Constructs for Index

GROUP 1: Nana Adu, Emily Davison, Muhammad Putera, Katy Robinson

Theoretical perspective: Academic resilience theory (also called academic resilience theory). Graduate students at the University of Florida are individuals who have had great academic success throughout their lives. They are the “best and brightest” among students. However, graduate study is challenging, even for students who have been high academic achievers throughout their lives. For many of these best and brightest students, graduate study is the first truly challenging academic experience of their lives. The normal disappointment of less than “super” academic achievement (like getting a B instead of an A) may therefore be a new experience to them. Their ability to respond effectively to this challenging academic environment is critical to overall success. Your research team has decided to explore the factors that contribute to academic buoyancy or resilience – essentially the ability to effectively cope with the ups and downs of academic achievement in graduate school.

Constructs for this project: academic resilience is just one construct, but it has many dimensions. I encourage you to select two of the dimensions suggested by Martin et al (2010) -- confidence (self-efficacy), coordination (planning), commitment (persistence), composure (low anxiety) or control (low uncertain control). Of course, you may decide to select more than two dimensions if you want, or you may want to use some other authors’ perspectives about the meaning of the construct academic resilience.


GROUP 2: Vanessa Niblett, Liliane Poincon, Sophia Salem, Sienna Turner, Brian Visconti

**Theoretical perspective: Self-regulation theory, specifically self-regulated learning.** One of the distinctive characteristics of graduate education compared to the previous learning experiences of most students is the need for a great deal of self-regulation. Professors assume that graduate students will not need “to be spoon fed,” that they will take responsibility for their own learning experience and outcomes. This often rather abrupt shift from a very directed learning environment to one in which the student is called upon to manage his/her own learning is a challenge for many graduate students. In fact, in my experience, failure to self-regulate is probably the number one cause for failure in graduate school. Your research group wants to explore the degree to which graduate students engage in the several aspects of self-regulated learning. **Constructs for this project: self-evaluation, causal attribution**


GROUP 3: Dhar Biswadeep, Jean Ribert Francois, Benjamin North, Noemi Reyes, Mary Vasilevsky

**Theoretical perspective: identity development.** Graduate school is a time of many changes, one of which often involves the development of a new identity as a professional. Research indicates that self-identity is particularly open to change when an individual enters into a new role in life and graduate study is often the first step to a professional identity. Some students are successful and make the transition to professional identity, but others struggle and face many barriers to the change in identity implied by graduate study. Assuming a professional identity involves more than acquiring the knowledge the skills associated with a given profession or involvement in professional associations and activities. Professional cultures differ among professions and individuals entering a profession experience different forms of professional socialization, which may hinder or help them formulate a professional identity that leads to positive outcomes. Research suggests that failure to achieve professional identity and inadequate professional socialization have negative outcomes on performance in graduate school and ultimately on professional career advancement. Your research group wants to explore the processes of professional identity development and socialization among graduate students. **Constructs for this project: professional identity and professional socialization.**


Ke, Ya-Ting; Kuo, Chia-Chi and Hung, Chich-Hsiu. The effects of nursing preceptorship on new nurses’ competence, professional socialization, job satisfaction, and retention: A systematic review. *Journal of Advanced Nursing* 73(10< 2296-2305. DOI: 10.1111/jan.13317


