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2. THE PROFESSIONAL DOCTORATE

INTRODUCTION

In the light of significant national and international policy¹ change impacting institutions of higher education and higher education's role in the emerging world economy (Friedman, 2005), it is unsurprising that new interest in the doctoral education field has prompted changing conceptualisations of what doctoral work is. At the level of programme development and provision, universities are increasing the range of practices and number of doctorates on offer. In different countries and in different ways, there are lively ongoing debates about the research doctorate. In a seminal text on the changing practices of doctoral education, Boud and Lee (2009) examine new and emerging forms of doctoral programmes in the UK, Australia and the US, ending with a call to readdress the general neglect of the students' perspective of doing doctoral work. Given the domain of academic practice that was traditionally thought of as most characteristically the purview of universities, the research doctorate in general, and the professional doctorate in particular, is now the focus of public policy and the gaze of governments (Costley & Stephenson, 2009).

The growing numbers of doctorate programmes has seen the emergence of a body of research and inquiry into new and different kinds of doctoral programmes (Boud & Lee, 2009) alongside the traditional doctorate, or PhD (Storey, 2013). The distinction relates to several principles of the professional doctorate researcher at the junction of practice and theory and is a central tenet of their coming to an understanding of their professional workplace or context. These principles can be summarized as identifying the professional doctorate researcher: (a) as a researching professional, and (b) as the research instrument, with significant implications for positioning and critical reflexivity (Lunt, 2002; Fink, 2006).

Current debates and contestations about the range and practices of professional and traditional doctorates are well documented (Scott, Brown, Lunt, & Thorne, 2009; Storey, 2013). Heath's (2006) research with Doctorates of Education suggests that how they are constructed relates to different values placed on knowledge which affect matters such as supervision. Studies have also explored the connection with professional contexts. A generic work-based professional doctorate featured the study of capability including its development and experience by Doncaster and Lester (2002). The importance, interaction and distinctive relationship between the three different settings – the university, the profession and the workplace – centrally

involved in the professional doctorate, was examined in a study of the role of environments by Malfroy and Yates (2003). In Australia, Maxwell (2003) explored the emergence of what was coined the ‘second generation’ of professional doctorates. Several studies in Australia, the UK and the US have compared professional and traditional doctorates (see for example Fink, 2006; Malfroy, 2005; Thorne & Francis, 2001; Boud & Lee, 2009; Streitwieser & Ogden, 2016). The research on professional doctorates (as the term is used in this chapter and across the volume) is understood as providing two insights: firstly, that there is a considerable growth of literature concerning professional doctorates and secondly, that how they are constructed related to different values placed on knowledge and the new knowledge economy.

There are powerful implications for the production and legitimation of *knowledge* within the doctorate worldwide (McWilliam, 2009); in this chapter, as with the book, we are not offering a critique or promoting an essentialist comparison as a kind of shortcut to highlight the dualities of EdD and PhD doctorates. Rather, the central purpose of this chapter, as with the other chapters in this book, and particularly those of Part 1, is to express the range, diversity and fluidity of different perspectives relating to, supporting and redefining the professional doctorate. In doing this, I will argue for a more nuanced view of ‘professional doctorate’ practices; an interconnected space and journeying between the researcher and the researched that can lead to a dialectical construction of knowledge and a relational stance that becomes transformative for ‘researching professionals’ (a term which is discussed later).

The increasing internationalization of higher education has also facilitated and encouraged the mobility of doctoral students and, with this, the expansion of traditional (PhD) doctoral programmes. The doctoral education literature is heavily weighted towards the traditional doctorate, in the sense of doctoral education meaning the ‘PhD’ path. There is a rich and growing field of research on doctoral writing pedagogies: from early work by Connell (1985) to recent studies (Kamler & Thomson, 2014); collections of narratives of PhD doctoral experiences (Lee, Blackmore, & Seal, 2013); and accounts of becoming and being a PhD doctoral student and the implementation and facilitation of doctoral education (Thomson & Walker, 2010). In all cases it is the traditional doctorate that receives most attention. Drawing from US and UK contexts, Storey (2013) illustrates a range of roles and settings that implement innovative approaches to the redesign of professional doctorate programmes and practices that differ “from a typical PhD programme” (p. xv). The rethink involves the adoption of ‘Critical Friends’ as advisors, facilitators and confidants, who reflect on questions and challenges that emerge during the EdD journeying. A range of EdDs are drawn and charted including online EdD programmes, scholarly practitioner doctoral programmes, EdDs in Educational Leadership and EdDs in principalship. I see this as especially pertinent in rapidly changing times where traditional conceptualisations of doctorates are increasingly being questioned.

With respect to the general notion of ‘doctorateness’, Denicolo and Park (2013, p. 192) argue that the imperative for a doctorate programme is to update and re-envision the ways in which we conceptualise the doctorate. They make the case for: new market opportunities; new stakeholder (including employer) expectations of what doctorates can potentially offer them as contributors to the generation and use of knowledge; and a workplace culture of innovation and knowledge creation. The key issues concern how “to secure the quality and standards of academic awards and enhance the student experience” (p. 192); and how “to meet divergent student needs” (p. 196). Questions arise: What does it mean to be a professional doctorate student and educator? Why do professional doctorates work for professionals from different occupational groups?² How do professionals come together to form professional doctorate research communities who delight in exploring together synergies between professional practice, specialized knowledge in professions and within the workplace of the profession, academic disciplines and education as a region of knowledge?

As we listen to the views and voices of a particular EdD cohort, examine specific stakeholder viewpoints and see how changes and developments are enacted and choices made by professionals (whose credibility is increasingly acknowledged by the research community), it seems that the Doctor of Education (or EdD) itself is an undocumented mystery that continues to gain recognition.

What characterises the professional doctorate within the changing contexts for doctoral education in universities? What are the demands and challenges that matter the most? What can be said about the relation of the doctoral ‘candidate’ – a distinctive kind of scholar-practitioner³ – to their workplace, and to the professional learning communities within their particular workplace, with reference to both professional practice and representation? The term being construed here, ‘researching professional’, best represents the distinctive relationality and relational dynamic between the full time ‘professional’ and their relative positioning as researchers ‘researching’ in their own workplace, who see themselves in a phase of career development that is appropriate for becoming a ‘researching professional’. They find themselves encouraged to new aspirational levels. They become aware of how their careers might be changing at a time in the growth of doctoral programmes where there is increasing actual and virtual, mobility – of people, ideas, values and resources.

This chapter develops a case for harnessing the insights from researching professionals who are enrolled on a particular doctorate designed for professionals (see <http://www.educ.cam.ac.uk/courses/graduate/doctoral/edd/> where we refer to the term ‘researching professionals’). As they critically revisit their practice, assumptions and values, generating an outsider’s perspective on their own workplace, we come to recognize how researching professionals engage in educational doctorates, develop identities which become multiple, flexible and changing. Why is that? I argue that, in the context of such change, and as their researcher positioning changes during the course of time, across, and between multiple and discrete phases of research, they

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develop to become critically reflexive researchers who are asking work-based and work-place questions. They are focused on changing and theorizing professional practices that are facilitated in the context of their own professional workplace.

This is not a chapter which seeks to compare the traditional Doctorate of Philosophy and/or promote the Doctorate of Education. What I do aim to do is to define what is distinctive about the 'professional' doctorate.

The term 'professional doctorate' originated in the US, at Harvard University. This, however, is a chapter in a book which is the product of a UK university where all of those on the EdD are 'researching professionals' (Bourner, Katz, & Watson, 2000; Fink, 2006).

What follows is an introductory discussion of some of the defining features of the researching professional, before Part 2 authors provide context-specific chapters relating each contributor's unique personal story and professional pathway to becoming a researching professional. It is our hope that this may prompt those in countries where these terms are not current to reflect on whether all doctorates are in fact the same. There are a whole host of similarities, but where there are differences these need to be discussed, problematized and theorized.

THE RESEARCHING PROFESSIONAL

The nature of every profession – every 'job', for that matter – has its own knowledge base: this is partly a function of different forms of knowledge and how professional knowledge develops. The way we view professions is influenced by our experiences, our culture and the traditions within which we live and work. However, it is valuable to challenge our understanding through experiencing other views; different types of knowledges are then brought into dialogue with each other. A crucial point here, and a recurring question in this volume, concerns the role of different kinds of research practices to support the continuous development, self-renewal, and indeed, transformation of professionals. And this process of knowledge creation and training for professionals must be a continuous one, since society continues to change very quickly, constantly making new demands on professional practice. The imperative difference between professional and everyday practice, however, is that the first draws on theoretical knowledge, whereas everyday practice usually does not. Professional practice bridges everyday practice and scientific practice as it combines knowledge from both. What is distinctive about doctorates for professionals is that practice is a central focus and acts as a driver for change. The importance of professional knowledge creation – with its places (often in communities) of professional practice which may be characterized in terms of what lies at the heart of professional doctorates – is the drawing together of what is based upon a recognition of the distinctive contribution of both experiential and scientific knowledge to bring about knowledge creation in 'professional practice'.

All professionals engage in continuous professional learning. In many professions, the membership is expected to review the journals of their field and

to attend conferences. They observe each other's practice at work. They often offer feedback that leads to reflective practice. Professionals are characterized by a codified knowledge base, which can be increased consistently through ongoing research – and, as professionals, are expected to maintain familiarity with practitioner research guided by practice or practice informed by research (see [Figure 1](#)). Within education this activity remains located primarily in schools and is schools-based research rather than exploring practice in the workplace orientated by knowledge about research, undertaking and using research where the researcher is the instrument of practice.

Often practitioner researchers choose to engage with research, and explore practice which is informed by research in partnership with universities (see, in particular, teacher research and school partnerships, explored by McLaughlin, Black-Hawkins, & McIntyre, 2007). Researching professionals doing EdDs engage in research which is not only guided by their professional practice: the researching professional is the research instrument. Saying the researcher is the research instrument has significant implications for the researcher's roles and responsibilities, positioning and reflexivity. Researchers choose to engage as researching professionals who are increasingly co-constructing new relationships between theory and practice rather than doctorates, which are seen as degrees that exist at the junction of practice and theory.

Here, the underlying argument is that any notion of the 'researching professional' is associated with how they encounter the professional practices and the sustained currency of 'work-based' practices. As MacIntyre (1983, p. 81), cited in Kemmis (2009, p. 22) argues: "Practices must not be confused with institutions. Chess, physics and medicine are practices; chess clubs, laboratories, universities, and hospitals are institutions". I argue that the practice of 'researching professionals' extend beyond practitioner research, where the kinds of research conducted by practicing teachers (and administrators) in a school setting see their dual role as practitioner and researcher, with the research focused and conducted on their own practice. The professional doctorate or EdD for professionals, however, focuses on issues raised by research that is interconnected with professional practice and professional knowledge, working through career questions and the work-place, within the insider-outsider continuum, re-learning in the workplace, where the focus is on practice. From this perspective, some significant questions emerge around continuing changes in working conditions in professional practice at various career stages and phases. What kind of stance enables researching professionals to explore the power relations within the contexts in which they work? What kinds of democratic approaches to research offer guidance and ways of working relationally and also offer improved opportunities for wider participation and influence in decision-making in the broader landscapes in which researching professionals' roles and identities are positioned? How is critical reflexivity applied as a technique which questions the positions, identities and ethicality between the researcher and the researched? How do researching professionals position themselves to address agency and power

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relationships? How does researcher positioning change across doctoral journeying? These questions and reflexive processes reverberate throughout this book.

Positioning Changes and Critical Reflexivity

In professional doctorate practices the “researcher *is* the instrument”. Therefore the task of explicitly putting reflexivity to work and identifying oneself is important. In order to clarify your researcher identity and stance vis-à-vis participants, you must, as Gray (2008, p. 936) notes, “address questions of the researcher’s biographical relationship to the topic”, such as gender, ethnicity and socioeconomic status, as well as acknowledging the levels of privilege and power conferred by personal history. In professional doctorate research, researching professionals need to challenge their self-understanding and how they interpret the degree of privilege their position carries. Practising critical reflexivity must engage the researching professional’s understanding of subjectivity, intersubjectivity, voice, representation and text. With reference to reflexivity specifically, Pillow (2010) advises that ‘data’ should be analysed responsively and reflexively, and points out that the positioning might change from a postmodern stance to a poststructuralist stance.

The researching professional occupies a privileged place – the insider – with both feet firmly grounded in the cultural systems of their workplace. Yet there may not be such a clear boundary between ‘outsider’ and ‘insider’ for the professional researcher, particularly when set in the context of the workplace where there are many ‘tribes’ at play. It may also be necessary at times to think outside the actual context and reflect as an ‘outsider’, in order to compare what was seen and heard within the context of another perspective. Would what was being observed in one part of the workplace happen in another? Or, how do different values and meanings relate across different national and socio-historical cultural contexts? Whose meanings? When are understandings shared? Or, how are boundary objects, such as national assessments or national aims in education, or reports and their analysis, made an explicit part of the research and how does the positioning of researchers affect research aims and outcomes? How do researching professionals benefit from understanding and engagement across the boundaries of national cultural values? Thiery (1978) defines bilingualism according to the perceptions of others about social and cultural equivalence. There may not, therefore, be a clear boundary to researcher positioning for professionals. The fluidity between functioning as an insider and an outsider becomes an essential research tool, developing in finesse across the diverse phases and projects of the doctorate, particularly if it is a portfolio designed doctorate.

The various dimensions of the doctoral researcher’s background, or role status, in terms of professional and personal attributes, position the researcher in relation to the researched who take part in the study. How the boundaries between these various professional and personal attributes are fixed and interact with each other vary. For example, a professional woman with experience of working in a male-dominated

workplace may relate to female experiences of discrimination. The cultural and cross-cultural values of people, places, and institutions matter, and what is important is embedded in the workplace policy priorities, discourse and practices. Thus, being able to position themselves as insiders and outsiders as the situation demands is an important practice for researching professionals. Being an ex-insider researcher with knowledge of the region and workplace context is different to being an insider as a teacher who has already gained trust and has been identified as a teacher colleague, with the “embodied situatedness” (Sultana, 2007) of the insider.

How researchers view *themselves* in the research process, as well as the *identity* of the researching professional, can shift, depending on the situation and the status of the researcher as an insider or outsider responding to the social, political and cultural values of a given context or moment. The EdD is for professionals. The professional doctorate extends over a 5-year period. The portfolio research plan can progress over 3 years in one community or workplace. The insiderness and outsiderness can be seen as a balancing act between the positioning that the researching professional actively takes and the ways in which their role is defined by how others involved in the project, either as participants or those further afield, view the researcher. The image researchers have of themselves, and how others in the community view them, highlights the importance of power and privilege: it influences how participants view a researcher who is researching from inside the community. The shifting positioning may be reflective of a conscious effort in research design not to remain an insider or outsider. The participants may be in awe of an outsider with whom building meaningful relationships takes time and which may also be difficult. The participative methods used may contribute to the researching professional changing position within the workplace. Shifting such positioning and building relationships of trust means the development of an ‘inbetweener’ researcher stance which challenges traditional dichotomies of the insider and outsider.

*Researching One’s Own Profession in One’s Own Workplace:
A Privileged Place*

There is recognition of power biases, which need to be addressed in any research, not only in terms of whom the gatekeepers of knowledge are but also in terms of how ‘objective’ facts and ‘subjective’ truths are addressed. For researching professionals the research interview creates a platform for knowledge exchange and emotional meetings; sometimes disclosure of the person being interviewed; and, sometimes, a therapeutic tool for telling the story of experiences that are not often told, understood or appreciated. Otherwise uneven power relations, can, to some degree, even out. This allows for some collaboration and knowledge co-construction. Depending on the identity of the researcher – whether as an outsider, a woman, an adult, a teacher-figure, or a combination of all of these identities; or a conspirator, a colleague, a knowledgeable expert, a coach, a mentor or a friend – some participants may omit important information about themselves, even when prompted.

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The use of participative techniques can assist in how researcher positioning changes. Researchers can contribute to a shift in how participants see them – for instance, to where they are viewed as someone who has a genuine interest in the lives and opinions of the participants. Thomson and Gunter (2010) have argued against the fixed and dichotomous notions of ‘insiderness’ and ‘outsiderness’. However, the active term of ‘inbetweener’ also recognizes that the researcher can be proactive in their attempts to place themselves in between.

Power Relations

Through the lens of Pierre Bourdieu’s theories and tools we can visualise how power operates between different groups in society and shed light on how it might affect data collection in a research interview context as well as the professional context. Bourdieu (1979) describes an individual’s assets and resources as capital. The acquisition and mastery of different forms of capital can guarantee a diversity of power holdings depending on the type of capital, and the field in which they operate. Groups, classes and families develop strategies to maintain or increase capital holdings or discourage others from doing so. In a society, different groups have different cultural capital depending on where you come from and what groups you belong to. For groups with an immigrant background, the interpretation of cultural capital and class identification and status can sometimes become complicated (Burnard, Hofvander Trulsson, & Söderman, 2015).

Social mobility, downward mobility, social immobility or class remobility are all examples of how different capitals can play out in research contexts. Researching families with immigrant background, living in exile, we have noticed among them a recurrent will to verbally position themselves, in regard to class background (economic and cultural), reasons for their situation in the new country and their aspirations (Hofvander Trulsson & Burnard, 2015). These perspectives of positioning in the interview setting, where gender, class and cultural imprints impact the way people talk and present themselves, are central to the use of reflexive analysis strategies in professional doctorate research. Pillow (2010) invites us to interrupt these common practices and engage with new culturally reflexive and ethical tools for researcher reflexivity: for collecting data, equalising the research relationships, doing data collection ‘with’ instead of ‘on’, and for practices that lead to ‘multi-vocal’ texts and the exploration of differing writing and representation styles.

The idea of the professional who bridges both research and practice is what we are using to describe the ‘researching professional’. There is a growing class of hybrid ‘scholar-practitioners’, more often referred to as ‘teacher-researchers’ or ‘researcher-practitioners’ who often work as senior managers or, in school sectors as head teachers. These are people who bridge research and practice: that is, they both ‘study it’ and ‘do it’. Streitwieser and Ogden (2016, p. 27) have helped practitioners take a new view of professional action and advocate research into the kind of thinking

that underlies and helps explain the way professionals carry out their work. The professional knowing that derives from professionals completing doctorates (such as EdDs) within their workplace, and use of their field's terminology to appropriately converse with key stakeholders, leveraging that understanding to reflect critically and reflexively on their daily practice with authority and disseminate their thinking and publish during the course of the doctorate, is growing.

With recent growth in higher education enrolments, there are now many new doctoral paths that go beyond the traditional doctorate (PhD). While many come to do a PhD, many come to international education positions with specialized education and professional training and seek advancement through promotion and reassignment, from related professions or the faculty ranks, looking for career routes through professional degrees, such as the MBA (Streitwieser & Oden, 2016, p. 25). Professionals seeking to do doctorates can be those who are outside observers of higher education, interested in higher-level research training, who are less interested in becoming academics who go on to doctoral work within universities. They can be academics interested in professional practice or key leaders from influential professional associations and private organisations. They can also be educators and practitioners who manage the daily logistical flow of students and personnel or academics/scholars who conduct research, collect and analyze data, and publish findings to inform, improve and justify the activity, but who are looking to consider how scholarship and practice could function in grater harmony.

In [Figure 1](#), the 'scholar-practitioner' is represented with particular reference to research guided by practice and practice informed by research. [Figure 2](#) illustrates the distinctiveness of the 'researching professional' and professional doctorate with its relationship between research embedded (rather than guided) practice and practice embedded in research.

Streitwieser and Ogden (2016) argue the distinctiveness between practitioners 'who do it' and scholars 'who study it' as simplistic and false, neither necessarily precluding nor prioritizing the other' (p. 13). Yet, often, the context of researching professional practice in the workplace for the researching professional is not a clear dichotomy separating research and practice but rather one where their research both guides their practice and informs their practice simultaneously.

Closely allied to professional doctorates, especially those which require the researching professional to establish professional learning communities, are Wenger's (1998) ideas concerning the construction of *communities of practice*, particularly his definition of communities of practice as "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (1998, p. 1). Wenger's codification of the three characteristics of a community of practice (i.e. a shared domain of "mutual interest" where the community "engages reciprocally" as members who interact and learn together and the practice of a group of practitioners in which members "develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems") are constructed

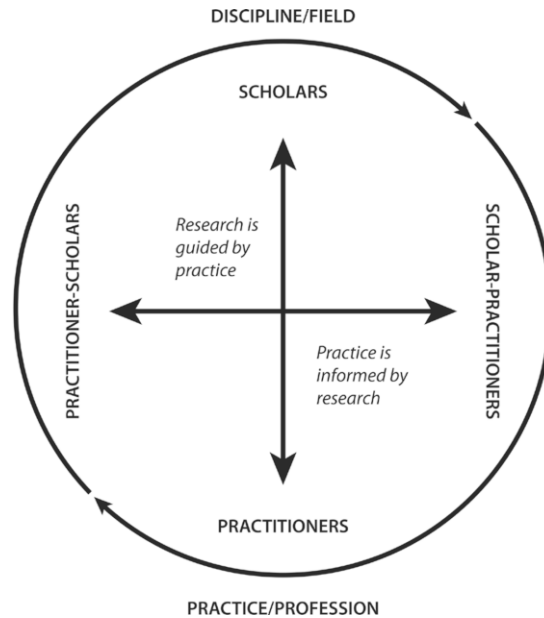


Figure 1. The scholar-practitioner and practitioner-scholar differentiated

and explored between three different environments – the university, the profession and the workplace – where what is relevant to educational theory, policy and practice informs the context which is specific to the researching professional.

The confluence of the critical, interrelated factors that are the defining features of the professional doctorate (as shown in Figure 2) indicates how ‘policy’ is the background upon which the ‘practice’, ‘theory’ and ‘knowledge’ operate. The direction of influence for policy often tends to be one-directional: that is, rarely are government policies influenced by practice, theory and knowledge. Policy operates upon those circles of theory/practice/knowledge, often in ways that facilitate and shape them (at best), or limit and constrain them, or (at worst) undermine them. From studies of professional doctorates, we can see how effective use of research and scholarship play a significant role in shaping the direction of the field and profession over time. Similarly, practice and theory can inform the direction and advancement of the profession and the field (Streitwieser & Ogden, 2016). With the insistence and strong global focus of the *new knowledge economy*, and discourses in the university, the workplace and the professions, there is a growing emphasis on the external drivers for the growth of professional doctorates and knowledge creation in and across professional learning communities, as well as on the professional training and continuing professional development of practitioners; their involvement in

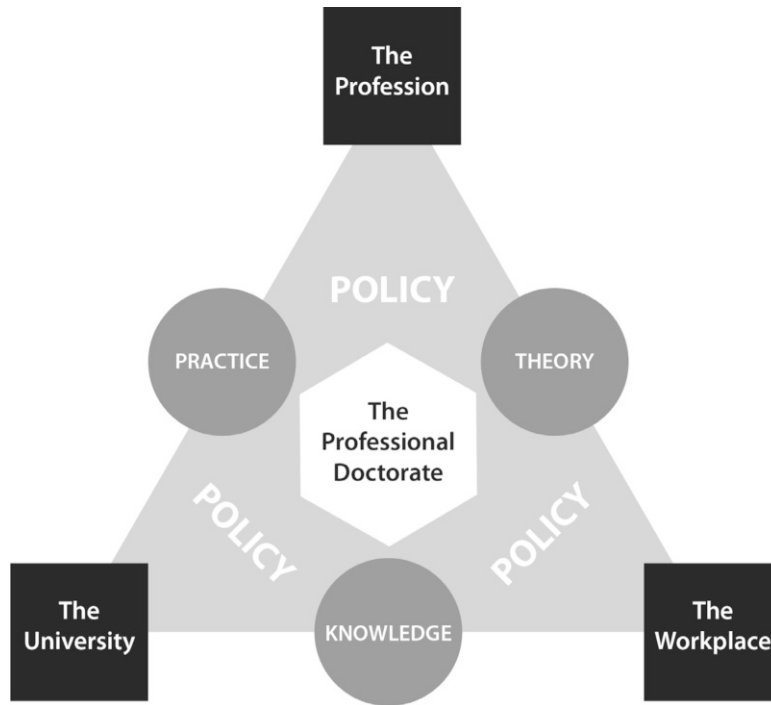


Figure 2. The professional doctorate – its purpose and distinctiveness

knowledge production also gives rise to a changing conception of knowledge. We see this in the chapters that follow in Part 2.

CLOSING REFLECTIONS

Professional doctorates have emerged in a wide range of academic disciplines with the Doctorate of Education having the largest market in the UK (UKCGE, 2002). The drivers for the development of professional doctorates, as argued earlier in this chapter, are: the internationalization of higher education; the globalized knowledge market; the new knowledge economy; and an increasing need for a critical approach by professionals and professional learning communities to their knowledge-base and functions. As part of this changing picture, professional doctorates have grown rapidly in the UK, Australia and the US. A richer knowledge, termed ‘creative knowledge’, is generated within and on the boundaries between academia and the creative economy. The concepts of knowledge transfer (often labelled knowledge exchange or external engagement), and ‘creative human capital’ (developed within

professional learning communities), create opportunities for shared research and innovation. This has become increasingly important in the relationship between HE and knowledge creation within academia and the work and practice of professionals. The value of shared research and innovation have been framed explicitly in relation to educational partnerships, collaborations across HE institutions and school sectors, and collaboration with small and medium size organisations within the creative and cultural industries (Bennett & Burnard, 2016).

The authors in this book generally, and in those in Part 1 specifically, explore the meaning of the professional doctorates. They are aware that, in addressing what we understand, as a result of the internationalisation of higher education, as the professional doctorate may not be the same in the United States as it is in the United Kingdom or elsewhere in the world. In many aspects there will indeed be differences. In other parts of the world, the practitioners who do scholarly work within their professional learning and academic communities are referred to as scholar-practitioners or practitioner-scholars, or practitioner researchers. The chapters in this part of the volume bring their own perspectives on the role of the researching professional to the idea of the professional whose research explores the issue of the interaction and relationship between the three different environments – the workplace, the profession and the university – and has a significant impact on practice, theory, policy and knowledge. Each contributor shares their own unique personal story and professional pathway to becoming a researching professional.

We want to offer a different way of thinking about the work of doctoral education and doctoral research for professionals and their professional learning communities. We want to invite colleagues who are working in doctoral education, who are forming identities as researching professionals with a focus on professional practice, and/or deciding to embark on a professional doctorate, to think about how we understand the multifaceted practice of doctorates in education in general and the professional doctorate in particular, and what each individual university doctoral educator thinks it is.

We invite you to explore the implicit theories individual lecturers and supervisors have about the Doctorate of Education, its purposes and implications for its critical aspects of pedagogy. Other issues that give rise to forward thinking about the distinctiveness of professional doctorates are concerned with how views are shared, how staff is inducted into the teaching teams and the interface between the professional work-based learning community and the university. What further developments, in ways of thinking about what it means to be a professional doctorate student and educator, can result in new perspectives, voices, journeyings and pedagogic practices in professional doctorates?

In the spirit of this chapter, our Part 1 focuses with Karen Ottewell and Wai Mun Lim ((both of whom have PhDs and are embarking on a (second) professional (work-based) doctorate)) on the connection between professional context and professional doctorate practices and with Simon Dowling on imperatives for those embarking

on funded professional (work-based) doctorates; and in the volume as a whole, we invite you to continue the conversation with us, your peers, your doctoral students, and your researching professional colleagues.

NOTES

- ¹ For the latest policy reforms which are about transforming Higher Education in UK see Higher Education White Paper <https://www.gov.uk/government/publications/higher-education-success-as-a-knowledge-economy-white-paper> and Green Paper <http://blog.universitiesuk.ac.uk/2015/11/06/a-summary-of-the-higher-education-green-paper/> For a Singaporean EdD See <http://www.nie.edu.sg/higher-degrees/doctor-in-education-edd>
- ² Occupational groups represented on the 5-year EdD programme at the Faculty of Education include physiotherapy, counselling, engineering, veterinary science, artist, service, organisational and company management, administration, school leaders, head teachers, senior managers, consultants, life coaches, health workers, computer scientists, subject specialist teachers, inspectors, school and college governors, biochemistry, architecture and design, senior executives, teacher educators.
- ³ The category of researching professional, who spans both research and practice, is referred to as 'scholar-practitioners', a term coined by Bernhard Streitwieser and Anthony Ogden (2016) in a book entitled 'International Higher Education's Scholar-Practitioners'. They argue the distinction between practitioners 'who do it' (that is, scholarly work) and scholars 'who 'study it' is reductive, 'simplistic and false, neither necessarily precluding nor prioritizing the other' (p. 13).

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