

PURPOSE SUMMARIES

No	Authors	year	Full reference	Type of source	country	Research questions	Methodology employed	sample	Key findings
1	Drake et al	2011	The view from over here is different: relations between doctoral study and professional practice Work Based Learning e Journal Vol 2 No1 (2011)	Academic journal	UK Singapore Australia	The article explores the journey of three students to illustrate that for the professional, original doctoral knowledge arises through flexibly combining understandings from practice with academic practices of writing a theory thesis	Personal narratives of three doctoral students		The article raises the question of how doctoral pedagogy might take account of personal stories of transformation, as the doctoral candidate moves to become a producer of knowledge. Eels discussion of critical transitions such as adapting into research, distinctions between academic and professional writing, developing theoretical perspectives, methodological and ethical issues and relations with supervisors
2	Armsby Pauline	2013	Developing professional learning and identity through the recognition of experiential learning at doctoral level International Journal of Lifelong Learning, 32:4, 412 – 429	Academic journal	UK	The main aim of the paper was to illustrate the effects of undertaking the process of in-depth reflective and critical analysis on the candidates professional learning and identity.	Case study	12 graduates	The pedagogic processes described in the article appeared to facilitate doctoral candidates reflexive understanding of their experience and knowledge. The process also provided another way of candidates learning about themselves. The implications of the findings for theory and practice in promoting the recognition of prior learning through an

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									ontological turn for a higher education to re-conceptualise learning to affect ways of being rather than all as well as ways of knowing is discussed
3	Burgess Hillary, Weller Gordon, Wellington Jerry	2011	Tensions in the purpose and impact of professional doctorates Work Based Learning e Journal, Vol2 No 1 (2011)	Academic journal	UK	The paper explores emerging and often surprising tensions for those who have undertaken a professional doctorate and the impact on their doctoral identity the writers build on earlier research that enable them to explore changes in discourse and implications for the personal lives and professional careers of candidates.	Online interview questionnaires, doctoral theses face-to-face and telephone interviews		The findings reveal the identity, values, workplace tensions, self-development and personal growth are all significant aspects of undertaking and completing a professional doctorate. Crossing between academia and the workplace create connections and frictions which challenge values professionalism and identity
4	Cameron RJ et al	2008	Changing professional views of continuing professional	Academic article	UK	This paper reports on two studies carried out nearly a			In the second study much of the ambivalence of practitioners to be the academic dimensional of

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			development doctorates in educational psychology Educational Psychology and Practice: theory, research and practice in educational psychology, 24:3, 251 – 267			decade apart the second in 2007 which was based on issues arising from the earlier focus group discussions which were designed to explore consistent changes and evolving views and opinions of practitioner EP is BP's towards this extended form of professional training.			training present in the first investigation had dissipated. Some theory/research versus practice tensions still remain. The article identifies issues that illuminate the potential role of these kind of doctorates to enable educational psychologists to address future challenges in the practice context. The findings showed practice and personal development arising from the award and considers new ways of working however the task of making the link between highly specific research with the urgent and often messy demands of the real world remain.
5	Costley Carol	2010	Doctoral learning that leads to organisational and individual change Work Based Learning e Journal Vol1 No1 (2010)	Academic journal	UK	The study examines the learning that influence personal and organisational change brought about by professional doctorate that does not specialise in one	Grounded theory		The finding suggests that the doctoral program promotes personal credibility, capability and continuing development as well as specialist UK expertise. Issues relating to professional and academic approaches to knowledge are discussed particularly the autonomy and self-direction that the university can allow to the candidate.

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						particular subject discipline but is mainly concerned with generic work based activities			
6	Costley Carol, Lester Brian Stanley	2011	Work based doctorates: professional extension at the highest levels Studies in Higher Education, 37 (three). 257 – 269	Academic journal	UK	The writers describe the kind of doctorates that are used by senior practitioners as vehicles for professional extension and for addressing complex work issues. These trans-disciplinary candidates centred research and development programmes can collectively be referred to as work based doctorates.			They conclude that these doctorates have significant value in terms of organisational benefit and individual professional benefit and although they still occupy disputed territory within the University they are capable of being conceptualised and implemented in a way that is intellectually rigorous and robust
7	Hochbein Craig, Perry Jill	2013	The role of research in the professional	Academic journal	UK	The authors argue for a			They conclude that the potential to transform the field

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			doctorate Planning and Changing Vol 44 No ¾ 2013 181 – 195			clearer understanding of the role of research and define the nature of problems of practice, offer three ways in which professional practitioners engage researching their practice and suggest three guidelines for the development of appropriate and rigorous research preparation in EdD programs.			of education lies in the scholarly practitioner’s ability to apply the three tenants of research preparation – decipher, debate and design – as a means of counteracting policies that neglect the reality is that practitioners know and live every day.
8	Lester Stan	2004	Conceptualising the practitioner doctorate Studies in Higher Education Vol29, No 6 December 2004	Academic journal	UK	The writer sees the current culmination of the development of second-generation doctorates geared to the			He concludes that they pose a challenge to traditional notions of doctoral work based on research but can be conceptualised in a way that is both robust academically and represents a high level of adequacy for the complex and far-reaching problems

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						needs of professional practitioners is being represented by what might be termed practitioner doctorates. These are based on development projects which result in substantial organisational professional change and a significant contribution to practice.			encountered in contemporary society stop
9	Loxley Andrew, Seery Aidan	2012	The role of the professional doctorate in Ireland from the student perspective Studies in Higher Education Vol 37 No 1 February 2012, 3 – 17	Academic journal	Ireland	The writers refer to the context of Irish higher education policy which has that score the desire to produce knowledge entrepreneurs as a new role and identity for doctoral students. It	Interview	27 students	The authors argue that this policy is underpinned by restrictive and narrow understanding of doctoral education as it marginalises those students who in their professional practice neither wish to view themselves or be positioned as knowledge entrepreneurs. Their motivation for and taking doctoral study are analysed and the factors that were presented

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						meshes in with the desire for knowledge led economy in which all forms of knowledge can potentially become commodified			as motivators were: the enrichment of practice, being able to make a contribution to knowledge in the field of study, to learn new research skills, to enhance the professional regard of adult education, to enhance a present position/salary in education, the intrinsic drive to learn, the desire to write in the desire to speak in educational matters with confidence and authority.
10	Sanders et al	2011	Identity, reflection on developmental networks as processes in professional doctorate development Work Based Learning e Journal Vol 2 No 1 (2011)	Academic journal	UK	The writers describe our key aim of their program is to provide experienced professionals with the ability and skills to look at their professional practice through a fresh lens, question establish practices and value systems, make judgements that are better	Online questionnaire	30	They discuss the process of transformation: modelling tacit knowledge transfer and encouraging reflection. They show how their program acknowledges and utilises the existing knowledge and experience of candidates is a key learning resource. The structure processes give emphasis to identity shift that facilitates the transformation from experienced professional to researching professional.

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						<p>informed, and be creative in their thought. This means confronting students with alternative approaches and forcing them to reconsider their territorial ice solutions, creating a state of cognitive discomfort that encourages more genuine enquiry.</p>			
11	<p>Scott David, Morrison Marlene</p>	2010	<p>New sites and agents for research education in the United Kingdom: making and taking doctoral identities Work Based Learning e Journal Vol 1 No1 2010</p>	<p>Academic journal</p>	UK	<p>The writers seek to show how the introduction of new forms of doctorate reflect internal and external pressures to modify the doctoral experience such as a desire by governments to tie more closely together</p>			<p>They conclude that such reforms threaten current hegemonic knowledge structures and have implications for the impact on learning structures and working practices within the workplace. The result is that professional and work based knowledge is being reconstructed within the academy, the profession and the workplace</p>

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						doctoral study in professional practice.			
12	Weller Gordon, Volente Margaret, Garelick Hemda	2011	Power, participation and partnership: methodological reflection on researching professional doctorate candidates experiences researching in the workplace Work Based Learning e Journal Vol 2 No 1 (2011)	Academic journal	UK	The paper presents the experience and reflections as it seeks to understand more deeply aspects of the development in workplace research. They sought to be informed how they may best support candidates in practice based doctorates. Many such programs include a stakeholder learning agreement between the candidate, the University of the employer organisation with the	2 iterative Delphi cycles		Their research indicates a disparity within the agreement in the level of stakeholder participation where the still organisation stakeholder is not fully engaged and involved in supporting the research, there is a potential threat the effectiveness of any change outcome. The study has enabled the writers to gain a new understanding of how power may operate in the workplace research project in order to help them better understand the needs and strategy for the curriculum to support candidates through the transformational learning experience. The consequences may have implications for participation and power distribution within the management and leadership of doctoral work based research projects.

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						common aim to bring about transformational and sustainable change.			
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