

Abstract

Higher education in China has changed from elite education to mass education and progressed tremendously in various aspects such as the expansion of enrollment and institutes ever since last decade. However, China still lags behind developed countries in some aspects in doctoral education. One of the challenging tasks for the doctoral education in China is to cultivate scholars with academic excellence and international horizon under the current education system.

Past research showed that academic interaction and social interaction with academia played a role in doctoral students' academic development into scholars, but a review of the literature shows that the empirical research on how the interactions play the role in doctoral students' academic development in China was scant. This research attempts to explore the influence of doctoral students' interaction with the academia on their academic development in a university in Shanghai.

This research is qualitative, phenomenographic in nature, using intensive interview, ethnographic observation, and document collection. It endeavors to explore three doctoral students' experiences of their academic interactions and social interactions in their doctoral education, the influence of their interactions with other scholars on their academic development, and the patterns and characteristics of doctoral students' interactions and academic development.

A grounded theory approach to data analysis is employed, shaped by an interpretative phenomenological analysis approach, in order to deeply explore the doctoral students' cognition about their experiences of academic development throughout their doctoral education, thereby contributing to the understanding of the complex phenomenon of doctoral students' interaction and their development.

The findings from the analysis of the three cases reveal that: 1) Doctoral students' active interaction with their supervisor plays a decisive role in their academic development;

supervisors' diverse supervision styles are most beneficial to the completion of doctoral students' dissertation writing and the building of an efficient learning or research community; 2) Factual knowledge dissemination dominates doctoral education courses in SISU and could not satisfy doctoral students' multi-dimensional needs for research theories, research methods, research fronts and critical thinking development. 3) This research also shows that doctoral students' interaction with scholars can help complement the curriculum insufficiency, enhance their research cognition, as well as improve their academic development, professional development and form dynamic learning networks .

It is argued that doctoral students' dimensional and active interactions with academics play a key role in improving their personal research cognition, which in turn foster decisive improvement and growth of their academic development. The theoretical contribution of this study lies in proposing a new type of dynamic blended learning system which consists of learning communities and learning networks that involve face-to-face interaction and online interaction. The research could also enhance the understanding of the dynamic relationship between doctoral students' interaction and their academic development in doctoral education in order for university administrators to make collaborative efforts to provide more collegial support for doctoral students to complete their academic journey. It could also help supervisors to give effective supervision, and help doctoral students to interact more with other academics to build diverse learning communities and efficient learning networks. The proposed framework for doctoral students' academic development in this research could provide theoretical support and practical implications for deepening the reforms in program planning, curriculum design, academic support, supervision and management in doctoral students education.

Key words: academic interaction; social interaction; academic development; learning networks; learning community

摘要

中国高等教育从精英教育转为大众教育后，处于高等教育体系塔尖的博士研究生教育与欧美发达国家相比仍有较大差距。如何在我国高校现有的博士培养体系下培养出具有开阔的国际视野、较高的学术素养的研究型人才是在高校面前一项极其艰巨的任务。

本研究以上海某高校为研究基地，采用质化研究为主的研究方法，并辅以量化研究，通过长达三年时间，使用深层访谈、跟踪观察、问卷与文献法等方法，深入细致地跟踪了三位英语语言文学专业博士生的学习活动，主要透视他们的社会互动和学术互动的轨迹。研究主要探索以下三个问题：1) 博士生在学术发展过程中经历了哪些社会互动和学术互动？2) 这些互动对其学术发展有何影响？3) 博士生的互动与发展有何特征？

研究发现：1) 博士生导师及其指导对博士研究生教育起到关键作用。本研究通过三位博士与导师的互动发现在博士生的学术成长的不同阶段采用不同的指导模式更有利于博士生的学术成长，在选题阶段采用牧羊式，在开题阶段采用契约式，在论文写作阶段采用契约指导等；博士生导师以开放包容的学术态度与博士生的互动也有利于博导的学术视野的拓宽，也有利于建立起一个富有活力的科研共同体和学术梯队；该发现为我国博士导师指导学生具有一定的启发意义；2) 博士研究生的课程设置基本上还是以传授知识为主，无论是从宽度上还是从深度上来看，都还不能完全满足博士研究生的多元需求，能够从逻辑和批判性思维上给予博士生进行训练的课程更是少而又少。研究还表明，为了弥补课程设置的不足，博士研究生能够通过较为积极主动的学习方式，如校内师生互动、国际学者互动、同侪互动、网络学术社区互动等形式来丰富和发展他们的学术训练，起到了较为积极的作用。同侪互动在博士生的学术发展过程中也起着非常重要的作用。同侪之间关系更为平等，共同语言多，可以为博士提供技术支撑、情感支撑、经济支撑和学术支撑。与国际学者的互动可以开阔博士生的国际学术视野，了解国际同行学术规则，跟上国际学术前沿，有助于内化其学者的身份；3) 博士生的学术认知、个人反思、个性品格对其学术成长、职业发展具

有关键性作用，其与学者的交往同时也促进其学术认知的提高。结合学术共同体与学术网络的混合学习方式对博士研究生的学术成长、学业完成和职业发展影响巨大。总之，博士生多维、积极的学术互动对其学术认知起着关键作用，反之，其学术认知的提高对其学术成长与学术成就的取得发挥这关键性作用。

本研究的大量厚实数据表明我国高校博士研究生在其学术发展过程中需要高校各有关部门的通力合作，以便在其复杂、动态的学习过程中健康有效地成长。本研究提出的博士生发展框架对于高校博士教育在培养方案、课程设置、学术支持、导师指导与教学管理等方面进一步展开更加深入的改革给予了具有现实意义的启示和提供了理论层面的支撑。

关键词：学术互动； 社会互动； 学术发展； 学术网络； 学习共同体