What’s Unique about the Professional Doctorate?

Voicing the changing landscape of EdD practices and the journeying of researching professionals in a changing landscape
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KEY POINTS

◆ The distinctiveness of the professional doctorate
◆ The transformations of identity for researching professionals
◆ The interconnectedness and production of knowledge from/ of/through ‘practice’ (‘the doing’), theory, research, place and policy
◆ The concept of ‘knowledge mobilization’ to facilitate the multidirectional movement of both academic and professional knowledge between multiple partners and sites
◆ Leading professional change
◆ Generating institutional change
Learning to Become a ‘Researching Professional’: Alexis Taylor (2007)

◆ conformity
◆ capability
◆ becoming and being
◆ Understanding the relationship between the learning context, research, and professional identity
CRAC Report for HEFCE: Key Features of PDs

- Undertaken by people in work, generally with significant professional experience and expertise
- Normally located in the candidate’s work context
- Produce an original contribution to practice and practical knowledge which leads to professional or organisational change
- Concerned principally with the production of knowledge from practice; for application back into practice
How ‘researching professionals’ start their journeys: as experts
Dwelling on possibility
Experts navigating and negotiating change agenda practices in the workplace.

The use charts, draw maps, log the journeying, taking unsettling voyages, using a set of ‘cardinal points’ to their chosen destination; they experience power differently, in time and space (embarkation points/learning the ropes/seeking out supportive guiding lights).
TOGETHER, with researching professionals, professional doctorate educators: (i) **draw on and engage with diverse knowledges** from different disciplines (STAYING WITHIN THEIR OWN BOUNDARIES); (ii) **draw on and engage with interdisciplnarity** (analyze, synthesise and reconfigure disciplines MAKING LINKS BETWEEN DISCIPLINES); and (iii) **draw on and engage transdisciplinarily** (INTEGRATING and TRANSCENDING traditional discipline boundaries)

See BERA Research Commission ‘Reviewing the potential and challenges of developing STEAM education or email me pab61@cam.ac.uk
As EdD learning communities we are juggling, balancing and refining/redefining professional learning, professional practice and professional knowledge.
Voicing the professional doctorate: (RE-)theorising the EdD’s uniqueness

• re-theorizations of the professional doctorate
• learning from researching professionals and professional doctorate journey
• the imperative of critical reflexivity as one moves from practitioner to researching professional
• the placing of ‘practice’ and ‘knowledge mobilisation’ at the nexus of the workplaces, institutions, organisations, the field(s), and policy – change agendas
• CPD for professional doctorate supervisors/educators/assessors
So, why do an EdD?
An act of desperation!
1st attempt at theorising the professional doctorate
2nd attempt at theorising the professional doctorate

*Emphasising the being and doing of a professional doctorate and researching professionals reflexive practice*
Researching Professional Narratives
Narratives

Narrative 1: Dr Wai Mun Lim

Narrative 2: Dr Karen Ottewell

Narrative 3: Simon Dowling (Yr 5 change agendas)

Narrative 4: Gavin Turner (Yr 1 mindset shifts)

Narratives 5: Denise Whalley (Yr 3 identity shifts)
The Changing ‘self’: a personal and professional journey

It’s life Jim, but not as we know it

Time to read, write, and think, therefore I am . . .
Transformative
3rd attempt at theorising ‘the uniqueness’ of the professional doctorate
Transformative Doctoral Research Practices for Professionals

Pamela Burnard, Tatjana Dragovic, Julia Flutter and Julie Alderton (Eds.)
Understanding ‘practice’ architectures

THE PRACTITIONER AND THE PRACTICE

Practitioners’ characteristic ‘sayings’ - and thinking (the ‘cognitive’)

In semantic space, realised in the medium of language

Cultural-discursive arrangements found in or brought to a site (e.g., language, ideas)

Practitioners’ characteristic ‘doings’ (the ‘psychomotor’)

In physical space-time, realised in the medium of activity and work

Material-economic arrangements found in or brought to a site (e.g., objects, spatial arrangements)

Practitioners’ characteristic ‘relatings’ (the ‘affective’)

In social space, realised in the medium of power and solidarity

Social-political arrangements found in or brought to a site (e.g., relationships between people)

THE SITE FOR PRACTICE
Mobilising ourselves...

...in building professional learning communities that champion and value mobilising knowledge and change agendas through purposefully educative research by researching professional

...in sharing practices that strategically and creatively align the professional work-based learning community, with industry and the university (no ivory towers!)

...educating for the creation of new professions, careers and career paths (portfolio or protean or boundaryless!)
Example: The Portfolio Dissertation
Institutional ‘Learning cultures’ and change

A way of thinking about learning as a cultural practice, in which learning is viewed as constructed within learners’ experiences, values and social positionings, and mediated by the institutions in which learners participate.

- Burt-Perkins (2009), ‘The learning cultures of performance: applying a cultural theory of learning to conservatoire research’. Available at www.performancescience.org

- See also James et al. (2007), ‘Improving learning cultures in further education’, Routledge.

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PD and HE challenges

1. Strategically develop NEW DISCOURSES AND MAKE CLEAR THE DISTINCTIONS between the professional doctorate and the PhD

2. Strategically develop formative writing tasks and assessments that require demonstration of researcher positioning, adaptive individual and collective identities, and collective and critical reflexivities

3. Course work should address how professional knowledgeS are co-constructed and mobilised innovatively (like careers, are they portfolio, protean, or boundaryless...)

4. Theorise the professional knowledge created (i.e. problem-driven, applied, trans-disciplinary, creative and accepting of uncertainty) How? and ‘What’

5. Acknowledge/Advocate for the growing social and economic demands for researching professionals who are able to: (1) manage change; (ii) entrepreneurial in outlook; (iii) contribute creatively; and (iv) engage in learning as a globally networked, yet intensely localized, lifelong activity
Professional capital and knowledge creation and mobilisation

Knowledge is legitimated by its performativity or capacity to enhance the efficiency and effectiveness of the socio-economic system.
And in these moments we learn that we *enjoy* ‘entanglements of self and other’ (Rebecca Heaton et al., 2017) ‘Rejoicing in, *not* reducing, *not* afraid to let go, *not* afraid to take the plunge’ to take risks, create, innovate (Héléne Cixous, 1992)

And in these moments we learn about ‘Voicing the silenced’ (Elizabeth Mackinlay, 2016) Disrupting the ‘same old same old’ Taking *and* tolerating risks *performing vulnerability*

And in these moments we become interconnected We learn that we are *‘not* obliged to reproduce the system’ (bell hooks, 2000)

And in these moments There is healing There is happiness (Sara Ahmed, 2017)

There is voicing of a professional doctorate
Thank you!


