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Learning as participation in the development and enactment of professional knowledge

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Project Reference Number:	179
Title:	Learning as participation in the development and enactment of professional knowledge
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Description:	**Aims of project:** The award was used to fund a study set in the context of a new Professional Doctorate in Education (EdD) programme and was aimed at: ○ identifying significant relationships between people and contexts that impact upon the development of new professional knowledge; ○ understanding how such development is related to the intended pedagogy and associated sites of learning of the EdD programme (e.g. the university, the workplace and a virtual teaching environment; ○ dissemination and knowledge exchange about these findings within the pedagogic research arena. **Background to project:** The (EdD) is founded on the principle that: *by bringing academic and research skills to bear on professional practice we can improve it … Knowledge is considered in relation to its usefulness rather than its truth [and] the relation between what is known and how it is known is emphasised. (EdD programme handbook, p.9.* Investigating the nature of an EdD programme on the development of individuals' knowledge is not new (Scott, Brown, Lunt, & Thorne, 2004) and is, in many ways, well documented. However, previous research (e.g. Taylor, 2008) has tended to start with aspects of university pedagogy, and/or the structure (Bourner et al, 2001) and philosophy of the programme itself, in relation to student learning. Whereas previous studies have investigated what professional knowledge resulting from EdDs 'looks like', the intention here was to focus on how such knowledge is developed through students' interaction within and between the various sites

	of the programme – the university, the workplace and a virtual teaching environment. Because the project and the EdD itself are founded on the development of innovative pedagogy and its relationship with professional work-place practice, both are firmly rooted in many of the key themes of the university T&L strategy. In particular, the focus was on: ○ KTs 1, 2 & 3 – the project is focused directly on how learning is centred on, and personal to, the way in which individuals interact with university, work place and virtual environment, and the manner in which a UoP programme can support the needs of the professional workplace in enterprising ways. ○ KT 4 – the essence of the EdD is the relationship between research and practice development and the project directly explores this liaison and its enactment across different sites. ○ KTs 7, 9 & 10 – the EdD is a high quality PPD programme drawing on and strengthening links with regional partners and providing access to professionally focused D-level study. The project will strengthen our understanding of how its teaching and learning is 'distributed' across multiple sites, including Technology Enhanced Learning. **Methods used:** Case study, using extended interviews influenced by a life history approach and analysis of student texts. **Results** The project has resulted in significant changes to the ways in which the EdD programme team understand the programme from the point of view of students and their work between multiple sites. This is influencing our planning on the Plymouth programme and is also being fed into a National and International Agenda through various Professional Doctorate networks. In materials terms it has also resulted in: two conference papers with associated peer reviewed publications (under review); an internal PU seminar presented through PEDRIO.
Funding:	TFAS 2010
Type of Research:	Case Study
Web Site:	http://
Collaborators:	Dr Michael Tedder; Dr Ruth Boyask; Dr Peter Kelly

Keywords:	professional doctorate; pedagogy; doctoral education; sociocultural theory; workplace practice
Publications:	Pratt, N., Tedder, M., Boyask, R. & Kelly, P. (under review) 'Pedagogic relations and professional change: a sociocultural analysis of students' learning in a professional doctorate', Studies in Higher Education. Pratt, N., Tedder, M., Kelly, P. & Boyask, R. (2012) 'Pedagogy In A Professional Doctorate: Creating A Space For Transgression?', paper presented at the Professions and Professional Learning in Troubling Times: Emerging Practices and Transgressive Knowledges' Conference, Stirling, 9th – 11th May, 2012. Pratt, N., Tedder, M., Boyask, R. & Kelly, P. (2011) 'Identity, professional knowledge and doctoral pedagogy', paper presented at the 2nd International Conference of Professional Doctorates, Edinburgh, UK, April 20th/21st 2011.