

Symposia Abstract Book - Main Abstract Book with Submissions and Programme (All Symposia)

Rebuilding the (Post-Pandemic) Doctorate, opportunities for revitalisation of theory and practice (0254)

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Chair: Martin Gough¹ , , ,

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Rationale Text: Our focus is on the evolving impact and implications of the Covid-19 pandemic on researcher education and the doctorate by means of theoretical reflections and with a view to practical courses of action, for the medium and into the long term. We draw wisdom from a series of five webinars, variously run or co-sponsored by SRHE and the Philosophy and Theory of Higher Education Society in 2020-2021. The series has explored and set the scene regarding the challenges, possibilities and prospects for the prosperity of researcher education. The pandemic lands on us all and affects 'normal' operations, initially through organisation and management, then having implications for curriculum and for teaching and learning (Silver 1998). Mindful of the 'message systems' of curriculum, pedagogy and evaluation with respect to the classification and framing of educational knowledge (Bernstein 1971), this symposium follows on by asking important questions about the place of different epistemologies and cultures and pays close attention to supervisory and assessment practices. It asks not what is the point of a doctorate now but what could be the point of a new form of doctorate, that embraces the need for creativity, inclusivity and interdisciplinarity to meet constant change. Developing these and other themes further: Liezel Frick employs a framing principle of Hope, not in an imprecise and general sense but purposive especially in tackling unnecessarily unequal and otherwise unjust structural features and relations within the Academy, and then with re-imagining doctoral education within a more equalitarian and just ethos. Rosemary Deem develops similar themes of uncovering to a fine grained level the existing problems in doctoral education (the salient by-products of managerialism), which have been exacerbated by the Covid-19 pandemic. She goes on to consider solutions to address the situations of different players in the doctoral world, as well as to confront where organisational features work against such solutions. Soren Bengtsen considers the future of the doctorate more in terms of how it may affect the world beyond the Academy, negotiating the 'torn curriculum' and then reflecting back on how doctoral education can be effectively sustained, using the most problematic disciplinary area in relation to 'impact', i.e. the Humanities. Martin Gough, along with the co-chairs, Pam Denicolo, Julie Reeves and Richard Race, will introduce the session and co-ordinate discussion through a summary of overarching themes which emerge.

Linked Submissions:

(How) will Covid 19 change doctoral education ? A critical appraisal (0288)

Rosemary Deem¹

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Research Domain: Postgraduate Scholarship and Practice (PGSP)

Paper Abstract: The paper explores some effects of Covid 19 on doctoral education, from the rapid shift to remote supervision and examining, through closing campuses, to disruption of conferences and research networks and the impact of 'working from home' on doctoral researchers. It also considers what we don't know so much about: how supervisors coped, the impact on part-time doctoral candidates, how online doctorates worked prior to Covid and how different HE systems responded to the pandemic. Furthermore, there are positive elements of online supervision and events (accessibility, flexibility). Some Covid doctoral issues like isolation and funding worries are not new concerns. The pandemic has reinforced existing pressures to rethink the doctorate and the paper proposes a way of looking at doctoral researchers, universities as organisations and the kinds of knowledge seen as acceptable in a doctorate, as a holistic approach to reshaping doctoral education for the post-pandemic world.

Remaining Hopeful: Re-imagining Doctoral Education in a Global Space (0304)

Liezel Frick¹

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Research Domain: Postgraduate Scholarship and Practice (PGSP)

Paper Abstract:

At the
Revitalising doctoral education
– beyond global trauma
PaTHES seminar, I argued that the notion of hope provided us with a pedagogical entry point to re-imagining doctoral education in a pandemic/post-pandemic world. I argued at the time that hope enabled us to re-imagine doctoraleducation in ways that are evidence-based, socially just, and that would empower future generations of critical and creative thinkers. At the time of this seminar, we are still contemplating the effects of the global Covid-19 pandemic on our practice as doctoral educators and researchers, and hopefully, remaining hopeful. To take my initial provocation forward, I would argue we need to explore, challenge and re-imagine the often-implicit contestations inherent within doctoral education in a global context, including notions of (global) citizenship and locality, epistemic (in-)justice, and research supervision as an inherently patriarchal and colonial

