

Doctoral Education at the 'Eye' of the Perfect Storm

Dr Anne Graham Cagney, WIT
Dr Paul Coughlan, TCD
Louise Andrews, TCD

4th Biennial Threshold Concepts Conference
& 6th NAIRTL Conference
TCD
June 27-29 2012

GEORGE
CLOONEY

MARK
WAHLBERG

A WOLFGANG PETERSEN FILM

THE
**PERFECT
STORM**



As Doctoral Educators, we face our 'Perfect Storm'

- The storm signals are there:
 - questions about the disciplinary context in which doctoral education is delivered
 - the need for research-based responses to the grand challenges facing society
 - the employability beyond academia of the PhD graduate

To Catch The Wave (& Ride Out The Storm).....

- The doctoral researcher needs
 - to explore and exploit the value latent in the thesis research
 - to recognize the corresponding need to interact with others
 - so that, together, they might progress from disciplinary expertise through multi-disciplinary interaction to interdisciplinary outcomes
- Doctoral education is challenged to develop within the researchers new and different skills and perspectives.
- Combined, the elements of this response define *doctorateness* as a new threshold concept

Our Objective Then Is...

... to explore how distinctive learning spaces can be built into doctoral teaching-learning environments (TLEs) in order to create opportunities for cross-disciplinary transformative learning to occur.

How Can We Create Doctoral Learning Spaces That. . .

Enable students to:-

- think beyond their own discipline
- communicate across traditional disciplinary divides
- in order to exploit the potential in their thesis research while not diluting the disciplinary core of the research.

Established Components of Doctorateness

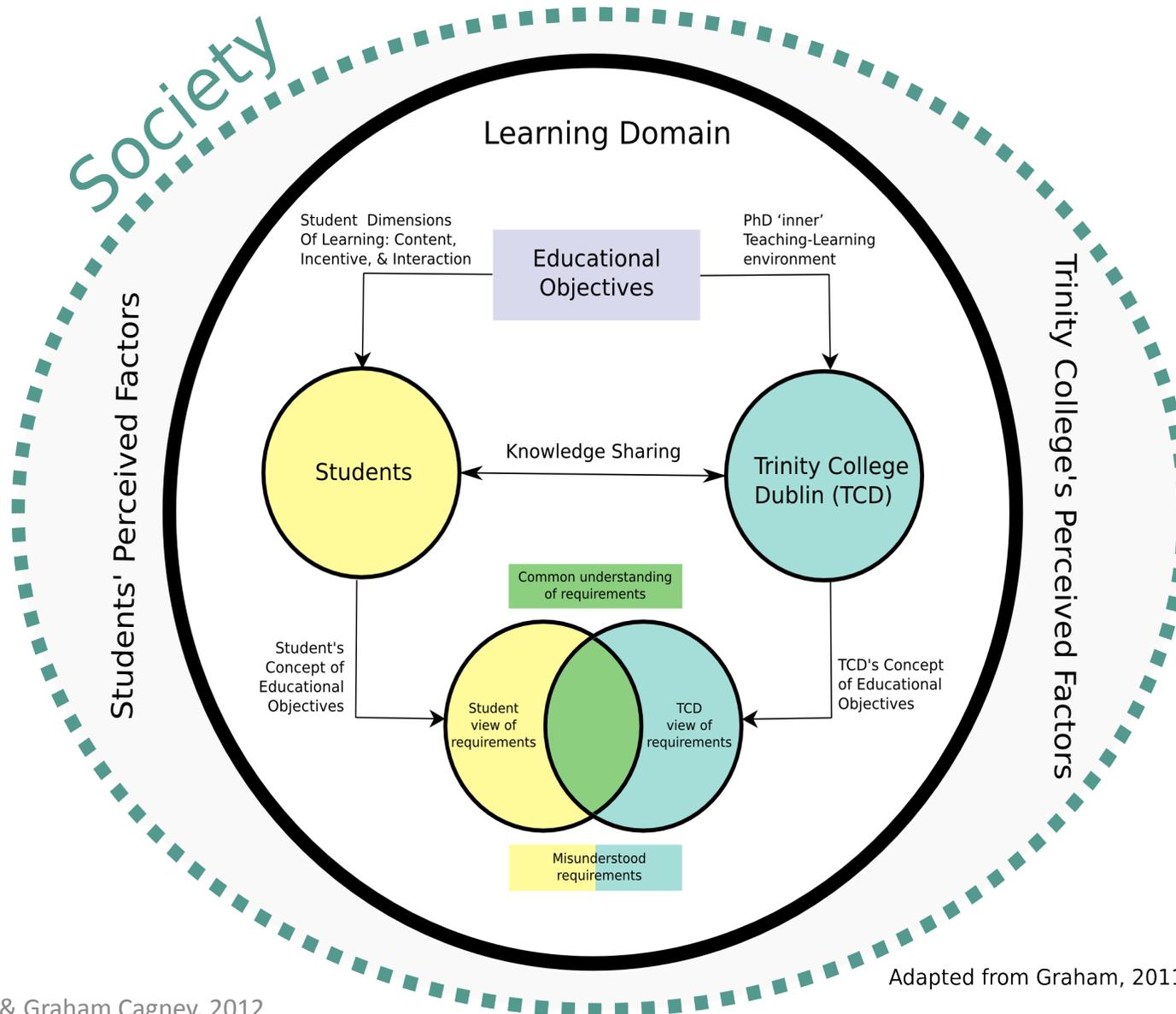
Contribution to Knowledge	Stated Gap in Knowledge	Explicit Research Question	Conceptual Framework
Conceptual Conclusions	<p>WHEN SYNERGY EXISTS BETWEEN THE COMPONENTS THEN DOCTORATENESS IS DEMONSTRATED</p>		Explicit Research Design
Research Questions Answered			Appropriate Methodology
Conceptual Argument Throughout	Full Engagement with Theory	Clear / Precise Presentation	'Correct' Data Collection

Figure 1: Components of Doctorateness, Trafford & Leshem (2009:5). Adapted by Graham Cagney & Coughlan, 2012

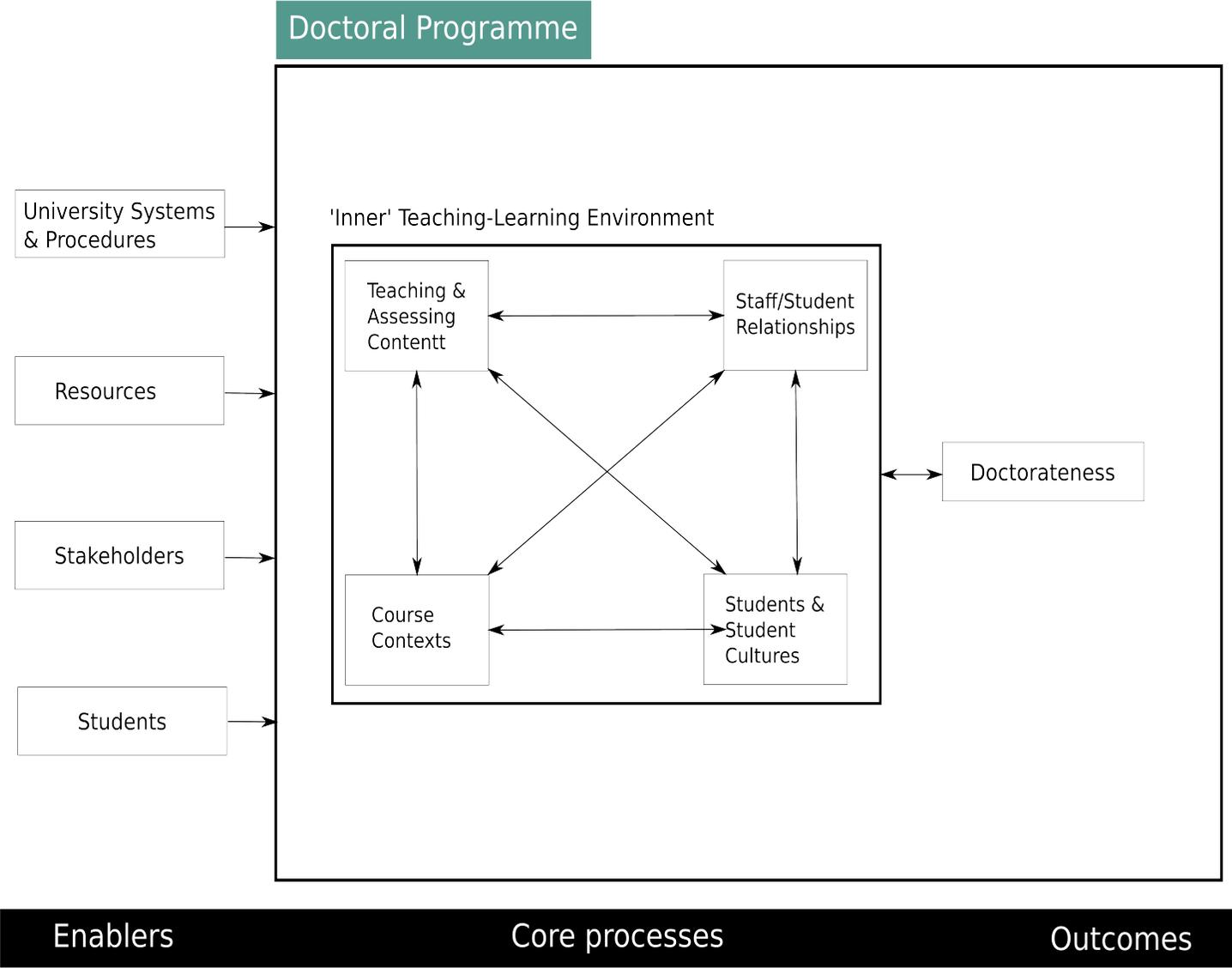
- Demonstrating 'doctorateness' comes from integrating

- high levels of competence in research**
- deep discipline knowledge**
- competence in presentation of the argument**

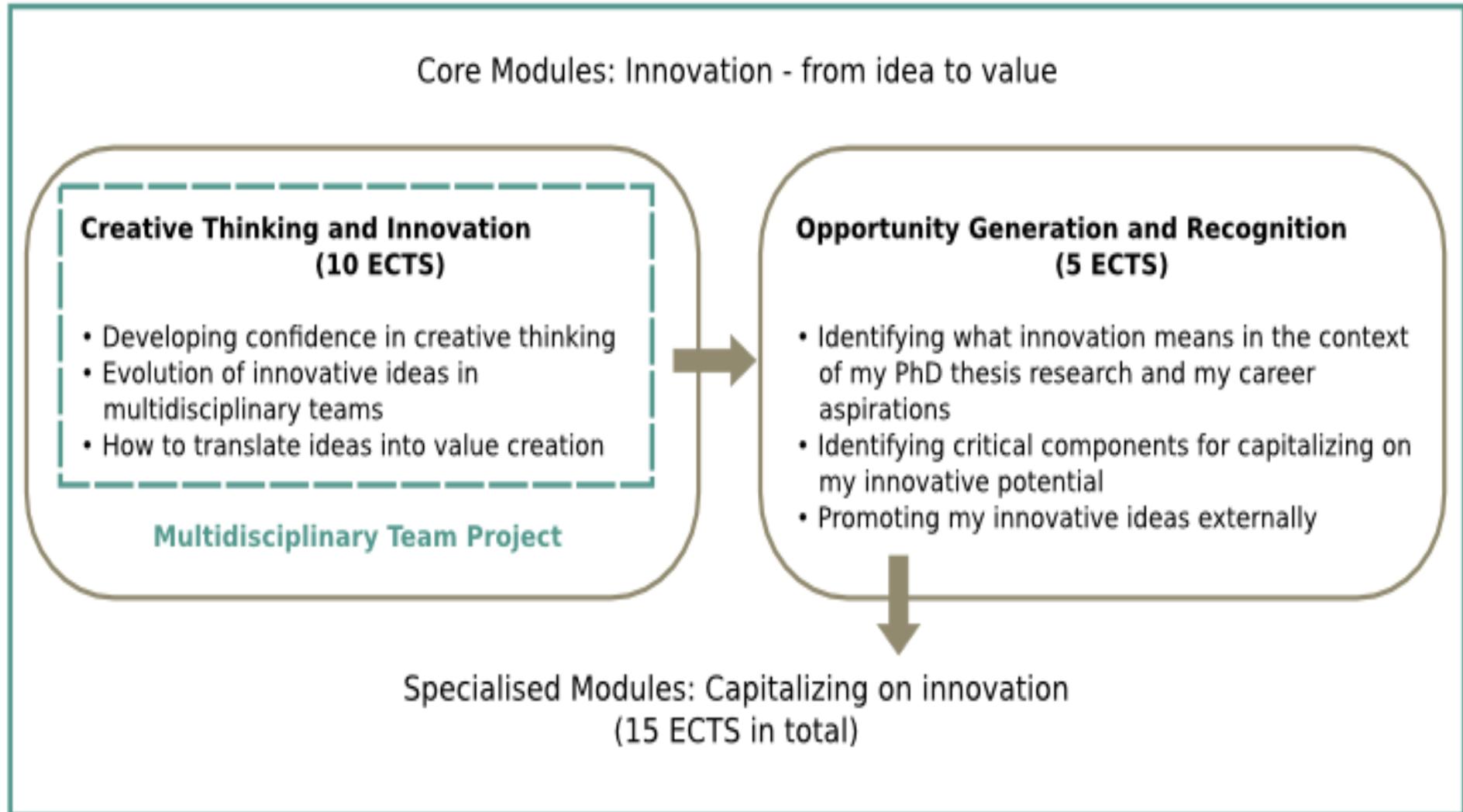
What Common Understanding of Requirements do Students and Higher Education Share?



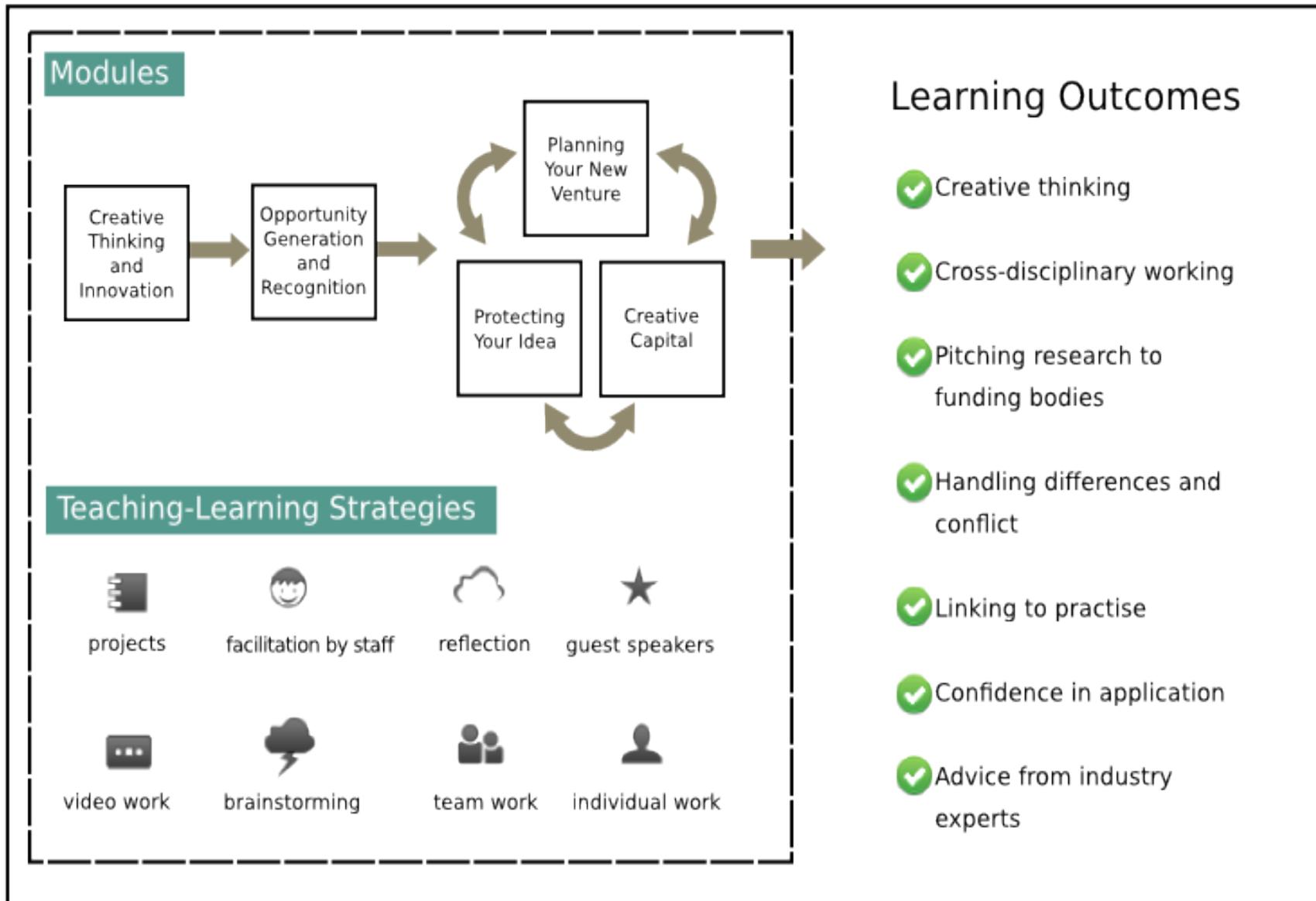
Congruence in the 'Inner' TLE Leads to Doctorateness



The PG Certificate in Innovation & Entrepreneurship



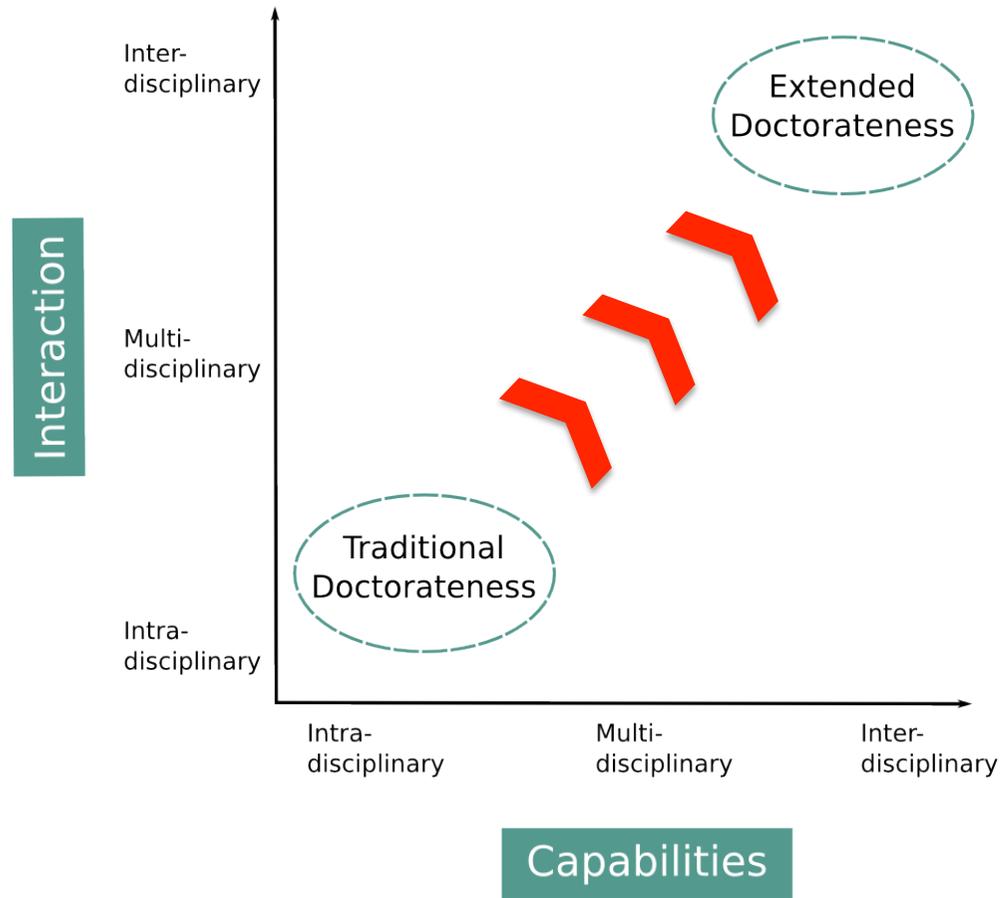
Innovation Academy TLE



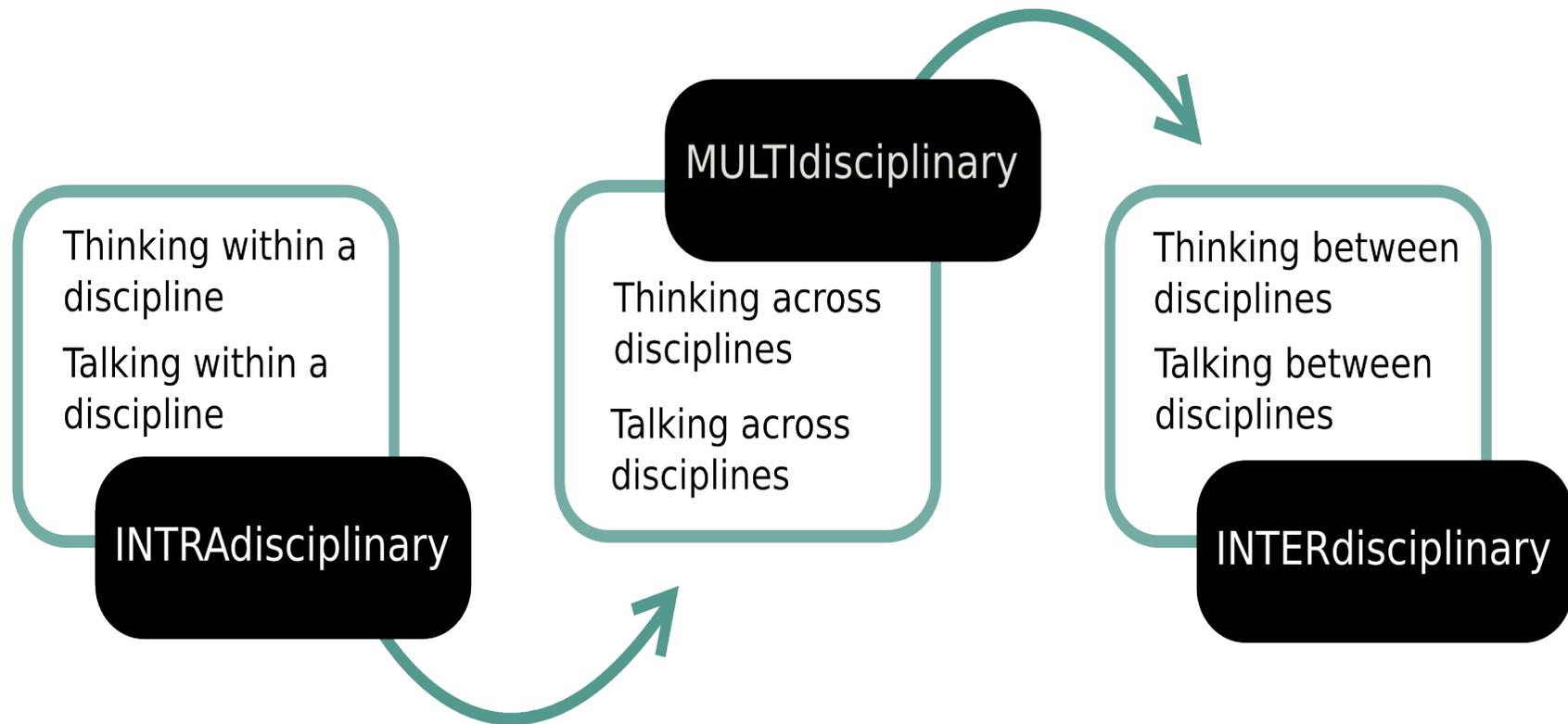
Conceptual map of the 'inner' Innovation Academy Teaching-Learning Environment



Catching the Wave



'Thinking and Talking' - Toward a Different Perception of Doctorateness



adapted from Coughlan & Graham, 2009

Extending the Components of Doctorateness

Contribution to Knowledge	Stated Gap in Knowledge	Explicit Research Question	Conceptual Framework
Conceptual Conclusions	<p>WHEN SYNERGY EXISTS BETWEEN THE COMPONENTS THEN DOCTORATENESS IS DEMONSTRATED</p>		Explicit Research Design
Research Questions Answered			Appropriate Methodology
Conceptual Argument Throughout	Full Engagement with Theory	Clear / Precise Presentation	'Correct' Data Collection

Figure 1: Components of Doctorateness, Trafford & Leshem (2009:5). Adapted by Graham Cagney & Coughlan, 2012

• Demonstrating '**extended doctorateness**' comes from integrating:-

- high levels of competence in research
- deep discipline knowledge
- competence in linkage, application, presentation of the argument

© DESPAIR.COM



LIMITATIONS

UNTIL YOU SPREAD YOUR WINGS,
YOU'LL HAVE NO IDEA HOW FAR YOU CAN WALK.