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PhD students' presenting, staging and announcing their educational status - An analysis of shared images in social media



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A B S T R A C T

Little research has been conducted on the question of academics' use of social media. The effects of social media on the educational environment of postgraduate students need to be further explored. The purpose of this study was to investigate the underlying values and ideas of being in postgraduate education by analysing 176 posted photos on social media. The findings show that PhD students manifest their educational status by presenting themselves as being in a process, staging academic artefacts and announcing important achievements towards the goal of earning their degree. These activities represent a global understanding of being a PhD student, that exists regardless of nation, gender or ethnicity and as such represents a “meta curricula” that exists above and beyond any locally defined PhD syllabus. It should be considered that the constant mirroring of PhD student life that has been made possible via social platforms seems to gain in importance and that the enculturation into the academic culture that exists among postgraduate students' own activities on social media needs to be taken into account when addressing postgraduate education, in practice as well as in research.

1. Introduction

There is a growing body of literature that recognizes the popularity and increased use of social media (Chung & Koo, 2015; Shan et al., 2015; Valenzuela, 2013). The Pew Research Center has monitored the use of social media among American citizens since 2005. They report that a strong majority of the US population uses social media to receive news and to share information on different platforms and similar phenomena are seen worldwide (Internet World Stats, 2017; Madden & Jones, 2008). On a philosophical level, sharing content on social media may be best understood in the words of Sherry Turkle “I share therefore I am” (Wang, 2013, p. 1). Sharing, thus, is a way to gain attention and companionship. Along with individuals' usage of and engagement in social media, corporations, universities, public organizations, and others also use social media to spread messages about their organization (Bélanger, Bali, & Longden, 2014). Research has tended to focus on the use of social media and users in various contexts such as market branding and health-related matters (Li & Mousseaux, 2013; Salzmann-Erikson & Hiçdurmaz, 2017). However, research addressing the use of social media among academics is more restricted. Thus, in this article, we focus our investigation on postgraduate students' use of social media in order to seek the underlying values and ideas posted in images on social media.

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2. Literature review

Previous research has shed light on students in higher education who have engaged in improper social media use (Essary, 2011; Smith & Knudson, 2016; Veletsianos & Kimmons, 2016). It is valuable to note that Harrison, Gill, and Jalali (2014) stressed the risks of blurring boundaries between socialization and educational use of social media among medical students. They acknowledged the lack of universal policies to monitor social media behaviour among students. Subsequently, several other studies have also acknowledged the risks of using social media among students in healthcare educational programs (Walton, White, & Ross, 2015; de Gagne, Choi, Ledbetter, Kang, & Clark, 2016). The studies revealed that a small but significant proportion of students shares potentially unprofessional content.

2.1. Enculturation into the academic culture

Enculturation is a process of socialization by which people learn the requirements of a culture and acquire values and behaviors appropriate or necessary in that culture. The word cover both deliberate socialization that shapes individuals participating for example in educational programs and the informal aspects of socialization that exists within that framework and lifestyle (Johnson, Ward, & Gardner, 2017). Furthermore, Anderson (2017) described that PhD students are socialized through local practices and discourses from mediating behaviors, affective stances and (in)actions, thus addressed as the doctoral gaze. Hence, PhD students do not only exist in an academic vacuum; for example, they may have families and other obligations outside of the scholarly community.

According to the International Standard Classification of Education (ISCED), the doctoral education constitutes the highest level of education, classified as level eight. Doctoral education leads to an advanced research qualification and the attainment of a doctoral degree. The program requires at least three years of full-time education and the production of a thesis based on original research, which distinctively differentiates it from the lower levels of Bachelor's degree (level 6) and Master's degree (level 7) (ISCED, 2011). The situation for PhD students also differs from the lower levels in other respects, as they also engage in academic work and in the teaching of undergraduate students. The majority of existing research within the field of doctoral studies has mainly focused on the relationship between PhD students and their supervisors (Lee, 2008), and on strategies and tactics in supervision (Hockey, 1996), the quality of supervision (Kam, 1997), PhD students' perception of being supervised (Krauss & Ismail, 2010), attrition rates and reasons for attrition (Ali & Kohun, 2006; Bair & Haworth, 2004), the experiences of international students (Borg et al., 2009) and loneliness (Janta, Lugosi, & Brown, 2014). Further, research has also acknowledged that the life of PhD students involves periods of stress (Pyhältö, Toom, Stubb, & Lonka, 2012). Gardner (2008) emphasized problems of socialization for doctoral students who do not 'fit the mold' due to family situations, such as having children, being above the average age or being part-time students. Stubb, Pyhältö, and Lonka (2011) reported that completing a PhD program is both challenging and joyful. In later work by Stubb et al. (2011), they explored doctoral students' experiences of their scholarly communities in terms of psychosocial well-being. They reported that students experienced stress, exhaustion, and anxiety, but also that scholarly communities were considered a source of empowerment.

Lupton (2014) conducted an international online study on the subject, in which over 700 academics participated. Lupton found that academics saw social media as a way to establish and promote international relationships. Furthermore, the article pinpoints similar problems to those previously addressed with regards to the blurred boundaries of the private and the professional personae. In addition, the results from that investigation also address the issues of sharing copyrighted contents, how to deal with negative responses, and worrying about plagiarism. When it comes to students entering a doctoral program, they are socialized into the academic culture, that is, they acquire knowledge of skills, values and norms (Chin & Colin, 2016). However, out of all the issues that might be explored in relation to the use of social media, little research has been conducted on the question of academics' use of social media. Especially the use of social media regarding academic culture and what it is like to be educated in an academic environment. This aspect of the educational environment, and what social media has meant for postgraduate students need to be further addressed and explored, hence this study.

3. Aim

The aim of this study was to investigate the underlying values and ideas of being in postgraduate education as shared in images posted on social media.

Research Question:

- What are the common values and ideas of being in postgraduate education connected to the images of PhD student life that are posted on social media?
- How are the common values and ideas regarding educational aspects reflected, via images on social media.

4. Method and materials

When designing this study, we chose an archival and cross-sectional observational study design in order to access data material that was freely available from posts on social media. For gathering the data, a platform was used to scan different social media services. To find the most relevant keywords for this study, we consulted a senior account coordinator at the company providing the platform. We determined keywords relevant for the aim of the study, and these were: #phdstudent, #phdstudents, and #phdstudentlife. With access to an Application Programming Interface (API), we extracted the study sample from the three social media sites

Table 1
Characteristics of posters.

Characteristics	No (%) of mentions (n = 1747)	
Source		
Instagram	1713	98,05%
Twitter	128	7,33%
Tumblr	6	0,34%
Sex		
Women	723	41,39%
Men	280	16,03%
Unisex	209	11,96%
Uncategorized	535	30,62%
Attitudes		
Positive	245	14,02%
Negative	47	2,69%
Neutral	1272	72,81%
Not categorized	183	10,48%
Emotions		
Anger	31	1,77%
Disgust	5	0,29%
Fear	38	2,18%
Joy	867	49,63%
Sadness	94	5,38%
Uncategorized	1035	59,27%

Twitter, Tumblr, and Instagram. The reason for using three different social media platforms was the methodological possibility to gain triangulation and variation in data (Creswell, 2014).

The search resulted in both posts and engagements. Posts are original posted messages in social media, such as a tweet. Engagements are reactions to posts, for example a comment or a retweet. We collected historical data from 25 October 2016 to 25 November 2016, and the total number of mentions was 7121. Since we were not focusing on the posters' interaction in this study, engagements were excluded (n = 5357), which resulted in a sample of 1908 mentions. We also excluded those posts which did not include an image, and this resulted in the final study sample (n = 1747). The characteristics of these posts are presented in Table 1. An Excel file, containing information about the Uniform Resource Locator (URL) of all images, was temporarily downloaded to a computer. Since it would have been very cumbersome to conduct a qualitative analysis of almost 2000 images, we restricted the analysis to include only 10% of the images. Hence, every tenth URL was chosen, resulting in the inclusion of 176 images. A limitation when conducting an observational and cross-sectional study of online content is that it is not possible to acquire a detailed description of user characteristics. However, metadata, which is data that the user voluntarily adds to their profile, provide an approximation of characteristics. An inherent feature of a qualitative orientation of inquiry is that the aim is not to extrapolate the findings to a wider population. This means that the descriptive statistics were not used for drawing conclusions from statistical analysis, but rather to demonstrate posters' use of source, their sex, attitudes and emotions (see Table 1). Attitudes and emotions constitute a result from the API's semantic analysis.

4.1. Data analysis

In the first step, we constructed a matrix consisting of several columns in order to work with data. The columns in the matrix contained the number of each image (1–176), the actual text in the post and hashtags. Next, each image was given a manifest description of its content and was further divided into a description of what was in focus and what was in the distance. In addition to this, the first author wrote an analytic interpretation of the image along with the text attached in the post. All interpretations were read and reviewed several times in order to become familiarized with, and immersed in, the descriptions and interpretations. Additionally, analytic memos were written in the margin. Those posts which were similar to each other were grouped together and given a preliminary category name. Five preliminary categories were constructed (cf. Dowdall & Golden, 1989). In the next step, the second author critically reviewed the matrix in detail and engaged in the analytic memos. We agreed that no additional categories could be found. Three of the five original categories were found to be in full agreement. After discussing the interpretation of the categories, two categories were found to be very similar, and had a low degree of heterogeneity. We reviewed and continued the discussions about categories and collapsed two categories into two other categories. Next, we created a new Excel document with three columns and sorted all posts' URLs to arrange data. In the end of each column, a text was written that described the content of the category. In this phase, we oscillated between raw data and the construction of a descriptive-analytic text which yielded the results.

4.2. Researchers' bias

From our epistemological stance, we adhere to a constructivist paradigm, and thus reject the objectivists' assumption that it is possible to find an independent truth in data. Instead, we create a meaning from the data material stemming from our interaction with it. Thus, our way of presenting data is a construction of meaning (Gray, 2013; Kozinets, 2015; Padgett, 2008). This epistemological stance requires a self-disclosure, also known as introspection, of us in our roles as researchers. Both researchers are male nurses and senior researchers in the field of nursing science with experience of supporting, supervising and lecturing PhD students. At the same time, we have also been PhD students ourselves, and have encountered all the issues of deep engagement and attempts to merge academic life with family life. However, at that time, use of social media was not as widespread as it is today. In this way we cannot be objective towards the data material that we have analysed, nor was this the objective due to the epistemology we adhere to. As stated by Malterud (2001, p. 484) "Preconceptions are not the same as bias, unless the researcher fails to mention them".

5. Results

In the following Results section, we will provide an analytic description of the three categories that were constructed from a differentiation of the various kinds of photos. The results are presented under the categories: 1) *Presenting Snapshots of being in the PhD student process*; 2) *Staging academic artefacts*; and 3) *Announcing achievements*.

5.1. Presenting snapshots of being in the PhD student process

The PhD students communicated an image of their lives that involved being *in action*, and *always on the go*. This was sometimes captured very concretely, for example with a "selfie" taken while strolling on a sidewalk and tagged with hashtags related to the identity of a PhD students. Furthermore, the photos in this category were heterogeneous, with "being in the process" also captured through snapshots of being in the academic process. For example, one PhD student of paleontology posted a selfie of herself in bed. She wrote that she had worked for more than 12 h and wanted to sleep for the rest of the week, but the process kept going, so she was unable to take time off in the near future (@cloaked_user#1). Also, several posts demonstrated that long working days and working times extending beyond regular working hours were not unusual while being in the process. In other snapshots of being in the process, posters used graphical illustrations to communicate their strong emotions. @cloaked_user#32 posted a text that her expectations of the people around her were too high, that she received nothing in return and thus expressed what was interpreted as frustration that people would not accept that she was first and foremost a PhD student. The illustration was tagged with #doctoralcandidate and #stressed. However, being in the process was not only gloomy, stressful and exhausting. Other posters also added emotional connotations to their posts, but with a sense of comedy. This was explicitly manifest in a post by @cloaked_user#65; she had submitted a text to her supervisor and received a confirmatory reply from the supervisor which the poster interpreted as "prepare to be criticized". To enhance her fear of negative feedback, she attached an image of a garbage container to the post, along with the text "Demolition in process" (@cloaked_user#14). Even though the life of a PhD student was most often portrayed as a lonely process, variances were also seen in data. For example, @cloaked_user#7 posted a group image of ten people. The photo was taken in a park on a sunny day and also showed trees with autumn-coloured leaves. The hashtags indicate that they were a research team in the field of physics, taking a stroll in the park on a sunny Autumn day. The image demonstrated a sense of coherence which included both PhD students and a professor (@cloaked_user#59). All photos included a hashtag that demonstrated the identity of the poster as a PhD student, but several posters also made other statements in text or by using different hashtags to enhance their identity as more than PhD students. For example, some text and hashtags had connections to fashion, while other related to food, sports, family and friends, or their own body, but most text and hashtags were about studying. @cloaked_user#63 posted "Friday nights are made for studying" and attached a selfie. The poster looked straight into the camera with a fixed gaze and used hashtags such as #studying, #phdstudent, #model and similar hashtags. Similar to this, @cloaked_user#26 expressed a devotion to PhD student life by posting a selfie outside the university and writing "Who is working a second weekend?" and "Who is still at work?". Although a majority of posters displayed themselves as being immersed in academic life, some posters demonstrated an aversion to such stereotypes and projected onto themselves what was interpreted as a "grungy" and "bad-ass" attitude, shown through facial expressions, clothes and hashtags (@cloaked_user#12).

5.2. Staging academic artefacts

The many and varying images within this category display that PhD students in a wide range of academic disciplines engage with and post photographs on social media platforms. The heterogeneity within this category is made up of the diverging content of both research activities and research artefacts - however, in most of the images, activities and artefacts were inseparable from the whole interpretation of photo, text and hashtags. A characteristic of the images in this category was that objects were in focus, rather than subjects. Although the photos included people, the focus was more on objects. For example, @cloaked_user#84 posted an image of a computer monitor and a keyboard in the foreground and three PhD students wearing lab coats in the distance. Another image (@cloaked_user#57) demonstrated a picture taken of the lower-left part of a computer monitor, with information about the Word document on the screen being made up of 160 pages, or more than 50,000 words. The poster also wrote "I have so much to say in my PhD [cry-laughing emoticons]". Reading and writing seem to be major activities that PhD students want to relate via social media. One image demonstrated a woman sitting cross-legged on the floor reading a thick book, with a number of other open books placed

around her on the floor (@cloaked_user#72). However, it seems that the most common research artifacts were offices and computers. In some photos the whole desk was captured. One image (@cloaked_user#22) showed a well-organized desk with other artifacts such as a computer, notepad and pen and a research article on the computer monitor. In the periphery, other notes, calendars and pens were also shown as well-organized and in place. However, based on the text added to the photo, the poster seemed to think that photo showed him/her being unorganized, as s/he wrote “Organizing is the key, I’m not the best example unfortunately [cry-laughing emoticons]”. Another kind of artefact shown in the photos was university buildings (for example @cloaked_user#89, @cloaked_user#94). These two showed profound differences, though, as one picture demonstrated a newly-built library with futuristic architecture, and the other one an entrance to an old university that appeared to be several hundreds of years old.

Depending on the academic discipline, the “hard work” of being a PhD student varies. An image was posted by @cloaked_user#133, apparently a student within the field of geology. The picture displayed a collage of pictures from the poster’s and his research team’s field work. The photo showed a lake, and they were shown taking a smaller fishing boat to access their target of interest. In one image, a man was standing in the lake with water to his knees, holding an instrument in his hand. Another picture displayed him holding a test tube in his hand. Similar images were also posted showing research activities and artifacts. For example @cloaked_user#10 posted a picture of an XCell SureLock™ test tube, and typed “pray that my protein has been knock down in my cells”. A similar image in a laboratory environment was posted by @cloaked_user#20, who wrote: “Today we ran a standard solution over our old small superdex 200 column and I just really like the colour of it:D”. Another research activity is the participation in conferences. @cloaked_user#9 posted a selfie of herself outside a conference venue typing: “Look, listen, write. Peace week for us all.” We interpreted this to mean that the research activity of participating in a conference contrasted with the busy work load of the more everyday research activities at the university - hence, a conference week could be an oasis. However, others gave an impression of being more active in the conference participation and posted research findings about to be presented at the conference. @cloaked_user#17 posted an image of a novel object detection method based on fuzzy sets theory.

5.3. Announcing achievements

Throughout the PhD education, different achievements were highlighted in posts. The announcements of achievements were apparent throughout the PhD program in its various phases. One image by @cloaked_user#160 showed an acceptance letter from a university, welcoming the poster. At the other end of the PhD program, only one image demonstrated the achievement of graduating from the PhD program. The poster @cloaked_user#34 announced that she had graduated in Business Management. The image presented a smiling woman standing by a podium, holding a framed diploma and being surrounded by two men on each side, all with happy faces. The fact that this was the only image of a completed PhD degree might be explained by the narrow range of data collection and the long time that it normally takes to complete a PhD education. However, we found several other posts illustrating other kinds of celebrations of the small achievements throughout the process. @cloaked_user#56 posted an image of herself and a fellow PhD student. The way we interpreted this image was that they had both been on a residency in a large US city, and were heading downtown in the evening to celebrate. PhD student life also included pedagogic tasks, and one poster wrote that she was trying “to credit and collect credible hours of teaching practice. So today I played the lady teacher. This week was tough and the weekend will be quite busy, so a quiet Friday night at home is exactly what you need.” (@cloaked_user#60). Achievements do not only correlate with concrete goals, but are also associated with everyday achievements. The text in a post by @cloaked_user#146 read that the PhD student was invited to dinner after a day of research, and was expected to bring a bottle of wine. The photo attached to the post showed the label of a wine bottle with a drawing of a running pig. From interpreting the connection of text and the hashtags, the PhD student was in the field of Veterinary Medicine. The text and the image demonstrated the strong link between the identity of a PhD student and that of a private person, which was shown in this post in a humorous way linking the text, image and identity of the poster. The poster @cloaked_user#132, a PhD student of Physiotherapy, wanted to share that the data collection of nearly 200 patients was completed. The hashtags indicated that the poster felt blessed and thankful. The image was a drawing of a person standing on one leg, holding different plates. One plate illustrated “health”, another “your PhD”, a third “family” and a fourth plate read “relationships”. Meanwhile, two more plates, reading “eating properly” and “free time”, seemed to have been dropped and smashed on the ground. At the bottom of the image, a text read “Trying to do everything during a PhD can be a bit tricky”.

6. Discussion

So, how does the PhD student life manifest itself on social media, and which common values and ideas are shared? The result shows that the PhD students manifest their educational status by *presenting themselves as being in a process*, by *staging academic artefacts* and by *announcing important achievements* towards the goal of earning their degree. The overall interpretation of the images was that PhD students are open to taking photos throughout their everyday life and adding hashtags, including the connection to their personae as PhD students. There was a wide range of locations and timing of the posted images, from the early hours while having a morning coffee on the way to their office or laboratory, to photos taken outside the university building, during classes, in the middle of a laboratory experiment, after work hours in their homes, to the evenings in pubs and on holiday trips. Furthermore, the images also varied over different academic disciplines, for example biology, nursing, endocrinology, oceanology, social media and politics. The fact that all images were tagged with a PhD student hashtag was not surprising per se, since we only searched for those hashtags. What is remarkable, however, is that photos not only displayed research activities and other academic artefacts, but also the everyday life that unified the professional and the private identities.

We emphasize that the result shows a global understanding among posters in social media – worldwide – about the core of *being a*

graduate student, regardless of nation, gender or ethnicity. One important aspect of this core understanding is to promote an identity of being in action and always on the go. Taking this aspect into account, the identity is presented as a lifestyle rather than something to “balance” in one’s life. We interpret the findings to mean that there are underlying ideas in the images of PhD student life which reflect a common notion among the posters that being a doctoral student is a *journey* rather than a *study or work* situation. The images displayed on social media present to others where you are on this journey, how close to the “top of the mountain” you have come, or show the setbacks encountered along the way. Following this journey analogy, the posting of images on social media adds to a collection of memories, similar to writing postcards to those back home. However, the analogy of tourism and journey is not without its limitations. Crang (1999) theorized on tourism photography as a reproduction of dead images. On the contrary, PhD students demonstrate a progressive production of snapshots in every moment. Thus, on a larger scale, their social media posts turn into a kaleidoscopic understanding of the whole. Tourism scholars have seen the potential of analysing image-sharing on social media among holidaymakers. Munar and Steen Jacobsen (2014) found that tourists strongly believed that their sharing of photos could have a positive impact on others in terms of guidance and instruction, but also to maintain social connections and friendship. In relation to our results, we argue that the analogy of being on a journey may also be understood as being in a PhD program also might result in a distancing of oneself from social relationships outside the academic life. However, due to the large proportion of time that PhD students spend on academic tasks, social media might be considered a mediating tool which makes it possible to stay connected and maintain relationships with those “at home”, outside the academic sphere. Furthermore, we infer that whilst PhD students distance themselves from those at home, the intra-academic ties they form become stronger through the use of social media. This was seen in posts about research group achievements. In contrast, our data material indicated a desire among posters to be part of the academic enculturation journey-analogy. This globally shared notion is interesting. PhD students are probably gradually socialized into this journey approach, for example by interacting in social media. When sharing stories, photos, and anecdotes, PhD students participate in a collective creation of a larger story. The visualization of their own efforts take place alongside the histories, biographies and achievements of internationally renowned researchers, both living and dead. The PhD students in this study are telling their own story, and at the same time relating their efforts to the official narrative of research as a quest to be conquered. Previous research has shown that the reasons for sharing content in online groups were to achieve social and emotional support (Baym, 2015).

However, it is also important to stress that the PhD students use the virtual communities with the main objective of exchanging information, friendship and social support with others in the same situation, both regarding their student identity and their other life experiences (cf. Crego, Carrillo-Diaz, Armfield, & Romero, 2016; Pulido-Martos, Augusto-Landa, & Lopez-Zafra, 2012; Shiralkar, Harris, Eddins-Folensbee, & Coverdale, 2013). Interestingly, though, our data also indicate that social media was used to reinforce a traditional view of the PhD student as someone with a full-time dedication to their obligations. The ongoing debate among PhD students in social media creates a new and complex understanding of how PhD student life is perceived. We emphasize that this new paradigm can be discussed through the lens of “situated knowledge” in which the knowledge is “reflecting the particular conditions in which it is produced” (Castree, Kitchin, & Rogers, 2013). PhD students are self-reflecting their local situation through the core of a global experience, and produce new knowledge of their life conditions. As such, the image of *being* a graduate student and the core meaning produced in social media will also send a didactic message about PhD student life. We conclude that the overall core of this didactic message of PhD student life is that it is first and foremost a journey, a quest for truth.

6.1. Methodological considerations

This study has both methodological limitations and strengths. The 176 images included were a large data material to analyse qualitatively, and provided enough data. However, we collected data from posts made during one month. As academics ourselves, we are aware that the burden of work or stress may vary over different months or periods of the year. Our data were collected between 25 October and 25 November 2016 which, in our experience, is an active period of the year. For example, if we had collected data over a longer period of time, perhaps 176 images over the course of one year, it might have yielded a different understanding of the PhD students' posts on social media. Nevertheless, from our epistemological stance, we do not seek an absolute truth, nor do we claim that the results are applicable on PhD students who post images outside of the included population. Furthermore, even though about 70% of the population is active on social media, only about a third uses Instagram (Greenwood, Perrin, & Duggan, 2016). We acknowledge that many people do not participate in sharing material on social media, and can thus not be included in the results. From our pre-understandings, we thought that we were going to analyse the many different kinds of stress and psychosocial aspects that captured the daily life of PhD students' work-school situation. However, from our inductive and in-depth analysis, we succeeded in gaining totally new insights into the subject.

7. Conclusions

We have demonstrated the entanglement of enculturation into the academic culture that exists among postgraduate students' own activities on social media. We argue that the activities of *presenting, staging and announcing* manifest a global understanding of being a PhD student, that exists regardless of nation, gender or ethnicity. Furthermore, we have found that the underlying ideas of being a doctoral student consist of being on a *journey*, a quest for truth.

We stress that this core meaning that are produced in social media send a didactic message about PhD student life that might be of importance when addressing both the ongoing internationalisation and digitalization of postgraduate education. There is a “meta curriculum” that exists above and beyond any locally defined PhD syllabus, and which is active in the PhD students' global social communities and culture. We therefore suggest that the intersection of professional and private personae should be more widely

included in the PhD education and should be acknowledged by supervisors. A constant mirroring of PhD student life via social media platforms seems to gain importance when controlling, reflecting and managing the educational situation as a PhD student. Bearing in mind the “adventurer aspect”, this mirroring does not seem to clarify the burden or content of the student situation; rather, it fuels the mythical status of being a PhD student, and the life that comes with it. However, further research is needed to understand the user behaviour of sharing content on social media among PhD students, but also on a phenomenologically deeper level, in order to understand the meaning of being a PhD student and the repudiation of the “home” environment.

Competing interests

The authors declare that they have no competing interests. University of Gävle funded the license to the platform which was necessary for data collection.

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