

International Conference on Professional Doctorates

Current Issues in the Development and Management of Professional Doctorates

David Scott

Doctoral Education - PhD

- **Disciplinary Knowledge**
- **Propositional Knowledge – universality, transferability**
- **Marker of distinction and competence for academic community**
- **Funding by research councils**
- **As a result, introduction of taught elements**

Professional Doctorates

- **UK late developer**
- **First professional doctorates (Bristol EdD and Manchester EngD) – 1992**
- **EdD now offered in about 35 UK universities**

Other Forms of Doctorate

- **New route PhD**
- **PhD in professional practice**
- **Generic professional doctorate**
- **PhD by published work**
- **Practice-based Doctorates**

Mode 1 and Mode 2 Knowledge

Mode 1 knowledge

- **Linear, causal and cumulative**
- **Originating in the university**
- **Applied to practice setting**
- **Disciplinary-sourced**
- **Reductionist**
- **Determinant of what is significant in society**

Mode 1 and Mode 2 Knowledge

Mode 2 Knowledge

- **Technology is autonomous**
- **Trans-disciplinary**
- **Practicum-sourced**
- **Heterarchical**
- **Transient**

Issues in Relation to UK Professional Doctorates

- **Different epistemologies**
- **Different strengths of disciplinary boundaries**
- **Different relationships between theory and practice**

Four Modes of Knowledge

- **Disciplinary**
- **Technical Rationality**
- **Dispositional and Transdisciplinary**
- **Critical**

Disciplinary Knowledge

- **Student follows disciplinary rules**
- **Rules are evaluative, definitional and methodological**
- **Practice setting is source for but not site of theoretical deliberation**
- **Indifference to the practice setting**
- **Disciplinary practices change over time**
- **Generic knowledge - Scientistic**

Technical Rationality

- **Practitioner knowledge inferior to theoretical knowledge**
- **Practitioner knowledge is context dependent, problem solving, contingent, non-generalisable and transient**
- **External rule following**
- **Means and ends separate**
- **Whether it works in practice**

Dispositional and Transdisciplinary Knowledge

- **Older university agenda**
- **No end point**
- **Application uncertain**
- **Non prescriptive relationship between theoretical and practice knowledge**
- **Practicum as source of and arena for theoretical knowledge**
- **Non-propositional knowledge**

Critical Knowledge

- **Political and change oriented**
- **Institutional reform**
- **Value-driven**
- **Non-technicist**

Integrating Tendencies

- **Adaptation**
- **Colonisation**
- **Reverse colonisation**

Adaptation

- **Hybrid forms of knowledge**
- **Evolving discipline – tensions resolved**
- **Dispositionality redefined – tensions resolved**
- **Weak boundaries between academic and practice knowledge**

Colonisation

- **More common**
- **Academic rules prioritised over practicum rules**
- **Problems with assessment of final product**
- **Strong boundaries maintained**

Reverse Colonisation

- **Practicum rules prioritised over academic rules**
- **Universities required to follow rules of the practice setting**
- **Knowledge has practical applications**

Three Types of Professional Doctorate

- **EngD – staff with industrial experience, unproblematic view of knowledge, strong boundaries**
- **DBA – weaker boundaries, fragmented view of knowledge**
- **EdD – recruited experienced professionals, fragmented, boundary maintenance**

The Professions

- **Specialised knowledge**
- **Jurisdictional claim by the profession**
- **Different types of knowledge in the professions**
- **Capacity to control supply of recruits restricted**
- **Few promotional or status benefits**
- **Government interventions – pre-service and increasingly in-service**
- **Profession restricted by government**

Policy

- **Taught elements to PhD**
- **Professional development elements to all doctorates**
- **‘An increasing bureaucratisation within doctoral programmes; of pedagogic sequence; of pedagogic relations, through memoranda; and of knowledge, into training methods’ (Cowan, 1997)**
- **Tighter bureaucratic control over time to complete, finance, process and possibly, examination (?)**

State Regulation

- **Shorter period for completion**
- **Accountability mechanism now tutor-based**
- **Attempt to establish epistemological invariance**
- **Closer relations with employment market**
- **Increased numbers of registrations and completions**
- **Greater control by the state over forms of legitimate knowledge**

State Control

- **Specific teaching programmes, thus reducing the importance of supervisor-supervisee relationship**
- **Skills and transferable skills emphasis**
- **Disciplinary difference, but state standardisation**
- **Tensions between discourse communities**

Doctoral Boundaries with the Professions

- **Erosion, Fragmentation, Regulation**
- **Contributions to discipline,
Contributions to practice**
- **Fragmentation between and across disciplines ... and ...**
- **Different kinds of practice**

Doctoral Purposes

- 1. To improve the practice of the student/practitioner**
- 2. To improve the practice of *all* students/practitioners engaged in similar practices**
- 3. To contribute to a body of knowledge which defines the discipline**
- 4. To provide a picture of what is going on in the practice field that is valid and reliable**
- 5. To uncover the real relations that underpin the field that are at odds with the way they are described by practitioners, policymakers, journalists, the general public etc**

- 6. To reformulate and rework the discourse(s) that underpins the practice field so that all involved see it (them) in a different light**
- 7. To do 5 and 6 with the purpose of changing practice at policy and workplace levels to achieve a more just and equitable society**
- 8. To provide a cadre of trained field members to sustain the academic field into the future**
- 9. To provide a cadre of trained workplace practitioners**
- 10. A personal quest for self-improvement, including confessional, emotional repair, and individuation work**

Doctoral Identities

- **Identities created: intersections of discipline, sites, and agents**
- **'Becoming' and 'surviving' the doctoral journey**
- **End points: public and private**
- **Start points: learning the rules**
- **Generic, disciplinary, and site processes: incompatibilities.**

Learning, Training, and Education

- **Disciplinary contexts**
- **The complexity of doctoral learning...**
- **...in relation to the generic training model**
- **In vogue: 'deficit' learners**
- **Training v. education? Political as well as learning 'issue'**
- **Conformity and resistance to 'new' rules.**

Control and Power

- **Temporal regulation: a stepped model**
- **Prescribed rules: inspection**
- **‘Abstract’ trust (cf mediated, concrete and/or personalised)**
- **The power of disciplinarity**
- **Epistemological constraints: sanctioned through policy, controlled financially**

Conclusions

- **Charting the evolution of and developments in research education in the UK**
- **No 'harking back'**
- **Juxtapositions between instrumentality and criticality**
- **Looking forward: prospects for criticality**