

262 Critical Perspectives on Educational Policies and Professional Identities: Showcasing lessons from doctoral studies

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Research Domains

Postgraduate scholarship and practice (PGSP)

Abstract

This presentation showcases a collection of work by recent UK education doctoral graduates (Waller, Andrews & Clark, forthcoming (2024)). It demonstrates the unique contribution of 'insider', practice-based doctoral studies in aiding understanding of the rapidly changing professional and policy contexts confronting doctoral candidates and the wider practitioner/researcher community. Addressing questions regarding impact and progression for practice-based doctoral graduates (McSherry *et al.*, 2019; Boud *et al.*, 2021), the collection's innovative curation process provides an example for developing early career researchers (ECRs) and maintaining supervisory mentoring relationships in post-doctoral spaces.

The volume's 14 chapters are co-authored by the ECR and an experienced academic. The process offers a supported pathway into publication; a series of workshops and writing retreats scaffolded their development and production.

The presentation concludes with a contributory author (Laura Manison-Shore) reflecting on her experience of participating in the process, and an assessment of its value for developing ECRs.

Full paper

This presentation, which showcases an edited collection of work by recent UK doctoral graduates from one English university's education department (Waller, Andrews & Clark, forthcoming (2024)), begins with a short introduction setting the scene for the wider project. It demonstrates the unique contribution of 'insider', practice-based doctoral studies in aiding our understanding of the rapidly changing professional and policy contexts confronting education doctoral candidates, their peers, and the wider higher education-based practitioner researcher community (Burnard *et al.*, 2018). In the context of discussions regarding impact and progression for practice based doctoral graduates (McSherry *et al.*, 2019; Boud *et al.*, 2021), the innovative process of curating the collection is an example for developing doctoral graduates into early career researchers (ECRs), maintaining supervisory mentoring relationships, and enhancing scholarship and research practice in the post-doctoral space.

The volume under discussion features original, cutting-edge, contemporary work in a range of educational settings from graduates of our Professional Doctorate in Education (EdD) and Education PhD programmes. The collection itself includes 14 chapters, each co-authored by the ECR and an experienced academic, usually someone from their supervisory team. The doctoral graduate is lead author in all instances, with this process offering ECRs a supported pathway into academic publication; a series of workshops, seminars, guidance videos and focussed writing retreats scaffolded its development and production. The pairs of authors were also matched with another to act as a sounding board for the development of ideas for their chapters, and as critical readers for one another's writing.

The forthcoming collection concludes with a chapter from a leading academic in the field, Prof Meg Maguire (KCL), who discusses the contribution of the edited volume in furthering our understanding of the interplay between educational policies and professional identities and offers reflections upon the potential of doctoral studies to explore topics across various educational contexts.

This presentation includes a brief contribution from a lead author of one of the chapters (Manison Shore & Rosenberg, forthcoming), who will outline the process and procedures they undertook to complete the chapter, arising from their EdD research (Mansion Shore, 2022). The study explored how Bourdieu's (2001) notion of symbolic

violence impacts the perceived choices of young women training to be primary school teachers. They will discuss how they selected the part of the thesis they wanted to develop in their chapter and how they worked with a member of their supervisory team to extend the discussion in the thesis from their own perspective to also embrace their supervisor's, and how this process was a 'journey' for them both, hopefully spawning future collaborative projects. The lead author will reflect in the presentation on the successful (and the less successful) aspects of this innovative writing process.

We hope that the discussion following the presentation will focus on the potential for such collaborative ventures in enhancing Postgraduate Scholarship and Practice in university departments and other professional settings.

References

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