing on *Research in Education: Transcultural Perspectives*, was the last iteration of the first three-year cycle and the articles found in this Special issue are a sample of what our doctoral students achieved and learned during their time in this program. As you will see, the articles are written from two or more team members across the universities making this Special Issue exceptional in demonstrating the impact of this program; specifically, the emergence of doctoral student collaborative research across the three universities. The first article offers reflective space that focuses on decolonizing dissertations. Specifically, Czuy and Hogarth discuss how Indigenous ways could allow a blurring of the boundaries typically associated with the standard dissertation. The authors of the next two articles explore how the transcultural journey they undertook expanded their perspective as emerging scholars. First, Becker and Yin consider how the opportunity to engage in collaborative writing, beyond the actual seminar event itself, was pivotal in developing their transcultural development. Second, Ko, Jiao, and Corser reflect on how the intertwining of both the formal events, such as lectures and presentations, as well as informal opportunities, like the visit to the koala sanctuary, offered a rich context for their shifting understanding of themselves as researchers. Finally, Downes and Kim, who both take up Critical Discourse Analysis (CDA) as their analytical framework in their respective dissertation work, consider how their transcultural experiences have benefitted their understanding of CDA and its application to their research.

Congratulations to all the authors and the editorial team of this Special Issue of EPIGREP. This is an exciting and inspirational achievement that we hope will be the beginning

of Special Issues focused on collaborative writing that emerges from doctoral students located in universities around the world.

Articles

Circling the Square: Indigenizing the Dissertation
by Kori Czuy and Melitta Hogarth

A Tale of Two Scholars: Developing Transculturally Through Dialogue and Writing
by Sandra Becker and Melody Yue Yin

A Transcultural Journey: An Ensemble of Canadian, Chinese, and Australian Doctoral Students' Experiences
by Gina Ko, Nan Jiao, and Kristy Corser

Critical Discourse Analysis in Transcultural Spaces
by Lynn Downes and Marcia Kim