



Professional Doctorates ~ An Australian perspective

**Marg Malloch
Victoria University/University of East London**

Defining the professional doctorate

- Background
- Focus on research, scholarship and advanced study to make a significant contribution to knowledge and practice in a professional context
- Numbers

Growth in doctoral educat

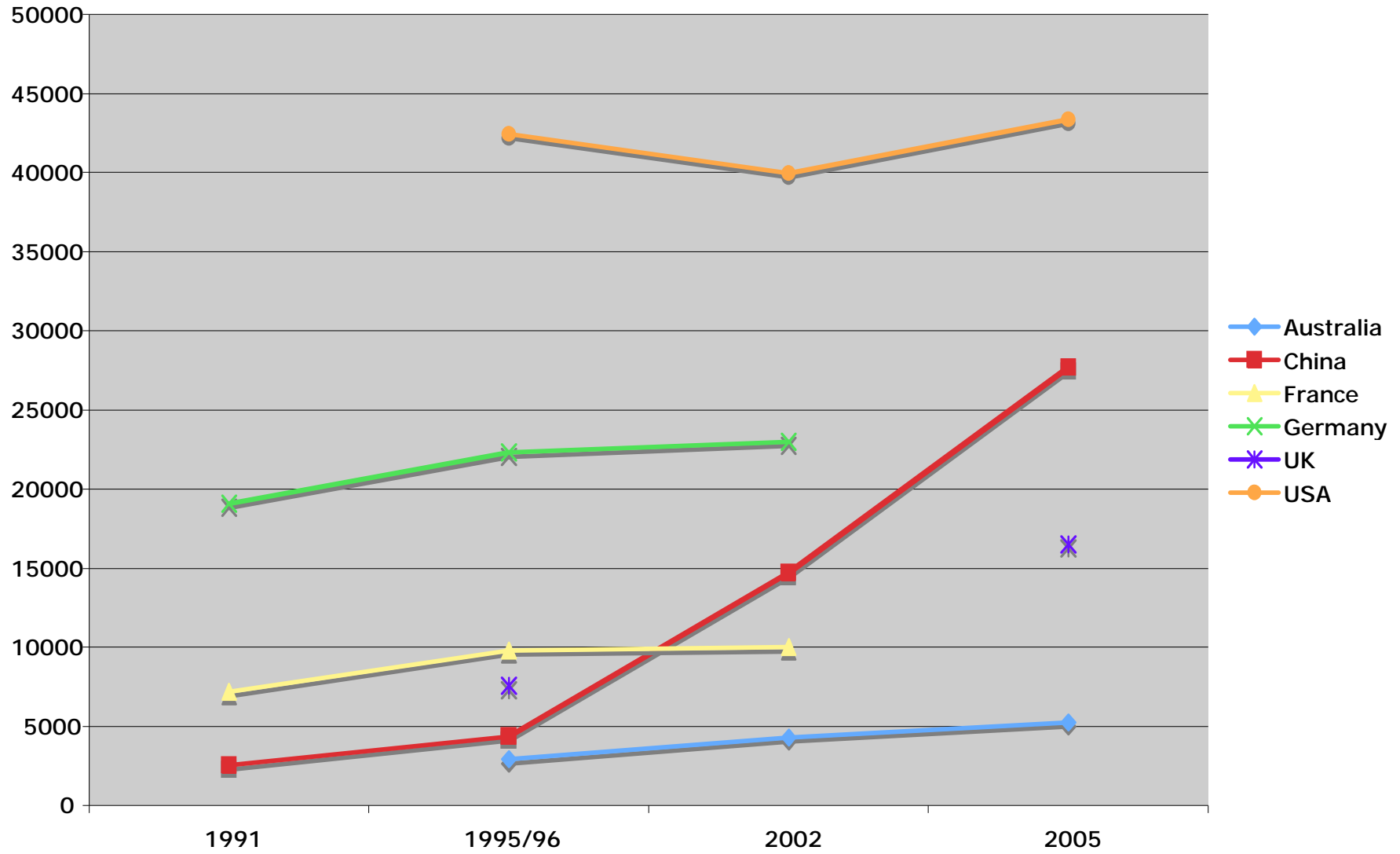


Table 1: Taken from the table for All Students by Age Group and Broad Level of Course Full Year 2008.

	2008	2007	% change on 2007
Doctorate			
by Research	42,366	41,427	2.3%
Doctorate			
by Coursework	1528	1626	-6.5%

http://www.dest.gov.au/sectors/higher_education/publications_resources/profiles/students/2008_full_year.htm

Table 2: Taken from All Domestic Students by Age Group and Broad Level of Course Full Year 2008.

	2008	2007	% change on 2007
Doctorate			
by Research	32,680	32,914	- 0.7%
Doctorate			
by Coursework	958	976	-1.8%

Source: From Students 2008 Full Year Selected Statistics

http://www.dest.gov.au/sectors/higher_education/publications_resources/profiles/students/2008_full_year.htm

Introducing prof docs

- Establishment and expansion
- Course work plus thesis
- Cohort delivery
- Oriental affairs

Professional practice

- Focus on the professional with expertise and experience
- Bringing the workplace into the academy
- Efforts to take the academy into the workplace

Focus on the Doctor of Education

- Small project interviewing course coordinators from cross section of Australian universities
- Interviewing students from own workplace
- Drawing on own experience in coordination

The coordinators

- Always the bridesmaid
- Being pragmatic
- Watchful waiting
- Wisdom born of failure
- Rigor not rigor mortis
- Moving to new models

First Generation

With a focus on:

- Critical mass
- Status
- Uncertainty
- Ph.d plus
- Money, money, money

Second Generation

Focus on:

- The learner and learning
- Partnership between the learner, the university and the industry
- Support

Supporting learning

- The learner – living, earning and learning
- Transition
- The advisor/supervisor
- The program
- The university framework and structures

The learner

- The self managed learner
- The wounded learner
- Support – intellectual and administrative

Models

- Cohorts with Course work plus thesis
- Enriched Ph.D
- Ph.D Project
- Pan university trans disciplinary focus

Future directions

- European influences – Bologna
- UK proliferation
- Australian minimalism

Challenges

Five Principles

- Respect rich
- Structure rich
- Conversation rich
- Information rich
- Challenge rich