

Reconfiguring doctoral pedagogies as de-centred dialogic practice: developing repertoires of doctoral scholarship

Dr David Hyatt

School of Education

University of Sheffield

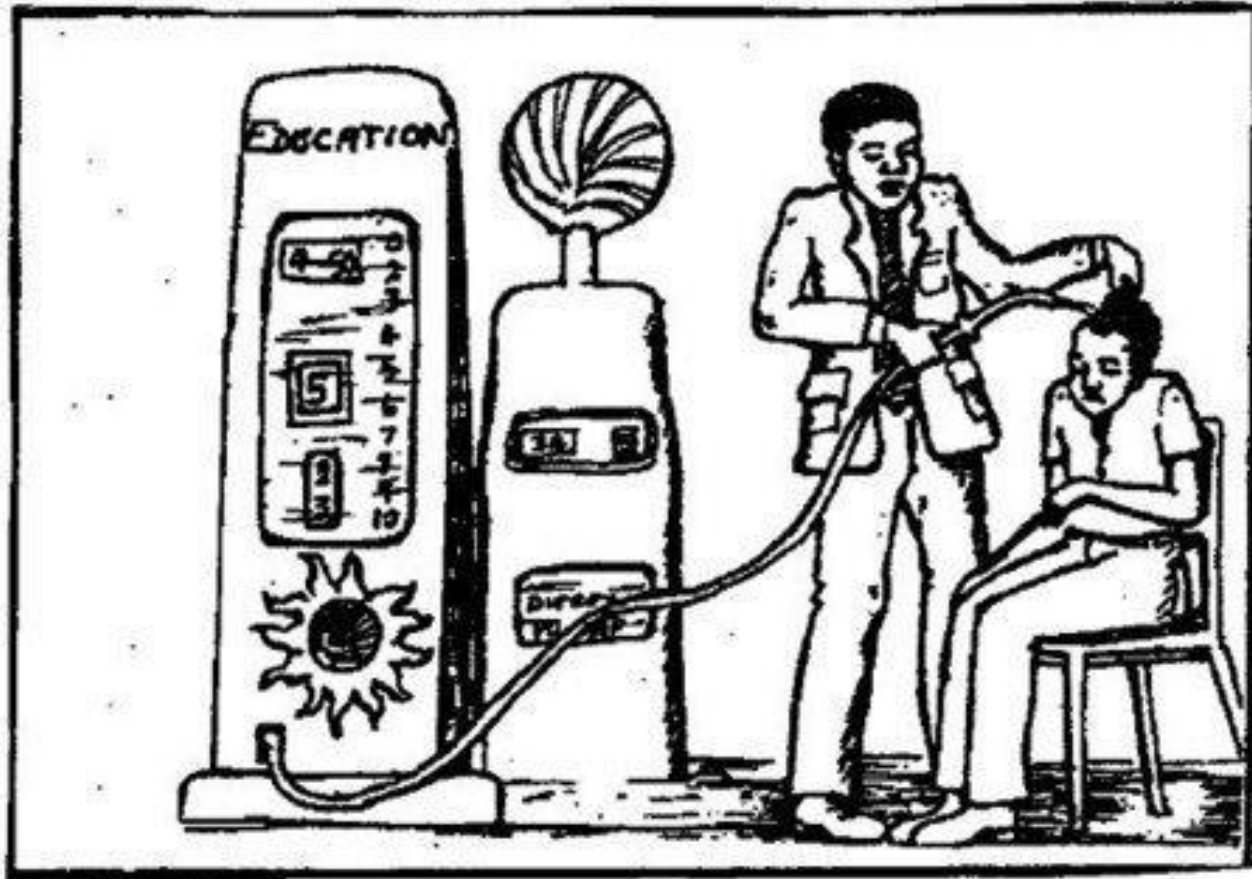
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Traditional Modes of Supervision



What's doctoral pedagogy for?

Training???? Transmission of expertise???



What's doctoral pedagogy for?

Creating spaces / opportunities to challenge assumptions and consider alternatives for transformation

Paré (2010:113) argues the role of doctoral pedagogy is in part **an enculturation process**

Induction into an academic discourse community

Reconfiguring doctoral pedagogy

- Construct more collaborative, egalitarian relationships ‘to enhance the value placed on individuals’ academic contributions and facilitate the process of **induction into the academic discourse community**, through a notion of critical inclusion’ (Hyatt 2005a: 339)
- It advocates more collaborative supervisory relations (Lee & Kamler 2008, Kamler 2008), careful and reflexive supervision (Lee 2008), an expansion of student research literacies (Green & Lee, 2008)

- One where students are invited into the discourse community (Swales 1990) through a critical inclusion to, as Golde and Walker (2006) put it, envisaging doctoral education as **preparation of the future stewards of the discipline.**
- One where our job is not to 'skill up' learners but to help them to develop the **repertoire** of a successful member of the academic discourse community or one which mirrors established professional norms e.g. design, architecture, engineering

Doctoral Repertoires

What comprises the repertoire of a successful academic / researcher / research informed practitioner? (if capacity-building and individual development is the goal as opposed to summative assessment hoop-jumping)



Doctoral Repertoires

- These will differ in different contexts/disciplines and in transdisciplinary contexts (e.g. co-production)
- More than just a measurable list of competences
- In a super-diversity context, learners engage with a broad variety of groups, networks and communities, and their resources are consequently learned through a wide variety of trajectories, tactics and technologies.
- These different learning modes lead to very different degrees of knowledge whereby all of these resources in a repertoire are distributed in a patchwork of competencies, skills, dispositions, values, etc.
- The origins of repertoires are biographical, and repertoires can in effect be seen as ‘indexical biographies’. (Blommaert & Backus 2011)

What this view of doctoral pedagogy is not!

- A denial of expertise/experience or knowledge
- A denial of the psychological safety students desire in feeling their supervisor is 'expert'
- A 'sink or swim' abandonment of students but rather a structured programme of learning that works from the student's current state of knowledge (constructivist?)
- A disregard of the importance of scholarship – rigour, subject knowledge, originality, significance, credibility
- Disregard or neglect of the demands of professional practice
- A face-threat to the supervisor

Reconfiguring doctoral pedagogy – an example

- Students selected an article using a discursive analysis relevant to their own doctoral research, and to circulate this article to the group for pre-reading.
- They selected a short piece of text that they would like to analyse discursively as part of their research and to circulate the text to the rest of the group so they had an opportunity to read/analyse the text.
- They were requested to analyse their text in detail, using a previously discussed CDA framework – a draft article of mine
- They were also briefed to prepare a 10 minute informal presentation of their analysis and to be prepared to offer their analysis/evaluation/interpretation of the text. In the workshop, each student critiqued the paper they had selected, describing to the group why the approach taken was relevant for them. They then presented an analysis of their text, after which the group offered their supplementary thoughts/analysis of the text.
- The workshop concluded with a critique of the pre-circulated framework, with the each member of the group discussing its bearing on their own doctoral research, including ways in which it might be supplemented/enhanced.
- This final element was a key aspect in the reconfiguration of relationships between tutor and student.

Avenues to de-centred pedagogy and the development of repertoires

- Creation of student-determined spaces for authentic dialogue
- Diagnostic Assessment to complement Formative Assessment
- Repeated presentation and defence of work
- Supervisors sharing draft work with supervisees
- Collaborative writing / Co-publication
- Questioning the discourse – should we be supervisors or advisors (or mentors)? DTC's or DDP's? TNA's or Doctoral Development Analyses?

Concluding Thoughts

- A decentred pedagogy is one in which learners are invited to appropriate and take ownership of their learning and to develop their academic repertoire
- The doctoral process then becomes an invitation to critical inclusion in the academic discourse community

