

# Reimagine “doctorateness” as curriculum and journey

Flip Schutte

STADIO  
  
HIGHER EDUCATION

# Intro and problem

Doctorateness as concept more in use since 2007 – what does it take to be/become a doctor?

## South African situation:

- Department of Science and Innovation wants 100 per million. Currently 46
- Not enough competent supervisors available
- English as academic language

## Research question:

What is the current understanding regarding curriculum and pedagogy for a doctoral programme?

Where does doctorateness fits in?

# Results

- General absence of curriculum for doctoral education
- Pedagogy: Apprenticeship relationship between supervisor and candidate
- Outcome: High quality thesis that makes an original contribution and in some cases candidate must defend during a colloquium/ viva voce

## Suggestions from literature to enrich curriculum

Curriculum	Reference
<ul style="list-style-type: none"><li>• Mastery of the subject</li><li>• Analytical breadth employing various methods, techniques, context, data</li><li>• Analytical depth such as contribution, quality, originality</li></ul>	Yazdani and Shokooh (2018)
Research design, presentations, quality of writing, outcomes, conclusions, contextualisation	Murray (2003)
<ul style="list-style-type: none"><li>• Training in ethics and research with integrity</li><li>• Preparatory training programmes</li></ul>	Council on Higher Education
The concept of doctorateness needs to be lectured and explained	Trafford and Leshem (2009)



## Suggestions from literature to enrich pedagogy

Pedagogy	Reference
<ul style="list-style-type: none"> <li>• More supervision models are necessary</li> </ul>	Bitzer (2014); Yazdani and Shokoon (2018)
<ul style="list-style-type: none"> <li>• The style of supervision has a huge influence</li> <li>• It is all about identity construction</li> <li>• A rite of passage; crossing a threshold</li> </ul>	Wisker et al. (2010)
<ul style="list-style-type: none"> <li>• Supervisory relationship must start as early as with the intend to enrol for the programme</li> <li>• Create developmental opportunities</li> <li>• Interconnectedness of different fields of research and practice</li> <li>• Peer thesis writing circles/groups</li> <li>• Create platforms</li> <li>• Workshops</li> <li>• Colloquia, seminars where students can present</li> </ul>	Council on Higher Education (2022)
<ul style="list-style-type: none"> <li>• It must be an identity development experience</li> </ul>	Frick and Brodin (2019)
<ul style="list-style-type: none"> <li>• New identity capital must be found</li> <li>• The candidate must be transformed into an independent researcher</li> </ul>	Leshem (2020)
<ul style="list-style-type: none"> <li>• Thesis writing circles</li> <li>• Inter- and multidisciplinary connections</li> <li>• Ways to complement the supervisor-candidate relationship</li> <li>• Horizontalise pedagogy</li> </ul>	Greunin (2014)



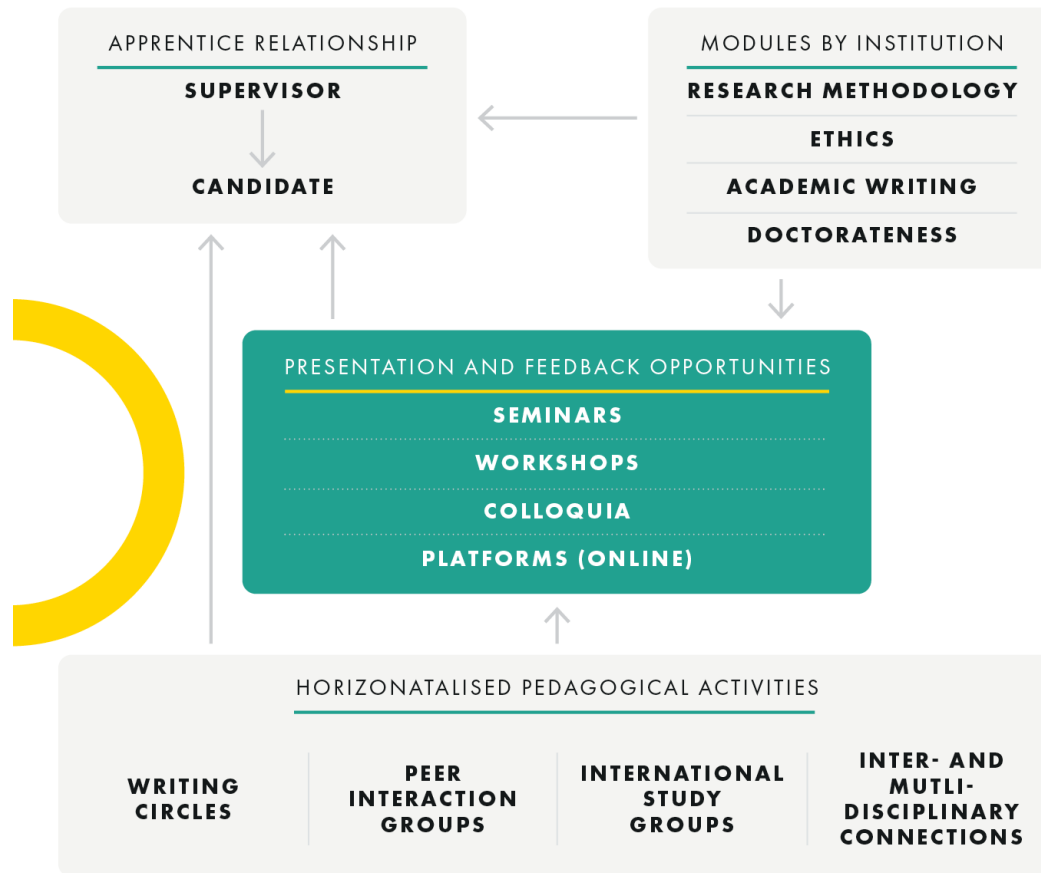
## Suggestions to enrich meaning of “doctorateness” concept

By-product	Reference
<ul style="list-style-type: none"><li>• Development of attributes</li></ul>	Yazdani and Shokooh (2018)
<ul style="list-style-type: none"><li>• Become expert in a field</li><li>• Become a resourceful person</li><li>• Become a person mindful of the bigger picture</li><li>• Be a person who can link research to context</li></ul>	Bitzer (2014)

Combination of product and process: The transformative journey is the combination of curriculum (product) and pedagogy (process)



# A RE-IMAGINED DOCTORAL CURRICULUM



## Final word

The biggest gain for the doctoral candidate will be in the journey toward doctorateness itself. The journey is a transformative process resulting in the product: a doctoral qualification.





