



**Models and modes for the EdD.....
And the viva experience**

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What has changed?

Doctorates are now characterized by:

- | diversity not uniformity (an increased number and range of students with a range of ages, attendance patterns, background, 'class', location and origins; plus a range of models and versions of the doctorate and modes of study)
- | globalization (influences and competition from Europe, USA, South East Asia, Australia and so on)
- | regulation: quality control, auditing and accountability (at national and institutional level); the Roberts skills agenda
- | growing utilitarianism i.e. increased concerns about utility and purpose for the 'knowledge economy', with a demand for the PhD to inculcate 'generic skills' which may increase 'employability'
- | An increasingly different view of what learning, teaching and supervision are (more constructivist, less didactic??) .

{for more, see, for example, Taylor and Beasley, 2005)

Who, why and what with the doctorate?

- | Who does doctorates these days? (our own case: 212 students, most PT, most prof.doc., wide age range, more women than men)
- | Why do people do them?
- | What are doctorates for in 2009/ 10/11..?

Why do people do Prof. doctorates? (discussion this afternoon)

- | Extrinsic motivations e.g. a career step
- | Intrinsic e.g. self esteem, kudos, to 'prove' themselves, 'compensate for professional frustration', professional renewal....
- | Personal/social reasons e.g. meeting new people; becoming part of a community...

What are doctorates for? Process or Product { Chris Park, 2007}

- I 1. Process: personal and/ or professional development? Skills acquisition; research 'training', 'academic apprenticeship'; the 'researching professional'/ the professional researcher....
- I 2. Product: knowledge production; pushing forward the boundaries of knowledge; adding new or 'original knowledge; creating a novel thesis (position) on an area of research; to generate knowledge which can be 'transferred', to industry perhaps, or at least to be disseminated.

PS: what is 'doctorateness'?

Modes and models for the professional doctorate

Given the above context, what modes and models are most 'fitting'?

My obvious answer: no one mode or model will suit all

Is discussion of 1st and 2nd generation too simplistic? { 'PhD with coursework'to work-based, portfolio as product, jointly assessed}

Do most prof. doctorates lie somewhere on a continuum?

Our own model of 'delivery'

- | 3 intensive weekends per year, over a period of 4 years {110 students in a posh hotel}
- | Part I: 6 weekends, 6 'taught' modules, 6 assignments, 6 000 words each
- | Part II : 6 weekends: meeting, sharing progress, plus some staff input e.g. on the viva, thesis writing, literature reviewing..
- | Dissertation of 50K plus and viva on traditional lines

What do our students value about this model?

- | Getting away from it all 3 times a year
- | Meeting and Networking with each other (global, across phases of education...) and with past students
- | meeting a much wider range of staff than they would on a PhD { plus guest speakers} ; more contact and less dependency than with 1 or 2 supervisors
- | Forming a 'community of practice'
- | Peer support during the thesis writing stage (not the 'loneliness' and 'isolation' of the PhD)
- | Enjoying themselves { conversation, food, drink ... etc.}

..... *BUT: they would say all that wouldn't they?*

Other models and modes

- | On-line only
- | Blended learning
- | Annual study schools e.g. one week
- | Twilight sessions?
- | Other – please see further reading

The viva experience

- | Why do we have vivas for the professional doctorate? – ideas and views please....
- | My own experiences as an internal and external across the UK
- | My own views on the viva voce
- | Your ideas please on the viva and its place in the prof.doc.?
- | **Who** should be involved in assessment?

References and some (I hope) useful reading

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