IT TAKES AN ACADEMY TO RAISE A SCHOLAR

SEPTEMBER 23, 2014
BACKGROUND

• WHAT? TO LINK THEORY TO PRACTICE IN DOCTORAL SUPERVISION

• HOW? BY SHARING KNOWNS AND UNKNOWNS; EXCHANGING INFORMATION AND KNOWLEDGES

• WHY? TO EXPERIENCE DISRUPTIVE PEDAGOGIES IN DOCTORAL SUPERVISION
WHAT INFORMS THIS DISCUSSION?

IMPERATIVE OF PHD COMPLETION
• FASTER PROGRESSION
• LOWER ATTRITION RATES

GOLDE & WALKER (2006); LEE (2008); HALSE (2011)

QUALITY ASSURANCE IMPERATIVE
• ACCOUNTABILITY
• EMPHASIS ON PROFESSIONAL DEVELOPMENT OF DOCTORAL SUPERVISORS
• TREND TOWARDS MANDATORY PROGRAMS FOR DOCTORAL SUPERVISION

MANATHUNGA (2005); OLSON & CLARKE (2009); POWELL & GREEN (2007)
TYPICALLY THE DOCTORAL SUPERVISION DEVELOPMENT APPROACH HAS

“… PRESUMED THERE ARE DEFICITS IN SUPERVISORS’ EXPERTISE AND THAT THESE CAN BE REMEDIED THROUGH FORMAL, STRUCTURED, COGNITIVE TRANSMISSION OF KNOWLEDGE FROM INSTRUCTOR TO LEARNER”
ESSENTIALLY (IN AN ARISTOTLEAN SENSE),
THE DOCTORAL SUPERVISOR REMAINS A
PEDAGOGUE
TO THE SYSTEM AND THE STUDENTS
WHAT HAPPENS IF
...
WE SHIFT TO A PEDAGOGICAL IMPERATIVE ?

FROM PERFORMATIVE (TRANSMISSIVE) TO RELATIONAL (PARTICIPATIVE) ?
NO LONGER PART OF HISTORY BUT RATHER PART OF LEGACY

- FROM INSTITUTIONALLY MANDATED TO INSTITUTIONALLY SOUGHT
- FROM POWERS TO PROWESS
- FROM OWNERSHIP TO RELATIONSHIP
- FROM TRANSITIONAL TO TRANSFORMATIONAL
Accept what is, let go of what was, and have faith in what will be.

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