
Examining success factors in the completion of the EdD by experienced education professionals and investigating higher professional learning.

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ABSTRACT

This research project examines the present participants' and graduates' perceptions of the impacts and benefits of the EdD programme, their learning experiences and what they see as the most significant connections with their work contexts.

KEY WORDS

EdD success factors; higher professional learning; work-place based learning.

DESCRIPTION

This project focuses on the way professional practice is transformed through workplace-based research. It highlights the contributing factors in supporting participants in completing coursework requirements and the whole programme.

In addition the project will examine the way in which the different forms of assessment support participants' learning. The strengths of the programme, and the student experience of the inter-relationship of the EdD and their work-place based learning, will be analysed.

There are three strands to the research:

1. A survey is being sent to EdD students (in both EdD programmes) across every year. This will include graduates.
2. The portfolio and viva statements, of the participating students, will be analysed, to provide data. The topics and approaches chosen for the IFS and thesis research will also be considered. These analyses will provide insights about the relationship between learning on the EdD and participants' professional practice.
3. A small number of biographies will be conducted with students from different stages of the programme.

V. METHODOLOGY (Research type, approach, name of theory)

A qualitative research approach is being used to highlight and extend the existing effective practices. This approach is based on the concept of Appreciative Inquiry (AI). The roots of AI are in organisational change processes: appreciate the best of what is; envision what might be; engage in dialogue to generate new knowledge; innovate (Brighouse and Woods, 1999: 146).

(Brighouse, T. & Woods, D. (1999) *How to Improve your School*. London, Routledge).

VI. TECHNOLOGY USED (if any)

VII. ORIGINALITY / INNOVATION / RISKS

This project will link with other research that is being carried out in the Centre for Excellence in Teaching and Learning. There will be connections with three other projects: different forms of professional learning, different forms of assessment to enhance learning, and the use of on-line specialist support groups. This cross-project development will add to the complexity of the learning.

VIII. OUTCOMES

A report covering the initial stages of the project will be produced by February 2006. This will analyse the findings from the survey and connect with the portfolio and viva statements. Another report covering the second stage of the project will be produced by the end of May 2006. This will include a small number of biographies to illuminate further the experiences of the participants and identify issues in work-place based learning. Articles for academic journals will also be written.

References

The literature review will draw on the following key texts:

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- Taylor, S. & Beasley, N. (2005) *A Handbook for Doctoral Supervisors*. London: Routledge