

# cdr

## **What counts as knowledge in a Professional Doctorate? Where is it appropriate to use more formal and less formal theoretical frameworks in practice enquiry?**

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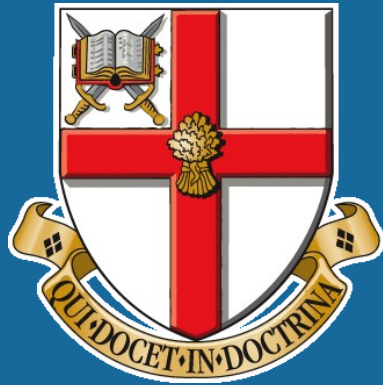
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**What counts as knowledge in a  
Professional Doctorate? Where is it  
appropriate to use more formal and less  
formal theoretical frameworks in  
practice enquiry?**

Jon Talbot

# The Chester DProf

- To enable students to develop a direction and personal meaning within the framework of a dynamic and strategic view of their practice in the broader context of globalisation
- To enable students to develop original, rigorous applied research of strategic value within the context of and contributing to emergent practice knowledge, as the basis real world application
- To enable practitioners to consciously develop their role as leading edge practitioners who are able to modify and generate advanced practice knowledge on an ongoing basis by means of active dissemination as the basis for change.

# Modes of knowledge

## Mode 1

- Problems arise within established subject discipline
- Knowledge generated within theoretical frameworks
- Quality internally assessed by peers who are subject specialist
- Learning and knowledge are distinct: learning occurs as transfer from established knowledge base

## Mode 2

- Problems arise within the context of application
- Transdisciplinary knowledge generated
- Quality assessed by practitioners in terms of utility to practice
- Learning and knowledge seen as integral: knowledge created from learning

# A DProf *for* not of practice knowledge

- The basis for action
- Requiring realistic conception of power to influence
- Temporal dimension- emergent practice
- Requiring analysis of drivers of change

# Trans-disciplinarity

- Includes disciplinary knowledge, knowledge between disciplines and knowledge outside disciplines
- Enables an approach which focuses on the purpose of knowledge not its codification
- Enables the learner to define the purpose

# Knowledge

- Justified true belief
- Facts united by organising principles

# Practice knowledge

- Conceptualised to death?
- Professional knowledge?  
Organisational knowledge? Community  
of practice knowledge etc
- Knowledge as object, knowledge as  
process

# Practice knowledge

- Is a thing and process. Exists in codified form and non codified forms but it is expressed in actions
- Is historically, culturally, economically, socially and politically situated
- Changes and adapts according to change drivers: the agents of change are 'leading edge' practitioners

# Theory and practice

- Reject the idea the two are separate. Many theories underpin purposive action and all actions incorporate theories
- Theorising is not exceptional it is ubiquitous. Formal theorising is not possible as the basis for all actions

# Working theory

- Does rather more than fill in the gaps between formal theories- it is what makes life possible
- Some theories shared, others held by individuals
- Constitute the bulk of practice knowledge and are therefore likely to be the origin of practice enquiry

# Normal knowing

- Assumed parameters within any social setting, underpinned by a host of working theories
- Just as within a Kuhnian paradigm are puzzles or problems- will form the basis for practice enquiry

# A common working theory in normal knowing

- ‘Things work well around here’- a theory often held by those with power
- Hence audit, monitoring and most powerfully evaluation

# Theory and practice knowledge in the DProf

- Example 1- senior public official
- Example 2- developing haematologists
- Example 3- the congruent counsellor



# Doctoralness?

- Emergent practice knowledge
- influential
- Strategic
- Leading edge practice

# Justified true belief?

- Bayesian probability
- Powerful findings