

Motivating factors for the professional development of a cohort of professional doctorate students in education

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Student Declaration

“I, Laurel Clark, declare that the Doctor of Education thesis entitled *Motivating factors for the professional development of a cohort of professional doctorate students in education* is no more than 60,000 words in length, exclusive of tables, figures, appendices, references and footnotes. This thesis contains no material that has been submitted previously, in whole or in part, for the award of any academic degree or diploma. Except where otherwise indicated, this thesis is my own work”.

Signature

Dedication

I dedicate this study to my husband and children who never doubted the outcome.

Acknowledgements

I wish to acknowledge the superb and professional task accomplished by Dr Colleen Vale as my supervisor for this project; in particular her ability to guide me seamlessly through the process, her ability to inspire and allow my creativity, her patience with me through the tough times and her ability keep me motivated during periods of self-doubt.

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I would also like to acknowledge the client friendly attitude of the faculty members and administration staff in the School of Education at Victoria University which made the time I spent on campus so much more enjoyable.

To my fellow students, thank you.

Finally, for all the dots and dashes, I acknowledge the painstaking work of Jan Campbell.

Abstract

The changing environment in higher education has lead to a choice of doctoral programs for lifelong learners. From the data derived from interviews with a cohort of students in a professional Doctorate in Education at a Victorian university, the current study identified the students' perceptions of their own professional development. It found that the extrinsic and intrinsic factors which motivated these students were numerous and often complex, and were as much for personal development such as cognitive interest, enjoyment and love of learning, social stimulation at a professional level, and because of academic pathways as they were for professional development whether for gaining qualifications, skills, credibility benefitting the profession or because of the developments within information and communication technologies. It also found that the students were non-traditional, being close to the middle or end-phase of their careers. The study developed a profile of a typical student from the many similarities exhibited by them. The implications of these findings for the nature of the Doctorate in Education at this university and for the delivery to future groups of students undertaking post-graduate degree are discussed.

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Chapter One Introduction

‘It is now a widely accepted article of faith that everyone who can profit from a period of advanced education should be given the opportunity to have it, and that it is an obligation of government to ensure that the facilities are available.’ Professor P. H. Partridge, Director of the Research School of Social Sciences, Australian National University.

Stories form the basis of the oral traditions of our culture. We tell stories to friends, to family and even to strangers. We tell one another stories about past events, either experienced or imagined. When we chat to one another we tell stories about ourselves, about our work, our experiences, our thoughts and our feelings. We create stories from our memories, turning our life into words and keeping our past alive (Talbot, 1995). We are able to make stories out of sequences of events, even when we are involved in the kinds of activity we would not usually associate with storytelling, such as our learning experiences. Stories are an important part of how we order the world, of how we make sense of it. This is because ‘the desire to make sense of one’s life is both powerful and widespread’ (Tennant, 1999:9). Being able to turn lived experiences into stories gives beginnings and endings to otherwise continuous events. Telling our own story ‘gives shape and coherence to the world we live in’ (Talbot, 1995:4). It is not just that stories help us understand the world; stories are also about how the world is presented to us. In other words, one of the ways in which reality is presented to us is through stories.

The current study tells the story of the professional development of a cohort of students, all educators, unsung and, until now, mostly unheard, but each remarkable for their perseverance and passion for continual educational experiences.

Remarkable, too, for their educational leadership, their will to make a difference in the lives of their students, their vision and courage as opportunists and risk takers, and their dedication to and their love of learning.

The introduction to their story commences on a glorious spring day in October, 2003. The pre-drought fecundity of this region of Australia's coastal fringe was in evidence all around. There was a gentle breeze ruffling the drifts of daffodils lining the roadside of a small Victorian country town. The paddocks, lush with spring feed, were abundant with quadrupeds, their numerous offspring exuberantly kicking up their heels. Above the ground the warm, clear air was busy with avian activity related to nesting and nestlings. Humans, too, were enjoying the day: walking, riding bikes or horses. Picnic baskets were being packed into or unloaded from vehicles by excited children released from the cycle of school, homework and other out-of-school activities, then bed; barbecues were being prepared in readiness for the lunchtime feast.

The thwack of tennis rackets against the ball could be heard on the distant tennis courts and the local golf course resembled a busy trail of ants advancing from crumb pile to crumb pile. People who found such physical activity to be too daunting were pottering in their gardens or sitting in the sunshine with a 'cuppa' and perhaps reading material, or enjoying the company and conversation of their companions.

But of course not everyone was able to enjoy the day outdoors. There were those whose occupation required that they be indoors, or those for whom the act of moving to the outdoors was a physical impossibility. And then there was another group. They had travelled up from the city in the early morning, driving into the hills out of the smoggy city air in which most of their homes were located. They gathered together at the country home of one of their number. The room they occupied was of ample size to comfortably hold them all. However, the shades were half drawn to exclude the light in order that the glow from their computers and projectors not be diminished. This also excluded the inviting influence of the glorious day outside, for they were there to work without distractions.

Throughout the day they discussed and argued. Constructive criticisms were made and accepted, or positions were defended, as they took turns to present their ideas and theories to one another. Later they rehearsed a formal presentation each one of them was required to give to a university community within the coming months. Except for

a short break for lunch they continued until evening, travelling back to the city as the sun was setting behind them.

On the way home one of the group mentioned that the day could probably have been spent rather more pleasantly out of doors and another muttered ‘What drives us to spend glorious days such as today cooped up inside on the activities that we do?’ For the day’s activities had not been an isolated occurrence. For most of their adult lives these people had spent such free time as they were able to garner from their work and families (even to the detriment of such relationships), in academic activities: reading, writing, listening, discussing and arguing. This had occurred at successively higher and higher levels of qualification until they had been given the opportunity to prove themselves ‘at the highest level’ (Leonard, Becker and Coate, 2005:135).

Although for much of their adult lives the people who formed this group had spent their free time during the academic year in similar activities, in childhood their lives appear to have been quite dissimilar, both geographically and culturally. One student was reared as one of many siblings on a small farm in Ireland, another spent childhood with two other siblings on a large grazing property in Victoria; another was an only child reared on a coconut plantation in Thailand and yet another’s childhood (as one of three siblings) was spent amongst the verdant citrus groves of Victoria’s Riverland. Three of the group spent their childhood in England: two girls in protective middle class families and a boy in a working class family.

Several of the students spent their childhood in suburbia, some in Australia but others in suburban Sri Lanka and Turkey. Another was the breadwinner of a fatherless family in the Philippines. Two of the group—one a boy, the other a girl—ran away from both home and school in their early teen years and spent the remainder of their teens ‘on the road’. Two young lives were disrupted by political violence. A war between neighbouring countries caused one youth to leave his homeland forever, the second suffered the deaths of all of the adult males of his family because of the actions of separatists; those family members who survived fled to Australia.

As adults, the majority of these people became either secondary or Technical and Further Education (TAFE) teachers. At the time of the interviews for the current

study four of the group were teaching at TAFE institutions, two were teaching independently of each other in the United Arab Emirates at the TAFE level, another was a secondary teacher in a secondary Catholic school, another the Principal of a private multi-campus secondary school. One person was teaching in a Community House, another (an international teacher and lecturer) was both the owner and Director of a private college. One person had taught with the Australian Defence Force for more than twenty years and, at the time of interview, was a program manager. One was a hospital manager, two were program managers with this university, another was a theatre director and interpreter, and two were retired. There were nine males and eight females, whose ages ranged from early forties to middle sixty years of age. They were of mixed ethnicities. They all had many years' professional experience about which they were willing and enthusiastic to speak. The positions they held were evidence of their leadership skills related to education and training across such diverse fields as local government, the ambulance service, complementary medicine, information and communication technology, hospitality, foreign language learning, literacy and communication.

I first met this group of doctoral students in August, 2001, when I enrolled with them in the Doctor of Education (EdD) program being offered locally for the first time by this university. The EdD program was developed and accredited from 1994–1995 for delivery both in Australia and in partnership with Burapha University (Thailand), in response to an international trend in the development of professional doctorates across a range of learning areas in the western world. The Thai economic crisis delayed the commencement of the course until the year 2000 and a second cohort commenced in 2001. A local cohort began at this campus in August 2001 and a second local cohort commenced in March 2005. The program undertaken by the first local cohort (Appendix 1) consisted of six subjects each of twenty credits and equivalent to one year of full time study but offered on a part-time basis only. The second component was a research thesis equivalent to two years of full-time study and two hundred and forty credits, offered on either a full-time or part-time basis. In December 2005 there were approximately seventy-eight students in the program, the majority of the first three cohorts had entered the thesis stage of the program and four theses had been examined (Maunder, 2005).

For all students wishing to undertake higher education in Australia there is now a 'diversity of doctorates' (Usher, 2002) from which to choose. As well as the traditional Doctor of Philosophy (PhD) there are doctorates by publication, doctorates by project and professional doctorates in psychology and law, as well as the Doctor of Education (EdD).

At the commencement of the course I became interested in the diversity of the social, cultural and educational backgrounds of my fellow students and of the range of professional development tasks they had, previously, undertaken. As well, I ascertained that almost half the class had reached or were near early retirement age and yet had just commenced a lengthy and potentially demanding professional development program. I began to query why this was so.

This query led to the current study which aimed to identify and understand the factors which had motivated the professional development of these students. It also aimed to discover and understand how these students have viewed their professional development experiences. Thirdly, it aimed to represent the students' history of their professional development. Fourthly, it aimed to identify what students' perceived expectations of their further learning would be once they graduated. Fifthly, it would publish findings that would tell the story of the professional development of this group of people in their own words, thus giving them a vehicle to voice their concerns and suggestions, a voice which until now, has been unheard. Finally, supported by Gergen and Gergen (2000), who assert that 'the view that individual human experiences are important remains robust in today's qualitative community' (Gergen and Gergen, 2000:1027), the current study aimed to answer questions which would lead to a better understanding of myself such as: By what professional development pathways did such a diverse socio-cultural group of people come together? What am I doing here? Do I have anything in common with this group of people?

Seeking the answers to these questions has importance because of the 'silent explosion' (Belanger and Tuijnman, 1997:1) of adult learners within the changing nature of post-graduate degrees which have responded to changes within both the political and economic climates, and is necessary in order for universities and governments to be informed of just who is currently undertaking professional

development and their motives for doing so. These issues are identified in Chapters Four through Seven and discussed in Chapter Eight of the current study.

Thus I intend to describe the world of professional development of my colleagues and of myself; to determine the role of professional development in the professional lives of the participants; to represent their ideas and the common and shared experiences that have structured their cognitive orientations and that find expression in their professional practice. I also intend to identify the core ideas that explain the direction of the social processes that are of wider significance and go beyond the material I have gathered. This interpretation is itself an open-ended creative process that depends on insight or intuition, rather ‘like seeing the point of a joke when a, b and c suddenly point in the same direction and lead to understanding’ (Mulders, 2006:208).

As I am member of the cohort my story is embedded within the current thesis. I am therefore beginning a journey into my own professional self, investigating and comparing the professional development and practice of my colleagues with my own professional development and practice. It is anticipated that this journey will explore the notion of self, answer the questions that I have posed, and redress a lack of self worth that has influenced my professional life.

The research question

Throughout the two and a half years of the six subjects of the coursework component of the program the three questions mentioned on page five remained unanswered and I developed the following research question: *What factors have motivated the professional development of the first local cohort of the Doctor of Education program at a Victorian university?* It was the objective of the current study to answer this question as well as to identify any other pertinent questions identified as possible research topics for the future.

The significance of the study

The study is significant because:

It tells the untold story of this group of leaders in the field of education.

It informs professional practice and policy by investigating the professional development of a unique group of educational leaders, showing how people arrive at a specific academic position by numerous non-traditional and varied pathways. This is important because there is a challenge to ‘advance our understanding of how doctoral education is situated in the emerging global context and what are the implications at all levels and for all involved’ (Pearson, 2005:128).

It informs policy and program development by advancing understanding of the motives of the people who move into Doctorates of Education in preference to other doctoral programs.

It contributes to the literature within the field of lifelong learning and to the literature in the field of quality of life for older adults.

It contributes to the process of my self-actualisation because ‘individuals who interact with one another do so in an environment that is concurrently constructed and experienced in fundamentally the same terms by all parties’ (Gubrium and Holstein, 2000: 489).

The background to the study

Renewed attention is being paid to ‘researching Australian attitudes to education, study, training and learning with a view to marketing skills acquisition and lifelong learning’ (Brown, 1999:3). This has been brought about by a world where, within our lifetime, it is becoming the norm for people to have numerous jobs, in numerous states or even countries, and where there is a perceived need to have portability of pensions, health care and increased opportunities for lifelong learning.

Haynes (1997) suggested that in order to understand education policy there is a need to understand the social changes which related to the relevant economic change.

This view was supported by Gelpi (Ireland, 1978:xiii) who stated that any education must reflect the nature and social relationship of work. As well, the current centrality of the economy in all policy formation means that education must be considered in its economic, political and social context.

The initial triumph of a common, mass and publicly funded education system in Australia, emphasising access and opportunity, came towards the latter part of the 19th century when government funding of private schools in all states ceased and ‘free secular and comprehensive’ public schools were created (Poynting and McQueen, 2003:14). This situation created the basis for an ideology of equality of opportunity in education for all. According to Poynting and McQueen (2003) the push for equality of opportunity in education gained momentum in Australia in the expansionary period following World War II, at the same time as human capital arguments were debated. Memories of the Depression and the optimism of postwar reconstruction lent popular support to the expansion of State provision for health, education and welfare. These ideas were adopted by both the Australian Labor Party and the conservative Australian Liberal-Country Party Coalition, and fuelled by an economic boom, industrial development and the world’s second largest per capita (after Israel) immigration program (Poynting and McQueen, 2003).

The Labor Government introduced means tested university science scholarships during World War II, thereby increasing the participation of working class students in higher education. The next Coalition Government allocated scholarships on merit and targeted middle-income earners. By the early 1960s Australian bureaucrats and intellectuals were espousing the human capital arguments current in the United States of America, the United Kingdom, the United Nations and the Organisation for Economic Co-operation and Development (OECD) (Marginson, 1993). The policy coupling of human capital theory with market reforms and higher private costs became dominant in most OECD countries, including Australia, by the end of the 1980s.

Spring (1998) contended that under human capital theory, education was a social investment that, at its most efficient, prepared human resources (that is students) to contribute to the economic growth of a country. Human capital theory has also

resulted in education being seen as a branch of economic policy with direct ministerial and centralised control with an emphasis on managerial efficiency or ‘corporate managerialism’ (Marginson, 1993:56). Adherence to free market ideologies had resulted in a reliance on the methods of human capital accounting and government intervention to influence student decisions in the education market. This led to a huge expansion and transformation of the Australian schooling system in the post-war decades.

In 1962, Peter Karmel, a professor of economics at the University of Adelaide, told the Australian College of Education the main reason for extending educational provision was political, to enhance equality of opportunity and produce more knowledgeable citizens, but that such expansion more than pays for itself, for ‘investment in education can be expected to yield handsome dividends’ (Karmel, 1962, cited in Marginson, 1993:42). In 1964 the Federal Government responded to Karmel (1962) by initially funding science facilities, both buildings and equipment, for secondary schools. Then, in 1968, a program for providing library facilities, which became known as Commonwealth Libraries throughout the school communities, was begun.

However, these measures were not able to create the equality of opportunity intended by the Government. The Australian Government Commission of Inquiry into Poverty in 1978 provided the following figures:

52% of students with professional and managerial fathers attained the HSC,
 27% of students with clerical and salesman fathers attained the HSC,
 30% of students with skill worker fathers attained the HSC, but only
 6% of students with semi-skilled or unskilled worker fathers attained the
 HSC. (Poynting and McQueen, 2003:18).

Globalisation

Since the 1970s the need for improved national economic performance had been increased by a rapid rise in the rate of globalisation. Its impact had been felt in many areas, including professional development programs. This is because, along with the application of human capital theory to education, it has resulted in education being seen as a branch of economic policy with direct ministerial and centralised control

(Marginson, 1993). In 1984 OECD Education Ministers highlighted the importance of the role which education can play in a world of social and economic change, foreshadowing consequential changes to public policy and renewed political interest on the broad area of education and training (OECD, 1989). The move towards an education and training system that encouraged learning beyond compulsory education was seen to be essential because, as a white paper of the European Commission (European Commission, 1996) stated, the idea of lifelong learning is inextricably linked to economic security. The National Board of Employment, Education and Training (1996) report *Lifelong Learning: Key Issues* had the dual focus of building upon initial education and training to achieve broad economic goals and creating a society where people enjoy learning in and of itself (NBEET, 1996). The current study contributes to the field of knowledge by exploring the political and economical aspects of the motivation of the professional development of educators.

The effects of globalisation are increasingly evident in the economy, trade, business, industry, information exchange, travel and tourism, sport, news and the entertainment media. Money markets operate on an international scale, Christmas Day is no longer a holiday for those involved in foreign exchange reporting and transactions in Europe as the Middle East markets remain open and are accessible. A country's economy and the rate of exchange of their currency are increasingly influenced by economic developments and events, both natural and political, in other parts of the world. Indeed, our expectations and ambitions are influenced to a large extent by what we observe is happening in other parts of the world via the media. Government and non-government delegations visit other countries for cultural exchange, as participants in international conferences, in order to share knowledge and ideas and as international consultants who spread out across almost all boundaries (Jarvis, 2000).

Globalisation is also influencing what universities are doing. One of the major themes of the 1988 OECD conference (OECD, 1989) concerned the further education and training of adults and the need for traditional tertiary education institutions to facilitate access to places and introduce flexible modes of delivery and access. In Australia, a further fifteen universities and five universities of technology were created (Marginson, 1997). However, all institutions of higher education have had to

become more entrepreneurial in outlook and increasingly self-sufficient in funding with subsequent financial consequences for the lifelong learner.

As well, international students are an economic imperative for Australian universities and are important for Australian international trade. For example, in Australia there is a significant 'internationalising of universities' (Beeson, 2000:2) taking place. There are a number of ways in which this is occurring: having increased numbers of fee paying or exchange/scholarship students on campus; encouraging their own students to spend part of their course studying in another country; entering collaborative teaching and/or research arrangements with overseas institutions; and delivering courses to students overseas through a form of distance education, including using the Internet. There are also plans to make university curricula more international and 'relevant to a global context' (Beeson, 2000:2). For example, the university in which the current study has been conducted offered the Doctor of Education in Thailand, with Australian lecturers staffing the program both off-shore, or by distance as supervisors and again on-shore when many of the Thai students visited Australia.

Lifelong Learning

Congruent with the effects of globalisation on major policies has been the development of the concept of lifelong learning. Previously there had been the development of a learning society (Hutchins, 1968) which provided purposeful learning opportunities both within and outside of the traditional educational institutions. In such a setting, 'formal education could be obtained throughout one's life' (Hiemstra, 1976:16). The concept of lifelong learning encompasses all learning from the cradle to the grave (Oliver, 1999) and 'students as graduates are increasingly expected to demonstrate their acquisition of self-directed or lifelong learning capacity' (James and Beckett, 2000:178).

The term lifelong learning is used to include all formal, non-formal and informal and incidental learning that occurs across the lifespan. Cropley (1979) suggests lifelong learning opportunities may lead to the systematic acquisition, renewal and upgrading of knowledge, skills and attitudes. Such upgrading has been made necessary by

changing conditions, including changing work conditions. Wide acceptance of the need for lifelong learning has been stimulated by the rapid and constant changes in the nature and context of work and the recognition that most people in developed countries will experience several career changes during their working lives requiring them to engage in continuous learning. As well, changes in employment patterns ‘with a continuous march toward occupational obsolescence’ (Hiemstra. 1976:7) means that adults must often return to learning activities in order to maintain or regain workskills. Finally, changes in lifestyles or values systems, with increasing attention being paid toward interpersonal and communication skills, values clarification, and self-identity activities are becoming apparent in people’s learning efforts (Hiemstra. 1976).

In 1996, a meeting of the Education committee at the ministerial level of the Organisation for Economic Co-Operation and Development adopted *Lifelong Learning for All* as a policy framework. The Honourable Simon Crean, Minister for Employment, Education and Training, Australia chaired the meeting with Mr J Ritzen, Minister of Education, Science and Culture, the Netherlands and Mr F d’Aubert, Secretary of State for Research, Ministry of National Education, Higher Education and Research, France as co-vice-chairpersons (OECD 1996:21).

The policy’s main aims were to foster personal development, including the use of time outside of work (and in retirement); to strengthen democratic values; to cultivate community life; to maintain social cohesion and also to promote innovation, productivity and economic growth. “Everyone should be able, motivated and actively encouraged to learn throughout life ... formally in schools, vocational, tertiary and adult education and non-formally, at home, at work and in the community” (OECD, 1996:15).

Lifelong learning in Australia

In Australia, lifelong learning is seen as a bi-polar term. On the one hand it is used to suggest intellectual autonomy without reliance on formal educational participation. On the other hand it is used to suggest the diametrically opposite concept of ‘repeated engagements with education and training programs whether in educational organisations or the workplace’ (James and Beckett, 2000:178).

Possibly because of the previous involvement of two senior ministers, Dawkins and Crean, in two major OECD conferences on this topic, the Australian Government was readily accepting of the arrival, from Europe, of the phenomenon of lifelong learning. A report by Candy, Crebert and O'Leary (1994) prepared for the National Board of Employment, Education and Training became a landmark paper in the discussion of lifelong learning in Australian higher education. It proposed a profile of a lifelong learner as 'someone who has an enquiring mind, has helicopter vision, is information literate, has a sense of personal agency and a repertoire of learning skills' (James and Beckett, 2000:178).

Lifelong Learning: Key Issues (NBEET, 1996) reported the need to encourage and support lifelong learning. Wide acceptance of the need for lifelong learning resulted in the growth and variety of programs offered by higher education institutions, including postgraduate programs. Many of these programs were designed to meet the changing needs of professionals during the course of their careers. The concept of practising educators continually learning in order to perform more effectively was discussed by Butler (1996). His ideas developed out of Schon's (1983, 1987) criticisms of traditional approaches to professional development education. It is generally accepted that it is lifelong learners who attempt to apply newly acquired knowledge and skills (Jeeawody, 2001). The current study contributes to this discussion by analysing the professional development of this group of educators.

However, after October 1999, postgraduate enrolments began to fall, (19% by 2000), so the Federal Coalition Government introduced the Postgraduate Education Loans Scheme, PELS, a HECS-style tuition fees scheme. According to Davison (2001/02:51) 'PELS signifies a much more strategic approach by the Liberal Government to finally make the transfer from public education to user-pays'. User-pays in university education also has a political dimension making it much more difficult for students to organise a defence of public education as, 'the availability of student income support has decreased rapidly, the amount of paid work students must complete to survive has increased, competition has forced the erosion of student communities, and corporate intervention has eroded academic integrity' (Davison, 2001/02:53).

The prevalence of HECS, PELS and up-front fees has not deterred Australians from formal educational activities. Burke (2000:41) pointed out that Australia has a high rate of participation in the formal education and training system for older persons in comparison with several OECD countries. Australia is second only to Finland in the twenty to twenty-nine age group, heads the list for the thirty to thirty-nine age group and is second to the US for ages forty and over. When university and vocational education participation rates are added together, James and Beckett (2000:14) reported 'Australia is not far short of universal tertiary participation'. This is a significant achievement for the Australian people during what has been a period of steady decline by the government in per capita funding for tertiary students. Instead there has been the introduction of alternative means of funding such as the Higher Education Contribution Scheme (HECS), the Post Graduate Education Loans Scheme (PELS) and full fee payment, all fitting within a user pays concept now prevalent within the economy.

If a lifelong learner is governed by the macro economics implicit in education policy, he/she is restrained by the micro level of economic reality; of fees, equipment such as computers and printers, texts and travel costs. Thus by making lifelong learning more flexible and responsive to student needs it becomes a more cost-effective form of training for the government especially when it is done in the student's own time under a user pays system.

Many organisations that serve adult learners are self-supporting and rely on revenue generated from fees. Program planners and administrators are thus faced with the task of providing quality programs which are responsive to those served, while developing and effectively marketing courses which generate revenue to cover costs. Given this mandate, an understanding of who is being served, their needs and aspirations is of crucial importance (Fujita Starck, 1996).

The major changes in the tertiary environment have impacted on both students and academic staff, many of whom are highly critical of the Commonwealth Government higher education and funding levels and the increasingly entrepreneurial and managerial character of the universities. However, as argued by Harman (2005:93),

‘they are making the best of a university environment they do not particularly like in order to pursue personal academic and professional agendas’.

The value of lifelong learning for health and wellbeing

Dickerson, Myers, Seelback and Johnson, (1990) pointed out that in the past the focus of education and educational research was on individuals twenty-five years of age and younger, that is, what used to be thought of as the traditional student. However, because of the longevity revolution and the lifestyle changes it has produced, society is re-examining the purpose of education. Dickerson, Myers, Seelback and Johnson (1990) argued that it has now become evident that if people are to remain productive in retirement they require both formal and informal educational experiences throughout the life course. Indeed, there is now much interest within the literature about the role and importance of education in the lives of older people (Manheimer, Snodgrass, and Moskow-McKenzie, 1995; Throssell, 2001; Woodley and Wilson, 2002). Formal educational activities, as part of lifelong learning, may assist with empowerment skills, status enhancement through the social benefits of public recognition, new relationships and new incentives for living productive lives (Dickerson, Myers, Seedback and Johnson-Dietz, 1990; Atchley, 1997). As well, it is proposed there may be psychological benefits such as thought stimulation, goal setting, enhanced self-esteem and improvements in both mental and physical health (Dohr and Portillo, 1990; Glendenning, 1987).

To Gubrium and Sankar (1994) gerontology was not only the study of old age and aging but it was also the study of health policy focused on old age, the care and the treatment of the frail and those who care for them, and many other collateral issues including education for the aged. Educational gerontology attempted to apply what was currently known about aging and education in order to extend the healthy and productive years and to improve the quality of life for older people (Peterson, 1990). In addition to preparing older people for new career opportunities Dickerson, Myers, Seelback and Johnson-Dietz (1990) argued that education can also be helpful in assisting with empowerment skills, status enhancement, new relationships and new incentives for living productive lives in later years.

Dohr and Portillo (1990:201) stated that ‘growth in maturity and wisdom, life course adaption and integration, productivity, and sustained purpose in life are all concerns for optimal aging’ and that creative activity through education maintains and enhances lifelong development. They argued this is because the evidence shows that creative activity can yield social benefits of public recognition, increased family interests, social networking and product dissemination, with psychological benefits such as thought stimulation, goal setting, enhanced self esteem and perceived improvements in health also being noted.

Thorson and Waskel (1990) contended that adapting to change and remaining integrated in society have been identified as important learning tasks for older people of the future, and that coping with stress by maintaining confident, positive relationships will be especially important. Labouvie-Vief (1990) suggested that it is because of the high correlation of age with retirement that it is entirely possible that it is retirement and not aging that is the major cause of the ubiquitous ‘cognitive decrement’, the decline in cognitive functioning found after the age of 60 years (Labouvie-Vief 1990:257). This is possibly because retirement is a change in work status often seen as a demotion (Brahce and Hunter, 1990).

Seedsman (2002) argued that the increasing longevity and higher levels of good health in later life are instrumental in many older people rebelling against acting their age. Universities needed to develop policies that were in tune with positive aging and learning-for-life movements. The paper also suggested there was a need for creative marketing for mutual support between the older and younger generations.

Professional doctorates

One phenomenon of the described political, social and economic environment has been the expansion of professional doctorates within postgraduate education. Green, (n.d.) claimed the rapid growth of professional doctorates in Australia has contributed to an expanding range of, and options in, research degrees. The professional doctorate is seen as playing a significant role in the knowledge economy in that it is a means of knowledge production generated through the relationship between the workplace and the university.

Factors which have influenced the expansion of part-time doctoral education include:

- the establishment in the 1990s of the Unified National System of Australian Universities with a spread of doctoral programs into new applied fields of study;
- the establishment of professional doctorates in the fields of education business administration and nursing;
- multi media modes of presentation with which candidates are able to explore and represent their research; and
- the PhD being seen by some as too specialised and too focused specifically on academic careers.

One of the consequences of the expansion of part-time doctoral education was supervisors finding that students could be older than themselves and were often better paid through being in very senior positions within their field (Evans, 2000).

By 1996, twenty-nine Australian universities had introduced professional doctorates of some kind with approximately nine hundred and fifty students enrolled. More than half of them were in EdDs with others in business, psychology, health sciences, design, architecture, law and humanities. Although most Australian professional doctorates may be taken either full time or part time, there is an emphasis on part-time study which arises from the inherent nature of the degrees, recognising that most students are concurrently working in their normal professional capacity.

Improved Knowledge about Learning

Following on from the insightful work of Knowles (1970, 1973), there has also been a growing understanding of the ways in which adults learn and apply knowledge. This has come about partly through the publication of the results of research and partly as a result of an increased interest on promoting effective teaching in higher education (Dart, and Boulton, 1998; Light and Cox, 2001). Areas in higher education in which particular interest have been shown include: learning styles and preferences; adult learning; learning for meaning; self-managed learning and meta-cognition. Attention has been focused on learning in relation to continuing professional development, in which higher education (including postgraduate education) has an increasingly important role (O'Reilly, Cunningham and Lester, 1999).

Communication and information technology

The communication and information technology revolution around the world has made communication accessible and almost instantaneous in most places. The capture, manipulation, storage and retrieval of vast quantities of information, the use of graphics and moving images in a wide range of contexts, displays and demonstrations and, perhaps above all, the accessibility and convenience in the use of these capabilities is now commonplace. Nowadays a common sight on passenger aircraft is the executive or academic preparing presentations in multi-media format and forwarding this information through the airline's communication channels. Further, the development and expansion of the World Wide Web, the availability of computer on-line conferencing software or the Web capability for the same allows both audiovisual and print conferencing, and the increasingly widespread use of email has revolutionised teaching in the higher education sector. The communication and information technology revolution has not only made it possible for the members of the cohort in the current study to access their supervisors and lecturers from the comfort of their own work areas but, as part of the course work component of the degree one of the members designed and set up a dedicated website. This website allowed messages and views related to the EdD to be disseminated conveniently to all associated with the degree via one email address. The communication and information technology revolution has allowed two members of the cohort to teach offshore and another to accompany her husband for many months at a time on an overseas project; they are able to continue with the program, remaining in touch with their supervisors and other members of faculty and the remainder of the cohort as well.

Unprecedented changes in communication and information technology have not only produced the need for constant updating of knowledge and skills (Edwards and Bruce, 2006) but, as Ingvarson (1989) predicted, society now requires ongoing evidence of such knowledge. For the cohort in the current study this knowledge had to be demonstrated via PowerPoint presentations and electronic submission and manipulation of information.

Expectations of government and business

With the expansion of higher education and increased international competitiveness, governments have looked more to the education sector, including higher education, to demonstrate a contribution to the economic wellbeing of the country. This has tended, increasingly, to be in terms of a demand for knowledge and skills to be demonstrably useful and relevant to economic development. Conversely, less recognition is given to the need for a liberal education and enquiry-driven research (West, 1998).

As well, business has views on higher education outcomes. The effects of globalisation, manufacturing largely now being conducted off-shore, increased business competitiveness, higher education moving from an elite to a mass system, and greater competition for jobs amongst job seekers, has made the voice of business more influential in the design and implementation of courses. This has been via bodies such as ‘the Business Higher Education Roundtable, a meeting of the nation’s university vice-chancellors/presidents and significant business leaders’ (Beeson, 2000:3).

One early course was described by Beeson, Stokes and Symmonds (1992) and by Beeson (1999), where the development and implementation of a multi-level undergraduate degree in technology management was designed to meet the needs of a manufacturing industry. It had flexible entry and exit points and was delivered in the workplace via a computer managed learning system. The crucial feature of this program was the collaboration between industry, TAFE and the business and applied science faculties of Deakin University. The students’ collaboration was not mentioned.

However Trigwell and Reid (1998) did consider the students’ perspective in relation to work-based learning, noting that it is now an integral part of flexible approaches to learning offered by most universities. They argued that work-based learning is a form of flexible learning that offers “flexibility to students in what they study; flexibility in where and what they study; flexibility on the nature and scope of the assessment; and the flexibility of entry and exit” (Trigwell and Reid, 1998:142). Unlike Beeson, Stokes and Symmonds (1992) and Beeson (1999), Trigwell and Reid (1998) and

Garrick and Kirkpatrick (1998) see workplace based learning involving a three-way partnership between the university, the employer and the student, with the student engaging in authentic activities. At this time, however, the emphasis in the literature remains on workplace learning rather than the generation of new knowledge from the workplace.

Circa 2001, McWilliam, Taylor, Thomson, Green, Maxwell, Wildy and Simons (2002) noted the shift to knowledge generation within the literature and the development of the concept of generating new knowledge from the workplace via research degrees. They also noted the shift from a manufacturing base focused on goods and commodities to the

production and consumption of less tangible services and related commodities especially information, learning and knowledge...the source of productivity lies in the technology of knowledge generation (McWilliam et al., 2002:29).

Further to their discussion they noted that universities have a decreasing role in the creation of knowledge, but an increasing role in training individuals to undertake research in non-university settings. This finding brought into question the adequacy of traditional research training, whereas professional doctorates were seen to provide a more systematic response to the challenges of the new knowledge economy.

The current study was carried out within this social, political and economic context. It explained the career socialisation of this group of male and female educators (Kerka, 1994). It added to the objective and subjective factors influencing career and professional development which have already been identified, proposed and discussed by Chen (1998); Hotchkiss and Borrow (1996); Huberman (1993); Nias and Aspenwall (1996). These included pathways and directions, as well as psychological and lifestyle influences. Also, the study contributed to the debate surrounding theories and principles of adult learning (Schon 1983, 1987; Sexton, 1980; Knowles, 1970, 1973) and it contributed to the literature of the field by explaining why a Doctorate in Education was undertaken at this particular university by this group of people in preference to another program at this or another university.

The scope of the study

The scope of the study encompasses the professional development activities of the seventeen members of the cohort who were still active in the Doctor of Education program at this university at the time of proposing this study.

The material provided by the members of the cohort has been analysed to identify factors which related to their entering or leaving a course or institution rather than to evaluate or list issues that may have arisen during the current course.

Conclusion

This chapter has introduced the members of the current study, their background and the structure of the EdD as it was at the time we enrolled in the program. It has also provided information in relation to the social, political and economic context in which the members of the cohort have undergone educational experiences and professional development. It has introduced the research question, the scope and significance of the study and areas in which it will contribute to the knowledge of the field.

The next chapter, Chapter Two, situates the current study through a review of the literature in relation to the focus of the current study.

Chapter Three elaborates the qualitative methodology which was employed in the current study, the methods and strategies used to collect the data and the application of grounded theory to the analysis of the data.

Chapter Four categorises the professional development experiences of the members of the cohort for professional reasons, both mandatory and self-directed.

Chapter Five categorises the professional development experiences of the members of the cohort for personal development.

Chapter Six reports on the findings related to the influence of the cohort member's family on the professional development of the member and other factors influencing the development of the self.

Chapter Seven reports on issues related to adult learning within professional development.

Chapter Eight, the final chapter, collects together the implications arising from the study in relation to the future of professional doctorate programs.

Chapter Two Review of the Literature

The current study is about a group of adult educators who have undertaken professional development throughout their working lives and who intend to continue with further academic education into the future. They were under the influence of a Doctor of Education (EdD) in their professional development journey at the time of the current study and thus the EdD was a major influence on their thoughts and reflections at that time. Gaining an EdD has not been the only influence on the motivation for their professional development therefore the focus of the current study is on the motivating factors for a range of professional development activities although, of course, the EdD is the salient influence.

In order to situate the current study within the literature in the first section of this chapter the focus is on perceptions of profession, teaching as a profession, professional development and the types of professional development activities that are commonly undertaken by educators.

The second section of the literature review includes a focus on which people undertake professional development, particularly those in the field of education, what motivates them to do professional development and the theory that informs this motivation.

The third section looked at the history of the EdD: its structure, policy and some of the programs available are presented.

The fourth section is a review of the professional development experiences of postgraduate students and whether it is the professional or personal needs of the students that are being met by these experiences.

Whilst some of the texts reviewed here may be considered to be old, having aged by more than half a decade throughout the progress of this program, they represent a stimulating point of view. They are referred to in the young literature as source

material and they have formed the basis of much of the current discussion of issues represented in this chapter.

Profession, teaching as a profession and professional development

Curtiss (2000) listed the following qualities which have been attributed to the term profession: monetary reward, status, autonomy, vocation, an extensive formal education, a literature, licensure, a source of benefit to those who seek assistance, and such commitment from its members that they work even when they don't feel like it. Congruent with several of these attributes is the view of Nicholls (2001:25) 'A profession is a particular sort of full-time occupation, the practice of which presupposes a specialised educational background'. Nicholls maintained specialised education allowed the professional to secure practical and theoretical expertise relevant to his/her field as well as to acquire general knowledge and a sense of ethical values.

My own colleagues (unpublished class notes Victoria University, EdD students, Semester 1, 2003) devised the following comprehensive list of attributes attributed to a profession: accountability; appropriating and ordering of the day; autonomy and power; a body of knowledge; entry requirements and educational qualifications; ethics and a code of practice; knowledge management in a virtual environment; legal status and registration; ongoing research; ownership and commitment; a professional association which defines and regulates; published research; self perception and perception by others that is peer recognition; self regulated rewards such as salary and conditions; self responsibility; a specialised body of knowledge; standardisation and a concept of inheritance; status and social level of self in the community; training; values; a vocation rather than a job.

In the past there were those who argued against teaching being a profession. Goode (1969) claimed that the following occupations would never reach professional status: school teaching, nursing, librarianship, pharmacy, stock broking, advertising and business management. 'Those that do will be viewed as qualitatively different from the four great person professions: law, medicine, the ministry and university

teaching' (Goode, 1969:266). Schon (1992:120) cited Glazer as saying 'the minor professions are education, city planning, and social work whereas the major professions are medicine, law and business'.

Shulman (1987:19) argued that reforms in the field of education rested on a call for greater professionalisation in teaching, with higher standards for entry, greater emphasis on the scholarly bases for practice, more rigorous programs of theoretical and practical preparation, better strategies for certification and licensure and changes in the workplace that permit greater autonomy and teacher leadership. Shulman's vision has eventuated; the teaching profession has now been recognised in law as a profession in many countries or states, including Victoria, where the Victorian Institute of Teaching aimed to register the entire State teacher base during 2003 (Halliday, 2003).

Professional development is a generic term used for a range of activities carried out for a variety of reasons. It is concerned with individual teacher development of knowledge and skill or is linked to improving student learning within a school or systems context. It can include individual teacher reading, exploration of a website, action research in the classroom, individuals or groups attending conferences, groups of teachers working on special committees and individual reflective practices. Ongoing professional development is essential for teachers to upgrade their skills and to improve teacher quality in a rapidly changing world (Owen, 2003). Professional development provides growth related to topical issues; in the current climate it has become an integral part of performance appraisal; it provides information and interest; it satisfies a personal need, 'if you are not doing something you are not moving ahead' (Ballon-Rotheram, 2001) and if it is carried out conscientiously it improves skills. The bottom line of professional development for most educators is that it makes education better for the students (DETYA, 2001).

However, Jeeawody (2001) argued that, in the past, professional development programs chiefly produced revenue for program developers, and influenced short-term knowledge and skill change. There is less evidence that any of this effort affected professional practice and, subsequently, benefited the clients. However, Jeeawody concurred that lifelong learners will attempt to apply the newly acquired

knowledge and skills. He described a lifelong learner as one who does not hoard 'dead' knowledge but appreciates the changing nature of knowledge. 'There is an appreciation by lifelong learners of a need 'to keep abreast with the dynamic world and this is generally a motivating factor for further education' (Jeeawody, 2001:56).

Bannister and Hill (2001:171) acknowledged that 'professional development is not a discrete process but the outcome of dynamic, multi-dimensional interactions'. Nias and Aspenwall (1995:197-9) suggested that over an extended period of time professional development could be either vertical, when pursued in the conventional sense or horizontal, when offered with opportunities for personal learning and extension. This occurred when the person considered personal and professional goals to be of equal importance and sought to advance both either simultaneously or in an alternative sequence.

Fuller (2000) argued that the attempts of policy makers to develop a learning society, that is a society which provides purposeful learning opportunities both within and outside of the traditional educational institutions (Hiemstra, 1976), can be attained by improving the education, training and qualifications levels of its individuals. There is an underlying assumption that the capability of the workforce as a whole will be raised if more individuals take responsibility for developing their knowledge and skill throughout their working lives.

Learning within professional development has been determined to take place in four modes; informal, incidental, non-formal or formal. Cofer (2000) cited in Wegner (2003:2) stated, 'Informal learning is a process of learning that takes place in everyday experience, often at subconscious levels'. It is unique to the individual and control of the learning is in the hands of the learner (Wegner, 2003). Incidental learning is also unintentional or unplanned and takes place during the performance of or participation in other activities. Because of this Wegner included incidental learning in informal learning. Changing terms from learning to education at this point, Wegner claimed that non-formal education occurs in everyday activities such as visiting zoos and museums even if the original intent is to be entertained rather than to learn. Formal education can take many forms such as adult education, community and hobby courses, and higher and postgraduate education but it is typically

institutionally sponsored, classroom-based on a highly structured program and is deliberate (Merriam, 2001).

It was stated in the Holmes Group report (1986:5) that ‘schools no less than universities are places in which teachers learn’. Professional development related to educational institutions could be initiated and undertaken in a variety of ways. For example, it could be self initiated, either as formal or informal professional development or be externally imposed by a governing body. It could be a ‘one-day-of-the-year’, one session per week, month or term or be continuous as in a mentoring program. It could be action research, teacher release to industry, or an internship where the student had a set of tasks and was monitored, reported on and had a legal number of days to complete. It could include reflective journal writing, attending conferences, giving papers at conferences, and writing papers for publication.

PD 2000 was undertaken in order to ‘map teacher professional development on a national scale, primarily to inform the Commonwealth Government about trends and developments in this area’ (DETYA, 2001:4). It surveyed schools and their teachers Australia wide and consulted with personnel from government and non-government authorities, education systems, universities, professional associations, schools and providers.

It reported on issues related to the professional development of teachers throughout Australia such as who is responsible for the design and choice of pathways as well as who should be responsible for meeting the costs of teacher professional development. As the government contribution for ‘one quarter in 1996 was \$131.9m’ (DETYA, 2001:1) there were questions as to whether the expenditure provided value for money. Other issues reported on were such cyclically recurring issues as when the effects of professional development become apparent, whether it should occur in or out of school hours, and just what was to be included under the umbrella of the term professional development. This is because most teachers argued that most of the things they do entail professional development of one sort or another: constantly thinking about their work and ways in which its effectiveness could be improved, discussions with colleagues and employing strategies for improvement in their professional practice. The report pointed out that professional development also

intersected with many other larger issues such as school reform; imposed change; career structures; retention of teachers; the definition and implementation of standards of performance and the notions and implications of professionals in itself (DETYA, 2001).

The authors of the report were aware that some gaps appeared between what employers had aspired to put in place and what was experienced at the school level. They suggested that this reflected the state of flux in school education that was occurring at that time because most of the state and private systems 'are in the middle of one or more changes and many of these are directly related to professional development, either as support mechanism for the change or as changes to the arrangements for provision itself' (DETYA, 2001:3). The positive point of the report was that no longer does a case have to be made in order for teacher professional development to take place, but rather the main issues are related to the improvement of the quality of the experience.

Butler (1996) advocated professional development of practising educators be a self-directed rather than an externally prescribed process. He argued that externally prescribed in-service training opposed teaching and learning problems whereas the same teaching and learning problems actually support a need for more personal change through action and reflection. He extended this argument claiming that it is through reflective action that the practitioner managed the development of the 'self' within an education community, thus making an important contribution to the overall output of the field. Reiterating a similar idea, Fogarty and Pete (2004:26) stated 'the self-concept of adult learners focuses on a move away from a dependent personality toward being a self-directed learner'.

In a paper which highlighted aspects of professional education for teachers as it related to organisational development and adult education in the USA, Cavallini, (1998) discussed the means for improving staff development activities in schools. Cavallini argued that such programs should reflect teacher needs, as well as meeting policy objectives and improving the learning outcomes of the students. However, because professional development needs vary within each region, school, and faculty or, over time, within each specific career, there was still a tendency for an increase in

regulatory processes by the governing body. As well, there was often little difference in the treatment of new and veteran teachers. The paper also discussed the concept that individuals undertaking professional development leads to the development of the profession as a whole by developing their abilities, improving practices and leading to an increased understanding of their own knowledge and skills. It is possible to interpret parallels between the ideas put forward in this paper with the professional development system here in our Victorian schools and colleges.

Kerka (1994) argued that professional development activities are the most effective in changing the professional practice of the participants if they are self-initiated and if the educational values that underpin the activities are understood in their contemporary, social and historical contexts. Even so, the arguments for and against mandatory professional development are vigorously debated (Kerka, 1994, Onreport, 2001; Mandatory professional development, 2000; Israel, 2001).

A study which supported Kerka's views was conducted by Davies (2005). She reported on the activities of a group of school and university educators who worked together for three years during the mid 1990s in a spirit of professional development and action research, working collaboratively to improve student learning. By employing case writing as a strategy to focus their thinking, the members of the group documented their work both inside and outside the classroom. Davies's study aimed to gain a deeper understanding about the work of this group in order to develop a model which would allow the experience to be replicated in other learning situations.

Davies (2005) employed a qualitative analysis of the documentary records, then individual and group interviews were conducted to explore aspects of dialogue, collaboration and inquiry which had emerged from the analysis. The theoretical foundation for the study was based on three theories: Habermas's theory of communicative action; Giddens's theory of structuration and Arendt's theory of action. Davies findings support Fenstermacher and Richardson's (1993) statement that European philosophers such as Habermas and Gadamer have stressed the importance of conversation and dialogue in the development of human understanding and the promotion of ethical conduct. Nine educational institutions from across the western suburbs of Victoria supplied teachers for a program of teacher professional

development termed the Western Melbourne Roundtable. The schools included three primary schools, two secondary schools and one university. Small teams of three to eight teachers from each school met locally and regularly once a month with six lecturers from the Department of Education of the university. Davies found that by educators acting contextually, 'dialogically', collaboratively, and inquiringly, four new places for professional learning were identified. She concluded that by educators voluntarily undertaking such projects there was a diminishment of the need for government to supply funds for mandatory programs and that by offering an opportunity for story telling a process of reconciliation could begin.

Those who undertake professional development and their reasons for doing so

An interest in postgraduate formal professional development was reflected in the increasing numbers of students in the over thirty six age group commencing both doctorates by research and doctorates by coursework in Australia, from 4315 in 2000 to 4852 in 2001 (DEST, 2000; DEST 2002). There had also been a steady increase of people aged 15–64 undertaking a post-compulsory education course: an increase of 28% between 1989 and 1999 (The Australian Bureau of Statistics, 2002). This included a 45.4% increase in 35–44 year olds; a 79.1 % increase in 45–54 year olds and a 23.6% increase in 55–64 year olds. The Australian Bureau of Statistics (The Australian Bureau of Statistics, 2003) reported on Australia as a knowledge-based economy and society showing that during 2001 there were 10% of 35–44 year olds, 6.9% of 45–54 year olds and 2.8% of 55–64 year olds participating in some form of formal educational activity. The Graduate Careers Council of Australia (2002) report for the corresponding period showed that the median age of post-graduate research students was thirty seven years with fractionally more females, 50.1% than males 49.9% enrolled in formal education. It also listed the diverse range of occupations covered by students enrolled in educational research, including 32.4% of ministers of religion; 21.6% of managers in retail sales; 4.1% of ambulance officers; 8.1% of science technicians and technical officers and 2.7% of both journalists and lawyers as well as 14.2% of primary teachers and 2.0% of secondary teachers.

There was interest and discussion within the literature in the role and importance of educational activities of all forms, including higher and postgraduate studies, in the lives of older people. For example, Manheimer, Snodgrass, and Moskow-McKenzie (1995) discussed the role and importance of both formal and informal education in the lives of older Americans within the broader picture of changing lifestyles, available choices and changes to public policy. Throssell (2001) discussed the links between lifelong learning and age with a view to establishing possible connections between lifelong learning, agelessness and social wellbeing. He contended that it was people whose lifestyle is atypical of their chronological age and who appeared to resist being culture bound who may be referred to as ageless. It is this 'agelessness' that enables them to respond to learning opportunities throughout their lives. Seedsman (2002) argued that the demographic aging of the Australian population raised a number of imperatives that will require a reshaping of existing principles related to public and private policy. Tertiary education needed to be sensitive to the dynamics of this aging of the population and of the potential benefits of providing a range of diverse educational and research opportunities for older people. Woodley and Wilson (2002) investigated the older clients of the British higher education system to show how diversity in terms of age and mode of study directly impacted upon the types of outcome measures that were appropriate and upon the levels of outcomes that could be achieved.

Early studies such as Houle (1963) and Sheffield, (1964) were largely descriptive in nature, aiming to identify the reason adults gave for participating in education. However, later studies such as those by Burgess (1971), Boshier (1971, 1976, 1991), Morstain and Smart (1974) and Fujita-Starck (1996) set out to develop conceptual frameworks or models that might help predict and explain patterns in participation. One of the earliest examples in attempting to understand the motivation of adults to participate in post-school education was the notion of motivational orientation described by Dr Cyril Houle (1963) in his now classic book *The Inquiring Mind*.

Houle's (1963) book developed out of a series of public lectures at the University of Wisconsin in 1960, which were intended to be cross disciplinary and be of use and interest to all educators. The book was the first in-depth look at adults as learners and the rationale behind their search for learning opportunities throughout their lives.

It was also one of the first real attempts made to develop an understanding of adult education by studying the individuals involved in the process and not just the institution they attended.

This groundbreaking study has 'come to symbolize empirical investigation into the motivations of adult students' (Merriam and Caffarella, 1999:54). It used taped interviews of twenty-two adult students, twelve men and ten women, who were highly active in continuing education activities. They were from urban areas, diverse in age, gender, marital state and level of education. However they were predominantly white and middle class with only one non-white participant, which was consistent with much of the research conducted in adult education at that time. Four were born outside of the United States.

Interview questions addressed the participant's own perceptions of what an adult learner was; the factors which led them to become continuing learners; their history and current involvement in adult education; society's view of continuing education efforts; and their own view of continuing education. Their motivation for participating in continuing adult education activities led Houle (1963) to define three distinct groups within the larger set of learners: goal oriented learners, activity oriented learners and learning oriented learners. Goal oriented learners involved themselves in educational activities to accomplish clearly defined goals they wished to achieve. Their participation was segmented and non-continuous because it occurred only with need. Activity based learners involved themselves in educational experiences for reasons related to the purpose or content of the activity. Some were motivated by the need for social interaction while others were drawn by the need for the sense of achievement that came from receiving certificates of completion. Learning for the activity oriented learner was a way he or she established or re-confirmed his or her self-concept. For those who were learning-oriented, learning was a continuous, almost habitual activity. They saw learning as worthwhile in and of itself as well as being a form of entertainment. Although it was not one of Houle's original categories, Hiemstra (1976, 1994) indicated that a self-directed, autonomous and independent learner was now recognised as an additional category to Houle's basic three categories.

Houle made it clear there was no simple answer to the complex question with which he began his book ‘What kinds of men and women retain alert and inquiring minds throughout the years of their maturity’ (Houle, 1963:x)? The subject of how adults tackled the challenges and opportunities of adulthood, in his opinion, needed continued and thorough research. To bring this research into current times investigations of this type needed to take account of more diverse populations.

Merriam and Caffarella (1999) pointed out that *The Inquiring Mind* initiated academic interest in motivating factors of adult learners in continuing education. Other researchers (Sheffield, 1964; Burgess, 1971; and Boshier, 1971, 1976, 1991; Morstain and Smart, 1974 and Fujita-Starck, 1996) took Houle’s model and, by continuing the research, developed it further, categorising the various reasons given for participating in adult learning.

Morstain and Smart (1974) extended Houle’s typology into a six factor analytic instrument in order to further investigate student motivation. The factors were:

Social relationship—participation in order to make new friends

External expectations—complying with the wishes or directives of someone in authority

Social welfare—involved because they want to serve others or their community

Professional advancement—for job enhancement or professional advancement

Escape/stimulation—involved as a way of alleviating boredom or escaping home or work routines

Cognitive interest (identical to Houle’s learning oriented adults)—engaged for the sake of learning itself (Merriam and Caffarella, 1999:55).

As noted by Cross (1981), the findings of their studies were conceptually similar in terms of describing learner goals, and most of the classifications which emerged could be collapsed back into Houle’s original typology. Further research stemming from Houle’s pioneering work was carried out by Boshier (1971, 1976, 1991). The main

thrust of Boshiers's work was to build upon Houle's typology in order to develop a heuristic framework, the Educational Participation Scale (EPS), which described the motivation of adult learners to participate in continuing education activities.

Boshier's (1991) latest version of the Educational Participation Scale with its underlying theoretical construct which assumes that participants vary in their reasons for participating in adult education activities (Fujita-Starck, 1996:30), defined a seven factor structure for motivation of participants. The factors were communication improvement, social contact, educational preparation, professional advancement, family togetherness, social stimulation, and cognitive interest in a particular subject; that is, the six factors previously studied but with the addition of family togetherness. The main difference between these approaches to understanding reasons for participation was that Houle was characterising groups of people while the latter researchers were identifying clusters of reasons for participation, recognising that people can be motivated by more than one reason.

The theory that is used to explain professional development

Marginson (1993) argued that human capital theory has become the most influential economic theory of education, and that it has set the framework of government education policy since the 1960s. He pointed out that the policy coupling of human capital theory with market reforms and higher private costs has dominated education policy in Australia since the end of the 1980s. Usher (2002:145) argued human capital theory is used frequently in the context of discussions about the rationale for current professional development. In human capital theory it is the importance of capital embodied in individuals which enables them to assume a productive place in the knowledge economy, that is where knowledge is the currency of the new economy. The people with high levels of capital are individuals with highly developed skills. The attainment of educational qualifications also includes human capital in the form of transferable and flexible skills.

Formal professional development programs

There has been disquiet within the Australian academic community surrounding the introduction of non-traditional degrees, that is, the non-PhD, doctoral.

Brennan (1998) compared the tensions between research and non-research degrees in relation to issues of supervision and funding at two Australian universities. Spear (1997) reported that at one university, although being accepted after several proposal revisions, considerable uneasiness was expressed about the whole matter of 'professional doctorates' and in particular that the standards of the ANU PhD might be undermined by such degrees. Evans (2002) analysed criticism that the traditional PhD was too narrow and specialised having limited workplace opportunities for graduates. He compared how part-time research students are positioned in the knowledge economy finding that professional doctorates have been developed for research in and for the profession. Kapitzke (1998) showed a remarkable ignorance of professional doctorate programs by stating that doctoral students in Australia undertook no coursework as part of their degree requirements. McWilliam, (2002b) argued that professional development knowledge had advantages over disciplinary knowledge in setting lifelong learning agendas for academics. Usher (2002) queried whether research training could remain as an education in disciplinary knowledge and skills or whether it needed to include professional skill development as required by the knowledge economy.

The history of professional doctorates

However, professional doctorates are not a new innovation. Bourner, Bowden and Laing (2000) pointed out that the first professional doctorates were conferred in Paris in the twelfth century, pre-eminently in theology, law and medicine. PhDs were introduced in Berlin early in the nineteenth century. The first PhD in the United States was conferred at Yale in 1861, about sixty years later the first PhD in the United Kingdom was conferred at Oxford in 1920. Almost simultaneously, the first EdD was awarded at Harvard in 1921. Again it was almost sixty years later when the first EdD in the United Kingdom was commenced in Bristol in 1992. At the end of the twentieth century one hundred and ninety-nine professional doctorates were 'on offer' (Bourner, Bowden and Laing, 2000: 215) in the United Kingdom, most designed to be studied part time. As there appears to be no reduction in the number of students applying to do traditional doctorates the development of the professional doctorates appeared to appeal to a previously untapped market across all disciplines.

In Australia the first three awards for the PhD were made in 1946 although higher doctorates such as the DSc were awarded in the nineteenth century. The form of PhD that was adopted in Australia was derived principally from the United Kingdom in the early twentieth century. The numbers of PhD students increased rapidly in Australia with the expansion of the university system that incorporated the former Colleges of Advanced Education and a broadening of the fields of study. Evans, Evans and Marsh (n. d.) argued that with this growth there were concerns raised about the nature, purpose and quality of doctorates, completion times and wastage of resources as well as the relevance of the award. These concerns led to calls being heard for new approaches and programs. Evans, Evans and Marsh showed that one response to these concerns about the nature, purpose and quality of doctorates was the development of professional doctorates with one hundred and thirty-one programs being offered by thirty-five of the thirty-eight public Australian universities in the fields of education, health, psychology and business.

The structure of professional doctorates

Bourner, Bowden and Laing (2000) analysed documents produced by universities throughout the United Kingdom with the aim of identifying intended learning outcomes of professional doctorates in general including the fields of education, medicine, clinical psychology, business administration, engineering, psychology, educational psychology, musical arts, architecture, veterinary science, dental science, public health, counselling psychology, occupational psychology, clinical science-psychotherapy, psychoanalytic psychotherapy, theology, fine arts and surveying. They discovered there were two major themes: contemporary educational issues and theory and practitioner-centred research, with a minor theme of professionalisation and the nature of professional practice. The professional doctorate in the United Kingdom has a modular structure with taught units ranging from half to one third of the total credits with the second half or two-thirds being made up of the dissertation. The research within a professional doctorate starts from a perceived need in professional practice rather than a perceived need to add to the existing knowledge of a particular subject or discipline (Bourner, Bowden and Laing, 2000).

The length of the dissertation also varies. In some cases comparability with the PhD is emphasised as by the University of Leicester; a total of 100,000 words is required overall. London University's Institute of Education requires a research thesis of between 25,000 and 40,000 words which must make a contribution to knowledge in the discipline. Leeds Metropolitan University requires candidates to carry out two or more research projects each of 30,000 words and the University of Bath offers a choice of a major thesis or two minor projects. Entry requirements are by an Honours degree or a Masters degree plus several years of professional experience.

Examination involves internal and external examiners and a viva voce examination, that is, an oral examination. Most programs are available part time; indeed many can only be studied part time. In contrast to a PhD whereby students may enrol on an individual basis, professional doctorates recruit on a cohort basis with the intention of enhancing the collaboration and responsibility expected of higher level professional practice (Leeds Metropolitan University). Professional doctorates usually have a fixed period as the normal duration of study, usually equivalent to 2–3 years of full-time study.

McWilliam (2002a) explained that in Australia, most professional doctorates, not just in Education, are characterised by a component of scaffolded learning in the form of coursework offerings, particularly in the first twelve to eighteen months of study with a cohort-based entry. Because the rationale is to link doctoral research to the needs of either industry or a profession, most candidates are required to have worked in the field in order to gain entry and most programs are offered part time so that the student may continue to work full time.

The rationale used to explain the provision and nature of professional doctorates

Bourner, Bowden and Laing (2000) pointed out that in 1993 the UK Office of Science and Technology expressed concern about the traditional PhD not being well matched to the needs of careers outside of research in either academia or an industrial research laboratory. Therefore the basic rationale for professional doctorates 'was the need for an award at the highest level to meet a broader range of career needs than those being met by the traditional PhD' (Bourner, Bowden and Laing, 2000:218). They argued

that if the traditional PhD was intended to develop professional researchers then professional doctorates appear to be designed to develop researching professionals (Bourner, Bowden and Laing, 2000).

The changing nature of postgraduate degrees

As a response to the former Minister Kemp's (1999) white paper *Knowledge and Innovation* the project undertaken by Neumann aimed to gain a better understanding of the changing nature of the doctoral experience across four discipline groups and six universities. One hundred and thirty interviews were conducted, two thirds of those with students, the remainder with faculty and university deans and managers. PhDs and professional doctorates, both full time and part time, were considered in an endeavour to give doctoral students a voice in relation to their educational experiences. The study found that in these institutions the majority of the doctoral students were positive about their experience with only a small percentage being disappointed or having serious grievances. Neumann noted that in the institutions she investigated there was little difference between the PhD and the professional doctorate, the main difference lying in the mode of entry. Those in the professional doctorate maintain that their research could have been undertaken as a PhD. As well students following professional doctorate programs did not see the qualification as particularly relevant to advancing their careers.

The findings of the study raised a number of considerations for policy and practice at government, institutional, faculty/department and individual levels such as reduction in the diversity of the doctoral student body, the trend towards 'safe' research and the need to distinguish professional doctorates; as well as instituting structures that clearly indicate a high value being placed on doctoral students and their supervisors by both the institution and the government was identified.

In an insightful study into the current academic environment, Harman, (2005) reported that Australia's social scientists were generally critical of Commonwealth Government higher education policy and funding levels. They were also critical of the new commercial, entrepreneurial and managerial university environment with a

widespread belief that areas other than social science had been favoured in research funding.

Harman (2005) explored how changes to such a commercial, entrepreneurial and managerial university environment had impacted on Australian social scientists and to what extent social scientists had succeeded with the transition to this new environment. The article explored their research motivations and assessed to what extent the current generation of social scientists were actively involved in providing policy advice to ministers, government departments and agencies. Harman stated, however, that the literature related to this area was limited. Relatively little was known, too, of the teaching and research roles of the current social scientists.

In order to explore and elaborate issues related to the new commercial and entrepreneurial university environments Harman (2005) used data from a late 2002 sample survey of academics in traditional social science departments. One in every three academics was randomly chosen from social science departments of eight universities. Eight hundred and fifty-three questionnaires were distributed with a response rate of 35%, consistent with response rates for recent surveys. There were one hundred and forty five males, and one hundred and twenty three females. The majority of respondents were over forty years of age, and were professors or associate professors, 75% of respondents held doctorates, mostly PhDs.

The data in Harman's study confirmed the assumption that there was strong criticism of Commonwealth Government Policy, the new commercial and managerial environment, the quality of management at central and department levels and of workplaces becoming far less conducive to and supportive of academic needs. Two thirds of the respondents said that university entrepreneurial efforts threatened academic values, 55% considered charging domestic students tuition fees to be wrong and over 70% were opposed to university efforts to commercialise research findings. About 70% thought the Australian Research Council undervalued the social sciences and humanities. Respondents had serious reservations about the management of their universities and very few were attracted to careers in university management (Harman 2005).

There was little variation in the responses of males and females although females showed slightly greater interest in all work activities except for administration. Most academics reported on working long hours, averaging 49.5 hours per week. As well as teaching and supervision, publication rates were high, and collaboration with colleagues throughout Australia and overseas was well established. It was also found that their research was more for intrinsic interest and for its use in generating teaching inputs rather than for social and policy reform.

Harman (2005) concluded that major changes in the university environment have clearly impacted on social researchers. Intrinsic interests and a desire to generate input for teaching, rather than for more utilitarian motives about social and policy reform primarily drove their research. They were ‘making the best of a university environment they do not particularly like in order to pursue personal academic and professional agendas’ (Harman, 2005:93). Although there was no mention of a theoretical base to Harman’s (2005) study, it reflected Marginson’s claim that in human capital theory education was a social investment that efficiently prepared human resources to contribute to economic growth (Marginson, 1993).

Pearson (2005) argued that the scope of doctoral education had continued to broaden to include such issues as the complex interactions of higher education and research policy and practice, changes in knowledge production and the status of research students. She contended that there was a need to frame this scholarship and research within a comparative approach that acknowledges the complexity and the significance of multi-actor, multi-level, local, national, international and global interactions. She did this by exploring the issues related to doctoral education in Australia current within the literature at that time, challenging some myths and assumptions of the historical record. For example, she refuted the claim of ‘a tradition allied to an assumption of linear progress’ which she saw underpinning much of the rhetoric about change and innovation in doctoral education. She discussed the problematic effects of both government and institutional policy developments and the challenges occurring between the changing research environment and research education. She concluded that:

theoretical approaches that extend a comparative and globally relational understanding of higher education offer a way forward for framing research

on doctoral education that is generative and integrative” (Pearson, 2005:130).

The advantages to such a theoretical frame are that it avoided positioning Australian research education and policy as primarily derivative and at the same time it acknowledged the significance of Australia’s position in the global education research community.

In a comparison of the key issues between the Australian and American higher education sectors Gammage and Mininberg (2003) revealed the Australian university system, which maintained a close link with the British system until the 1980s, has now transformed into a unified national system, consisting of multi-campus, larger universities. On a national level issues such as higher education costs to students, technology and instructional delivery, and faculty roles were discussed. They concluded that there was a need to find ways to accommodate access for all students, at costs that are affordable to each socio-economic group; to include the advantages of new technologies in the delivery of programs and to provide rewards within the roles of the ‘the changing professorate’ (Gammage and Mininberg, 2003: 200).

Australia has thirty-nine universities which offer doctoral degrees; the oldest were established in the 1850s and the newest in the last decade, with enrolments ranging from 40,000 to 5,000 (Evans, Evans and Marsh, nd). As the bulk of government funding to universities comes from the Australian government, higher education policy is formulated and imposed from that level of government. Evans, Evans and Marsh pointed out that the proportion of funding that universities have derived from this source has decreased markedly to constitute only approximately 40% of the total funding. An increasingly larger proportion of funding now comes from students’ fees and from non-government sources. They also pointed out that it is increasingly common for postgraduate coursework students, or their employers, to pay for their tuition. This is in spite of Masters and other Doctoral degrees being classified as research degrees when:

two thirds of the program consist of the design, development, implementation and reporting of research and scholarship leading to the production of new knowledge and creative works (Evans , Evans and Marsh, nd:1).

PhD studies, on the other hand, are classified as research, and PhD students' tuition costs are met by the Federal Government.

In an educational climate where 'the creation of a culture of market competition becomes a fundamental objective of micro-economic reform in higher education' (Marginson, 1997:5), Crotty (1998) argued that drastic changes in funding and other government policies have meant that the discourse of university life

has changed from one of collegiality, where there was an attempt at transparency in decision making, to the introduction of bureaucracy and corporate managerialism, with its emphasis on standard operating procedures which speaks of financial efficiency, accountability and the primacy of the technological mode (Crotty, 1998:1).

Because technological innovation has fuelled social change and the social change has called for yet more innovation Crotty (1998) argued that today's students 'must successfully locate, manage and use information to succeed in their tertiary courses; clearly information literacy is an important characteristic of lifelong learning' (Crotty 1998:5).

Owston (1997) claimed the World Wide Web was causing all levels of educators to rethink 'the very nature of teaching, learning and schooling' (Owston, 1997:27), and predicted that the use of the Web was inevitable. Britain's Open University and Washington's City University were cited as prime examples of dedicated distance education institutions that used the Web to support their objectives of providing accessible education. However, Owston admitted that whilst the Web broke down the long-standing physical and temporal barriers of access to education, it created new kinds of barriers in the form of malfunctioning hardware, difficulties in software installation, and general technology failures by service providers. Edwards and Bruce (2006) support this view, recommending that future curriculum development be extended to enable students to develop a more powerful understanding of the medium.

Individual experiences of formal professional development

Leonard, Becker and Coate (2005) set out to ascertain why individuals in the UK decided to undertake a research degree in Education, (PhDs, EdDs and MPhils) and

what they felt they gained or lost as a result of the project. External pressure on universities to be 'accountable' (Leonard, Becker and Coate, 2005:135) in the spending of public funds in both graduate and undergraduate education, which began in the 1980s, led to a focus on the employability of doctoral graduates. This concern for employability of graduates has become the chief driver of changes to both undergraduate and postgraduate systems, in an attempt to shift universities towards 'promoting national economic competitiveness and contributing to wealth creation' (Leonard, Becker and Coate, 2005:135). Both the Research Councils and the Higher Education Funding Councils have endeavoured to use doctorates to produce a national supply of researchers. Leonard, Becker and Coate claimed that these policies were predicated upon a stereotype of research students as young people, with little work experience, who study full time...and presuming that doctoral students are going on to be researchers (Leonard, Becker and Coate, 2005:136).

However, this was not the demographic experienced by the researchers. Their participants were mainly in their 30s and 40s, had at least one job before undertaking the degree and intended to remain in their current employment as teachers and managers in schools and colleges, in non-government organisations or as policy makers or to work as freelance education consultants.

The researchers argued that there was surprisingly little research on what motivated people generally to start and persevere through a doctorate and that even less was known about the effects of gaining a doctorate on their lives. Thus in order to find what was motivating individuals to invest time, energy and money into doing an education research degree, students' files were made available to the researchers by the university. Past students (N=162) who had completed research degrees (PhDs, EdDs and MPhils) at London University, two, seven and twelve years past, were invited to participate. Women made up 60% of the sample, the average age was 37 at the commencement of the doctorate, 18% were under 30 and 6% were over 50. Fifty per cent were from the UK and 16% from the EU, with 33% from Asia, South America and Africa. The proportion of students who completed on or nearly on time rose from 63% to 72% from 1992 to 2002.

There were 54% responses to a questionnaire, the instrument used for gathering the data, seeking to determine whether the students felt the experience was worthwhile, the reasons they undertook their studies, what they felt they had gained, the costs involved and how these were paid for. The participants were asked to rate their experiences on a Likert scale of ten words which had negative and positive values, the value of the first word being the most negative and the tenth the most positive. To the question 'whether getting a research degree had been worthwhile' eighty-seven of the eighty-nine responses rated the experience as having been a 'definitely' or 'probably'. Other questions included

Why did you decide to do a doctorate?

Looking back, what was the main thing you hoped to get from your studies?

What do you now view as the main things you gained?

Comments made by the participants in addition to the answers to the questions were also rated as being positive or negative. For example, a quarter of the graduates mentioned a concern with aspects of personal development as a reason for starting a doctorate, including the pleasure derived from learning, testing themselves, proving their ability, gaining confidence and self-fulfilment:

I was doing an MA and my tutor suggested it

I wanted to see if I could do it

A very vague set of intellectual aspirations

No vocational goals at all. (Leonard, Becker and Coate, 2005:139).

The questionnaires were analysed by counting the responses to the questions, interpreted by the researchers as being either positive or negative. These were then reported as a number count, for example 87 out of 89 responses were positive to the question 'was getting a degree worthwhile?' As well, comments made as responses were also interpreted as positive or negative. Data from the files were analysed as number counts which were used in description of the situation. As a method of analysis, the application of a qualitative methodology was useful in determining the nuances of meaning in the respondents' answers.

The findings indicated that the respondents felt their research degree to have been a predominantly positive experience. It also showed that the participants undertook

postgraduate research as much for personal development as for professional reasons and that they were seeking both intellectual and emotional growth as benefits from research study. However, the findings showed that undertaking individual subjects as coursework might have been better for their employability in their home country. For example,

*‘Linguistics would have been better for a job in Singapore than ESOL
People in Japan do not like people who did PhD abroad’.*

A mailed questionnaire was probably the best way to establish contact with the past students because of the far-flung distribution of the graduates. However, interviews would have given the participants more freedom to express their ideas more fully and the researchers may have been alerted to nuances of meaning not available through a questionnaire using closed and open questions for data collection. There was no mention of a theoretical frame, however, as the study was instigated by the need to obtain information due to external pressures on the higher education sector to be accountable in their spending of public funds, the project is likely to have been influenced by human capital theory.

Another possible weakness of the study was that the researchers contacted only those who had completed their theses, rather than all of those who had enrolled and those who had withdrawn before completion. As 46% of questionnaires were not returned possibly those who were least happy with their experiences may not have replied. This may have accounted for the predominantly positive responses reported by these researchers.

Bhalalusesa (1998) investigated the motivation to succeed in their career and professional development amongst a group of doctoral students, a topic with several similarities to the current study and thus I have discussed this paper in some detail. She investigated the experiences and challenges faced by six women as a result of undertaking higher academic degrees, that is a Doctorate in Education. The study aimed to find out the motives and intentions of these women and to understand why they decided to leave their homes and families in developing countries in order to travel to Britain and undertake a doctoral degree. The study also aimed to investigate the implications such a decision has for the provision of professional development.

Bhalalusesa (1998) stated this was a worthwhile topic to investigate because much of the literature on women's career and professional development was only from a Western perspective.

Bhalalusesa's (1998) study emerged from the cultural conflicts she experienced upon going to the UK to study from Tanzania. She pointed out that when men travel abroad to study it was considered to be an achievement. However, the reverse was true for women who were considered to be the primary care givers and to be responsible for the upbringing of the family within her culture. Taking up opportunities for study away from home for several years created mixed feelings and psychological conflict not only within the student but also within her family. The mixture of feelings created triggered the interest in researching women's careers and professional development.

The study was presented under four sections using Rowan's Dialectical Research Cycle as discussed by Coleman (1991) and applied by Marshall (1995). 'The model conceives the research process as a dialectical one involving several stages, beginning with contemplation then making sense of and checking the findings against the researcher's own experience' (Bhalalusesa, 1998:2). A 'feminist perspective that sees reality differently experienced and constructed' (McCulloch 1994 cited in Bhalalusesa, 1998:4) from a non-feminist perspective underpinned the methodology. The methodology used a qualitative research approach and semi-structured interviews as the main method of data collection and was validated by the women reading the report and responding to the interpretations of the data.

Possible limitations noted by Bhalalusesa were bias, poor articulation and lack of time but balanced by the fact that interviewees were given freedom to express themselves. Because of time constraints there was a need to quickly establish rapport between the researcher and the participants, therefore the women selected for the study were colleagues of a similar age and all from developing countries. Due to time constraints only six of a possible ten women were interviewed but Bhalalusesa does not explain why they were interviewed in preference to the ones who were not. Nor does she make mention of the specific nationalities or religions, only that each was from a developing country.

The study found that motivation varied at different stages of life, however the emphasis in this study (Bhalalusesa, 1998) was on the current life stage for these women, that is after their doctoral studies. Self-development was mentioned as well as improving their general education and proving to their families and to society in general that they were capable of intelligent thought. As well, for those women working in universities, achieving a doctorate was a necessary career step in order to retain their jobs or gain promotion. The positive influence of parents in encouraging these women to continue their education was also noted. Often this was in disregard to the general cultural attitudes to women's education within their ethnic community. Thus the challenges these women faced were mostly socio-cultural and psychologically deeply rooted in their various traditional values and practices. Each woman stated that in her cultural background a suitable marriage was seen as a necessity but most men saw women who had undertaken higher education as a threat.

This study demonstrated that despite their cultural differences the women had many characteristics in common. Traditional values and cultural expectations impinged on their free time and success required a combination of hard work, diligence and determination. It was found that both men and women needed to be aware that women as well as men have career aspirations and that it is possible to share family and other responsibilities.

Bhalalusesa's approach to the study was informative because of the diverse backgrounds of her informants. A qualitative approach allowed her to interpret and discuss her participants' answers and to follow leads as they emerged during the interviews. The small number of participants allowed for a greater amount of interesting detail to be discussed than would have been possible with the original number of participants. This study was an important contribution to the literature on gender issues, professional development and motivation because it gave voice to a group of women that were not often represented within the literature up until the time of the study.

Issues related to individual experiences

There has been a renewed interest in researching adult education since the groundbreaking studies of Knowles (1970, 1973, 1998). His key principles of adult learning were predicated on the beliefs that adult persons are capable of self-direction, have unlimited learning potential, and possess ever-changing needs. His key principles were:

Adults need to know why they need to learn something before undertaking to learn it.

Adults have a self concept of being responsible for their own decisions, for their own lives...they have a deep psychological need to be treated as being capable of self-direction and will resist situations in which they believe other wills are being imposed on them.

The emphasis in adult learning should be on experiential techniques that tap into the past experiences of the learners.

Adults are ready to learn those things they need to know and to be able to do in order to cope effectively with their daily lives.

Adults are life, task or problem-centred in their orientation to learning.

Internal motivation is more powerful than external motivation.

(Knowles, Holton and Swanson, 1998:65-68).

Beeson (2000) identified the following abilities and characteristics now expected as a given of adult learners by educational institutions: appropriate proficiency in and understanding of the use and application of information communications and computer technologies; knowledge about one's own learning; becoming a self-managing learner and working collaboratively with others; taking a problem-solving approach to learning; and being open to change. He argued that higher education institutions have a responsibility to ensure learners are provided with the necessary support and guidance in the development of these abilities. The current study drew upon the ideas proposed by Beeson (2000) in the analysis of the data and in the discussion of the findings from this analysis.

Bruck, Hallett, Hood, MacDonald and Moore (2001) used a mixed method study to investigate the quality of higher education teaching and to evaluate psychology students' perceptions of their tertiary classroom experiences at this university. As a result of the student responses indicating that their classroom experiences were significantly below their preferred ratings, a semester-long staff development program was developed which provided opportunities for staff to explore aspects of their teaching practice through participatory action research. Bruck et al (2001) found that positive learning environments, that is the social-psychological contexts within which learning occurs, have been demonstrated to enhance student satisfaction, engagement with learning and academic achievement. Students seemed to have realistic and appropriate expectations of their tertiary environment and that in the process of working toward quality teaching in higher education there was substantial value in listening and responding to student voices. This study supported Clarke (1998) who argued that, irrespective of the type of learning environment, students felt that their learning was helped when learning experiences were practical and experiential, and when the presentations were clear. Learning was hindered when the pace of learning was inappropriately fast or slow or unclear.

Schuetze and Slowey (2002) discussed changes in the structure, purpose, social and economic role of tertiary education as a result of the shift from elite to mass systems of education across nearly all of the developed countries. Ten western countries were compared in this paper: Australia, Austria, Canada, Germany, Ireland, Japan, New Zealand, Sweden, United Kingdom, United States of America. They defined non-traditional students as coming from socially or educationally disadvantaged sections of the population, for example working class backgrounds, ethnic minority groups, immigrants, and, in the past, particularly women, older or adult students or students with unconventional educational qualifications. They identified three criteria that appeared central to the definition of non-traditional students: educational history, entry route, and mode of study. However, Schuetze and Slowey qualified this statement by acknowledging that each criterion needed to be refined in practice to include socio-economic position, gender, ethnicity, disability and rural/urban location.

An examination of the ways in which tertiary education systems have responded to non-traditional students formed a basis for a comparative analysis of recent developments. They found that high participation rates do not automatically imply that the function of tertiary education in social selection and reproduction are obsolete and that issues related to access and equity still remain. They also found that the concept of the lifelong learner has replaced the concept of the non-traditional learner: 'learning can no longer be confined to the traditional phases of education during youth, but must extend over the complete lifetime or life cycle' (Schuetze and Slowey: 2002:322). They concluded the implications of these findings would require changes by tertiary teachers related to curriculum, access, student support and flexibility within programs and modes of study.

Sillitoe, Crosling, Webb and Vance (2002) discussed the effects of external pressures on the tertiary education sector both in Australia and worldwide. Effects discussed included increased access by previously under represented sections of the community, a growth of corporate management systems within the universities, encouragement from government to increase external income and amalgamation of existing institutions. They claimed these demands, which are both subtle and explicit at the same time, mean that no staff member can afford to ignore the consequent implications of their work. The volume reported authors who had to face working with students whose interests and academic ambitions exceeded their readiness to embark on undertaking a research degree. By sharing the ideas and strategies of local case studies put forward by the contributors to the collection, the editors expressed the hope that the supervision of all students would be strengthened. The acceptance of non-traditional postgraduate candidates from a range of academic backgrounds was perhaps both surprising and challenging. Such candidates for entry into research degrees included mature age lifelong learners and retirees, students with a first language other than English, students with Aboriginal and Torres Strait Island cultural backgrounds, candidates requiring to study by distance education, and those with physical disabilities.

Other issues which had to be addressed included students who felt the lack of a concept of community because of residing at a considerable distance from their university and those who felt a lack of acceptance within the academic community.

Sillitoe, Crosling, Webb and Vance (2002) found that while the literature tended to focus on the relationships between individuals in a postgraduate research program, in their view the whole institutional environment, including administration staff and procedures, could be equally important in student satisfaction and success. They also found that it was dangerous to apply one model of supervision to all students regardless of background; rather a good program treated each student as an individual with individual needs while at the same time remaining aware of the broader institutional factors that had an impact on student progress.

In 2002 Vale and Gormley (2003) carried out a project developed to support women who were undertaking postgraduate research in the Faculty of Human Development and designed to implement recommendations arising from an Equity and Justice Project of the Postgraduate Research Unit. Of the 170 students enrolled in higher degree research programs in the Faculty of Human Development in 2002 and 2004, 52.9% and 56.4% respectively were women and they were more strongly represented in the professional doctorate degree, 61.5% and 60%, and in Masters by research degrees 57.1% and 71.8% respectively. Among the recommendations arising from this study were those relating to provision of information and advice that would help them complete the research process. Much of this information could be obtained from their peers or through the provision of a diverse range of research training workshops organised by the Postgraduate Research Unit covering all stages of the research process. Also the provision by the Faculty of Human Development of beginning and annual seminars and forums was instituted to provide students with all relevant initial and ongoing information

In an ethnographic study of mature aged women returning to undergraduate tertiary education Crotty (1998) endeavoured to account for the perceived high levels of academic discomfort and personal anxiety amongst them. Using interviews, she determined this anxiety was particularly in relation to the level of technological expertise expected of them in some courses. The students felt alienated and excluded in their interactions with a 'fully fledged and autonomous paradigm' already in place leaving them feeling abandoned. There was a need to persevere with what Crotty saw as a new technological paradigm on their own because of a need to update their professional qualifications often as a result of life changes such as divorce or

widowhood. The results were three-fold. Some students were unable to make the paradigm shift and dropped out. Others overcame the alienation and successfully negotiated the shift into what Crotty saw as a 'sub-cultural male technological world' (Crotty, 1998:6). For the third group there was only partial adaptation to the tertiary preparation paradigm. Crotty argued that it is part of the role of universities to familiarise students with a particular field of work associated with being a professional or professionalisation but that they must provide a comfortable learning environment, such as with more support in the areas of information technology, in order for this to occur.

Seedsman (2002) discussed the effects of the aging of the Australian population, including the requirement for a re-shaping of existing principles of private and public policy. He argued that higher education would be well advised to be sensitive to the dynamics of the population aging and the potential benefits of providing a range of diverse educational and research opportunities for older men and women. This argument stemmed from his witnessing ever increasing numbers of older people adopting lifestyles that focused on engaging rather than disengaging with life as they aged, that is lifestyles that promoted challenge and adventure with its inherent component of curiosity. While there has always been a small percentage of people for whom this phenomena has been a reality, 'research is showing that being in or remaining involved in meaningful activities determines a positive adjustment to retirement' (Seedsman, 2002:119). Whilst the opportunity for older people to pursue meaningful research projects is not the only means to bring this about, it is recognised as one means of fulfilling 'the self actualisation' (Maslow, 1970) of their being, as well as offering potential benefits to society at large. Other studies which have focused on the relationship between lifelong learning and age include Throssell (2001) who discussed the links with a view to establishing possible connections between lifelong learning, agelessness and social wellbeing and Woodley and Wilson (2002) who investigated the older clients of the British higher education system, to show how diversity in terms of age and mode of study directly impact upon the types of outcome measures that are appropriate and upon the levels of outcome that are achieved.

Professional doctorates meeting professional and personal needs

Wildy and Holland's (2002) findings supported the findings of Bournier, Bowden and Laing (2000) who pointed out that at Brunel University the EdD was aimed at experienced professionals in education who wish to extend their professional expertise and training whilst not intending to become career researchers whereas the University of Leicester received applications from senior professionals who, while wishing to undertake advanced research did not necessarily see this as an apprenticeship for a career in a university research department.

Thus the new British EdDs have positioned research within professional development, that is the development of professional practice and of professional practitioners through research. Therefore unlike PhD students, who theoretically can research any subject at all, candidates for professional doctorates are expected to undertake research aimed at making a contribution to professional knowledge and/or industrial practice. The research topic is often closely related to the professional practice of the candidates.

Shulman (2001) advocated that anyone who is participating in a PhD in any discipline should have as part of their preparation experience, training and supervision in the scholarship of teaching and learning in their discipline because he saw the PhD as a teacher-training program. He saw it as educating the faculty for the next generation and, as a result, producing a teacher-scholar grounded in the Deweyian tradition of endless experimentation similar to the philosophy of the EdD.

'There is now substantial demand for doctoral qualifications that are related to the actual work activities and circumstances of people engaged in high-level professional practice' (Costley and Stephenson, 2005:1). Several papers have focused on professional doctorates as a particular feature of contemporary university practice. Thorne (2001) investigated the debates over the future role of higher education including the purpose, nature and process for knowledge generation. West (1999) focused on the move to establish a new postgraduate degree in professional development at a major Australian university rather than in the traditional research

within a PhD. Wildy and Holland (2002) explored, through three case histories, the expectations, processes and outcomes of contemporary doctoral study. Their paper drew on the theoretical distinction between two modes of knowledge development: discipline based knowledge of the university and socially distributed knowledge of the workplace. They acknowledged there had been unhelpful dualism developed between theory and practice or vocational and academic education and that the challenge would be for the universities to ensure an equality of status between the PhD and professional doctorates. They found that it was the mid-career professional who benefitted in important ways from their doctoral experience. They gained substantive knowledge about issues connected to their work and learning. They were able to apply learned technical and generic skill in the workplace but received neither support nor recognition from their employers, such as government departments of education.

The common thread underpinning these studies

As previously reported, Haynes (1997) has suggested there is a need to understand both social changes and economic changes in order to understand education policy as education is intrinsically tied to employment through the nature and social relationship of work.

Marginson (1993) claimed the OECD and the World Bank have shaped global education policies by the application of the human capital theory to educational planning and evaluation and thus human capital theory has become the most influential economic theory of education, setting the framework of government education policy since the 1960s. Spring (1998:6) contended that under human capital theory education is a social investment that, in the most efficient manner, prepared human resources (that is the students) to contribute to economic growth. Human capital theory has also resulted in education being seen as a branch of economic policy under direct ministerial and centralised control with an emphasis on managerial efficiency or ‘corporate managerialism’ (Marginson 1993:56). Adherence to free market ideologies had resulted in a reliance on the methods of human capital accounting and government intervention to influence student decisions in the education market.

Ashton and Green (1996) argued that education for citizenship and for personal self-fulfilment has always been, and should remain, central to the objectives of any desirable skill formation system. This view appears to be supported by the OECD. ‘There is a plurality of purpose served by the educational process and the need for investment in education to be directed not only to better economic performance but also to improvements in social functioning and the quality of the individual’s life’ (OECD 1989:111). However, there is not necessarily a conflict between the ideas of Marginson (1993) and Ashton and Green (1996). A healthy, happy, self-fulfilled, person is better able to contribute to the economy of the state.

Conclusion

The literature has shown that the definition of ‘profession’ has grown to include teaching as a profession in recent times, and that professional development has many forms. The nature of postgraduate degrees is changing in response to the current political and economic climate to include professional doctorates. The demographic for postgraduate students now includes many more non-traditional students, and they are motivated by both professional and personal needs. The theory used to explain this participation is human capital theory. Professional doctorates currently appear to be well established, developing professional practice and professional practitioners through workplace-related research.

In the next chapter the methodology and methods employed by the study are elaborated.

Chapter Three Methodology and method

In this study I investigate the factors which have motivated the professional development of the first Australian cohort for a professional doctorate in education at a Victorian university. The Doctor of Education was offered onshore for the first time as a professional doctorate at this university in 2001. Two previous cohorts were in progress offshore in cooperation with a university in Thailand. At the commencement of the course I became interested in the diversity of social, cultural and educational backgrounds of my fellow students and in the range of professional development tasks that they had previously, or were currently, undertaking. As well, I ascertained from casual conversations that almost half the class, myself included, had reached or were nearing an age that made them eligible for early retirement; yet they had just commenced a lengthy and demanding professional development program. My ongoing self-talk about this cohort posed several questions which eventually led to the development of this study:

By what professional development pathways did such a diverse group of people come together?

What am I doing here?

Do I have anything in common with this group of people?

Within this chapter I elaborate the methodology and procedures I have used to investigate the research question *What factors have motivated the professional development of the first local cohort of the Doctor of Education program at a Victorian university?* and to answer the questions posed.

Within this chapter the methodological decisions are explained and justified, the cohort is described, and a description is given of the way the interviews were arranged and conducted. I explain the way the data were collected, transcribed and analysed, how the data were reported and the dangers inherent in writing up the thesis. Finally there are notes on how authenticity, credibility, confidentiality and accuracy were accommodated within this study.

I launch the study from the premise suggested by Simons (1981) that any area of investigation in which people are involved will be best understood if the perspectives and interactions of those involved are taken into account (Simons, 1981).

This study is located within an interpretive paradigm where ‘the socially constructed nature of reality, the intimate relationship between the researcher and what is studied and the situational constraints that shape the inquiry’ (Denzin and Lincoln, 2000:8) are stressed. It is assumed that there is a ‘subjective epistemology in which the transactions between the researcher and the research participants create understandings that are value mediated or subjective’ (Green, 2002:6). Everyday professional experience and ordinary lives are employed as the subject matter as are the way social interactions are negotiated and meaning is constructed in social practices. This is because, if, as Scott and Usher (1999) declare ‘human action is inseparable from meaning, and experiences are classified and ordered through interpretive frames ... the task then becomes to work with and make sense of the world’ (Scott and Usher, 1999:25).

Methodological decisions

This study used a qualitative case study as the research methodology (Merriam, 1988; Eisenhardt, 1989; Stake, 1994, 1995, 2000), with thick, rich or in-depth description (Merriam, 1988). A qualitative case study is ‘an intensive, holistic description and analysis of a single instance or phenomenon, or a social unit’ (Merriam, 1988:21). In this study the case was the lived experience of the professional development of the first Australian cohort of the Doctor of Education at a Victorian university. Thus it was bounded both numerically by the seventeen members of the cohort, and temporally by using the professional development experiences, up to the time of the interview, of all the members of the cohort, including two (non-related) members of the cohort, who are currently teaching in the United Arab Emirates. As the study focused on the lives and expectations of this group of people they were the participants.

Merriam (1988) argued case studies are best used when there are interpretive, and subjective dimensions to educational experiences and that the benefits of case studies are ‘more concrete, the knowledge produced is more contextual and more developed by reader interpretation’ (Merriam, 1988:31). This argument drew upon that of Stake (1994) who proposed that all meaning is subjective, that it is shaped and filtered by each reader’s uniqueness.

The study used the qualitative method of in-depth interviews with an emphasis upon the uniqueness of the professional development of members of the cohort. The material presented was subject to many interpretations by the writer and by readers but, as Wildy, Loudon, Dempster and Freakley (2001) pointed out, this is its value and thus the reader may be able to extend the generalisations he/she reaches to other populations of the reader's own experience.

Experiences are unique because each individual is unique; and thus their professional lives are also unique. No two members of the cohort followed exactly the same career pathway with the associated professional development experiences. Some gained qualifications and employment through the traditional pathway of school, university, teaching, and leadership positions. However, there was a rich mix of other pathways into employment as educators through professional development within this group. Some of these pathways are revealed within this study as the factors that have motivated the professional development of the cohort are investigated.

The cohort

There was a core group of participants, that is all of the students enrolled in the Doctor of Education at the commencement of this study. They all agreed and indeed were eager to participate. Throughout the coursework phase of the doctorate several other students enrolled for a semester or audited several classes but these students were not included in this study. As one of the members of the cohort my story will be revealed inclusively with the other stories, and as I interpret and report the data. The core group was comprised of nine men and eight women ranging from early to late middle age. Of the men, six were married, two were in long-term, same-sex relationships and one was single. Of the women, four were married, two were in long-term same-sex relationships, one was divorced and one was single.

While all the members of the cohort held many and varied career positions in their professional lives, their professional roles at the time of the current study could best be described as follows. Eight of the cohort were practising teachers, within secondary, TAFE and tertiary levels, five were educational managers (three of whom also had teaching duties), two were directors or heads of educational institutions, (one

of whom conducted an international speaking tour each year), and two were retired educationists from the field of adult literacy. As well, there was a strong flavour of community service throughout the Curriculum Vitae of the cohort, including many years' participation within the ambulance service in several states of Australia, nursing, grief counselling, a leader within the Girl Guide movement for twenty plus years', leaders and teachers within specific cultural communities including such activities as working with Muslim and Phillipina youth, and volunteers within state and local community organisations including Meals on Wheels and Museum Victoria.

These people were very much aware of the thrust and direction of this study. They were aware of its objectives, having watched its development with interest throughout the previous two and a half years of coursework. It was during this period that our individual thesis projects were developed. Suggestions were offered as to appropriate methodologies and amendments were contributed to the original draft set of questions. Also, the members of the cohort participated as the audience during the rehearsals for the presentation of the project, offering frequent constructive criticism with humour and goodwill. Many of the group attended the formal oral presentation of each other's proposals at the university's Faculty Research and Graduate Studies First Review for the Doctor of Education. This cohort also formed a close student support group, with irregular meetings held to discuss and debate issues related to our studies. There was also a community email address for ease of contact and communication.

Arranging and conducting the interviews

Times for interviews were enthusiastically agreed to in spite of the very busy schedules of the members of the cohort. There were no refusals to participate even though each person was given that choice. There was even a small degree of competition to be the first interviewed. Thus, there was not the need to provide the explanatory detail about the project that is usually required in an interview although the formal protocols required for ethical conduct of research were approved and followed. As well, because the interviewees were colleagues and fellow students there was a well-established rapport already in place. In fact, there was a sense of ownership of the project by each member of the cohort at each interview rather than the more stilted 'first meeting' interview situations I have experienced in the past.

Due to this familiarity there was none of the hesitancy and reserved answers at the beginning of the interview that is usually apparent in first interviews as the participants did not need to establish a position within the conversation. In one way this was useful as my knowledge of my peers allowed me to probe without hesitation, or to comment on or to question things they did not at first reveal. Thus, by exposing previous situations, I could report as data information I already had. However, my prior knowledge of the participants was not always advantageous as some answers were not given fully because of the degree of understanding implicit between us. There was an unusual level of abbreviated verbal communication during the interviews, “y’know” being a common phrase used by the interviewee. This utterance was used in lieu of a more elaborate description of a shared experience. Unfortunately for the interpretation of the data, these utterances were understood by myself, I did indeed ‘know’ what was meant and it was not until the later transcription of the data that this abbreviated communication was revealed. Other interviews were unnecessarily detailed as the interviewees were aware of the possibility of giving abbreviated answers and they overcompensated for it.

The interviews were arranged randomly, somewhat in the order that the phone or email details were arranged in the stack of contact details supplied to me by members of the cohort at the conclusion of the coursework. However, upon reflection, I am now aware that I attempted to complete the interviews that I thought might involve some difficulties earlier rather than later in the process: the students whose accents I considered would be difficult to transcribe; those I felt would be verbose; or those whose concepts and arguments I had had difficulty comprehending during the coursework component of the course.

The order of the interviews determined the pseudonyms given, pseudonyms being necessary because of the confidentiality requirements of this university’s Human Research Ethics Committee. Thus, ‘Bob’, as the second interviewee, was given a pseudonym beginning with second letter of the alphabet, ‘Chloe’, the third interviewee, was given a pseudonym beginning with the third letter and so on. It was necessary to transpose the first interviewee with one from further down the list as number one was so excited about being ‘first cab off the rank’ the entire cohort became aware of it. Another interviewee, coincidentally, was in a position that gave a

pseudonym with the same initial letter as their original name and so the two positions were swapped. The pseudonyms were gender specific, derived from Western culture for everyone regardless of their original culture and chosen for their brevity to assist in the time management related to word processing the study.

The interviews were held in a variety of venues and at various times throughout the day or evening. The choice of venue depended upon either the wishes of the interviewees or my own convenience. Three interviews were held at the homes of the interviewees, one in the morning and two during the afternoon. Two interviews were held at my home, with the interviewees calling in on their way home from work. Three interviews were held in the interviewee's workplace during their afternoon work sessions and one was held on a Saturday morning during a normal Saturday work session for that interviewee. Workplace interviews proved to be the least satisfactory because of frequent work related interruptions. Such interruptions are symptomatic of the situation; busy people need to multi-task in order to get through the vast number of obligations that they are required to undertake as directors or managers of educational institutions. Having the opportunity to witness the constraints and pressures under which my colleagues spend their professional lives made me extremely grateful to them for finding the time that they did to take part in the study.

One interview was held in a classroom at the university when no other appropriate space was available, quite late at night after a cohort gathering. The remainder of the interviews were held at the university in a small conference room, during the evenings. This venue proved ideal for the purpose as the students were familiar with their surroundings and with being at the university at that time. Most importantly, however, there were no distractions due to family, phones, pets or enquiring staff and disgruntled students such as are found in a domestic or office situation. Finally, one interview was conducted by phone due to one of the interviewees, whose working life is now spent in the United Arab Emirates, visiting his wife's family in a third country, instead of returning to Australia for their annual leave as was originally planned.

The interviews were conducted using an active listening technique as advised by Kvale (1996:132). I paid particular attention to facial expressions and body language

for signs of discomfort or stress by the interviewee as well as listening attentively, allowing the interviewees descriptions of their experiences to unfold without interruptions from additional questions posed too hastily.

Silence was also used at what I considered appropriate times as an aid to furthering the interview. By allowing prolonged pauses in the conversation the interviewees were given time to reflect on pertinent points and then to break the silence themselves with further information once they had formulated their thoughts. It is of interest to note that the interviewees also used this technique with me. Several times when a question or comment made by me was unclear or required rephrasing, the interviewee remained silent until I had made the appropriate adjustment to my previous utterance (Appendix 5, no. 37).

There was no time limit specified for the interviews. Initially, it was predicted they would be of sufficient length for the interviewee to tell his/her story. This would normally not be longer than ninety minutes with further sessions to be negotiated as required, until the story was completed to the satisfaction of the interviewee. In reality, the interviews were all completed in one session, with times ranging from half an hour (a phone interview) to one and a half hours; most were around 50–60 minutes in length.

Data collection

After completion of the mandatory forms required by this university's Human Research Ethics Committee the simple introductory explanation and question was made. 'As you are aware, I am investigating the motivating factors for the professional development of this cohort. Can you tell me about your professional development to the time of the interview and the reasons for undertaking it?' The question was entirely open-ended, allowing each interviewee the latitude to sequence the experiences and their chronological order as they chose.

Data were collected using open-ended, unstructured interviews (Liddell, 2002) which permits greater flexibility and which enables the researcher to obtain a more valid response from the interviewee on their perceptions of their lived experience. I

attempted to interrupt the speech flow as little as possible, doing so only to check acronyms or foreign words (Appendix 2, no. 6) or when I felt I had not understood what was meant by a statement (Appendix 3, no. 35) or to fill gaps during the pauses when the interviewee was reflecting upon his/her past professional life (Appendix 4). In the early interviews I used this approach so as not to force the data into preconceived categories through the imposition of artificial questions, as recommended by Glaser (1992). In later interviews, as I began to follow hunches, the number of questions increased, but I reserved them for the latter part of the interview after the interviewee had finished telling their story.

This approach had both advantages and limitations. It was advantageous because it was the interviewee and not the interviewer who set the tone and format of the responses so interviewees were able to remain within their comfort zone. In spite of the well-established rapport I had with my colleagues, I believe this technique aided them in the initial stages of reflecting upon what could very well have been potentially stressful memories. The responses to this initial open-ended question could then be taken up again later in more probing questions if I wanted further explanation. Quite probing questions were accepted by all the members of the cohort possibly because of the rapport developed between the cohort and myself as peers during the coursework component of the degree.

An open-ended question approach had limitations in that it is more difficult to compare responses amongst participants since the responses relate only to the specific account given. Also, the quality of responses to this type of question corresponds, in general, to the lucidity and verbosity of the individuals and to their willingness to divulge, and their ability to explain, their own personal history. I collected stories that were rich in detail, thoughtful and even heart wrenching, as well as some that were bland and of little interest to anyone but the interviewee. Conversely, some stories were rambling, or with too much peripheral detail, or again, too highly structured. In one case, a quite skeletal account of the interviewee's professional life was given because he felt the story of his professional development could not possibly be of interest to anyone. As well, as is usual with qualitative studies, there was a great deal of ephemeral information with little analytical value.

However, the interviews did not all go according to my expectations. From my past experience as an interviewer I have come to expect that people, for the most part, report their stories chronologically, breaking this pattern and back tracking only to insert forgotten details and this was the case for most of the interviews for this study (see Appendices 2 and 4). One of the men took control of 'his' interview from the outset and conducted it as though he were interviewing me, controlling both the direction and the structure of the interview. As it was one of the initial group of interviews, and I was just beginning the open coding analysis I was happy to go along with this. He had obviously thoroughly prepared what he wanted to say and covered many years and a vast amount of experience in a very structured way within the time he had allowed.

Reflecting on this issue during the writing of the field notes for these early interviews I realised that I needed to define my own role as interviewer. I determined that I should be as unobtrusive as possible whilst creating an ambiance that would encourage a free flow of thoughts and words by the interviewee. Part of this role was not to discourage topics that were not necessarily about the interviewee's professional development experiences but which were topics that they wanted to raise with me at that time. These sections were not transcribed either at the interviewee's request or because I did not consider they had value to the current study (Appendix 3, nos. 32, 34, 36). Another of my roles was to watch for body language signals and for signs of stress and to be prepared to change the direction of the interview if necessary. I also needed to ask specific questions if a concept had not been mentioned during the later interviews when I was tracking hunches. In order not to break the concentration flow of the interviewee, usually questions were asked during the final stages of the interview after the interviewee had reached the present time within his/her story. My final role was to prompt, to keep the interview flowing, often by just the interjection of short locutionary phrases such as 'oh right', 'okay' or 'really'.

All interviews were recorded using two portable recorders, each furnished with new batteries and tapes at the beginning of each interview. Having two recorders proved worthwhile as on two occasions one tape recorder failed. One failure was due to a faulty (new) tape and the second was due to human error because of the tape recorder being turned off and on during an interview and apparently not being turned on again

when it should have been. I turned the recorders off whenever such a request was made by an interviewee. Such requests were generally infrequent and usually involved criticism of the university.

Notes were also made during the interview, particularly the spelling of unfamiliar foreign names. Field notes were written up immediately after the interview listing observations of any visible protective reactions of the participants such as nervous laughter, frowning, crossing of arms and a failure to answer the question asked. Some observations were transcribed as data, for example, 'laughter' was noted, as was 'silence' when the interviewee failed to answer a question. However, body language such as crossing of the interviewee's arms over their stomach or chest, frowning or fidgeting was noted in the field notes for use where it might be of interest or where it was a signpost to a deep emotional response to the question. My observation of the interviewee's body language was thus used to monitor raised levels of stress in the interviewees.

At all of the interviews I had tissues for tears and bottles of water in case the interviewee required them due a stress attack. They were not used but on two occasions it was necessary to change the direction of the interview as the interviewee became visibly upset and agitated, standing up and pacing, on recollection of their past. In one instance it was because of events that the interviewee reported she had buried deeply in her memory for many years. She explained later that she had found the interview to be a cathartic experience but was mystified as to how I would have known to ask about incidents in her past; '*You can read me, can you?*' There was no psychic ability on my behalf; such incidents appeared in all but one of the sixteen stories, mine included.

As well as the field notes written up after each interview, a journal in the form of a daily computer diary was kept in which memos of theoretical ideas, emerging categories and their properties, reflections and activities completed were noted. Ideas percolated through my mind at all hours of the day and night and I seemed to be always writing brief notes to myself as reminders, frequently jotted onto the edge of newspapers and TV guides, serviettes in restaurants or in a bedside notebook, as well as in the margins of readings and my own writing. These notes were then transposed

into the diary at the next diary update and finally cut and pasted to system cards for ease of sorting into a tangible shape of my thoughts. Sorting is essential in that it puts the fractured data back together again to provide an outline for writing, that is ‘an emerging product of the sorting of the memos’ (Glaser 2004:17).

Memos predominantly took the form of reminders to myself as ideas about the direction the research was taking emerged from the data. For example:

20/09/04 *Memo: Several participants have taken time off to complete a degree, where does this situate the importance of professional development vis a vis career?*

Don't forget the benefit of professional development of the educator to the students.

Reflections tended to take the form of a conversation with myself, question asked and answers given. For example:

07/11/04 *Memo: 1st run through, I've hit the panic button. Don't you remember Miles and Huberman (1984) describing this as the Case Study nightmare, not enough data, data not good enough? Anyway, this is where I'm at but I am feeling overwhelmed by what's ahead. Why is this?*

The journal was also used to express my frustration at the restrictions related to confidentiality placed on the researcher by the Human Research Ethics Committee of this university. For example:

22/11/04 *Memo: Am I going to be able to do descriptive person by person bios or is this going to be too risky in relation to approval HRETH.FHD.032/04 given by the Human Research Ethics Committee of this university. How annoying if I can't? All that fantastic detail lost to the reader!!!! This is so frustrating but becomes an issue in itself as a recommendation for improving practice.*

The journal also served as a way of checking myself to ensure that I was interpreting the data and not just using my previous knowledge of the interviewee, some of whom I have known professionally for many years. For example:

07/11/04 *Memo: It may be necessary to do a Melway's distribution of home addresses in relation to this campus of the university to determine ease of access and also for a socio-economic spread. It is interesting the assumptions you make about people, I was sure Bob was more of a 'western suburbs' person but his attitudes from the data appear to be very middle class. Beware of these biases.*

The journal was also used to determine where I was at within myself. By constantly questioning and reflecting upon activities and progress related to the thesis I became more aware of factors affecting both my physical and emotional health. For example:

25/08/05 *Memo: I have begun the investigation into Coeliac disease, or at least into the effect of bread upon my metabolism. Negative effects such as the overwhelming tiredness I have endured this winter are not present when I eat gluten free products. Maybe this will enable me to work more than a couple of hours each day before having to spend the rest of the day in bed. Maybe there is a legitimate cause to my ill health and not just a resistance to completing this project as I thought?*

29/08/05 *Memo: Leave of absence granted from 29/08/05 – 01/03/06, we are going back to Indonesia for another project. I feel relieved but sad. Why am I resisting completing this thesis. What other delaying tactics will this mind and body of mine succeed in utilising in the future? Maybe I should write a guide for students 'How to avoid completing a thesis'. There are implicit issues within this attitude related to motivation, the purpose of post-graduate study to retirees and lifelong learning which may be helpful to the analysis. Fischer's (1994) ideas may be useful here.*

The journal also served as a reminder tool, for example:

05/01/05 *I need to acquire a copy of this university's Guide to Research Degrees: Advice to Students and Supervisors.*

The journal has also served as a reference for the periodical *Report on Progress* required of all research students by this university.

Transcribing and analysing data

The tapes were transcribed into a block of typescript as soon as was practicable after each interview. In most cases the interviewees reported formal qualifications first. Qualifications were mostly reported chronologically from the past to the present. After that a reporting of their professional development generated by either the workplace or by other interests took place. Laughter or failure to answer the question were noted. My comments and questions were transcribed in italics. Punctuation was not always included, as long as the meaning of the utterance was clear. Brief notes of the content of sections of interviews that interviewees had requested not to be transcribed, or that I considered to be irrelevant were noted in upper case letters (for example, holiday plans and family events unrelated to professional development or future plans which the interviewee considered to be confidential) (Appendix 3, nos. 32, 34, 26).

The transcripts were returned to the interviewees by email for their comments and acceptance as an accurate record of the interview. Copies of their acceptances are on file. Whilst re-listening to the tapes of the interviews, I then divided the block of transcript into manageable sections, according to the speech patterns of the interviewees, adding numbers as identifiers. The divisions were usually at the beginning of a new thought or at a pause, and could occur in the middle of a sentence (Appendix 2, nos.4-6, 7 and 8, 9 and 10).

Concurrent with this process of interviews and transcription, open coding as in the Grounded Theory (Glaser, 1978; 1992; Glaser and Strauss, 1965) method of data analysis was begun. The grounded theory method as a method of analysis was used because the method sets out to find the theory implicit in the data; that is, an explanation of what is contained within the data. 'It is a theory because it explains or predicts something' (Glaser and Strauss, 1967:31). This explanation will be used to answer the research question. The distinction is made here between the telling of each

person's individual story and the interpretation of these same stories in terms of collective experiences and social processes. Interpretation requires identifying similarities in the patterns of the professional development paths taken by the educators studied and of the factors that explain these patterns; that is, 'fracturing the data' (Glaser, 2004:17) and then reforming it. I was aware throughout this process of the danger of reading into the analysis concepts that were not there but that was information that had originated from my previous knowledge of the members of the cohort. Coding of each utterance, with letter symbols identifying each code as it was revealed, overcame this danger. If it wasn't there, it wasn't coded.

Concepts in the form of codes and, after several interviews, categories and their properties were identified during the Grounded Theory method of analysis. Glaser (1992:39) explained that coding conceptualises 'data by a constant comparison of incident with the incident, and incident with concept to emerge more categories and their properties'. Miles and Huberman (1984) described codes as retrieval and organising devices that allow the analyst to spot quickly, pull out then cluster all the segments relating to the particular questions or theme (Miles and Huberman, 1984:56).

Codes can be descriptive, interpretive or explanatory with themes, patterns or a leit motif that may be a recurring phrase, expression or utterance. Glaser (1992) used the terms concept, category and property for these similarities where:

- concepts are the underlying meaning , uniformity and/or pattern within a set of descriptive incidents;
- categories are a type of concept usually used for a higher level of abstraction; and
- properties are a type of concept that is a conceptual characteristic of a category, thus at a lesser level of abstraction than a category. A property is a concept of a concept (Glaser 1992:39).

I read and re-read each utterance with the intention of understanding what was meant. However, I heeded Glaser's warning that 'the analyst starts with no preconceived codes—he remains entirely open' (Glaser, 1992:39). I also attempted to remain 'attuned to our subjects' views of their shared realities, rather than assume that we

share the same views and the same worlds' (Charmaz, 2000:515). Therefore, as the open coding process proceeded I examined each utterance and described the actions and concepts I interpreted occurring within it. This method of coding kept me thinking about and questioning what was meant by each utterance and recognising any gaps that appeared. I was able to focus on these gaps in the following interviews.

When I established an interpretation of a concept within an utterance it was described and given a symbol (Appendix 6) and noted and commented upon in the journal. The transcript margin was annotated with a set of letters (Appendix 6). For example LLR represented a Life Long Learner, or XMPD was the symbol for mandatory professional development that was considered to be unhelpful.

Codes related to the motivation for the professional development of the members of the cohort began to emerge at the first interview. By the completion of the second interview similarities within the reported professional development experiences of the two interviewees, who had received their educational qualifications to post graduate level in different cultures on different countries, were apparent. Glaser and Strauss (1967) warned of not beginning to generate categories until the first few days in the field are over. This is a precaution against causing data to be forced as well as neglecting further relevant concepts that may emerge. I heeded this advice and began the open coding process as from the first day in the field but deliberately did not begin to formulate categories and their properties until several interviews had been completed and coded.

The order that the codes were notated was determined by the order that they first emerged during the coding of the transcripts. My journal shows that by the completion of the coding of the first two interviews I had identified the following codes from the data: the influence of government policies on professional development (GOVPOL); the influence of the family on career and initial professional development choices (FAM); an academic/career redirection due to failing to meet requirements of an educational institution (CHDR); the member of the cohort has aspirations to lecture (ASPL); and that professional development linked to current work was considered to be the most useful professional development (LINK).

Further codes were added as the interviews progressed including: attitudes to this university (XVU); social isolation (SOCIS); disciplined childhood (DC); life long learners (LLR); love of learning (LLG); and the attitude of the members of the cohort to coursework (RECW). New codes kept emerging right to the last interview. For example: the interviewee had undertaken or intended to undertake a law degree at the completion of the doctorate (LAW). Codes and their descriptions were returned to the members of the cohort to ensure their relevance to the concepts identified. The responses are on file.

As I became more theoretically sensitive (Glaser, 1978) that is, experienced at interpreting meaning and at identifying, coding, categorising and describing the incidents and relationships emerging from the data, more and more codes were added. Categories were formed by the combination of codes. Useful categories arise from focusing on the codes that occur frequently; that is selective coding (Glaser and Strauss, 1978; Charmaz, 2000) to what is core. Categorising subsumes several codes in each combination, however some codes were used repeatedly in multiple combinations. For example, the category of *lifelong learning* subsumes the codes of *lifelong learners*, *loves to read* and *does additional PD for interest* into one category. Properties were also added at this stage, an example of which is the properties assigned to the category of *lifelong learning* such as dedication discipline and risk taking. A total of 55 codes were notated during the coding period. Many more were discarded as false leads or being extraneous to the study. For example several members of the cohort mentioned they saw the only benefit they may receive from gaining a doctorate was being upgraded by airlines. I considered this reason to be frivolous and thus deleted the code.

After several interviews I noted that the development and maintenance of the self through professional development activities was frequently mentioned and I identified it as the core category.

Before I had completed the interviews the stage was reached where the analysis of the data was not contributing any new information about particular categories, their properties and the relationship to the core category. Glaser termed this stage of the analysis 'theoretical saturation' (Glaser and Strauss, 1967:61). I ceased that particular

coding but smiled inwardly at its confirming appearance in subsequent interviews. Two examples are a disciplined childhood (DCH) and being a clever child (CLCH).

Before the study began several faculty members of the university expressed an interest in it and stated that they would be interested in the findings to contribute toward a review of the program. Because of this interest, one variation to the Grounded Theory method which I employed was to recode all of the transcripts for all of the categories that I kept. This step provided counts which are an extremely efficient means of conveying information to time-starved professionals. Glaser (1978) acknowledged in a positive tone that researchers may and do adapt his Grounded Theory method of analysis to suit their needs. ‘Many people in other fields—education, public health, social welfare, political science to cite a few—have used adaptations of grounded theory quite successfully (Glaser, 1978:3).

The codes were then entered into a matrix (Miles and Huberman, 1984), in which the interviewee’s names were juxtaposed against them. The matrix provided a useful tool both for counts of numbers and for ease of comparisons of concepts, categories and properties. It was an easily accomplished task within the time frame allowed because I was working with a small subject group of seventeen students, which included my own response to each of the codes.

The information generated by this study has been utilised by the university when the research, to this point in time, was reported to the university when I was invited to be the student representative at a Doctor of Education review Panel meeting (Appendix 7).

The second phase of the analysis ‘sets the stage for deeper analysis’ (Miles and Huberman, 1984:56), which Glaser terms theoretical coding (Glaser, 1992) defining them as ‘the conceptual relationship between the categories and their properties as they emerge’ (Glaser, 1992:39). Thus relationships were established between the similarities now termed events. I clustered the groups of codes, that is the symbols representing the concepts and their categories and properties identified from the first phase in various combinations. The combinations were arrived at using both

inductive and deductive reasoning, or ‘conceptual connectors to be used implicitly and explicitly in the way and style in which the analyst writes’ Glaser (1992:39).

These similarities are named as events or themes which can be seen to occur in multiple stories, and when the conditions and activities are related to them they are termed factors which can lead to the development of a substantive theory. For example: the influence of the family, the development of identity and sense of self, and professional development for interest and for completion.

The entire process Glaser (1992) terms constant comparative coding, that is the coding of ‘incidents for categories and their properties and the theoretical codes that connect them’ (Glaser, 1992:39). The constant comparative methods of grounded theory compares the views and experiences of different people, compares the data from these same people with themselves at different points in time, compares incident with incident and category with category, and compares categories with other categories. (Charmaz, 2000; Glaser, 1978, 1992, 2004). The constant comparative process also includes the literature read during the analysis phase. The literature is compared to the emerging theory in the same way the new data is compared to the emerging theory, that is the researcher ‘integrates the relevant literature into the theory’ (Glaser, 2004:17).

Focus groups

It was intended that at the completion of the interview analysis phase two or three focus groups (Kreuger, 1988; Stewart and Shamdasani, 1990) would be arranged at a time and place to suit the cohort. The purpose was to enable the researcher to tap into the interactions between the members of the cohort during a group discussion and to confirm the codes identified as well as to gather their impressions of the process. Unfortunately, time for the members of the cohort had become a very precious commodity and several members were finding it extremely difficult to meet. The first focus group session was arranged, the codes identified from the data were confirmed and the draft categories were recognised by the interviewees as ones to which they see their stories relating. However, the proposed additional further session could not be carried out. Thus, further communication with the members of the cohort was carried out via the medium of email and copies of these communications are on file. As well,

there are informal peer learning-set meetings irregularly spaced throughout the year which a core group of the cohort attend.

Writing up the thesis

The thesis was to be presented in written language that would make it accessible to a wide variety of practitioners so that they are able to translate the implications into their own context (Bourner, O'Hara and France, 2000) and would be edited in accordance with the *Style Manual* (AGPS, 1978). The data would be presented as illustrations and evidence to support the argument presented in the thesis. This could be as actual quotes from the data, as interpretations of the data by the researcher or as a number count of the frequency of an identified code. However, there were three possible problem areas of which I became aware since beginning writing up this project. Firstly, through familiarity with the individual personalities there was a danger of romanticising the interviewees and their stories but I was limited by not being able to report in detail all of the social contexts and processes. Secondly, by reporting those whose social contexts are not ethically identifiable there was the possibility of ignoring some whose social contexts cannot be described without identification. Thirdly, there was the danger of becoming preoccupied with my own story, to the detriment of the other stories I was attempting to report. Constant rereading, reflection upon and analysis of the data, as well as the constructive criticisms of my peers at both the focus group and at peer learning-set meetings assisted in limiting these influences.

Authenticity, credibility, confidentiality and accuracy

Janesick, (2000) argued that qualitative researchers 'think about descriptive validity and the unique qualities of case study work' (Janesick, 2000:393) by basing their assumptions about reality on the concepts of authenticity, credibility and accuracy of reporting (Merriam, 1998). Dill (1994) argues that authenticity is achieved by describing real people in real situations. Credibility is achieved by drawing believable assumptions from the data and by ensuring that the interviewee tells the whole story and does not censor the material. However, it is an unrealistic expectation for all interviewees to do this due to lapses of memory, suppressed memories or deliberate suppression of past activities, as did occur during the data collection for this study and

is reported in Chapter Six. Such censorship or suppression was not necessarily a problem. Those further details which were considered by me to be essential to the study, but which were withheld, were teased out through specific questioning during the latter stage of the interview.

However, carrying out the requirements of confidentiality as required by the approval given by this university's Human Research Ethics Committee (HRETH.FHD.032/04) proved to be a source of frustration and was, I believe, a potential threat to credibility. This was because I was restricted from divulging the diverse and often quite fascinating context of professional situations in which the members of the cohort reported being involved.

I acknowledge that the members of the cohort were unique in the work that they did and, as such, were easily identified, for 'even without names, stories carry identities' (Fischer, 1994:12). Thus, within the reporting of the professional development of the members of the cohort any mention of naturopathy would identify one person, nursing another, hospital management another, hospitality another. Similarly, mention of Iraq, Turkey, Thailand, Ireland, Sri Lanka or the Philippines in relation to a particular person would be similarly identifying. Sadly, I considered that removing such contexts also removes much of the colour and interest from the text. It also posed the risk of the readers receiving a false context for their own interpretation because the cultural context of a given example could not be fully described. It is unfortunate that, as so often happens, the stories that were the most ethically difficult to report were also those that were the most useful analytically because of the richness of detail they contained (Dill, 1994). It is also unfortunate for the reader that this detail cannot be reported as text but must remain hidden. This is especially unfortunate since the members of the cohort were proud of the work that they do and were quite willing to be identified within their professional contexts.

Accuracy of reporting is dependent upon the researcher transcribing accurately and faithfully representing the data during its reporting, verifying both the accuracy of the transcription by returning the transcripts to the respondents (and then acting upon any corrections recommended in their replies) and validating the analysis by returning the codes and their identifying descriptors to the interviewees for recognition and for comment.

This study produced a substantive theory related to the cohort under study. As Glaser and Strauss (1967) warn ‘models of integration for substantive theory that are derived from the data are not necessarily applicable to other substantive areas. Their transfer should be attempted with great caution’ (Glaser and Strauss, 1967:41) but the substantive theory produced ‘would provide a useful beginning for integrating a formal theory’ (Glaser and Strauss, 1967:42) although the findings may alert researchers to similar possibilities in other situations (Pring, 2000; Wolcott, 1995).

Conclusion

This chapter has described, justified and exemplified the methodology, methods and procedures chosen for the study. Limitations were identified in relation to authenticity, credibility, confidentiality and accuracy. I assert that the study produced a set of data for use by the university for future marketing and management of the course. The study also produced a substantive theory related to the cohort studied.

The next chapter introduces the cohort members’ perceptions of professional development and elaborates on their professional development experiences for professional purposes and the implications interpreted from them.

Chapter Four Perceptions and experiences of formal professional development

...Teachers are committed to the continuous development of their professional knowledge and practice. They work collaboratively, using research and evidence derived from theory and practice, to improve education and build effective communities of learners. ... (Statement of Principle. Victorian Institute of Teaching. Dec, 2003).

Before reporting factors that have motivated the professional development of the first Australian cohort of Doctor of Education students from a Victorian university I will report how the members of the cohort perceive and describe their professional development activities which are discussed in relation to the ideas about professional development embedded in the literature. The term professional development (or PD as it was often abbreviated) was defined by the Department of Education, Training and Youth Affairs (DETYA) as ‘deliberate processes designed for the purposes of teacher post-initial professionally related education and training’ (DETYA, 2001: preface). At its 2002 Annual General Meeting, the Professional Teachers’ Council, NSW, provided a more comprehensive set of principles stating that Professional Development should be:

pro-active and visionary leading teachers into new pedagogies and thinking

responsive to contemporary demand upon member associations and teachers

formative and predictive *in finding new ways in enhancing the learning capacities and performance of associations and their members*

flexible and reflective allowing for learning styles, distance, time and isolation

based on good pedagogy that recognises and values prior learning skills

assessed and evaluated to ensure learning outcomes are met for all participants

purposeful in that it meets identified needs of teachers and is relevant to student learning

collaborative and engaging of professional networked partnerships and experts in the professional development of teachers

broad in scope *to meet the overall needs of teachers, their professional teacher associations and schools* (Professional Teachers' Council, NSW, 2002).

Within the literature there was a good deal of discussion of the factors, objective and subjective, extrinsic and intrinsic, which influence career and related professional development (Chen, 1998; Hotchkiss and Borrow, 1996; Huberman, 1993; Nias and Aspenwall, 1996; Teese, 2000; DETYA, 2001 and Fogarty and Pete, 2004) including pathways and directions as well as psychological and lifestyle influences. Goode, (1969) argued that professional knowledge be applicable to the concrete problems of living and that the members of society should believe that knowledge can solve these problems. Now, continuing professional development is 'no longer a luxury but a necessity' (Bickham, 1998:68). It builds on previous formal education, but also takes into account the informal learning that accompanies professional practice and the need to integrate new knowledge via critical thinking. It allows professionals to learn new techniques and develop awareness of new knowledge in their field. Most significantly, however, continuing professional development must be effective in helping practitioners enhance their performance. Unprecedented changes in communication and information technology have produced the need for all professionals to constantly update knowledge and skills (Ingvarson, 1989; Beeson, 2000). As well as undertaking professional development to update skills, Kerka (1994) suggested that being professional implied a commitment to continue with professional education and pursuing practice-enhancing learning, providing the professional educator with the knowledge and skills to perform to appropriate standards (Kerka, 1994).

The opportunities for professional development are numerous, varied and available. Each academic year educators, as professionals, face a plethora of professional development activities, acquiring learning both formally and informally; in educational institutions, in the workplace, and through leisure activities (Brookfield, 1986; Foley, 2004). Indeed to Foley, all human activity can be seen as having a learning dimension that fits within these forms of learning:

Formal learning is described as being ‘organised by professional educators, having a defined curriculum, and often leads to a qualification. It includes study in universities and TAFE colleges and sequenced training in workplaces’ (Foley, 2004:4).

Informal learning has much less structure to the learning process, however the person is consciously trying to learn from their current experience. Learning occurs through more informal relationships and structures, such as supervisor-employee, or master-apprentice situations, including a power relationship in which one person has a certain degree of authority and power to influence the learning situation. It usually involves individual or group reflection (Foley, 2004:4).

Non-formal learning characterises a situation in which the power relations are more or less equally distributed among all members of the learning situation such as occurs when people see a need for some sort of systematic instruction but in a one-off or sporadic way such as being shown how to operate a variation to a system by a colleague (Foley, 2004:4).

Tacit or incidental learning occurs subconsciously parallel to or alongside another form of activity and is ‘incidental to the task in which the person is involved’. That is, it is tacit and not seen as learning, at least not at the time. It is not distinguished as a type of activity distinct from the other three forms, rather incidental learning can and probably does take place in all three of these settings (Foley, 2004:4).

According to Corcoran (1995), in most educational institutions, professional development was thought of in terms of formal professional development and as informal professional development in the form of short courses or workshops.

Several times a year in-service activities were held that may, or may not, have been relevant to the professional development needs of the employees who were required to attend. Such programs might feature experts who spoke to all the staff on a topic current to the contemporary environment or a number of workshops conducted by trainers. Typically participants would spend a few hours listening and leave with handouts and/or some useful tips. There was seldom any follow-up to the experience and subsequent in-service days usually addressed entirely different sets of topics (Corcoran, 1995).

For the EdD students who were the participants in the current study professional development was an all-enveloping term which covered all and any previous learning or experiential activity which could then be applied to concrete problems within their teaching or professional practice. This was in agreement with teachers throughout Australia who argued that:

most of the things they do entail professional development of one sort or another. They think constantly about their work and ways in which its effectiveness could be improved; they talk about these matters with their colleagues and trial and assess new ways of working as a matter of course (DETYA, 2001:1).

An increasing number of professional development activities were 'systematically interwoven with conventional job performance' (DETYA, 2001:1). Ellen, a long-term TAFE teacher, succinctly expresses the activities represented by the term professional development:

Professional development equals anything that is going to help me develop as a teacher.

When reporting on their past professional development activities the members of the cohort tended to group these activities into three broad categories, formal learning, informal learning and tacit learning.

Formal professional development

All members of the cohort perceived formal professional development as being that which was carried out by an educational institution and which led to a

qualification recognised within the community in which they operated. During the interview each member of the cohort listed their academic qualifications chronologically from first to last, often linking the title of the qualification with the institution at which the course was taken and often with a justification for the choice.

For example:

Ellen was working at the time as a Technical and Further Education (TAFE) teacher at the city campus of this university:

I decided to do a BEd at Melbourne Uni because it was physically close to where I work.

Fran was teaching at a secondary school and had a young family at home:

I did an ESL postgraduate study at Deakin and then following that I did a Masters in TESOL at Deakin because it was all off campus.

Gary escaped from war and political upheaval in his mother country. He wholeheartedly grasped some of the educational opportunities available when he migrated to Australia:

I went to do Bachelor of Engineering Technology at Deakin then I did a graduate Diploma in Education and Training at La Trobe and then at the same time when I was teaching I did off-campus Masters in Professional Education in Training at Deakin.

The concept of formal professional development was in accordance with the concept of formal learning defined by Foley (2004:4) as being ‘organised by professional educators, having a defined curriculum, and which often leads to a qualification’.

Informal and non-formal professional development

Professional development (PD) activities other than those that are formally carried out by educational institutions were termed informal or non-formal, semi or quasi professional development by the members of the cohort. Max considered that the majority of his learning had been both informal and workplace related:

Most of my professional developments has been informal, like on the job, using my other sorts of system skills.

To Ann, the informal learning she acquired when she had a mentor was a positive experience:

I had a mentor when I was between the age of 19 to 24. He was a chap in Melbourne. He was a businessman. He was knowledgeable. He would give clear direction. He would explain things. He would lead by example. He was honest. He was hard working and he looked after his employees. As far as me as a manager, that's had more impact on me than any course I've ever done.

Isabel included reflective practice as informal professional development when talking about her teaching experiences in foreign countries:

Also, part of that professional development was just that reflective practice thing of watching the students learn differently, seeing the techniques that you were using clearly weren't going to work. So that's, I consider that to be a form of professional development.

She also explained how informal professional development occurred during her experience of management committees and how she had made a conscious decision to learn from it:

... so I did lots of PD on leadership perhaps it wasn't even, it was PD for me in retrospect sitting on committees, watching how committees that I was the only female on , they were all men, watching how they operated, how they made decisions, how they allocated tasks and duties. In management committees women got the HR and the men got the finance if you weren't careful, so that was PD in itself because the next time I was on a committee or the next year I was going to be on the finance committee.

Bob, a senior educator in the TAFE system, had his own terms for this concept:

Semi or quasi-professional development, such as conferences, workshops, presentations, writing papers and collegiate work such as talking to colleagues or focusing on solving problems related to work situations.

Indeed, the reflective experience that all the members of the cohort enjoyed by taking part in the current study was also seen as informal professional development.

Through the process of articulating their experiences, verifying their transcripts and validating the similarities identified in the analysis of the data, they engaged in an ‘ongoing reconstruction of their understanding...a form of professional development’ (Cole and Knowles, 1995:15).

The concepts of informal and non-formal professional development held by the members of the cohort differ with that of Foley (2004) but the concept of consciously trying to learn from their current experience and often involving individual or group reflection was in agreement.

Tacit or incidental professional development

Those who experienced it did not recognise tacit or incidental professional development as learning at the time at which it occurred. Rather it was thought to be learning at a subconscious level in conjunction with another activity.

Ellen, once described by one of her lecturers as an ‘omnivore’ in relation to her reading interests, related the usefulness of this informal professional development to her teaching:

All the informal stuff, all the stuff that seeps through, like, I love to read widely; I’m interested in all walks of life and all that knowledge is useful in dealing with adults.

Chloe reminisced about several conferences she had attended both in Australia and overseas but queried the immediate value such events had to her real world of work. She was of the opinion that although there was knowledge gained the information was not immediately transferable to her current work:

I've had the luxury of going to a few conferences for a few years and I think conferences are professional development, and they are an extra perk as well, because you are really only gaining tacit knowledge out of conferences. I don't think you're gaining work knowledge.

Ken, who paralleled work as a scriptwriter and theatre director with that of being a court interpreter found the court work to be inspirational for his script writing:

So, interpreting and translating for a year...I love doing it and I met all sorts of people and it was good for my drama...good for my creativity.

The concept that professional development may occur in tacit ways also was in agreement with Foley's (2004) definition.

Conclusion to perceptions and experiences of formal professional development

Professional development was perceived to be formal, informal or tacit learning by the members of the cohort and all forms are utilised in their teaching, although not necessarily immediately. As well, opportunities were provided by their employers for the members of the cohort to undertake professional development activities during the academic year.

In the following section other motivating factors for undertaking professional development activities, including those offered by their employers, are reported.

Motivating factors for the professional development of the cohort

The complexity of factors motivating professional development has dramatically increased since the studies on factors of adult student participation in higher and continuing education began (Houle, 1963; Sheffield, 1964; Burgess, 1971; and Boshier, 1971, 1976, 1991; Morstain and Smart, 1974 and Fujita-Starck, 1996). Organisations have evolved which provide a wide array of educational services to

adults of all ages and from all walks of life. Many of these organisations or their programs are self-supporting and rely on revenue generated from fees. Program planners and administrators are thus faced with the task of providing quality programs that are responsive to the participants, while developing and effectively marketing courses which generate adequate revenue. Therefore, an understanding of who is being served and their needs and aspirations, is important to those marketing the courses (Fujita-Starck, 1996:2).

Because there is such diversity amongst learners:

knowledge of the motivations and prevailing demographics such as gender, age, ethnicity, and education level of a particular group of learners may provide valuable information that will allow practitioners to effectively create and target promotional materials (Fujita Starck, 1996:10).

In addition, an understanding of the characteristics of adult learners such as those who want to satisfy an enquiring mind, those who are knowledge seekers, those who learn for the joy of learning, or to acquire qualifications may assist administrators in effectively conducting programs (Fujita-Starck, 1996:9). One of the values of the current study was that it provided information about the professional development needs of one group of educators

As I reported in Chapter 2, Houle (1961) initiated academic interest in the motivation for adults participating in continuing education. The result of Houle's work was a typology consisting of three separate but overlapping orientations: goal oriented learners, activity oriented learners and learning oriented learners.

Houle's three part typology was extended by Morstain and Smart (1974) into a six factor analytic instrument in order to further investigate student motivation and by Boshier to develop a seven factor heuristic framework, the Educational Participation Scale.

Gaining qualifications

When asked, 'what has motivated your professional development throughout your career?' the members of the cohort gave broadly similar responses. All seventeen

members of the cohort reported a requirement to gain formal qualifications within their chosen fields. They also reported undertaking further formal professional development in order to enhance their base qualifications to gain promotion or to move to a new professional situation. Two examples of the varied career moves that are common throughout the stories follow.

One of the women originally qualified as a secondary home economics teacher, but after three years in the classroom realised that, although she wanted to teach, she did not want to be a classroom teacher. She was fortunate in being able to retrain as a secondary teacher librarian, and thereafter spent 25 years in secondary libraries specialising in literacy education. Upon retiring from secondary teaching she completed two masters degrees which qualified her for teaching English as a Second Language and she then taught adults in the tertiary sector for several years.

One of the men has had numerous careers, qualifying as an outdoor education instructor, he then joined the armed services, specifically the prestigious Special Air Service. At the completion of his service he then retrained for a position within the film and television industry, then retrained again for the communication and information technology industry with the Bureau of Statistics and the Australian Tax Office. After that he qualified for and continued professional development within the ambulance service and, at the time of interview, as a university lecturer in that field.

A change of professional duties occurring periodically throughout the working lives of the members of the cohort, with the required extension of base qualifications, was a constant leitmotif within the data. Oscar was disappointed not to be able to teach his chosen method of Arabic when he first came to Australia, so he opted to qualify for the growing field of Information Technology (IT):

Well you see, my area of teaching was teaching Arabic. But I was not a native Arabic speaker so when I go to teach Arabic I was marked down on the basis of not being a native Arab speaker and even though my other

skills are much better, my spoken Arabic was not like a native. So I thought I would do some IT studies.

Joe explained why he retrained from his previous career to become an educator:

I then decided that I was more interested in education and I probably wanted to be a teacher because I was doing a lot of voluntary work at the time, or a combination of voluntary work and paid work with some of the HIV AIDS services around Melbourne, and I was working as a counsellor and educator.

The necessity to undertake formal qualifications in order to qualify for, or to change, a career path had been one motivating factor for the professional development of all of the members of the cohort.

Enhancing job skills

Anecdotal evidence gathered during impromptu or casual conversations with professional people indicated that current work activities were central to their thoughts. Such activities were usually the initial topic in any conversation, as were professional development activities currently being undertaken or reflected upon if already complete. Along with providing the qualifications necessary for promotion or changes to career pathways, there was an expectation that professional development would enhance their job skills in carrying out professional activities. All seventeen members of the cohort undertook professional development to enhance their skills so that they could carry out the requirements of their employment with greater satisfaction for themselves, their students and their employer.

Isabel explained how she used professional development as a means of enhancing teaching skills.

I've also done a few one-off subjects like Business Law from a business degree just to bring myself up to date with content.

Gary was not always satisfied with the professional development activities arranged for the whole staff by his school as one-day-of-the-year activities. Instead he sought out and undertook professional development activities that he felt would have better enhanced his job skills and have had more relevance to his students. He explained:

I found these courses at TAFE and another university which is more specific to what I am doing at my school, because that is going to help my students more than when I do something not related to them.

Ellen's face 'lit up' when she spoke of a professional development course that introduced her to a revolutionary new (to her) teaching methodology. It was a methodology related to flexible learning that she then introduced to her teaching practice and which she has continued to use in her teaching for the last 20 plus years. She enthused:

It was the most exciting course I ever did and I said to (the facilitator) several times 'that was the most exciting course'. I thought 'how fantastic we can help students, they are not going to be locked into this traditional way of doing things'.

Fran explained how curriculum changes within her workplace brought about by changes in government policies required her to undertake professional development activities in relation to teaching English as a Second Language (ESL). Fran explained later that although these updates were disruptive to the program and costly to her employer, they were necessary in order for her employer to retain the institution's accreditation to conduct courses.

I've been to a lot of professional development on ESL curriculum like ESL frameworks. These are all to do with teaching ESL, ...and so it all involves work on how to teach the programs. I just had one last month where ESL frameworks has changed again so we had to go to a professional development on it, so it's all related to how to teach the curriculum.

Professional development to enhance job skills was a factor that motivated members of the cohort to undertake professional development for their own benefit, for the benefit of their students and for their employer's benefit.

Gaining credibility

One of the few areas of differences between the men and women of the cohort identified by the current study in relation to their professional development was the way the women saw formal professional development as having the capacity to impose credibility upon the achiever, as Ellen explained when she undertook a Teaching English as a Second Language (TESL) course:

I then signed up with Melb Uni to do the TESL course, again to give me credibility, and I'm realising it's all about credibility. So, you see, having the certificates gives you credibility.

Diane expressed a similar view to Ellen:

Now we've got the bits of paper to hang on the wall to say, at least someone says, it's okay for me to teach. See the driver for me is really to be achieving academically so as in the profession I'm in I can maybe produce some credibility for the profession at large. Hopefully, there will be enough credibility with the qualifications.

The same concept of formal qualifications conferring credibility was implicit within Chloe's statement:

Having to prove yourself and having to get better qualifications too, and then most of the men around me in sort of a managerial position, don't have anywhere near the qualifications that I've had. But I think it sort of feels, I'd feel I was a fraud if I haven't got qualifications before I go for the position. So that you know that you're better, you know that you're the best person for the job, because you have both the experience and the qualification whereas the guys say 'I've done it, I can do it and that's it'.

And again, Isabel alluded to this same idea of qualifications conferring credibility when she commented on her decision to return to teaching duties from a senior position within the TAFE system.

Now in terms of what motivates me to do further study and professional development, it gives me a great feeling of self confidence and empowerment when I'm arguing a position. 'Cause I've made the decision, I got to be a senior person in TAFE, and I made the decision to go back teaching, and for really well thought out reasons. My research and experience has shown that you can have more influence in the classroom than you could as a manager; and, but unless you're very, very well informed about what currently's being researched and that in your field, because of the way we stratify people, especially in this era of sort of managerialism, when the choice of a mere teacher does not always hold a lot of credibility, unless you can back it up with some sort of philosophical basis or paper work to go with it, so, so of all the things that self empowerment, that empowerment has been one of the really strong things.

The women mentioned formal professional development as having the capacity to impose credibility upon the achiever and saw it as a factor in the motivation for their professional development. However, to the men in the cohort, formal qualifications were viewed as enhancing job opportunities. Although Max had spent many years undertaking various roles within the secondary education sector one of his ambitions was to gain employment at the tertiary level, and he was hopeful that gaining a Doctor of Education would help him achieve that goal:

Without the title opportunities have always beaten me but having the title will be a beginning.

Ken also had aspirations to teach at the tertiary level:

I didn't have any chance to teach here in the university...I would like to teach in a university close to the seaside I found last year. I went to Silliman University in Dumaguete City.

Gary was not so specific as to where he aspired to work, just that he would obtain a new position:

I hope I will get a job, if not here I will go overseas.

Benefitting the profession

Nine members of the cohort viewed professional development as having an altruistic purpose, that professional development was undertaken by professional practitioners with the intention of benefiting the profession.

This had been a common theme in Bob's discourse throughout the coursework component of the program and he retained his enthusiasm as he explained his future plans:

I'm licensed by the family to indulge in a retirement hobby of resource production and professional development delivery which of course overlaps with my thesis study, my research. This is a professional doctorate and this links up to what I was saying to you earlier. I'm trying to do this on behalf of us as a profession and I think all of us have that to a greater extent than we realise.

He reiterated his altruistic idea again during the focus group meeting:

Nevertheless I would maintain that making a difference to your own profession is one of the things that a lot of us have been involved in for a long time.

Diane also felt the need to benefit her profession with her studies:

See, the driver for me is really to be achieving academically so as in the profession I'm in I can maybe produce some credibility for the profession at large.

Norm had the same idea of his professional development being of benefit, not just to himself, but to his workplace as well:

But as a manager I think it is probably worthwhile trying to improve the professional expertise of the department by increasing my knowledge.

More than half the members of the cohort knowingly undertook further professional development for the altruistic purpose of benefiting the profession to which they belonged.

Responding to developments in information and communication technology

All the members of the cohort have undertaken professional development in information and communication technology (ICT). Because of the omnipresent nature of this medium, ICT professional development activities were not always singled out or mentioned specifically as professional development by the members of the cohort, but each person mentioned in passing ICT professional development in relation to other activities or practices.

Pat briefly glossed over how he was given a position as a section leader in the Bureau of Statistics and later a position at the Australian Taxation Office due to his Information Technology (IT) skills. However, he did not mention the professional development courses undertaken in order to acquire those skills.

Isabel's information technology (IT) professional development (PD) was considered and deliberate and she stated that she was very proficient IT-wise:

As it moved into the 90s when it was clear IT was not going to be a choice I did things like the Microsoft licence course. So it's something that we have to develop as a PD. It can be very time consuming but it's almost, um, a mandatory requirement, like being able to spell or something like that. It's not something I've enjoyed. I'm not the slightest bit interested in what makes the machine tick as long as it ticks.

Ellen laughingly reported the outcome of her first IT professional development:

I went out and bought a computer and printer and thought I would never leave that bedroom again. I had turned a spare room into a computer room.

Fran felt compelled to undertake IT professional development in order to increase her teaching knowledge:

And during that time as well I did a lot of computer work, so I did a lot of professional development in computer studies because I needed computers for my adult students.

IT as a discipline was a chosen career path for two of the men. As mentioned earlier Oscar deliberately chose to qualify in and teach IT when his original intention of teaching Arabic failed. After his professional soccer career failed due to injury, Max chose to study IT and at the completion of his course he was selected by Telecom. He talked about the benefit to his further professional development of the in-house courses that were conducted there:

When I was in Telecom some courses, like two-days courses, used to cost \$1000 but Telecom was good with that. That's why I stuck there actually, always professional development updating the technology and always sort of updating yourself. So for my study it worked out very well. I always kept up to date with the latest technology, I mean the latest technology I worked with.

For all of the members of the cohort, the introduction of the new and compelling Information and Communication Technology was a motivating factor for their professional development.

Mandatory professional development

All seventeen members of the cohort reported undertaking professional development because it was a requirement of their employment. But although the entire cohort mentioned this, those who mentioned it in relation to their current studies were employees of a university for whom attaining a doctorate had become a requirement of their continued employment.

As mentioned previously, in most Victorian educational institutions, particularly schools and TAFE colleges, in-house professional development was provided as short courses or workshops that may or may not have been relevant to the professional development needs of the educators who were required to attend. As well it was seldom there was any follow-up to the topic or workshop activity

(Corcoran, 1995). The DETYA, (2001) report found that the activities provided were not always approved of by the teachers taking part, resulting in ‘sullen or unresponsive group of participants’ (DETYA, 2001:1). This view was shared by McWilliam:

the knowledge presumed to be relevant to the development of professional workers can undermine worthwhile local and context-sensitive knowledge (McWilliam, 2002b:289).

Nor did the members of the cohort consider all mandatory professional development activities to be valuable experiences.

Ellen was vehemently negative about the uselessness of the way professional development is mandatorily imposed in her TAFE workplace.

We have professional development by directives where I work. ‘Mandatory implementation’ is the key term. I do not find any professional development that our head of school has directed us to do to be useful, or any that the Department has directed us to do is useful. ‘Cause they haven’t taken into consideration individual differences and different styles of learning or let us have a say in what we want. Isn’t it horrible but that is the truth.

As well Ellen was extremely critical of the lack of evaluation of the activity but did find there was an intrinsic benefit to the teaching staff due to the communal criticism of the events:

It’s never evaluated truly afterwards. On the day they may say fill in an evaluation form and I was saying to my supervisor earlier it’s a chance for us all to get together, it’s a social gathering. It’s actually very bonding because we all critique the guest speaker, who we didn’t choose and is a so-called expert, and we have very nice morning teas, afternoon teas and lunches and it’s a joke. It really is a joke because half the time the equipment doesn’t work. There’s not the personnel to fix the equipment. Where we are they want to hop on the bandwagon and use all the buzz words and offer online learning and all that stuff. But then there

are no points in the rooms when we do get laptops and just the facilities aren't there and they are trying to move too fast.

Isabel had many similar experiences of mandatorily, top-down imposed professional development in TAFE, one of which she described:

*...the team building stuff that they tried to do in the late 80s and early 90s, you know when there was that whole thing of team building. Um, they tried to introduce it a little bit, um, and it was it contradicted. I mean, there was some doubts about the whole concept of how you operate in teams anyway, but in TAFE, if you did an analysis of how teams should be constructed, they did everything wrong. They put us in teams and they said 'you **will** (Isabel's emphasis) work as a team'.*

Gary, a secondary school teacher, became quite agitated as he recalled what he considered to be a waste of a day spent at an inappropriate activity:

...at school sometimes; they run professional developments that are not related to what we do in the classroom, they deal with general issues. Like one of them once was like, there was a newspaper writer came into our school. The whole day was talking about the newspapers, how to get information from the newspapers and transfer it to students. In technology we don't use things like that that much.

Chloe expressed frustration about the lack of positive outcomes or follow-up to mandatory professional development activities in which she had taken part:

I haven't experienced too bad professional development but probably those in the shadows or place of strategic planning of the department you're in, and we've got that at the moment so you get days off to become warm and fuzzy with each other and to strategically plan what you are going to do next. So that can be quite good in itself. I found some of those can be quite good but then bugger-all happens. Everyone then goes back to the workplace and feels warm and fuzzy for a while but any ideas, there's no change, whatsoever, and the heads of department or whoever's in charge pat themselves on the back and talk about how successful the day was.

And Fran, a secondary teacher who worked with a TAFE provider, reminisced about the contrast in relevance between her initial professional development activities and the professional development she was currently required to do even though she experienced regular informal professional development in her workplace due to constant changes of government policy in relation to ESL and literacy education:

In my case when I think back on my professional development when I started teaching first all the professional development I did seemed to be more relevant to what I was doing compared to what I do now. I don't seem to get any benefit out of the professional development I do now, the professional development related to my work, it's getting less and less relevant.

Responding to this question from the interviewer; 'but the professional development that you do that you instigate yourself, do you find that has more relevance?' Fran said: Yes, yes.

Continual negative professional development experiences had resulted in Ellen becoming more and more frustrated over the years. This was because of an inflexible attitude of the leadership of her educational institution towards professional development relevant to current practice and also towards what she considers to be a more enlightened methodology of teaching and assessment. Although she had taught for more than two decades in the one institution and considered herself to be a loyal and ethical person, she hesitatingly admitted to being subversive in the way she had occasionally advised her students. This advice related to alternative forms of assessment that were available at her TAFE College.

We have still got teachers who refuse to budge and make the students do exams and tests and I quietly say to students, I'm quietly subversive, 'don't say you've heard it from me, and let tears trickle down your face, oh, I don't want to do that exam it stresses me' and they laugh and I say 'you have the right to say that if you're genuinely stressed'.

However, even the thought of having to use such tactics caused Ellen concern as her fidgety mannerism and distressed facial expression showed. She deeply believed there is a more enlightened method for teaching and assessing students than the method employed by the majority of her colleagues.

And Joe talked about his early experiences with mandatory professional development:

I worked at a major city hospital and during my time there we had to do sort of regular PD, which again was simply you know, it might be one hour a month, going off to a seminar somewhere within in the hospital to, basically, sit and listen to someone talk about an area of nursing that was relevant to our area. But they weren't sort of, you know you never got a formal qualification, it was just an expectation that you attend PD or what did they call it, on-going education. I mean, a lot of it, what was delivered, was to meet the needs of the nurse educators, to maintain an ongoing education program at the hospital. It didn't necessarily meet our needs.

Ellen explained how it was necessary for her to comply with the directive or other's expectations for this professional development:

Then over the years they said you had to do Certificate IV to teach in TAFE and we said we've got Dip. ED. I thought, well, I'll do Certificate IV to keep them happy.

The head of the department in which Paul was a lecturer made it a condition of tenure for all of his lecturers that they must enrol, and be seen to be succeeding in, a research doctorate. Three lecturers began the Doctor of Education. At the time of the interviews, two had left the program and Paul left soon afterwards. The head of the department had refused to accept the EdD as a research doctorate and had withdrawn the funding.

Fifteen of the seventeen members of the cohort commented upon the negative effects on professional practice of mandatory professional development instituted under the guise of government policy. Bob, who had been a senior TAFE

manager, was frustrated in attempting to institute an imposed quality assurance program in his department:

The least useful professional development was the stuff to do with the over-the-top effort into the minutiae of quality assurance systems, not because I oppose quality assurance systems but because it changed from being a negotiated improvement system into a pedantic form-filling exercise that is not real and leads to deception. And yet, as a teacher and manager I was required to, not only to professionally develop myself on it but I had a hundred staff I was supposed to impose it on. So I handled it clumsily and so it took even more time and effort than it should have done.

Oscar talked about his initial course post secondary school, and which he moved on from soon after completing his degree. This course was undertaken in a country with quite a different approach to tertiary education from that of Australia:

I didn't choose this field, there was no other choice at that time, I didn't like it but I just did it. In my country at that time there was just the government system, they were only doing a particular course, so there was no choice.

Len had concerns about the apparent lack of planning in regard to the mandatory professional development of the long term unemployed who pass through his training institution:

The other thing I find about professional development, I think it is a waste of time because you get people like all these long-term unemployed. They've sent them down there. Now what do they send them down there for? To drive a forklift. There's so many people with fork lift tickets, why would they be training them to drive a fork lift? And it's dangerous. And when they start long-term unemployed they've got a disability, mentally, physically or somehow handicapped on a dangerous thing like that. The same with welding, in the late eighties, because I thought, 'I'll do a bit of welding now' and ah, all the unemployed were being trained as welders. Now they have too many welders, they didn't need them.

Conversely not all changes to mandatorily imposed government policy have been negative. Some members of the cohort have found changes to Government policy to have benefited them personally. Ann was delighted to explain how some of her formal professional development had been funded:

When the 1% training levy came in that employers had to spend I did pick up doing extra certificates and that sort of thing because they were paid by my employer.

Queenie also benefited by being able to undertake a twelve-month teacher librarian course on full teaching pay under the funding generated by the Karmel (1973) report.

Such changes in Government policy have been influential on the professional development of other members too. Diane described some of her opportunities:

I got a job as the first female prison officer due to the Equal Opportunity Act. The Victorian Government had to comply with Equal Opportunity Act so, therefore, at all the male prisons they needed to have female officers and all the female prisons, they needed to have male officers. And so I was employed to go into Pentridge (gaol) and after three years of working there I then started a Criminal Justice and Welfare Diploma course because I was starting to do counselling. I did some psychology training and some further law studies as part of that.

Isabel felt that her management career developed out of government policy to introduce women into management positions in the TAFE sector:

During the 70s and 80s I did a lot of PD on women in management 'cause I worked in TAFE and I suppose there was government policy at that time to, to get women into management positions.

Gary was affected both negatively and positively by changing Government policies in several countries, first in his homeland then via a transit country and finally in Australia:

And then I, due to the war, I took my wife and went to Syria and then from Syria I had an interview with the Australian Ambassador there, and then

because of my brother living here for a long time, they sponsored me so they accepted me to come here to Australia.

When I came here I looked around, there wasn't jobs for teachers especially, it was Jeff Kennett's time. They started closing schools and kicking nurses out. So what I thought is, going back to school and doing some university studies because I had my Diploma from before, so I went to do Bachelor of Engineering Technology at a country university. I did that for 3 years.

Discussion

The data that I have presented in Chapter 4 has revealed that the members of the cohort undertook professional development for gaining qualifications and to enhance job skills. The women of the cohort undertook professional development in order to gain credibility within their workplace whereas the men perceived additional formal professional development enhanced their employment opportunities. Therefore the members of the cohort in the current study were goal oriented as defined by Houle's (1961) *goal oriented learners*, for whom education is used as a means of achieving some other goal and as Morstain and Smart's (1974) and Boshier's (1991) *professional advancement learners* where education is used for professional advancement or for job enhancement.

The participants in the current study were also *social welfare learners* (Morstain and Smart, 1974) where learners are involved in professional development activities because they want to serve others or their community and *social contact and communication improvement learners* (Boshiers, 1991) when undertaking professional development with the intention of benefiting the profession in which they are employed.

They were learners with *external expectations* (Morstain and Smart, 1974) or Boshiers (1991) *education preparation* where the members of the cohort undertook professional development because of developments within Information and Communication Technology revolution.

They were activity oriented learners as defined by Houle's (1961) *activity oriented learners*, where the learners participate for the sake of the activity itself as it is often seen to have no value other than the social activity and as a break from routine or with *external expectations* (Morstain and Smart, 1974) when members of the cohort undertook professional development because their employers or government policy mandatorily imposed it upon them.

Contrary to the rationale of human capital theory which stressed the significance of education and training as the key to participation in the new global economy (Fitzsimmons, 1999) and which was based on the notion that 'education is an investment that produces benefits in the future' (Quiggin, 1999:130), the authoritarian manner by which some professional development was imposed was not always well received or was considered to be of little use to the people it was meant to be training or educating. Participants considered such activities to be a waste of valuable resources such as time and energy. However, some changes to government policy have proved useful to opportunistic members of the cohort if they have been in a position to benefit from them.

Conclusion

The data presented in Chapter Four provides evidence that there were multiple factors motivating the professional development of the members of the cohort. These were:

- professional development for gaining qualifications;
- professional development to enhance job skills;
- professional development for credibility and employment opportunity;
- professional development to benefit the profession;
- professional development because of advances in information and communication technology and
- professional development because it has been mandatorily imposed.

Gaining qualifications for professional reasons, that is for the benefit of their students, their own professional practice or to benefit their employers has been a motivating factor for the professional development of the members of the cohort

in the past but it does not explain why some of the members of the cohort continue to undertake professional development activities. The next chapter identifies some additional factors which show that professional development has been undertaken by the members of the cohort for personal development in addition to undertaking it for professional reasons.

Chapter Five Professional development as personal development

Gaining qualifications for professional reasons, that is for their own professional benefit, for the benefit of their students and benefit their employers, has been a motivating factor for the professional development for members of the cohort in the past but it does not explain why some of the members of the cohort continue to undertake professional development activities. Seven of the seventeen members of the cohort stated that they would not use the Doctor of Education qualification they were currently undertaking in order to find new employment. Nor would it have tangible benefits in their current employment, in which they intended to remain.

Isabel explained that there is no benefit to her career in attaining a doctorate:

Because I work in vocational education there is virtually no career recognition for having a doctorate, there is certainly no salary recognition so you virtually do it for yourself, for your own professional development. I won't use it.

Ellen explained how the attitude of several of her managers over time had made it difficult for her to publicise her academic qualifications beyond the base qualifications necessary for her to retain her position.

I don't have a very comfortable situation and I haven't ever had a comfortable situation. Where my Masters was known to my head of department the former one and the current one, the first one is now head of school, but it has now actually now put me in a position of being ridiculed so I don't talk about it. I never talk about it. I had to be let it be known at one stage I was doing my doctorate but I never big note myself about it but I'm still ridiculed. It can be brought up when there is a one-on-one situation and I don't bring it up. The person at the moment brings it up as a put down.

The following excerpt is from a conversation that took place between Chloe and Ellen at the focus group meeting, which left Ellen reflecting about her future employment prospects:

Chloe: *you are going to be proud to be a 'doctor' but even when you get it you are not going to be able to celebrate it in the work environment.*

Ellen: *Well she (the head of department) said I am too well educated for this department, so ...?*

Fran was hesitant to mention her higher academic qualifications in her workplace because of the negative conditions she has previously experienced through being more highly qualified than her employer:

I haven't told anyone, even those teachers I saw when I was with you the other day. I haven't told them so when I said I was seeing you on Saturday I was waiting for them to say 'Oh, what's on Saturday?' and I would have had to think of a smart answer quickly.

Chloe's workplace only became aware of the extent of her qualifications when she advertised via email for volunteers for her current study, as did the people Diane employed when she undertook an action research project within her school during the coursework component of the doctoral program.

Gary explained his hesitancy about not informing his workplace of his current professional development and also hinted at his ambitions for a change of employment.

The reason is you have to be able to do your job and they know that when you get that you are not going to be there and they are not going to be happy about it. They know that when you get that you look for something better than what you are.

For some of the members of the cohort any need to inform their workplace of their new qualifications will be irrelevant. The employment status of several of the cohort will have altered by the time their doctorate is conferred. As previously reported two members of the cohort had already retired from paid

employment, another two intended to retire soon; one was working in community theatre and another was intending to retire and complete her law studies upon completing the EdD. Two others were working in TAFE or Vocational Education where the qualification had no tangible benefit to their employment conditions. Another member of the cohort who has two Masters degrees, was already the most highly qualified person in her workplace and did not require further qualifications either to retain her senior management position or to gain promotion. Indeed, since the interview for the current study, she was head-hunted by another workplace, gaining a substantial increase to benefits, remuneration and conditions.

If gaining academic qualifications for promotion or to retain a position was not the motivating factor for some members of the cohort to undertake professional development at this level at this time, there must have been other factors involved. Fifteen of the seventeen members of the cohort mentioned aspects of personal development as a reason for undertaking professional development. These included testing themselves against their previous performances, proving their academic ability at a higher level, gaining confidence in their academic ability and self-fulfillment.

Cognitive interest

Fifteen members of the cohort said they undertook professional development because of having an interest in a particular field of study. This sometimes arose from an area of interest developing out of their professional practice or as a follow up to an initial exploration in a previous study. This finding supported the previous finding of Supovitz and Zief (2001) who stated that teachers were motivated in their professional development as much by their personal interests as by their professional interests.

Chloe considered herself to be '*a little bit of a collector*' in regard to her professional development:

When I was doing the personnel work I was doing a twelve months correspondence course in personnel and when I did aerobic instructing...I ended up doing a course in aerobic instructing and I got into skiing and I

ended up going to Canada for a ski instructors course. So if I get interested in something I want to get more of an expert and learn more about it.

Helen's interest was in the sciences, in a similar way to others in the cohort, undertaking many more subjects than was necessary to complete the degree:

I completed an honours degree in pharmacology...I switched to biochem. I did an honours. So effectively I've done two second years, two third years and two fourth years at uni which is crazy.

Joe found in one of his degrees that through a choice of electives he was able to continue his formal professional development and gain the qualification whilst choosing subjects which appealed to his interests rather than informing the area of education in which he was enrolled:

I did only two education subjects, everything else, it was basically, it was pure electives. It was terribly interesting.

Ken was employed by the civil aviation authority for ten years whilst at the same time he studied Spanish '*for interest*'.

Fifteen of the seventeen members of the cohort have undertaken additional formal professional development in addition to what is required of them by their employer or by the requirements of a course, initiating their own professional development as well as participating in the professional development of the workplace. Indeed, the professional development activities of the cohort show that much of their professional development has been parallel to, but not necessary for, their career development.

Isabel explained that at the time she was tacitly absorbing the professional development skills on management committees she was undertaking additional professional development:

...at the same time I did industry-based professional development, for example, I did courses with the Australian Human Resources Institute. They've got their own in-house Graduate Diploma.

When Len was reflecting on his early days as a builder's labourer as a newly arrived migrant to Australia, he became quite animated as he recalled his interest in acquiring 'tickets':

But in the early 70s they had courses for scaffolding, rigging, dogging, well rigging basically, so I did those. But you know that's like professional development. It was to do with building construction, like, I was in demolition but it didn't really help me at all because nobody had tickets, nobody needed them.

Ann also became excited as she revealed that her qualifications were far in excess of what is required in relation to her current employment.

The EdD, I don't need it for my work. I was told the other day that I'm the most highly qualified person there. No one else has two masters and about twelve other certificates of various kinds.

And Queenie, a self-funded student for most of her life, as were many of the cohort, undertook additional units in both of her Masters degrees because she found the topics to be 'so interesting'. However, she agreed with Len who claimed his interest in additional and continuous learning might not always have been to their financial advantage:

I don't know whether it has advantaged me economically, actually. In actual fact it might have disadvantaged me because I haven't been paying attention to what's going on in the world around me as much and it has been a distraction.

Chloe, who transferred from a PhD to the EdD, found a value other than knowledge gained in the study so far:

But so it's not only that ... the motivating factor is that I've enjoyed the journey of getting here. I wasn't enjoying the PhD, ah, because I just seemed to be dropping in on my supervisors once a month or once every two months,

and wandering around and they were sending me in directions I didn't like. But certainly now and the last two years it's been quite good. It's been interesting to sort of have a broader perspective of what's going on out there than just focusing on day-to-day issues within your workplace, I think that's been really rewarding.

Isabel was more explicit in explaining her interest in continuing formal professional development:

I just went on and did my Master's degree, still interested in assessment and evaluation but also became interested in policy, what was driving policy, 'cause I could see inconsistencies between like what policy makers were saying, politicians or teachers, Ministry of Education, with what was happening actually out in the world of teaching. So I wanted to understand that policy making process so in my Masters degree I focused on that.

Supovitz and Zief (2001) quoted two early American studies (Berman and McLaughlin, 1978 and Guskey, 1986) that stated that teachers were attracted to professional development for professional reasons, especially those which helped their students learn. However, a changing environment amongst teachers was apparent because their more recent study (Supovitz and Zief, 2001) indicated it was personal interest, rather than professional reasons, that motivated the teachers to undertake professional development.

Personal interest in the content of professional development activities was a motivating factor for the professional development of the majority of the members of the cohort.

Enjoyment and love of learning

The members of the cohort undertook professional development activities not only for formal qualifications for professional reasons but also for personal development. Personal development reasons included the pleasure derived from testing themselves against a previous performance, or proving their ability at a

higher level, gaining confidence in their academic ability, in self-fulfillment and self actualisation and in achieving the emotional high that comes from the successful completion of a prolonged and difficult course.

A love of learning, often for its own sake, was mentioned as being a factor in the continuing professional development of fifteen of the seventeen members of the cohort as Ann enthusiastically exclaimed:

I love, absolutely love learning!

Diane, with her photographic memory and her insatiable thirst for knowledge, explained how she saw any information she gathered fitting into the overall picture of her learning journey:

I was always interested in learning, so I've never not been learning, everyday, so it may not be fitting into the academic stream until later on but I've always been very inquisitive around whatever subjects I've done.

Gary's eyes lit up and his shoulders hunched forward as he became quite ecstatic during his explanation of his love of learning:

I found that due to my Masters and due to my love of learning, lifelong learning, I thought I would continue my studies so I enrolled in a Doctor of Education. I love it actually, I love sitting next to my computer or going to the library. Yesterday I went at night to an outer city university library. I took my kids with me and my wife, she says to me "Oh, you!" This is my enjoyment actually. Some people they love to go to the pubs or go to the footy, but I love sitting here with my cup of tea reading the books and then I start typing.

Fifteen of the seventeen members of the cohort mentioned a love of learning and the enjoyment they receive from it, as a factor in their continuing professional development.

Social stimulation at a professional level

Some of the members of the cohort undertook further professional development as a means of escape from either a solitary world or for social stimulation. This factor is indicative of learners who were involved as a way of alleviating boredom by interacting with other professional people at a professional level or escaping home or work routines or as a substitute for other relationships. Fifteen members of the cohort appreciated the social aspects of attending classes and meetings in relation to professional development activities.

Fran had undertaken much of her previous study off campus but admitted that the coursework format was more enjoyable because of the interaction with other students:

I can have a discussion because I thought you learn a lot from a discussion and from what other people think of the topic and I like mixing with people.

Gary agreed that contact with colleagues at this level was important:

Actually this one I love more because it was more contact with other professionals, sitting in groups talking about certain things. I like this more than what I got from my online studying, like when I did my Masters and my, some other courses, like Certificate IV. I didn't get that, too much out of it, get the paper and that's it.

Joe also enjoyed the collegiality of the cohort:

I'm not that good at working alone in isolation. I love being part of groups. Did I find the coursework good? Umh, what I found good was the people that I got to know.

Queenie has used professional development activities as a means of alleviating boredom:

My husband is away a lot, working overseas for months at a time. Because of restrictive visa requirements which disallow me to work I have a choice, to live a very hedonistic lifestyle 'playing ladies' in a foreign

country, which I find really boring, or continue with study either at home or abroad, which I find both enjoyable and challenging.

All the members of the cohort mentioned that they have enjoyed the social benefits of belonging to the group and the sense of identity being doctoral students has given them. Tajfel (1978) discussed the role of the collective self which seeks to achieve the goals and fulfill the role established by a reference group. The collective self corresponds to the notion of social identity, that is:

the part of the individual's self-concept which derives from his or her knowledge of his or her membership in a social group, together with the values and the emotional significance attached to this membership (Tajfel, 1978:63).

The concept of the collective self was reflected in the importance which this cohort placed on belonging to the cohort itself, to the raised energy levels and the uplifting ambience within the room whenever the cohort met. It was felt and commented upon by the members of the cohort themselves and also by any visitors hosted by the group such as visiting lecturers, visiting overseas students and supervisors and other academics.

For the majority of the members of this cohort the social influence derived from attending classes and meetings was a motivating factor in the choice of their current professional development.

Part of a need for social stimulation at a professional level may be due to the socially isolating nature of higher education from the general community felt by nine of the seventeen members of the cohort. It is of interest to note that of the two members of the cohort who were born in South East Asian countries, one has retained a strong connection with his ethnic community, but the other has not, preferring instead to spend his time in Irish pubs in between formal professional development activities:

After the pub it was back to the library and back to the uni again.

A similar situation applied to the two Middle Eastern members of the cohort. One remains strongly tied to his community through the senior position he holds in his community's school whilst the other, employed in a Catholic secondary school, has little connection with his birth culture, preferring instead the delights of academe so much that he has been labelled arrogant by his relatives. He explained:

I heard that from people, not directly but I heard it from my parents, 'Gary is arrogant, he doesn't like socialising with people and family'.

Tennant (1999a: 14) refers to this process as 'detrribalization' because it is indicative of a decreasing influence of the tribe or family and community to which the person belongs. Whereas for some members of the cohort a negative effect of professional development was social isolation, for others the cost in time and effort that professional development at postgraduate level demanded had taken the place of other relationships.

Ellen, who had experienced two failed marriages, confided:

I found study fulfilling and that's where I am now. I actually haven't gone out with anyone for five years and thoroughly enjoy being celibate and concentrating on study and I love it.

In conversation with the members of the cohort Ellen had been quite forthcoming in acknowledging that a commitment to lifelong learning had taken the place of a sexual, or further marital, relationship and she was very comfortable with this situation.

Two of the men who had young children commented upon the effect their commitment to their studies has had on their families. Gary, when contemplating his future studies post EdD stated that although as a lifelong learner he had thought of undertaking another program, he was emphatic that his wife would divorce him if he went ahead with it. Max had to formally schedule an appointment to watch a video with his young daughter each week in order to ensure that he spent a little time with her *'because she complains if I don't'*.

There were two members of the cohort who said that professional development activities did not have any effect on their socialising with family or friends; however, one has since left the program and the second did not complete the coursework with this cohort. Eleven of the seventeen members of the cohort indicated that their professional development activities interfered with or had a directly negative effect on their social relationships. The members of the cohort who reported finding the experience to be most socially isolating were those who were the most advanced in their studies. Both Reay (2001) and Brookfield (2002) report on what they consider to be a disturbing factor related to the motivation of adult students, that of social suicide. Social suicide occurs where adults who are students are seen by those around them to be re-inventing themselves. If these adults take a critical questioning of conventional assumptions too far they risk being marginalised or even excluded from the very cultures which have sustained them and previously defined their identities. Adult students reported the importance of an emotionally sustaining peer learning community, a group of colleagues who are ‘also experiencing dissonance, reinterpreting their own practice, challenging old assumptions and falling foul of conservative forces’ (Brookfield, 2002:18). Thus social stimulation at a professional level was a motivating factor in the professional development of the members of the cohort.

Academic pathways

From the analysis of the data in this study it appears that successful professional development in any of its forms was a motivating factor to continue with further professional development. Once one qualification had been successfully achieved, the encouragement of academic staff, the love of learning and the emotional highs that success generated appeared to become addictive. These findings from the data emphasised the significance of academic mentors as a positive source of influence in motivating professional development.

Ann’s story was a very good example of this effect, showing how, from being a very poor student at secondary school, she became a confident and successful lifelong learner through building upon her professional development successes.

Ann reflected on the positive influence of success on her progress so far:

I hated school, I absolutely hated high school and I was very poor at high school. I used to get nearly, all my marks were D's being a fail. The only subjects I was good at were physical education, cookery and horticulture and that's because I came off a farm. So I left school at 15 and a half to start an apprenticeship in cooking ... (By) the age of 18 I was senior chef, executive chef. By the time I was 21 I was holding assistant catering manager's positions and then catering manager's position ...which is quite unusual at such a young age. I wanted to push my management side along a bit further so at the age of 20 I undertook a degree in hotel/motel management while I was still working full time. I completed that and then moved from the country to Melb when I was 25 and I undertook a degree at the Australian Institute of Management at Monash in management then I started at this university.

I enrolled in the Graduate Certificate in Education and Training, finished that and then I was encouraged to do the Grad Dip, and so I did that and they said 'well why don't you do a Masters'.

I've also, in the last four years, I've been doing a Masters of Science in the States (USA) by correspondence and I finished that last year so I have a Masters of Science. Business Administration as well.

I was encouraged to keep going because I received quite good marks all along the way and I found that this was my, um it was very confidence building because when I was at school, as I said, I used to get such poor marks so that reflected in low self esteem around study and those sorts of things.

The successful completion of formal qualifications being a strong motivator for the continuance of professional development activities was a common theme amongst the cohort. Diane, having retired from many years as a correctional services officer, developed an interest in natural therapies. This interest continued to develop to a point where she found she was very much in demand as a teacher

but was concerned because she lacked any formal teaching qualifications. She explained what she did about this lack:

I had no formal training in teaching so I thought I had better go and do something about that. So I went to (this university), and they had just started a course, a Graduate Certificate in Education and Training and (a senior lecturer) was heading that and got that underway and she recommended, because of my training and that, er, under recognition of prior learning issues, that I could enter that course. But I had no formal teaching qualifications, so um, the mature age student concept came into play.

She did all the paper work and everything and I entered into the Certificate of Education and Training and that was 10 years ago and I am still there. So I went from the Graduate Certificate, I moved all the way through, did my Masters in Education and Training. And shortly after the Graduate Certificate we then started teaching the longer courses and I mean that's basically why I have continued at (this university) and with such an interest in Education, um, which has led now into a Professional Doctorate.

Ellen was also encouraged by one of the senior lecturers to continue with her studies at this university.

I decided to do the Masters after I did the Postgraduate Certificate and I think a comment was made to me like 'are you going to take this further?' and I thought 'oh, that's like an invitation, I'll take that' and then when I finished my Masters the senior lecturer said to me, she doesn't work here anymore, said to me 'we're trying to get together a cohort of people and I think you would be ideal for this' and I thought 'well, if she's got that much faith in me'. I had never considered a doctorate.

Len was encouraged by a member of the university that he met at an IT training session to take up a postgraduate course.

I really wasn't aware that I was doing professional development, until I suppose it was a postgraduate diploma. How it all happened, well I

suppose it all happened at this university, and umh, they were advertising courses and I wanted to find out how to do something with a computer or something and there just happened to be a course going at one of the TAFE campuses so I went down there one day and a bloke on the computer next to me said 'oh you should be doing that', (a Postgraduate Diploma) um, so that's what I did. So I started on that and went into a Masters after that. And then after that went into the doctorate. Now why did I do that? I just got started on one thing and followed it through. I mean I suppose it is just the way things happen isn't it?

The encouraging attitude of faculty members of this university for the members of the cohort to continue with further studies at the successful completion of each formal qualification has been a motivating factor in the professional development of seven members of the cohort.

Discussion

The data that I have presented in Chapter Five have revealed that the members of the cohort have been motivated to undertake professional development for factors related to their personal development.

The participants in the current study were *learning oriented learners* as defined by Houle (1961) as adults who are engaged for the sake of learning itself or as *cognitive interest* learners (Morstain and Smart, 1974; Boshiers 1991) where the members of the cohort have undertaken professional development because of cognitive interest and for enjoyment and the love of learning.

Members of the cohort undertook professional development for social stimulation at a professional level indicating they were *activity oriented learners* as defined by Houle (1961) as activity oriented adults who are engaged for the sake of activity itself and for the social stimulation it provides or with *escape/stimulation* (Morstain and Smart, 1974); or *social contact* (Boshier, 1991).

Members of the cohort undertook professional development because of the encouragement of their academic colleagues and mentors indicating they were *activity oriented learners* as defined by Houle (1961) as activity oriented adults or with *communication improvement* (Morstain and Smart, 1974); or *educational preparation and professional advancement* (Boshier, 1991).

There is no evidence within the data of Boshier's (1991) factor of *family togetherness*. There are only two families in which there are young children. Both parents of these children commented on the negative effect their studies have had on the family. Both they and other members of the cohort mentioned that they have felt socially isolated when involved in intense formal study.

Conclusion

The data presented in Chapter Five are evidence that there are multiple factors motivating the professional development of the members of the cohort.

These include professional development for personal development such as:

- cognitive interest;
- enjoyment and love of learning;
- social stimulation at a professional level; and
- continued professional development as a result of academic success and the encouragement of mentors.

In Chapter s Four and Five numerous factors, both professional and personal, that have motivated the professional development activities of the members of this cohort in the Doctor of Education program at this university have been identified. However, none of the factors identified explain the driven quality exhibited by the members of the cohort in their determination to complete their current professional development. This determination has been seen to manifest in behaviour such as:

- replacing personal relationships with lifelong learning activities and facing social isolation because of it;
- turning child minding into an opportunity for library research;

requiring a father to factor in a little quality time with his daughter each week by making it a formal appointment in his diary;

causing a wife to threaten divorce;

causing retired educators and teachers to face a computer every day instead of the (stereotypical) retirement activities of golf or garden;

undertaking a qualification that is a six-year process which has no tangible benefits to career or income;

causing three members of the cohort domiciled at times outside of Australia to continue with the process in spite of the difficulties and frustrations inherent in distance education.

A possible explanation for this determination will be presented in Chapter Six where the influence of the family on childhood educational experience, the development of the child's identity and sense of self, educational experiences which helped mould that identity and the desire by the members of the cohort for status, redress and completion are discussed.

Chapter Six Professional development as individual agency in social mobility

The factors that motivated the professional development of the members of the cohort that were identified and discussed in the previous two chapters do not explain the driven quality in the attitudes exhibited by them. For these people, study at weekends, holidays and during free moments gleaned from busy days was the norm. Social isolation was an accepted part of the process. Half of the group began this doctoral degree near to or post-retirement. Amongst the cohort there was an intense desire to achieve success; all members of the cohort agreed that it is necessary to demonstrate will and determination in order to complete formal professional development requirements.

During analysis of the data several leitmotifs, seemingly unrelated to the current professional development activities of the cohort, occurred in each interview. It is within the analysis of various combinations of them that part of the answer to the research questions may be found.

Family attitude to learning

The first of the leitmotifs that was mentioned in each interview was the attitude of the parents of the members of the cohort to their children's education. Often the role of one parent was singled out for mention, particularly when that parent was prepared to sacrifice their own time or energy, or to give additional financial support at their own expense, in order to provide the best possible opportunities for the educational success of their child.

Norm was encouraged to study by his plantation owning, middle class father but was particularly supported in these endeavours by his mother:

She said study and every time my father wanted me to do an errand... my Mum said don't worry she would do it herself. My father also, you know, he really doesn't try to bring me into the field of doing labour work. They really sort of support me to study in school, you know.

Chloe's parents did not have any expectations of her in relation to her career during her final years of secondary schooling but she remembers more of an atmosphere of a 'hope' that she would continue on to tertiary studies:

Yeah, my mother could have said just go out to work but she didn't.

Len remembers his working class parents' attitude as being '*as long as you're happy, we will be happy*'. He was encouraged to do homework all night and all weekend without having to do the chores such as digging the garden that were expected of the other children in his neighbourhood. In spite of this encouragement however, he failed to complete secondary school.

Queenie was encouraged to undergo a broad education with many extra curricula lessons in music and sports in spite of the financial difficulties this caused her mother.

However, for one of the members of the cohort, the family's attitude to the importance of education brought about a role reversal. Ken became the financial support for his younger sisters when his mother became very ill. His father had passed away when Ken was a child. Because of the long hours he had to work in order to earn sufficient money to provide for his siblings he had to leave a MA in Education which he never completed:

And it was difficult with my family because my mother was always sick so I have to fend for the family. I was the bread winner, because my father died when I was young and my only other brothers and sisters were married so I had still more sister after me and another sister... I became the bread-winner and sent my two sisters to school.

Max explained that he was one of the fortunate ones of the generation of people who came to Australia from a Middle Eastern country. Through his parents' support he is one of the few university graduates of his nationality in Australia. When his countrymen came to Australia they expected to go back to their native country in about two years so most of them were only interested in working and accumulating money, not in furthering their education. The reality was different from their dreams and after twenty years Max's friends and relatives are still here, and still working as

labourers. Max's story is an example of the situation where the 'environments provide a range of opportunities for development, the same environments do not have the same effects on all individuals because individuals construct different experiences from the same environmental opportunities' (Scarr, 1993:1336).

The attitude of Ellen's parents had a dramatic effect on her career and subsequent professional development but probably not in the way they envisaged:

Looking back, from the comments they made, they were very proud. They let me do what I wanted, and I wanted to be an archeologist, that was my dream. They did expect me to do my homework.

However, their attitude to her social life had a negative effect upon her academic career:

I wasn't allowed out with boys, that was an absolute no-no... and we had to be in bed by six in the winter and seven in the summer. So I promptly got married just after my eighteenth birthday.

Ellen did not take up her university education until several years and four children later.

Another example of the effect of parents on their child's education was Helen's heart wrenching story. Her father moved the family to Australia in the year before she was due to begin studies in medicine, having won both a scholarship and a place at a university in England.

Coming out here and finding I was not eligible for a Commonwealth scholarship, my father was not prepared to pay the fees for me, as I subsequently discovered. This was because he didn't want me to do medicine. He didn't want his only daughter messing about with old men's livers as he put it, as a history and music graduate.

And I had no choice over the immigration. My aunt offered to, you know, she said 'well Helen can live with me'. Um (my) parents flatly refused to split the family, and at sixteen and a half you did what your Dad said.

There is a difference between supporting a student and having the necessary skills to guide and direct their efforts. Within the cohort it can be seen there was, for a time at

least, a recognised level of support for the educational aspirations of the members by their parents. However it was those who came from middle class backgrounds who did well in school and those who came from working class backgrounds who did not.

Helen's mother was a dress designer and her father was a head master, and Helen's academic results were outstanding. Bob came from a middle class background and did well in school and completed university. Ellen's father worked at management level and she did well in school, winning her way on scholarships. Chloe, Len, Max and Queenie's families came from working class backgrounds and they all did poorly in the last year of school. Paul's parents were divorced when he was quite young. He lived in a rural city with his mother and he had difficulties at school, dropping out at the age of fifteen. Joe also grew up in a fatherless household in a small rural community. He left school at the end of year eleven to take up a position in a bank.

Members of the cohort who completed undergraduate education outside of Australia all came from poor or working class families. Amongst the cohort working class parents in Australia appreciated education for their children and encouraged them to acquire educational qualifications either equivalent to or beyond their own achievements. They were not, however, able to provide assistance beyond finance and time possibly because of their own limited educational opportunities. The prevailing social expectations of their era were that girls, particularly, were sent out to work at the completion of grade eight. Living through the events of the Second World War, however, alerted women to the value of education for their children.

There has been much written in the literature about the effect of the family and its social position on the educational outcome of the child. Vroom's (1964) early studies were biographical and pointed to the social nature of the occupational choice process indicating the important influences that can be exerted by key influences such as parents, teachers or peers on vocational decisions. The findings of Williams et al (1993) indicated that family background was a major factor in educational achievement. It was claimed that differences in participation came about because higher status families promoted higher levels of achievement and provided higher levels of psychological support for their offspring to continue on in education. Later studies (Hotchkiss and Borrow, 1996; Rumberger, 1995; Graetz, 1995; Keeves and

Majoribanks, 1999: Teese, 2000) suggested that factors such as parental occupation, status (including geographical location), gender, the individual's own occupational and employment status and ethnicity (including language proficiency) were all possible effects that encouraged or discouraged a person's career growth and associated professional development.

Between 1967 and 1975 Taft carried out a series of investigations of the aspiration of youth in the State of Victoria for their ultimate occupation. He found that the educational aspirations of the youth of non-English speaking background origin were higher than those of Australian English-speaking youths especially in the working class, with males having considerably higher aspirations than females. Also children of non-English speaking background migrants were not as successful academically, that is winning scholarships, matriculating and progressing to tertiary institutions as English speaking background students who were migrants from the United Kingdom or Australian residents. Those non-English speaking background students whose fathers were working class often became upwardly mobile, entering into middle class occupations such as business.

Kalantzis, Cope, Noble and Poynting (1990) reported that, by the late 1970s, recruiting campaigns were drawing migrants from the Middle East and parts of Lebanon and Turkey. Most Turkish immigrant parents worked in local factories, many on night shift, with 20–25 % of immigrant students themselves in employment after a day at school, with negative effects upon their academic results.

Barker and Currie (1988) pointed out that in the 1980s the Victorian labour market was highly segmented with Southern European and Indo-Chinese people tending to have a disadvantaged position in regard to higher status employment and educational opportunities. Successful settlement in a multi-cultural Australia was viewed as having the opportunity to take part in and contribute to Australian life on an equal basis to all other Australians. However, Barker and Currie (1988) argued that immigrants saw low status employment or not qualifying for a course of study as inadequacy on their part rather than seeing it as due to the nature of the options open to them.

For those non-English speaking background migrants arriving in Australia with home country qualifications there was a likelihood of adding an Australian qualification for credibility to all of their qualifications (Chiswick, Lee and and Miller, 2003).

However, contrary to what is emerging from the current study, they determined that as age increased the probability of educational participation of non-English speaking background migrants declined.

All members of the cohort have acknowledged that it was the support, or lack of it, offered by their parents, that was an influence on the continuance of their initial education. The type and level of support given, however, may have been related to the level of education of the parents.

Barker and Robertson (1995) claimed that non-English speaking background women were less inclined to invest in post-arrival education because of their value to the labour force. Kalantszis et al (1990) agreed, arguing that few non-English speaking background women were encouraged to attend university except in the Italian community where university attendance was seen to confer status on the family. The current study does not include any non-English speaking background women. Kalantszis et al (1990) also found that English speaking background migrants were less likely to undertake further studies as their qualifications were more transferable. The current study has found this does not apply to the English speaking background migrant members of the cohort.

Clever and successful children

The second leitmotif was the consistent, above average success of all seventeen members of the cohort in at least one of their activities either in childhood or as a young adult. This success may have been scholastic, in sport or in dance. Support for scholastic endeavours came from one or both parents as did support for sporting prowess. With success came feelings of pride, happiness, a determination to do better, and recognition of the privileged position they held within the family, school or society. These are the feelings people report who are successful in at least one endeavour but the members of the cohort were frequently successful in several endeavours at the same time.

Academic success

Helen was a gifted student and by the time she had completed her secondary schooling she had acquired:

Very good GCE A levels in arts subjects and science and a swatch of Ordinary Levels as well, I could do any subject I wanted to.

This success translated into ‘*a Surrey major scholarship and a place at university*’. However, she was deemed to be too young to go to university so the school instituted a special one-year program for Helen and several others who were of the same age ‘doing all sorts of interesting and fun things’.

Ellen was another academically gifted child:

When I was eleven I won a scholarship to a private grammar school.

Len was also academically gifted and undertook his primary and most of his secondary education in the same country as Helen and Ellen and he proudly confided: ‘*I was always top of my class*’. This was until he reached O levels ‘*when I started looking out of the window and lost interest; it wasn’t stimulating*’.

Norm’s primary and some of his secondary education took place in an Asian country until ‘*I got a scholarship to America when I was in high school*’.

Paul considered his secondary schooling to have been a disaster because it failed to challenge him; his successes began in his late teens with his outdoor education training. This training was a useful basis for the training he undertook once he joined the Army and from that time he has taken pride in being a very competitive student.

So I completed basic training, once again topping all the courses.

Joe did not consider himself to have been a clever child at school but he still enjoyed the feelings of being successful at home because:

of the three of us, three children, I was the most clever, even when I was only getting fifties and sixties I was seen as the sort of intellectual giant.

Anne always felt that she was very intelligent, much more so than her two older brothers who made life difficult for her as a child because they perceived her to be a slow learner. This was because she had a poor start to her education as she has always had a problem with reading. She believed there were two reasons for this, one being an undiagnosed eye problem

I could remember when I was child I would read a page and I'd my eyes would be so sore I couldn't read anymore.

The second reason she believed was:

I found it boring, it wasn't stimulating enough for me...Yep, I was very intelligent and I'm a quick thinker, an extremely quick thinker and I have an eye for detail. All through the hospital I can tell you exactly the changes that may have happened in the last hour. Yep, a good memory.

Diane also had a photographic memory, astounding our lecturers with her ability to quote definitions of educational terms, with full bibliographic details from multiple sources, during the course-work component of the course. However, she was very disruptive in school and felt this was due to being bored:

What they found was I tend to have a photographic memory, unfortunately and it is unfortunate too because people say it's really not that good when you're that young because I could grab hold of something and others wouldn't ... then I'd get bored when I would have to sit there and have something explained six or seven times.

Oscar was another clever child who was not challenged sufficiently to keep out of trouble at school:

I was very naughty. I found my teacher, my school, not feeding me enough work. They not occupying my time. I finish work within five minutes then what do I do?

The members of the cohort remember being clever as school children or being regarded as clever children. They either achieved academic success or conversely were so frustrated because their interest was not maintained by the classroom activities that they became early school leavers.

Sporting success

During the interviews the members of the cohort proudly told me of other childhood successes as well as their academic successes. Helen was gifted in all areas of school life:

I swam for Kent and Surrey and I used to go ice-skating. I went quite a long way with ice-skating and I was involved in the sport's teams at school in hockey and the cricket team. I used to play centre forward in the school netball team, um, and of course I was in the school swimming team and I was in the choir.

Queenie, an only child, was encouraged to take up a self-defence activity by her mother. Queenie takes pride in being the first woman brown belt Judo holder in the sport of Judo in Australia. She was unable to continue to predicted success at the black belt level because gradings were held interstate and her parents were unable to support her financially in this endeavour. Chloe was a ballet dancer and had reached such a degree of success and competence that she began to prepare for a career as a dance and drama teacher.

Diane, bored in school, transferred her interest and commitment to training for competitive swimming and cycling, for which her father acted as coach:

Actually, as a swimmer, I won the Queensland championship eight years in a row. Then I was a high diver, I was a competitive high diver and competitive velodrome cyclist.

Max remembered with pride his progress from a school team to a professional soccer career as a secondary schoolboy in Australia:

*Well, I was a professional soccer player, like, here. Actually the game, I started in the school team, the following year I was in one of the State leagues, junior league, called George Cross. At that time that was **the** (Max's emphasis) league. The following year I was in the reserves and I was training with the seniors and I actually, even though soccer at that time, this is going back to 1978/9, wasn't that popular, even though the State league was the highest league. And not too many people in that league that were, there were*

not too many people given professional payment and one of the Turkish clubs actually wanted me to transfer to them. I had my licence with George Cross. They had to pay transfer fees even though we were professional.

As children and young adults the members of the cohort enjoyed either academic or sporting success, or both. They also enjoyed the accolades and positive feelings that accompany such success, and the admiration of family and friends.

Learned discipline

Embedded within the leitmotif of being a clever child is the disciplined behaviour that the cohort experienced as young children. Some of this discipline was instilled or enforced by their parents. Bob attributed part of his successful management of a large department in the TAFE system to the values his parents instilled into him as a child:

I come from a background where I think, um, historically we were probably white, Anglo Saxon, middle class, Protestants and that was my upbringing and my early years. I actually believe very much in the Protestant work ethic.

Anne came from a similar background:

I had a very conservative background. My parents are Lutheran, strict Lutheran, don't smoke, don't drink, don't swear, go to church every Sunday.

In this family, as well as attending church, playing sport on a regular basis was mandatory:

Our family was very sport oriented. Mum and Dad had their own tennis court and it was expected of all the kids to participate in a sport and we did.

As well they were expected to help on the farm:

We had to help all the time, after school, everyday, and on the weekends.

Fran was another whose parents expected their children to contribute to the labour force on the farm. Fran and her many siblings were expected to be involved in much time-consuming manual work, her parents also having a strong work ethic:

We would have to do the work around the farm. In the spring we had to plant the crops, the potatoes, carrots and whatever. We did the weeding so we were

all involved as a family. My father would call us at 8 o'clock and we all had to jump out and get to work and the same in the summer time; hay and harvesting the potatoes.

Helen came from a family that had an army background, consequently:

Everything was run like clockwork, there were ETDs and that sort of thing.

Her successful combination of sport training and academic success at school were achieved through a strict self-instilled routine:

That was my choice. I was up at five o'clock swimming five miles every day from when I was about ten, and Saturday afternoons were swimming training, and Saturday mornings I used to go ice skating.

Joe's sporting activities were dutifully carried out more because of the expectation of the community in which he lived than because he was a sports oriented person. He was aware that his physique was not an ideal one with which to make an outstanding contribution to the local football team

I was raised in the country. There was a very big emphasis on sport. There was football every Saturday and we were expected to play football every Saturday and golf every Sunday...but really! Like I mean, do I look like a footballer?

However he did not escape contributing to the sporting life of his sports happy town; he joked, tongue in cheek:

*It was **par** for the course in a population of 300, everybody played golf on Sunday.*

Joe had formed the opinion that the constraints involved in taking part in constant community activities as well as schooling and helping in the family enabled him to become a very disciplined person.

Queenie, Chloe and Max became used to the discipline of daily training and practice for their areas of expertise. Chloe commented on the positive effects this learned discipline has on her study habits now:

I had a twelve-year history of dance and that also has some sort of the degree of discipline required to complete these studies. I was never one to stay up

overnight even as an undergraduate. I think that one's related to the discipline of the dance training and having to prepare and work, things like that.

It is recognised that 'the lifelong learning skill of self-reliance and student-centred learning begin early in life' (Throssell, 2001:8). Each of the members of the cohort learned the discipline of undertaking and successfully completing tasks through participating in family activities as young children or youths, or by their own volition.

A change in academic direction

Toward the end of their secondary schooling or during a subsequent degree, all of the members of the cohort experienced a change of academic direction due to a fail, or to factors outside of their control as a young adult. The one exception to this circumstance was the member of the cohort who experienced a fail in grade one.

Eight of the cohort did not complete their secondary schooling or were required to repeat their final year at school in order to gain university entrance.

Joe was reluctant to admit that he had not completed secondary school. He eventually divulged the information and it was apparent to me he was unhappy doing so:

The reason I went into the bank is that umh I didn't have year twelve and I couldn't get into nursing.

Chloe was very open about failing HSC the first time she attempted it. I made this comment in my journal after Chloe's interview:

Chloe, too, has failure as a driver. I never suspected this. I will have to track this down in the literature. Interesting that she is so forthcoming with this too, as were some of the others. I'm not sure that I would have been, but she appears to see it as a reason for the EdD. She is quite analytical as to her motivation for doing things...there is a need for status showing through. For example: the perceived benefits (if any) of the EdD and how it will be perceived by the academic community.

Max's soccer career took precedence over his study during his HSC and it was not until he was permanently retired from the game through injury that he returned to study.

Gary was failed at grade one level and from the way he hunched his shoulders, lowered his voice and leant forward to speak confidently I interpreted it was still a topic of which he was ashamed. He was certain this experience has acted as a driver for his successful formal professional development:

Because we speak, at home we speak another language, we speak Assyrian, which is totally different to Arabic and in (his home country) they teach Arabic and they failed me because I didn't know how to communicate in Arabic. I still remember and I mention that to my kids and they are still laughing and sometimes they take it as a negative point against me. They say, oh yeah, you failed grade one and now you are blaming me for not studying. And then, it was a good lesson for me, I continue passing every year.

Other members of the cohort changed academic direction during their undergraduate studies. Bob was proud of achieving a place in a medical school but was disappointed with the outcome:

I did a little bit of science many years ago, also one year of medicine, with lack of success.

Not all of the members of the cohort were as forthcoming as the above participants. In response to the question as to whether she had ever had an academic failure, Fran—who had hidden her past deeply within her being—was astounded that I should introduce the topic into the interview, jumped up from her chair and began pacing quickly around the room:

Isn't that interesting that you've brought that up. You can read me, can you? Mine was in the middle of university, that's what happened to me too, but I didn't want to tell you.

Ellen, whose university career began after the breakup of her first marriage, was another who had hidden a disappointing result. Throughout the course and during the meetings of the EdD study group she had emphatically denied ever failing

academically although she pointed out she considered her fail as a young adult was a failed marriage. But I have interpreted the following piece of transcript, including the subsequent flight she made from home and country and the re-visiting of a similar course at another university upon her return, as an academic fail:

I also did an ESL course that was to teach English as a second language. And it cost me two thousand (dollars) and I really didn't think I got a lot out of it so I went off to (Europe) for a year and taught. They were supposed to be from (an English University) and they went to (an outer city university) and I didn't find out 'til we were on the course that it was a business and that they traditionally failed everyone the first time and made people do it twice. Anyway I was disappointed. So when I came back after a year in (Europe) I signed up with a city university to do the TESL course.

Isabel agreed with Blau's (1990) statement that 'one important implication of the social structure, particularly the class structure, is that a person's location within it governs access to legitimate opportunities for success' (Blau, 1990:145).

I have a very cynical attitude to, um, education because my first degree was done at a (prestigious city) university and I came straight from a state school (into the Law faculty) and I was the only one (from a state school) in it and I realise that a lot of things that we were supposed to know or knew were very culturally bound. It became clear to me very, very quickly.

The following year Isabel transferred to an Arts degree.

All seventeen members of the cohort fit this circumstance of changed academic direction, whether by a failure to achieve year twelve at secondary school, a failure or disillusionment during university or failing to undertake a chosen course due to the influence of the family on the actions of the child.

Identity and self

Most of the members of the cohort have memories of themselves as clever children, used to being thought of, either by their family or by themselves, as more successful or more skilful than their peers. They achieved their goals and enjoyed the rewards

that the successful completion of an activity brings. They learned discipline either from their parents, or by imposing it upon themselves. In the final years of school or at university, however, they each suffered a circumstance that caused them to change their academic direction from the pathway they had chosen and often cherished since childhood. The effect of this change of direction was often traumatic; Helen admitted that after her father immigrated to Australia with his family she was totally directionless, *'totally sort of lost'*.

With the change of academic direction came feelings of hurt, shame, sadness, frustration or embarrassment due to their own disappointment and to the reactions of those around them. There was a sense of letting down their parents, family and the community that had supported and encouraged them in their past outstanding successes. There was a loss of face for the family brought about by their child changing from a proposed career in law, medicine, engineering, archeology, journalism, architecture and veterinary science eventually to the commonly perceived lower status career of teaching. An illustration of the perceived lower status of teaching as a profession is evidenced by the 'those who can, do; those who can't, teach' thinking that was often heard in common usage.

The negative feelings associated with this period of their life have remained with the members of the cohort until the present time, with some members freely expressing their emotions in conversation but others having these feelings deeply hidden. There are those who will still not openly discuss this circumstance forty years after it occurred. The depth of feeling about this time in their lives may, however, be interpreted from the data and from the literature related to the maintenance of the self.

It is now a given in human psychology that 'the essence of an individual's life rests on the structure of the self' (Chen, 1998:444). Chen proposed that the quality of the psychological self may have a pivotal impact on life career development and hence on the professional development activities associated with it. Within the fields of both psychology and sociology it is accepted that the self must function within a particular environment and that humans are incomplete and unable to function adequately unless they do so within a specific culture. In Western cultures this is usually within the family.

Erez and Earley (1993) suggested that the self may be conceptualised as a person's mental representation of his/ her own personality:

formed through experience and thought and encoded in memory alongside mental representations of the objects, both reflected and imagined, in the physical and social world...and it is the enduring attachments and commitments to the social environment (which) help defines a person (Erez and Earley, 1993:26).

The period of childhood and youth is a critical time in the development of an independent identity 'it is the time in a person's life that identity is developing' (Erez and Earley, 1993:26). Identity is:

the sense of unity, coherence and purpose in life: it is the experience of a continuous, coherent self, a self which remains essentially the same from one situation to the next and over time, and which is uniquely integrated, different from but related to other selves (Tennant, 1999b:19).

It is inclusive of 'all statements made by the person that includes the words I, Me and Myself' (Erez and Earley, 1993:26).

Young people develop both a perception of themselves as being physically distinct from those around them, and a perception of a private self that is aware of internal thoughts and feelings that remain private because they cannot be known directly to others. However, these private thoughts and feelings are still shaped by the shared understandings within a particular culture, a social environment. It is the attachments and commitments to the social environment that help us to define who we are. Lapuz (1978) observed that the interpersonal world becomes the primary source of emotional gratification and the successful negotiation of one's affairs with family and friends brings reassurance, recognition and material resources that are needed to feel secure and accepted.

Thus their family and friends had held the members of the cohort, as successful young people, in high regard. If that respect and admiration by the social environment is damaged through disappointing academic results or a change in academic direction to one which will lead to a perceived lower status career, the elevated position of that

person is lost, and the self identifies as a negative being. It was recognised by Coffey (2001:53) 'that identities are negotiated and biographies constructed through school processes, learning encounters, and curricular engagement'. When the activities are successful then self-efficacy is re-enforced to the benefit of the individual identity but when they are unsuccessful self-efficacy declines and must be compensated for at a later date by being challenged, changed, resisted or accepted.

If this circumstance occurs at a critical point of development, such as was the case for the members of the cohort, it can be so traumatic that, for several of the members, it has imprinted itself onto the psyche so deeply it has become an identifier, a descriptor of who they perceive themselves to be. Thus, during professional development activities, Bob rarely introduced himself as a well respected and successful managed in TAFE, instead 'I am a failed medico' was often the way he began biographical details of himself. Others in the cohort used similar negative expressions to describe themselves; both Paul and Diane constantly referring to having run away from home and school at fourteen, and others referred to lost opportunities to study the field they had aspired to as children.

Ellen often mentioned that she had intended to study to become and archeologist:

I wanted to be an archeologist. That was my dream. Isn't that funny. So I dig around for education. So my dig is education. I am an archeologist for education, 'cause I always, when I have an assignment, go back to the history of something. Always interested in that.

Identity theorists argue that the self consists of a collection of identities, each based on occupying a particular role. Tajfel and Turner's (1986) social identity theory stated that a person has not one personal self but rather several selves that correspond to various group memberships. The concept of multiple selves was re-iterated by Holmes (2001), who suggested that in order to understand the individual actor within the structures of their social world there is a need for the concept of:

...a social self, situated within social relations and a moral order, whose actions are based on explicit or implicit understandings of what should be done (morally or pragmatically) given their social positioning (Holmes, 2001:8).

That is, personal identity is integrated with social identity.

Within the literature the self is viewed as multidimensional, consisting of many role identities. Coffey (2001:52) pointed out that the self is now perceived to be ‘dynamic fluid and multiple’. Bielke (1995:37) stated that ‘your self perception is learned and it can be changed ‘although it is you, alone, who are responsible for changing your self-perception’ that is ‘people are self agents in shaping their lives’ (Chen, 1998:444).

A concept of multiple selves would explain how the members of the cohort are able to function successfully in their professional lives. It is the ‘configuration of the immediate social environment which determines the facet of the self that is the most accessible’ (Erez and Earley, 1993:27). However, they continue to seek through their professional development, completion of their identity from their remembered past, to change their mind-talk from ‘I am a failed...’ to ‘I am an achiever at a very high academic level’. Thus the failed identity is able to function in the world of work but needs completion in relation to the past self as well as to the family and the remembered past social group.

Tennant (1999a) pointed out that people have a desire to make sense of their lives and to have a positive self concept and positive ‘mind talk’

...identity is essentially a psychologically constructed narrative which integrates the reconstructed past, perceived present, and anticipated future:
In short it is the story of the self (Tennant, 1999a: 9).

An understanding of the inter-play between self-concept and self-efficacy, self-enhancement and self-consistency in the formation and the functioning of each personal identity helped understanding of the complex nature of the relationship between members of the cohort and their voluntarily undertaken professional development as opposed to that which was mandatorily imposed in the workplace.

Self-concept

Self-concept is ‘a composite view formed through direct experience and evaluations adopted from significant others’ (Erez and Early, 1993:21). It refers to how a person perceives themselves to be socially situated and how their identity is mediated by and

shifts according to their current social circumstance. People strive to protect their self-concept by working within environments that allow them to exercise their skills, abilities and values and take on agreeable problems and roles which they feel comfortable about achieving thus developing and maintaining a positive representation of the self (Chen, 1999). Self-concept has inherent within it self-regulatory processes of self-enhancement, self-efficacy and self-consistency. An interpretation of these three processes in relation to the cohort follows.

Self-enhancement

Self-enhancement is 'reflected in seeking and maintaining a positive state about the self by seeking out positive information about oneself and selectively interpreting events that support a positive self-concept' (Erez and Early, 1993:28). When analysing the data I noticed that members of the cohort frequently made reference to a perception of their status. I have interpreted these references as being related to the notion of self-enhancement. Fourteen of the seventeen members of the cohort mentioned that they were already the most highly qualified member academically of their family and will be the first person to achieve the status of 'Doctor' within that family. All the members of the cohort indicated that social status is important to them, not the trappings of economic success often seen in the wider community. What is important is the success that comes via their profession and the status that earning the title of Doctor will impart within their community: that is amongst friends, family and in some cases professional colleagues.

Ken has built his life around roles that enable him to continually receive positive accolades about his endeavours in his many roles as a leader of his ethnic community. He is the editor of a newspaper, a writer and director of theatrical performances, a court and medical interpreter and an national examiner of interpreters for his language, all positions of prominence in his sphere. This is further demonstrated by his role in planning the annual ethnic community festival:

And I'm now working with the community. I work with the fiesta. This fiesta is a big celebration. I'm the press relations officer so I do the promotion machinery for the radio and television, for the promotion for the fiesta, this is a very big fiesta every year, in November.

Diane was proud of her achievements within her professional community in owning and being the director of a private college, and conducting an annual month-long speaking tour on the international circuit, particularly in the United States. As she said *‘it is not bad for a runaway’*.

Max often mentioned his position of power as the principal and foundation member of a private multi-campus secondary school; Isabel and Bob often mentioned that they had worked as managers in the TAFE sector. Ellen often expressed the conviction that she was **the** (my emphasis) expert in TAFE in her field of methodology and Helen always mentioned that she was a science teacher at the tertiary level which she intimated was the highest status subjects taught to undergraduates. Paul’s interview was peppered with comments about his ability to achieve the highest mark in any course he undertook and Gary quietly notified the group that, because of his superior academic abilities, will and determination, he would be the first member of the cohort to successfully complete the Doctor of Education course, which he was.

Self-efficacy

Each person’s perception of their self-efficacy is ‘a judgement of one’s capability to accomplish a certain level of performance’ (Bandura, 1986:39). I have interpreted the desire for recognition of their professional status by each member of the cohort as the self-efficacy motive, where the individual sees themselves as competent and efficacious. It was implicit within Isabel’s reason for undertaking professional development:

Now in terms of what motivates me to do further study and professional development it gives me a great feeling of self-confidence and empowerment ... that empowerment has been one of the really strong things.

Although Ann was a successful manager of a hospital she does not have strong feelings of self-efficacy:

Because I feel like I wasn’t to become something, like you know, like I don’t feel like I am anything. Yeah, like I am a manager and all my friends say you are a manager but I’m not like...like, I’m a trade qualified chef, but yeah, I want to be something a bit more gutsy. I’m, I do like the idea of someone seeing that you’ve got a Dr in front of your name and you can say yep that

person has reached that level of study. I think that that is a real recognition of the work that you've done.

Chloe spoke for the feelings of others in the group:

Well I think more and more of us are getting around to saying that that's the reason. They've been a bit careful up to now, but there seems to be that there's more people saying that they want to be able to call themselves Doctor.

In order to perceive themselves as more effective 'people tend to avoid tasks and situations that they believe exceed their capabilities' (Erez and Early, 1993:28). This may have been a factor that contributed to the members of the cohort choosing to undertake an EdD in preference to a PhD. The members of the cohort are practitioners. They chose not to do a PhD because the EdD was seen to be more appropriate for the level of skills they wished to attain: a practitioner's degree for practitioners. They were used to working and studying at the same time, a discipline learned in childhood. Joe, Ann and Gary have undertaken two formal degrees concurrently, at the same time being employed in a full time capacity. They were not students who followed the secondary school, undergraduate degree, honours degree or masters degree pathway. Instead the post-school careers of several members of the cohort were as cooks, labourers, bank clerks, clerical assistants, information technology or laboratory technicians, workers in the hospitality industry, child rearers and as teachers of literacy, language and communications or science or in vocational education/Technical and Further Education sectors.

Success raises perceptions of self-efficacy, as we have seen in Ann's story in the previous chapter. Conversely, repeated failures lower perceptions of self-efficacy. Consider the situation with Helen. Without a doubt she was a very clever woman who was lecturing in science and mathematics to third year students at this university, but throughout her life she had been beset with one academic disaster after another. Mostly, she attached the blame for these disasters to the subservient position she held in relation to her father or her husband. At retirement age, when undertaking the EdD, this willingness to apportion blame continued. A mix-up by her supervisors and the administration assistants in relation to her 2004 progress reports, which resulted in

her being threatened with unsatisfactory progress, was seen by her not to have been ‘her fault’. I have noted in my journal:

I really wish that she would take control of her own life, personally deliver the relevant papers to the appropriate people, and not allow others to direct her life for her.

Over the years her self-efficacy has been so eroded that, at a meeting of the cohort in April 2005—three and a half year after the course began—she spoke only in negative terms about her ability, stating she lived in constant fear of being ‘found out’ by the university, that is, that she was not ‘good enough’ to be undertaking the current degree. Her comments at the meeting opened the floodgates of self-doubt amongst the other members present. They expressed feelings of academic inadequacy in spite of having achieved multiple post-graduate degrees and having successfully completed the six-unit coursework component of the degree. It was unanimously agreed that receiving any letter from the university provoked sensations of dread, a ‘*have they found me out?, have they caught up with me?, have they rumbled me?*’ response. Brookfield (2002) discussed a concept of impostership amongst adult learners where at some deeply embedded level they feel they possess neither the talent nor the right to become learners. Learners with this syndrome assumed that any critical work they produced would be revealed to be the product of an unqualified and unfit mind and that although this feeling might decrease over time it would never disappear completely.

If a strong sense of self-efficacy can be established, the effect of failure reduces in force or value but as the results of this study show, the fail or change of academic direction as a young adult was still used as an identifier by the members of the cohort up to forty years later; it is never completely diminished. To protect positive perceptions of self-efficacy, people tend to attribute failure to situational factors. As previously mentioned implicit throughout Helen’s story was the blame she attributed to her husband, father and previous supervisors for her academic misadventures.

Ann attributed her early lack of success with reading to her poor eyesight:

I believe now that I probably needed glasses when I was a little tacker and it wasn’t until four years ago, when I was driving, that someone said to me

'can't you see that street sign' and I said 'no but I've always had that distance' and they said 'for how long' and I said 'since grade five'. I didn't get into that habit of reading.

Max blamed priorities other than study when he was doing HSC:

I was doing HSC when I was playing sports professionally, when I was injured so at that year, like, I wasn't concentrating much on studies. The expectation was, okay even though soccer wasn't popular that was going to be the career I was looking at.

Chloe and Queenie both believe it was poor advice on behalf of their schools that was the cause of their failure at the senior secondary level. Chloe explained:

And so that was sort of due to, I would say the failure was due to the wrong subjects rather, and the wrong direction, than actually my academic ability.

Identities are negotiated and shift within social situations, including learning encounters. When such activities are successful self-efficacy is reinforced to the benefit of the individual identity but when they are unsuccessful, self-efficacy declines. For the members of the cohort there appears to be a need to compensate for unsuccessful or changed learning experiences, some of which are decades old.

I contend that the members of the cohort are addressing this need for compensation of a past fail at this time and that it is one of the factors which motivate them in their current formal professional development program.

Self-consistency

Within the self there is also a need for self-consistency, a desire to make sense of life and experience, coherence and continuity. The sense of continuity and consistency helps individuals to connect events in their current social life to past experiences (Erez and Early, 1993). Huberman (1993) stated that reflecting upon one's career is a positive experience, and that those who do so are seen to be acting under a multitude of influences along their career pathways. Professional development is one of these influences. It was through this desire to make sense of their lives that some members of the cohort found the process of telling the story of their professional development, and some of their personal stories too, to be a therapeutic and liberating experience. It

allowed them to speak out and tell things about their past that they had otherwise found hard to reveal. One of the members said she felt released from a burden in finally being able to tell someone who would understand her innermost thoughts. Several of the other members reported getting to know their own selves a little better, and of learning and growing.

In the early days of planning this project the majority of the members of the cohort expressed the desire to learn to understand themselves and their motives a little better. By telling their story each person was able to elaborate the moral, religious and ethical aspects of their life and professional practice; by doing this they revisited and reaffirmed the goals that they aimed for in their life and work. The participants also found the process of the EdD, and taking part in this project, a unifying experience. They were delighted and surprised to find so many similarities in past experiences and personal characteristics.

Ultimately each person finds his or her own story important. The most profound reason for telling their story may be to leave a personal message to others, an inherent desire for recognition and remembrance by one's peers. This also helps each person to make sense of his or her life. This was expressed by one of the members when he said that he felt good about being able to tell someone about his professional development before he was too old to remember. Another said it was good to tell the stories now before they were forgotten in the rapid process of change.

Redress and the need for completion

I contend that one of the factors that motivated the members of the cohort to undertake professional development this level, and exhibit driven behaviour in doing so, was a need for completion and/or redress of a fail or change of academic direction experienced as a young person.

Joe explained why he continued with professional development that was not required for his management position:

I want to learn but I would also like the title of Doctor, yeah. It would give me great pride and it would bring, and I'm sure my family would be very proud of me.

Chloe was sure she was trying to redress the feelings she still had of being unworthy because of her failure at school:

The major motivating factor I really think is a reward type of thing and to make myself feel better and to make myself feel like I'm a, a worthy person, I'm Dr Chloe.

She pre-empted the substantive theory, that is the explanation of motives for professional development that emerged in the current study, with her next comment:

So that (the fail) is probably an underlying factor of actually needing this reward of the doctorate. And I wouldn't be surprised if that's a real motivating factor in a lot of people. But a lot of people don't actually admit it.

Filip (1996) suggested there is a need for meaning in life that becomes more important as we age. This manifests as motivation that can be 'equated with personal striving toward compensation for what has been lost and the optimisation for what has been left' (Filip, 1996:232). Gage and Berliner (1988) stated there is an internal desire for goal achievement and for personal achievement that is a powerful motivator. They contend that 'perseverance can be increased by increasing the expectation of reward' thus overcoming 'the bad consequences of failure' (Gage and Berliner, 1988 in Knowles, Holton and Swanson, 1998:189). Knowles et al applied this concept to the sixth principle of andragogy stating 'the most potent motivators for adults are internal ones' (Knowles et al, 1998:189).

Thus, for the members of the cohort, successfully completing studies at a postgraduate level is a means of demonstrating to themselves and to their families that they are worthwhile, independent individuals capable of intelligent thought, that they are thought of as a success at such a high level of academic achievement. Filip (1996:224) argued that as people age they change from 'a more extrinsic to a more intrinsic orientation'. Goals related to striving and getting ahead are assumed to

change to goals related to preserving accomplishments and integrating the various aspects of each individual's life.

Conclusion

A family's expectations and values are an important influence on a young person's initial career and professional development choices. All of the parents of the members of the cohort valued education, even though they may have only achieved a basic level of education themselves. All the members of the cohort acknowledged it was either the support, or lack of support, that was offered by their parents, that was an influence on their continuance or not of their initial post-school education. The type and level of support given, however, may have been related to the level of education of the parents.

The members of the cohort remembered being thought of as clever children, either achieving academic or sporting success, or both; or else they remembered being frustrated at school because they were not sufficiently challenged to maintain their interest.

They also enjoyed the accolades, positive feelings and admiration of family and friends that accompanied success.

Each of the members of the cohort learned the discipline of undertaking and successfully completing tasks through participating in family activities as young children or youths or by their own volition. Those who have been successful in their undertakings in the current degree acknowledged the discipline they learned as a child as being useful in their application to their current study.

These young adults who were used to and had achieved high levels of success, were forced to change career direction from their original dreams or intentions, by either a failure to achieve year twelve at secondary school, a failure or disillusionment during university, failing to complete a degree or failing to undertake a chosen course due to the actions of others over whom they had no control.

The effects of this change of career direction continued to have a negative effect in their individual identities. Individual identities are shaped by both collective and personal experiences and the desire to maintain a positive sense of self.

The driven quality of the members of the cohort in undertaking their studies and the factors for the motivation of the professional development of the cohort that have emerged from the data show that there is a need for completion and a need to redress past failures. Members of the cohort suggested that the failure might be redressed by achieving the title of Doctor and by the knowledge that that person has achieved at the highest level.

A desire to redress failure was a motivating factor for the drive to complete this professional doctorate. It was their hope that once again family and society would show the members of the cohort the admiration and respect to which they once were accustomed. This admiration and respect would be shown implicitly through acknowledgement of the title of Doctor. This is what the members of the cohort have in common regardless of gender, ethnicity, age or employment status.

Chapter Seven Improving the practice of formal professional development

In the previous chapter I determined that the seven members of the cohort who took part in the focus group meeting discussed their low self-esteem and negative impressions of their abilities as adult learners. Yet they demonstrate a strong awareness of self in their learning and as Kasworm, Polson and Fishback (2002) noted in other learners, ‘they have a strong, unwavering commitment to their long journey toward degree completion’ (Kasworm et al, 2002:28). Probably this commitment is driven by their individual need for self-enhancement of their self-concept.

Participants undertaking the research component of professional doctorate are required to provide implications for improving practice. The current study is unique because the participants were all students in the EdD course at this university and as such they were familiar with the requirements of the course. Therefore, the members of the cohort voluntarily and deliberately included in the story of their professional development anecdotes that illustrated various aspects of professional development that they had experienced over many years and many educational institutions. They intentionally included issues that they wished to be addressed in the area of professional development as they see these issues related to themselves. Thus the final leitmotif reported in the current study is improving the practice of formal professional development as it relates to the core category of self.

My role in writing this chapter has been to group cohort members’ suggestions into like categories, rather than interpret their meaning from an analysis of the data. And so, included in this chapter, are recommendations made by the members of the cohort for improving the practice of professional development as it relates to their learning. Members of the cohort’s ideas and suggestions related to accessibility and temporal aspects of professional development programs are also reported. Suggestions for the improvement of the EdD program at this university are offered with the understanding that attracting and retaining adult students is an enduring issue for providers of adult education (Wonacott, 2001).

Cohort members' anecdotes often took the form of negative feedback on a previous professional development course. Reasons were given for the non-completion of a course, either by individual members of the cohort or by their fellow students. These anecdotes were often followed by recommendations for improving the practice of either that particular professional development activity or professional development in general. Such information is useful because knowing the factors that encourage adults to begin courses in professional development shows only part of a picture; if a researcher looks at the reasons given for not completing a course, a more complete picture emerges of what motivates and encourages adult learners to continue an often arduous amount of work. Indeed, arduous work in itself can become a deterrent to completion as Joe commented during a discussion on his possible withdrawal from this cohort of the EdD:

I want to complete it but I don't want it to become arduous...and last year was arduous...I will finish the doctorate but I will take longer than everybody else.

The major reasons given by cohort members for joining a program, remaining with it or continuing with an institution to begin another program or for leaving a program or institution were: accessibility of the institution (geographically, temporally and economically); difficulties with departments and administrative procedures within the institution; violations of the principles of adult learning and the applicability of the program.

Accessibility of the institution

The accessibility both of the physical location of an institution and the accessibility of its programs due to time and cost were mentioned as a factor in the decision making to attend a particular institution or course by all of the members of the cohort. This is because these students were all employed full time and studied part time. Thus they had only time outside of business hours in which to undertake self-initiated professional development.

The geographic location of an institution and its resources can be advantageous if close and a barrier to participation if too distant. Ellen explained her reasons for choosing one institution:

So I decided to do a BEd at a city university because physically that was close to where I work.

Fran agreed that close proximity to an institution was a factor in choosing a program:

... and I thought this is good, it's only (in a nearby suburb) and I can drive there every week.

Queenie also found a close location to be a deciding factor in the choice of an institution through which to undertake her current professional development. She had refused offers to undertake a PhD at two other universities because the locations were too inconvenient in relation to distance and time. However, living close to this university meant that she could *'be there in twenty minutes and parking is not too bad especially of an evening'*.

For Len, an inconvenient location was one of the reasons he did not complete an architecture course in the 1970s:

It was at a city university and because it was part time it wasn't good because you had to do four hours at night, well it was too much trouble to get there. So I did engineering, that was by distance.

Similarly, Gary explained that distance was one of the reasons he undertook a three year Bachelor of Engineering Technology degree in preference to his first choice which was a Bachelor of Engineering when he first came to Australia:

I lived in the city and I had to go to a regional university which was a long way to travel.

All of the members of the cohort expressed satisfaction at being able to experience face-to-face contact with the lecturers and with other students in preference to distance learning as Fran explained:

... and then I got into doing the doctorate and I was interested because before then I had been doing the work off-campus and I thought this is good it's only in a nearby suburb and I can drive there every week and get to meet all the students and have a discussion.

The geographical accessibility of an institution was an important consideration to the members of the cohort when they were choosing an institution at which to undertake self-initiated professional development. They expressed dissatisfaction with geographically impossible locations that required extensive time spent in travel or which were too inconvenient to access. Distance learning was considered to be unsatisfactory because it does not contain the social interaction at a professional level that is seen as an essential part of the learning experience.

Time

Time has two aspects; the time of day that the programs are offered and the length of time in months and years that it takes to complete a course. For Chloe, as for all members of the cohort, having the coursework classes scheduled of an evening and at weekends was a strong point in the programming of the EdD:

This course was delivered at convenient times.

As previously mentioned, Gary took his second preference in engineering degrees, partly due to the length of the courses:

Actually I didn't want to do the engineering degree which is four years because it was too long.

The members of the cohort expressed disappointment at not being able to easily access the ancillary professional development programs run by this university's Office of Postgraduate Research. These programs appear to be directed at full-time students as they have been consistently scheduled during weekdays throughout the five years the part-time Doctor of Education degree has been offered on-shore (Appendix 8). There are other problems of accessibility to the university's services for part-time students. Two situations are demonstrated in this next conversation. One is the difficulty part-time students have in attending professional development

programs that are only run during normal business hours. The second is attending to administrative tasks when offices are only open during normal business hours. Gary explained to Bob, Queenie and Chloe that he was not able to access the main campus of his university during business hours in order to purchase a compact disc of bibliographic software. The disc accompanied material from a daytime course he attended on a day he absented himself from his school:

Queenie:

What I'm doing this Wednesday or Thursday is one on electronic searching

Gary

I'm not going to it because it is in the morning and I'm at school

Queenie:

I know, I know, I'm about the only one who can do it, so if there is anything really good comes out of it I will get it out to you

Gary:

Endnote's one, end note, a CD, I attended the first one at St Albans campus and even (I asked) 'Can you guys just send me one I'll pay for it'. No response.

Bob:

What you're saying is you can't get there in the morning to go to pay for it

Chloe:

Well I didn't have my card stamped you know your student card for two years because I couldn't get there to stamp it, now I work (for this university) I went to the counter(at my campus) and they stamped it for me . It's the first time I've actually had a current student card.

The final point in relation to access is the cost of a course. Len has found the costs involved in a university education to be a difficulty:

I mean, I honestly don't know how people get on at uni because of the cost of everything, and what you are expected to have, and the access to books, and if you haven't got a heap of money you might as well say, well this is too hard.

The scheduling of classes and workshops at times convenient to part-time students engaged in full-time employment as well as 'lack of time and lack of money' are noted by Merriam and Caffarella (1999:56) as the most frequently given reasons for non-participation in both formal and informal adult learning.

Bureaucratic procedures

Dissatisfaction with an institution caused by negative experiences with persons outside of course lecturers and supervisors, that is with in-house bureaucracies and administration procedures and staff or with academic committees, has been a factor in members of the cohort dissociating themselves either from a course or an institution. As Brookfield (1986) declared ‘a comfortable supportive environment is a key to successful learning’.

Pat resigned from this university where he was employed as a lecturer because:

the business policies of the university destroyed what this unit was trying to achieve.

The split was so acrimonious that he has severed all ties with the university including relinquishing his place in the course he was undertaking at that time. Other students from the same department also withdrew from the EdD course because the head of department refused to accept the EdD as a research degree and withdrew the fee funding upon which they were dependent. They both enrolled in courses at other universities.

Diane was still smarting from a negative experience with a university research approval process during the preliminary stages of a PhD. The situation was not resolved to her satisfaction and she did not continue with the course.

One of the most challenging things I find is the bureaucracies which hamper education. They hamper the building of knowledge and I've always been frustrated with that. I suggest that committees should be more respectful of the student and less on the journey of stimulating their own ego. If this were the case it would not be such a devastating affair for some. I wonder how much excellent work never sees the light of day because some academic knows nothing about the subject yet sits in judgment.

Kasworm, Polson and Fishback (2002) reported that many adult students have a wavering self-concept and that their sense of self will be tested in the tertiary environment if negative messages as well as self-doubts become prevalent: ‘exhaustion, tension and a diminishing sense of self often lead some adults to drop

out' (Kasworm, Polson and Fishback, 2002:34). These ideas support the earlier findings of Tough (1979) that all normal adults are motivated to keep growing and developing, but motivation is frequently blocked by such barriers as negative self-concept as a student, inaccessibility of opportunities or resources, time constraints, and programs that violate principles of adult learning.

Violations of the principles of adult learning

The members of the cohort identified learning situations which violated the principles of adult learning as a reason for leaving a course before its completion. Knowles (1972, 1977) presented principles for adult learning, extended by Knowles, Holton and Swanson (1998). As reported in Chapter Two these principles are anchored on the assumptions that adult learners need a purpose and are self-directed. They are experiential learners who learn for immediate use. They are life, task or problem centred and are internally motivated (Knowles, Holton and Swanson, 1998).

Students will cease to participate in a course if they feel they are not being treated in a respectful courteous manner and with appropriate explanations of purpose for the activities taking place. That is, they need to know why they need to learn something before undertaking to learn it (Knowles, Holton and Swanson, 1998). Diane was disappointed and still angry because of an experience that had occurred several years previously:

The subject ...was the most disgusting display particularly by someone who is professorial too. For him to be trying to teach us Curriculum then showing us military training videos while he drank tea and ate biscuits I thought was a waste of my time. And it wasn't just me, everyone just sat there and said 'why are we here?' and the class numbers went from twenty to three within one weekend. I think that's all that needs to be said.

Ann was insistent that there should have been more encouragement from a program manager during one interview in which she was reprimanded for having a poor attitude to her studies. She strongly believed it violated the principle of 'adults having a self concept of being responsible for their own decisions, for their own lives...they

have a deep psychological need to be treated as being capable of self-direction and will resist situations in which they believe other wills are being imposed on them' (Knowles, Holton and Swanson, 1998:65-68):

I also believe she does not encourage students; she presents issues in a threatening manner. For example: 'this is what's going to happen and if you don't like it get out'.

The same assumption applied to Chloe's reasons for withdrawing from a PhD program:

The supervisors were looking at trying to put it into the area, of grounded into, labour market issues, which was just awful. I'm not going to go off in a different area. I thought all that reading, all that work I've done, I'm not going to waste that.

In a program in which Ann had been enrolled the class felt that one of their lecturers violated the third assumption of adult learning that the emphasis should be on experiential techniques that tap into the past experiences of the learners.

Unfortunately for Ann this class was the initiating factor which eventually resulted in her leaving that program:

*He made not only myself, but I know he made the class feel demoralised, that they didn't have an opinion, that their opinion wasn't worth listening to. He wasn't open to discussion and I came out of that subject thinking 'I can't study this, I can't do any more of this if this is what it is going to be like'. And the biggest impact that that had on me was not so much his lecturing but the fact that despite X amount of students all complaining, I think the most disappointing thing about that was that it fell on deaf ears and I think that when you have students at our level, which is the highest level at a university, where our views and opinions were not taken on board, that was really disappointing, very disappointing. Especially as it was so unanimous. It was appalling, **absolutely appalling** (Ann's emphasis). And that again, as a manager, made me think that as a manager I never want to be like that. I'll always listen and, you know, to what people say.*

Diane also spoke on the same theme of the desirability for two-way interaction in an adult education classroom:

The professional doctorate really has much more to offer to the world of academe itself because of the sort of people that are in that class. The depth of knowledge, I think that a lot of the lecturers learnt more from the people in the classroom in some instances than that the class themselves learnt. I'm not talking about me, I'm talking about people such as yourself, Bob, Helen and Ellen who have been around for a long time. The question should be asked, 'What did the lecturers learn from the group?'

In one course Ellen had undertaken, a lecturer conducted his classes in the style of 'sit down, shut up, listen to what I say, do not ask questions and do not make comments'. Ellen reflected upon the benefits of a cohesive group of colleagues during this unhappy period of time as several of her classmates threatened to withdraw. They believed the principle that emphasises that 'emphasis in adult learning should be on experiential techniques that tap into the past experiences of the learners' and 'adults have a self concept of being responsible for their own decisions, for their own lives...they have a deep psychological need to be treated as being capable of self-direction and will resist situations in which they believe other wills are being imposed on them' (Knowles, Holton and Swanson, 1998:66) was violated.

I thought it was lovely really the way people got together and supported one another when so many went through a particularly horrible time...just the phone calls and laughing and joking and the bonding that went on; because I know there were at least four people were going to drop out if this was the calibre of the lecturers and this is how we are going to be treated.

Three decades after the event, Len was still angry with the poor teaching technique of a female architecture lecturer at a major city university. He felt the principle of adults being 'ready to learn those things they need to know and to be able to do in order to cope effectively with their daily lives' (Knowles, Holton and Swanson, 1998:66) was violated. Len explained his dissatisfaction led to his withdrawal from the course when the lecturer persistently did not meet his needs as an adult learner:

But the woman who was teaching the course at the time, she spent more time telling you about home than, you know, I just lost interest,

Chloe was more positive about the lecturers who applied the assumption that adult students are ready to learn those things they need to know and to be able to do in order to cope effectively with their daily lives in the program she was undertaking at the time of the interview:

Most of the lecturers were fairly flexible and tried to make the assessment relevant to our personal interest or focus.

A preference for coursework

A coursework mode is preferred by all of the members of the cohort. Norm's suggestion that the coursework component of the degree be extended was echoed by all of the other members of the cohort:

In regards to style for the EdD program, I think it is a professional doctorate which can be related to work. I think the FRAGS committee should relax their approach a bit. More course work and more avenues as alternatives to the thesis; for example an advanced publishable paper or something along that line.

Anne reflected the views of the whole group when she spoke of her preference for a coursework mode of study:

If I could do all coursework, that's what motivates me, and I find that much more manageable. And the thing about that is when you are working full time, um, doing course work, you can drop off a semester and fit back into it or pick it up much better than what you can doing a thesis. I think the EdD should consist of mostly coursework with say a 15,000 word paper at the end.

Len was interested in the coursework component of the program but when it came to the thesis he withdrew from the program:

I've learned a lot (during coursework). I can write a lot better than I could when I first started. You know I've had an insight into everything but I would have to get the motivation back and my topic would be the problem you know. I've had topics I could write about (in coursework). It's like they keep saying you have to have the desire. I mean I haven't got a burning desire to write

about (his workplace). That's been the problem from the start, what will I write about?

Bob argued that he believed all six subjects that the first cohort undertook were necessary preparation for the thesis component of the degree:

Gary, Max and Ann reiterated this idea through the following suggestions:

Another is the last subject, was the Investigating Professional Practice 2. I think that subject should be one year not half not one semester because that is more related to what you are going to do in the next stage, which is the thesis and the lecturers (wanted) to do it quick, because it was a short course or a half year. So when I went to do my first review I was a bit struggling because I didn't get much out of that previous lecturer. The time we had for this unit was very short and I think they need to look at it again (Gary).

But now I can recommend more of the subjects like the final one we did in preparation for the thesis and this thing called Demystifying the Thesis (Adam's, 2005). Another recommendation would be put more in to do with management maybe, 'cause most of the people there like, they come from a professional management background whether they're education or training or whatever (Max).

They should incorporate writing skills at the start rather than saying go read a book. I think the study groups are a great idea and would encourage the buddy system (Ann).

One of the most positive aspects of any professional development undertaken by the members of the cohort was the social interaction and the bonding that took place during coursework degrees as previously mentioned by Ellen. Bob and Queenie contributed the following ideas related to the benefits and support they felt they received from the group.

Well, something else I would like to say is to do with the importance of being a member of a group too, participating group. I'm one of those people who needs to have people doing their thing to help me make sure I, to a greater or lesser extent, do my thing, and I can enjoy what they're

doing, but I also enjoy, by their doing it is going to make me stay on track. And I can't speak too highly of the importance of that feature of this program (Bob).

Ken and I have discussed that earlier, I've worked with him at a city university, we did a Masters together there, and we both felt they were much more competitive, whereas here we do work as a group and a supportive group and there is none of that competition of you know that we felt came from the other institution and the group itself is a strong source of PD (Queenie).

Joe, Fran and Anne agree that the inspiration they received from the other members of the cohort made the experience more do-able. Indeed, throughout the coursework component of the degree there was constant agreement amongst the cohort about the encouragement they believed they received through group interaction.

I'm not good at working alone in isolation I love being part of groups (Joe).

So, even if you were tired and you turned up at class you forgot how tired you were (Fran).

...and it's the class participation and the fact that you can talk to people on a weekly basis about...and they are people that are working too and so they understand and so they sympathise (Ann).

I thoroughly enjoyed doing coursework, and I love meeting and talking to people and I could happily sit there, I could happily go on doing coursework (Helen).

By contrast, the thesis stage of any degree was not highly regarded by the members of the cohort. Chloe was disappointed with her progress once she moved into the thesis stage of the degree:

The thesis stage has a lack of urgency that was there with the coursework. No due dates makes me put things off until tomorrow. If you know what I mean. It also

seems that a few others are putting things off or taking some leave. My learning style is to have stronger deadlines.

Chloe also reflected on the supervision she had received up to the point of the interview:

I'm not sure about the experience of the current supervisors. I'm not getting a great deal of support and guidance, but maybe that is up to me to motivate myself a little bit more.

Ann also had concerns in regard to supervision:

I think there could be greater interaction between students and lecturers for example that we would be able to go to other lecturers for advice on top of our supervisors.

However several of the members of the cohort mentioned the benefits they felt they had received from the self-reflection needed for the interview process of the current study. Patterson and Fleet (1996) alerted us to the stories of professional practice becoming increasingly recognised as an effective approach for developing understanding and critical thinking. Teachers' stories contribute to professional growth through the opportunity to reflect on personal practice. Bob was aware of the benefits derived from telling his story:

It's a reminder because you are forced to think back over the years and where you got to and the kinds of things that propel you in a different direction. It's almost therapeutic in a way.

Gary also felt there was a therapeutic value to being able to unburden himself of his frustrations in relation to the professional development which took place at his school:

You remember when I said some PD we're going to do at school is not related. I had to say to someone. Because it's an honest and open interview ...so I had to...and it's good when you feel comfortable with the person you are talking to and you are part of the group.

Intellectually and emotionally engaging interview opportunities can offer reappraisals of self and have the potential for validation of personal values. Through these

experiences, some adults identify a different perspective on what is important and valuable in their lives as Bob reflected during the focus group:

I think that your research project has helped us but perhaps we should have thought even more keenly about the relationship of the EdD course because of what you've asked us in the research project and other things that were happening so there was a sort of relativity thing going on with the EdD as part of other things as opposed to an isolated experience.

Another benefit is that recounted experiences provide knowledge of this group of educators and their educational contexts that otherwise might not be made available. It is indeed a 'rare experience for adults to spend a considerable amount of uninterrupted time talking about themselves to an interested other. Researchers who undertake in-depth interviews provide opportunity for, and legitimate, what otherwise might be seen as an indulgence' (Nias and Aspenwall, 1995:190).

There are also benefits at a broader level; 'recounted narratives can also be used by other educators to construct their own lives. Biographies can thus be utilised as educational material to promote self-reflection and, hence, to facilitate professional development and growth' (Knowles, 1991 cited in Syrjala and Estola, 1999:5). Recounted narratives invite 'the reader to vicariously participate in other's personal experiences. By doing this readers are provided with an opportunity to assess and reassess their own understandings' (Cole and Knowles, 1995:150). As Clandinin and Connelly (1991:277) suggested, shared narratives 'help readers question their own stories, raise their own questions about practices, and see in the narrative accounts, stories of their own lives'.

The relevance of professional development

Another factor commented upon throughout the interviews by all of the members of the cohort was the importance of relating theory or professional development activities to current professional practice. The members of the cohort emphasised this to be especially important for professional development activities that are school-based or work-based.

The language Bob used as he recalled early in-house mentoring professional development experiences within his department demonstrated how important the relationship of theory and current practice were to him:

I'd say if you want a landmark in that thing I'd say it would be in the 80s and 90s as a part of a Masters study. I was looking at the role of Halliday and Systemics and the whole genre product debate and I was blessed with the good fortune to work with some people who really did marry theory with practice in my own department...and these people taught me so much.

Joe reflected upon one of his employment situations:

At the time from about 1999 onwards, I kind of left ...and went into, I was part time in Community Services, part time as team leader at the Crisis Line. I did quite a few one-off professional development sessions with them, just in managing difficult callers, managing suicidal callers, managing callers with relationship issues. So they were just, you know, mandatory, but they were of interest to my work.

Chloe articulated the feelings of all the members of the cohort when she expressed an appreciation for the theory presented in the coursework as being useful to a wider understanding of her professional practice:

It's been interesting to sort of have a broader perspective of, what's going on out there than just focusing on day to day issues within your workplace, I think that's been really rewarding.

As people move through a program that extends over many years there is a possibility of a loss of interest or change in interests of its members as Joe explained:

I have wondered whether the doctorate is for me and what my motivation for doing the doctorate is. I've sort of, I guess, I have thought about like, I want to complete it but...I've lost interest, and I've thought yeah, I'd like to do a BA and I made enquiries recently about a degree in Indonesian language studies. I suppose as I get older I want to study that which is more personally useful as opposed to professionally useful.

As we have seen Len also lost interest in the EdD once the coursework was completed, and transferred to another institution to complete an engineering degree:

Oh I don't know if I will go on and do that (complete a doctorate) to be honest, I'll have to see how I'll go because I've been to classes and really there's (now) no motivation for me.

Other suggestions for improving the Doctor of Education at this university

Bob put forward several practical suggestions for conducting the EdD program with future intakes:

I think the program would be improved with three prior seminars of two-hour duration (videotaped for late starters) in which in-coming students are:

*a) Introduced to/reminded of the level of research skill **independence** required at doctoral level...plus referral to the university Endnote training as an option.*

b) Reminded through rigorous draft workshop activity of the crucial link between the de facto literature review role of the six subjects and the ultimate research engagement.

*c) Reminded, somehow, of the level of sophistication in the big wide world (s) of general, and educational, socio-political forces within which our EdD research is located **which we can be expected to be familiar with** (Bob's emphasis). That is, reminder that our research should be part of a universal discourse, not a refining of personal experience. Assuming that this is not clear I am trying to argue that I began the EdD program (and I suspect that I am not alone) with a naïve understanding of the requirement that our work had to reach certain standards (of interpreting society generally) expected in the academy.*

Gary was disappointed with the sessional lecturers during the coursework component of the EdD:

With regard to teaching styles and face-to-face teaching I think it would be more helpful to have this university's lecturers teaching all the course work rather

than bringing external contractors. Firstly because students will have more face-to-face discussion with them when they finish their classes. Secondly from previous experience, I found that they have done a better job than external ones.

However, Ellen had a different opinion to Gary in regard to sessional lecturers:

I was talking to (the course coordinator) the other day and said, like, it gave you the behind the scenes view of things that you probably wouldn't have had, wouldn't have been put in front of you. Like all of those guests were so different, all the guest lecturers I should say.

Ann also enjoyed the experience of learning from a visiting lecturer:

He was fantastic in just the way he presented stuff and got the knowledge through so that had a huge impact on me because I could see the difference between how he did things and how others did things and how it could be done and I thought, yep I could do that because he had those interpersonal skills that had a huge impact on me as well.

Conclusion

Understanding the motivational characteristics of students has important implications for program planners. It provides an opportunity to make meaningful decisions which can help satisfy their clients.

The geographical location of an institution was an important factor for the members of this cohort in their choice of institution in which to undertake professional development. They expressed dissatisfaction with distance learning and inconvenient locations which are either too distant to travel to comfortably or too inconvenient to access.

When a part-time program is offered at an institution outside of business hours ancillary services and support also need to be offered during similar times in order for part-time clients to access them thus providing information and resources to support all adult students not just those undertaking full-time study.

Client dissatisfaction which leads to withdrawal from a course or program may be due to the members of the institution violating the principles of teaching adults. The most important such principle, to this cohort, was not having their opinions listened to or action not being seen to be taken when there had been what they considered to be a genuine and unanimous complaint.

Students seek to have their worth validated at all stages of a program, in particular in aspects of enhancing their self concept and have been shown to need encouragement to continue with the journey. Professional development program planners can respond to this need by encouraging students in a positive and respectful way to be self-directing, by using the student's past experiences in positive examples by a recognition of the wealth of life experiences they bring to each learning activity and by encouraging socialisation through study groups and classroom discussion.

The benefits of coursework mode of study were seen to far out weigh the thesis mode by the members of this cohort and they recommended that there be a greater emphasis on coursework such as has developed within Masters degrees.

If students are strongly motivated to participate in professional development in order to enhance a particular skill then it follows that institutions should endeavour to provide an environment to accommodate this. Furthermore, students acquire new knowledge, understanding, skills, values and attitudes most effectively when they are presented in the context of application to real life situations.

The social construction of learning or acquiring knowledge through the participants' emphasis on personal and face-to-face interaction appears to be preferred over individual generation of knowledge through traditional research. There are possibilities here for development of collaborative action research such as that proposed by Davies (2005).

The data for extending this possibility were of course incomplete in the sense that the participants were just beginning the thesis stage of the program, although the majority had previously experienced a thesis during a previous Masters or uncompleted PhD

program. Thus it would be expected for the participants to have more to say about coursework versus thesis the further they get into the research project or at the completion of or withdrawal from it.

Chapter Eight Discussion and conclusion

This is the final chapter of the current study. This study investigated the factors which motivated a cohort of EdD students in their professional development. The findings of this study and associated theories are discussed in relation to the students, the university, employers and also to government policy related to professional development. Recommendations for improving the practice of professional development are put forward, suggestions for further research are made and a personal reflection completes the chapter. The context and aims of this study are recapitulated in the remainder of the introduction to this chapter.

‘Doctoral education, as a term, has gained acceptance as a way of including professional doctorates into a realm hitherto dominated by the PhD award’ (Pearson 2005:119). As a concept doctoral education opens up other considerations such as the complex interactions of higher education and research policy and practice, changes in the way knowledge is produced, variations in research practice across disciplines as well as the status of research students (Pearson, 2005). Globally, there has been substantial criticism of doctoral education from its stakeholders: governments, funding bodies, academic institutions, students, the general community, commercial and industrial organisations. These criticisms, in the main:

focus on practical concerns about the quality, appropriateness, efficiency and effectiveness of doctoral level education in relation to the fulfillment of governmental socio-economic and technological objectives and levels of government funding’ (Love, 2002:3)

In recent years doctoral education worldwide has undergone changes mainly due to government funding agencies requiring the alignment of doctoral education outcomes with national aims and objectives (Pearson, 2005). In Australia there has been government pressure to increase the effectiveness and efficiency of doctoral education and its contribution to national, social and industry development. However, Pearson (2005) pointed out that government doctoral education policy, and often institutional policy discourse, is still conceptualised as being about young, full-time students with no work or related commitments. She argued that this was a view which is inconsistent with reality because doctoral candidates in Australia constitute a diverse

population working in various institutional, community and industry sites. Less than 40% of candidates are now expected to work in the higher education sector.

To re-iterate the information from earlier chapters, this study investigated the professional development activities of one cohort of Doctor of Education students who at the time of the interview were in mid to late career, or retired from paid employment. There were nine men and eight women of mixed ethnicities, born in Australia, England, Ireland, Turkey, the Philippines, Iraq, Sri Lanka and Thailand. The study employed a qualitative methodology using a case study method where the case was the lived experience of the professional development of the first Australian cohort of the Doctor of Education at a Victorian university and thus it was bounded both numerically, that is the total seventeen members of the cohort and temporally by using the professional development experiences, up until the time of the interview, of all the members of the cohort. Grounded Theory was employed as a method of data analysis because this method sets out to find the theory implicit in the data, that is a subjective interpretation and explanation of what the data contains.

The professional doctorate at this university, as with several other professional doctorates within Australia, is failing to attract sufficient students to retain its viability. Thirty-one students commenced studies in the first local cohort, only eight in the second. As Evans, Evans and Marsh (nd:2) have suggested this situation is not uncommon as thirteen professional doctorate programs were either suspended or not commenced in 2001:

the PhDs awarded in professional fields were increasingly outnumbering the professional doctorates in those same fields to the extent that in most cases the professional doctorate programs appeared unviable (Evans, Evans and Marsh, nd:2).

In this climate of reducing numbers of professional doctorate students and programs in Australian universities the purpose of the current study was, firstly, to identify and understand the factors which had motivated the professional development of the members of the first local cohort of an EdD at a Victorian university throughout their lifelong professional development experiences, including those in the EdD. . Secondly, the study aimed to discover and understand how these students viewed their

professional development experiences. Thirdly, it aimed to represent the student's history of their professional development. A fourth purpose was to identify what the students' perceived expectations of their further learning would be once they graduated. The fifth purpose was to publish findings that would tell the story of the professional development of this group of people. Finally, the study aimed to answer questions which would lead to a better understanding of myself such as: By what professional development pathways did such a diverse socio-cultural group of people come together? What am I doing here? Do I have anything in common with this group of people?

Do I have anything in common with these people?

During the coursework component of the program, in the initial planning stages for the current study, it was suggested by one of the lecturers that perhaps this last question could not be answered. He felt there could not be any similarities between such an apparently diverse group of people. Contrary to his view, however, the current study revealed so many similarities, irrespective of differences in gender, age, ethnicity and religion, that a typical student profile, specific to this cohort, could be compiled.

The typical student of the first local cohort, whether male or female, of early to late middle age. They were retired from paid employment or into their second or third career, though not necessarily in teaching. However, at some time in their career they also worked as an educator. They also worked, studied, or both, outside of Australia.

As a child the typical student had been used to the accolades that success brings and had undergone a strict regimen of discipline. This discipline may have been self-imposed. Quite often the disciplined behaviour was because of training for competitive sport or because of cultural expectations (if their background was Middle Eastern or Asian). Learned discipline was recognised as valuable preparation for later strong study habits.

The parents of the typical student had a basic education but as the child was considered to be clever, either by their teachers or by their family, one or both parents

encouraged the child to continue their studies past the basic level. Indeed, the typical student rose above the academic background of the rest of their family and will probably be the first person in their family to hold a doctoral degree.

They have suffered from an academic failure in their early school life or in the early years of undergraduate study. At some point in their early academic lives the student had to change academic direction due to factors such as family influence, not qualifying for a course or failing to continue to qualify, or financial considerations. Later in their academic careers they had several or many positive academic experiences with satisfying results.

The self was intimately bound up in, and involved in, the process of their professional development. The typical student was self-aware, self-analytical and self-reflective. They were aware of status and wished to increase their status and the respect that comes with it, within their family and the community in which they lived. They had the will and determination to succeed as well as a love of learning, however, their motivation to learn seemed to be connected more to a sense of self rather than to professional concerns. They openly declare themselves to be lifelong learners. It would be a redundancy to discuss lifelong learning as a separate concept with these students because lifelong learning was accepted as a given, a part of their lifestyle.

The students were self-directed learners, initiating their own professional development. It was quite usual for them to do additional studies or units of work in a formal academic program just for interest.

As well, the students took part in mandatory professional development imposed by their workplace, and found that professional development directly related to their work to be the most useful. They considered professional development imposed from above to be of little value if it could not be directly translated into their current work processes.

The students favoured the coursework mode over the thesis mode of learning and acknowledged that working within this cohort had profound professional development advantages. However, they found the use of their free time for study to be 'social

suicide' (Reay, 2001), isolating them from family and friends. However, they were willing to put aside relationship demands in order to complete their study.

These, then, were the characteristics of a typical EdD student from the studied cohort, but what is known of the actual students as revealed by the data and how does this information compare to a professional doctoral student as portrayed in the literature?

The challenge to maintain student numbers within the universities

The previous question is addressed in this section and the implications for universities are discussed. Candidates attracted to professional doctorates are different from those who prefer to undertake a PhD (Brennan, Kenway, Thompson and Zipin, 2002).

Within their experience Brennan et al found that teachers, principals, policy makers, union members, academics, and private consultants were all represented in professional doctorate intakes. Many of these people did not want to pursue academic careers but wished to participate in the intellectual work of their current employment. Workplace research, applied research, action research and evaluation research are often already part of educational workplaces. Thus, the format of professional doctorates, which are frequently described as research degrees that combine workplace and professional engagement with the scholarly rigour of the university (Malfoy, 2004), appealed to these practitioners. As well, contemporary workplaces often involve early retirements, possible redundancies and an uncertain future for many. Brennan et al (2002) suggested that such uncertainties about future employment creates an attractive climate in which there are other possible benefits of studying for a professional doctorate. It may enable entry into alternative fields as consultancy, small business and short-term project work which replace many of the professional tasks previously carried out by the government or employers:

A doctoral level qualification, especially with its guarantee of moderated/examined written output or exhibition/performance, provides some form of independent legitimacy for negotiating entry to new work arrangements (Brennan et al, 2002:70).

McWilliam (2002b) had similar views suggesting that professional doctoral students were often upwardly mobile in their careers, and moving workplaces for reasons such as promotion, transfer or redundancy. However, as mature age students, candidates could also have family commitments that could be a cause of disruption to their study. Thus professional doctorate students could be under more pressures than their full time PhD counterparts. Such pressures could have negative effects not only on their completion times but also on their research project if it was designed to investigate a workplace that no longer existed.

From the inception of this project I was fascinated by the question ‘What factors have motivated the professional development of the first Australian cohort of the Doctor of Education program at a Victorian university?’ Chapters Four and Five revealed complex and multiple reasons for the continuing participation of the members of this cohort in all forms of professional development activities. In the past professional development was undertaken by the members of the cohort to qualify for an employment position, for career advancement, to enhance job skills, and for the benefit of both their students and the profession. Currently, professional development may be required because of government policy, or to benefit the employer. Further, unprecedented changes in communication and information technology have produced the need for constant updating and tangible evidence of knowledge and skills (Ingvarson, 1989). Professional development was also undertaken for personal interest, and for self-esteem and self-efficacy, including redressing a past fail. This intrinsic interest in professional development activities was a motivating factor for the professional development of the majority of the members of this cohort. The driven way the members of the cohort undertook their studies and the factors that emerged from the data showed there is a powerful need for completion.

Peer and McClendon (2002:137) argued that ‘self-efficacy theory provides valuable insights regarding student learning in the social environment’. Bandura’s (1986) social cognitive theory postulated that perceived self-efficacy affects an individual in all aspects of life, including educational experiences. How the student perceives their competence to successfully perform a task can affect motivation, interest and achievement. The higher the perceived efficacy, the higher the goal aspirations people adopt and the firmer their commitment to achieving those goals. Educational

activities foster self-efficacy through the use of social interaction. If the learning environment is structured to de-emphasise competition and highlight self-comparison of progress it will aid in building a sense of self-efficacy and promote academic achievement.

Professional development for goal enhancement was not the major driver for all of the members of the cohort who took part in the current study. Indeed, the retirees of the cohort were no longer motivated by workplace concerns. Therefore, for most of the cohort professional development was undertaken as often for personal development and/or general intellectual interest as it was for vocational reasons. They expressed the desire to educate themselves to the best of their ability and to demonstrate that they were intellectually capable. Whereas some of the men suggested they may use their current studies for further employment opportunities, the women saw its use as providing credibility within their current employment or within their family or the community in which they live.

The geographical location of an institution was an important factor in the choice of an institution at which to carry out self-initiated professional development. Members of the cohort expressed dissatisfaction with geographically impossible locations which were either too far distant for time efficient travel or too inconvenient to access. Students could have undertaken their studies at other universities but these were not as geographically convenient. It was the geographically convenient location of this university and the influence of the positive comments and friendly attitudes of their lecturers from previous degrees undertaken here that were the major factors in the choice of university at which to carry out past and current studies.

Failure to continue to participate in a course has several causes including changing student interests and factors external to a course brought about by administrative strategies that do not consider the nature of part-time studies. The members of the cohort also became impatient with factors internal to a course, such as educators not practising the andragogical principles of teaching adults. The fundamentals of adult learning include considerations such as an adult's capacity for self-direction, the capacity for self-diagnosis of needs, previous life experience upon which to base current learning and a shift from postponed application of knowledge to the

immediacy of application for acquired knowledge (Knowles, 1970,1973). The dissatisfaction felt by the members of the cohort related particularly to learning situations which were highly directive and which did not respect the experiences and opinions of the students.

Knowledge and learning

At this point there is a need to focus more directly on the nature of knowledge and how the term is being deployed in the current study, as the participants in the study held particular views about knowledge and learning that have implications for an institution's approach to program development. Thus, a brief discussion of the meaning of epistemology and associated terms is included here. Epistemology is the branch of philosophy concerned with the theory of knowledge. It is 'the systematic consideration, in philosophy and elsewhere, of knowing: when knowledge is valid and what counts as truth' (Packer and Goicoechea, 2000:1); it is the study of how we know what we know (Flint, 2003:1); it addresses the questions 'What is knowledge?' 'How is knowledge acquired?' and 'What do people know?' It may be described as 'representations of facts and concepts organised within the mind for future use, including for problem solving' (Gregory, 1987).

Knowledge is attributed to people by observing their actions; a person knows something if he/she acts as if he/she 'has the information and is acting rationally to achieve its goals' (Gruber, 1993:2). Research and doctoral education especially, are about uncovering the unknown and finding the original and significant which Goode (1969), suggested should be applicable to the concrete problems of living.

In the history of epistemology, the trend has been to move from a static, passive view of knowledge towards a more adaptive and active view. According to the early objectivist theories, knowledge was thought to be an awareness of objects that exist independent of any subject. Within this view, objects have intrinsic meaning, and knowledge is a reflection of a correspondence to reality. In this tradition, knowledge should represent a real world that is thought of as existing, separate and independent of the knower. This knowledge would be considered true only if it correctly reflected that of an independent world.

Conversely, cognitive theory portrays learners as active constructors of knowledge and emphasises that students are not simply blank slates to be filled with information and that thinking is merely a chain of stimulus-reponse connections. Peer and McClendon (2002:137) claimed ‘sociocultural theory and constructivism have broad histories ranging from Piaget’s schema based theories to the post modern constructivist theories in which the locus of knowledge is based in social interaction’.

Thus in contrast to the objectivist view, the constructivist view argued that knowledge and reality did not have an objective or absolute value or at the least did not have a way of knowing this reality (von Glasersfeld, 1995). The knower interprets and constructs a reality based on his experiences and interactions with his environment. He sees knowledge as being actively received either through the senses or by way of communication. von Glasersfeld (1989) argued that knowledge is actively constructed by the cognising subject allowing the subject to organise the world which they experience. On an epistemological continuum objectivism and constructivism would represent the extremes.

The members of the cohort preferred a constructivist rather than an objectivist perspective to teaching and learning in formal professional development. The findings of the current study showed that they did not consider their minds to be empty vessels to be filled with the wisdom the lecturer decided to transmit, via a teacher-directed and controlled environment, where classes are dominated by teacher-talk of a fixed world of knowledge that the student must know. Nor where there was little room for student initiated questions, independent thought or interaction between students.

Rather they preferred the more constructivist approach where the role of the lecturer was to provide students with opportunities and incentives to build knowledge. There are two important components to this:

the first is to introduce new ideas or cultural tools where necessary and to provide the support and guidance for students to make sense of these for themselves. The other is to listen and diagnose the ways in which instructional activities are interpreted to inform further action. Teaching

from this perspective is also a learning process for the teacher. (Driver, Aasoko, Leach, Mortimer and Scott 1994 :11).

Indeed it was often commented by the members of the cohort that the teachers who applied this perspective appeared to have learned as much from each session as the students did because ‘an awareness of the social construction of knowledge suggest an emphasis on discussion, collaboration, negotiation and shared meanings’ (Ernest 1995:485).

Central to constructivism is its conception of learning which ‘entails changes of knowing and broader changes in being’ (Packer and Goicoechea, 2000:1). From this perspective learning is not a stimulus/response phenomenon. Rather it ‘requires self-regulation and the building of conceptual structures through the reflection and abstraction’ (von Glasersfeld 1995:14). Thus learning emphasises the process and not the product of constructing meaningful representations of making sense of one’s experiential world.

Jonassen (1991) suggested the environment in which the members of the cohort prefer to learn:

- employ the context in which the learning is relevant
 - focus on realistic approaches to solving real world problems
 - the instructor is a coach and analyzer of the strategies used to solve these problems
 - stress conceptual interrelatedness providing multiple representations or perspectives on the content
 - instructional goals and objectives negotiate not imposed
 - evaluation should serve as a self analysis tool
 - provide tools and environments that help learners interpret the multiple perspectives of the world.
 - learning should be internally controlled and mediated by the learner
- (Jonassen, 1991: 11-12)

When the principles of adult learning are not employed, students ‘vote with their feet’ and withdraw from a subject or program. A challenge for university policy makers, then, is to ensure that universities are allowed to flourish in ways that do not stultify

the creation of new and sometimes challenging or pro-active ideas from the academic staff and doctoral students.

However, Pearson, (1999) stated that within the literature ‘there is the view that doctoral education is primarily a matter of the production of knowledge through research’ (Pearson, 1999:276) where ‘research is defined as the intentional creation of shared new knowledge’ (Bourner, O’Hara and France, 2000:227). Practitioner centred research aims to create environments in professional practice by adding to the stock of usable knowledge of professional practice. It is the intentional creation of new knowledge of professional practice of a kind that can be shared by other professionals, increasing the knowledge of practice rather than increasing the stock of the knowledge of the subject. To Bourner, O’Hara and France, (2000) knowledge was about usability; people need to ask if it is usable. They argued that what is needed is a curriculum model that recognises the production and reformulation of knowledge which is integral to the student’s learning process.

Instead the emphasis on individual research training puts the focus on the visible elements of doing research—the production of a thesis and supervision—rather than on learning (Pearson, 1999). Boersema, (2002), drawing on the Deweyian idea that if teaching and learning is taken as a spectator view of knowledge, argued that teaching and learning are appropriately concerned with the successful transmission of information. The transmission of information is the immediate goal, with the longer-range goal of empowering the student. However, there are axiological aspects to this; students need to learn how to think, but that requires something for them to think about. There are also ontological issues such as the nature of facts or skills, and of what is real.

As was seen from the findings of the current study members of the cohort preferred learning by coursework rather than by generating knowledge via a research project. The preference of the members of the cohort was for social and collaborative interaction between lecturer and students and student to student. Years of social isolation acknowledged as part of the thesis mode of knowledge generation was not their preferred option. For the majority of the members of this cohort discourse at a professional level derived from attending classes and meetings was a motivating

factor in their choice of professional development activities. All members of the cohort agreed that the formal and informal class discussions were a highlight of any coursework, and they also agreed that vast amounts of professional reading and isolated work leads to social suicide in relation to family and friends. These findings support those of Trigwell, Shannon and Maurizi (1997) who noted that positive student commentary was associated with the fact that coursework could be handled better than the thesis alone, and that students also commented upon the lonely and isolating nature of the thesis. Trigwell, Shannon and Maurizi reported that one of the strengths of an Ed D was in allowing students to work and learn with peers that have similar interests and exchange views in a collegiate atmosphere.

The interviews for the current study were carried out at the beginning of the thesis segment of the program. If the interviews were to be carried out at the end of this segment, student opinion may be different to what they felt at that time. However it must be remembered that three of the members of the cohort had attempted a PhD and the others had at least one Masters degree that included a thesis component, so they had some experience of thesis work and yet coursework remained their preferred mode of study. Anecdotally, in the final stages of the program, opinion has been strengthened in favour of coursework over the thesis.

Brennan, Kenway, Thompson and Zipin (2002); McWilliam (2002) and Neumann (2003) have noted not all doctoral students required or even want a degree that will qualify them to work in a university or other tertiary institution. The members of the cohort want the title of doctor. And yet, once it is conferred, they may not be able to inform or tell anyone within their workplace or they may not be given any credit for it within their current employment. The findings from the current study showed that in several workplaces those who had undertaken higher degrees had been ridiculed because of their self-initiated studies. Thus, these students were hardly likely to advertise their change of title or to add their dissertation to the library shelves even if the subject of the dissertation was that workplace as it is in six instances. In order to avoid any possibility of the workplace becoming aware of their current scholarship, others undertook a project which did not involve their current workplace at all.

The EdD is not the preferred degree for university lecturers; the PhD is preferred. As Evans, Evans and Marsh, (n.d.) pointed out, being a PhD graduate is almost a requirement for those wishing to be an academic staff member in an Australian university. Thus those members of the cohort who intended to seek university employment have accepted that they may need to go off shore. In recent years ‘the expansion of doctoral numbers and the diversity of their needs, interests and national contexts indicated that doctorates are being pursued for a variety of purposes and reasons not connected to becoming a university teacher’ (Evans , Evans and Marsh, n.d.:13), as the data shows. This demand presents universities and others with some challenges as to how to provide a high quality doctoral experience that meets both the personal needs and circumstances of the students as well as the broader institutional and national needs. Therefore, while the title of doctor may be the same ‘there is a disparity of esteem’ (Wildy and Holland, 2002:738) between the traditional research PhD and the professional doctorate.

Evans , Evans and Marsh (n.d.:4) stated there were approx 36,000 students enrolled in Australian doctoral programs by research in 2005 with approximately 1,700 in doctorates by coursework. There were roughly equal numbers of males and females with slightly more local females and slightly more male international students. Fourteen thousand students were enrolled part time which probably meant that the candidates were also in full-time employment. Professional doctorates with a 66% research component, as does the EdD at this university, still fit under the existing policy definitions of research degrees. Those doctorates with more coursework are available as fee paying coursework in the higher education sector (Brennan, Kenway, Thompson and Zipin, 2002:67)

As coursework programs were preferred by the members of the cohort, I propose that a coursework doctorate may be the way to attract future students and keep the EdD at this university viable. McWilliam, Taylor, Thompson, Green, Maxwell, Wildy and Simons (2002:2) noted that “one third of doctoral programs are coursework only”. The findings of the current study showed that at least two of those who left the cohort indicated a strong preference for a coursework only or a coursework with minor project degree. A precedent has been set with the development of Masters degrees

many of which were previously offered as coursework plus thesis and which are now offered as either a coursework plus thesis, or coursework only.

Coursework is useful for investigating a range of professional theories and concepts related to a wide area of the field and is more suited to broaden the knowledge of teachers than of a narrow field of research-based learning. The field of education is a broad field and practitioners within it tend to work over several disciplines or subject areas. Shulman stated that:

The notion of teacher knowledge and teacher understanding have become ubiquitous in any work in teaching both in terms of research and policy and with connections between teaching and student learning. You must not ignore the content of what teachers are teaching. Teaching changes dramatically as you move from one content area to another. Drawing on the Schwab's notion of the subject matter you not only have to think about how teachers reason, but you have to think about how teachers think about, understand and reason with the main ideas, concepts and principles of the different subjects they teach (Shulman 2001:2).

Thus I suggest it is neither useful nor normal for teachers and other practitioners who daily work across a broad curriculum base to investigate one narrow issue for three to four years.

The reality is that the time-lines of work-based research, that is research within and for a particular educational organisations, are not practical. This is because projects that are devised and developed to change curriculum frequently become obsolete before completion because of the several years required for a part-time thesis.

Therefore a coursework only doctorate would be more useful to employees as theory debated and research techniques acquired could be applied within the semester in which they were first broached. The results of a project could be ready for publication amongst the school community by the end of the semester or the beginning of the following one. In a lengthier project progressive or semester reports could be possible. Thus thirteen weeks of coursework with up to four weeks to write up a related paper or project is more user friendly, more do-able for the majority of part-time students. At the three year, one month mark of the four-year thesis component there were at least two of the members of the cohort who were only able

to devote part of the weekend and the school holidays to the project. During recent communication the same two students reported that they were still collecting data.

The thesis is not an efficient use of time. Within a busy lifestyle there are numerous opportunities to read and think, not so to collect data (especially when dealing with human subjects). Data collection and analysis is a complicated and time consuming task. I also query the value of the project at its completion after such a long time span. Four years from its inception plus examination and correction time until publication hardly leads to an immediate solution to a work-place problem. Rather it was the readily applied skills learned during the coursework—such as a case study of the school's literacy program, an action research project related to teacher training within a private educational institution and Vygotskian scaffolding for English as a second language students—which were immediately useful to others in the workplace within my own professional practice.

The introduction of Knowles's concept of andragogy and the general acceptance by educational institutions of its principles has meant that adults as learners beyond initial post-schooling qualifications have become a constant source of students for TAFE and higher education. However, the options for adults who have disposable income and sufficient time to invest in 'learning something every year' are extensive. Hobby courses, courses in physical and emotional self improvement, wellbeing, information technology, sporting skills, language and communication courses, and technical skills are advertised each semester through local Technical and Further Education colleges, neighborhood houses and private providers. Technical and Further Education also offers a substantial range of semi-professional or one-off subjects for both the hobbyist and the skilled tradesperson. Universities, too, offer a range of language, IT and single subjects for 'interest'. This is the climate in which administrators of formal professional development must compete for students.

Within this climate of extensive offerings for vocational, physical and emotional improvement, Australia has had almost universal tertiary participation. It has the second highest rate of participation in formal education and training systems for older persons, being second only to the USA for ages forty plus (Burke, 2000; James and Beckett, 2000). This may be due to what Brookfield (1986) argues is the addictive

aspect of education for adults; or it may be due, in part, to a greater accessibility and flexibility of higher education through an Australian Government response to macro economic policies (Marginson, 1993, 1997).

Private organisations have also evolved to provide a wide array of educational services to adults of all ages and from all walks of life. However, some programs of the many educational institutions, whether universities, Technical and Further Education colleges or private providers, have had to become self-supporting, relying on the generation of revenue from student fees, rather than government sponsorship. Program planners and administrators are thus faced with the task of providing quality programs that are responsive to their clients needs, while developing and effectively marketing courses that generate revenue to cover costs in order to remain viable. A consideration of these factors means that an understanding of clients' needs and aspirations is most important (Fujita Stark, 1996). A consideration of these factors would enable understanding about why adults participate in learning not only for the purpose of recruiting new students for a program but also for the reasons of retention (Wegner, 2003). Merriam and Caffarella (1999) argued that knowing and understanding the reasons adults take advantage of educational experiences has to be part of an instructor's regimen for planning as this will impact on the course, its activities and its expectations. In other words there is a need for an investment in social capital.

Social capital consists of the institutions and relationships of a thriving society. Where you live, who else lives there and how they live their lives can be as important as personal resources in determining life chances (Commission of Social Justice 1994:308-9). This explanation of social capital emphasises community links and networks, the value of norms of reciprocity and trust associated with them and the collective benefit that can accrue from such bonds.

There is a need for trust to develop and continue to be nurtured by both the individual and the educational institution in order for the shared social capital to grow: in the same way as economic capital must be added to in order for it to maintain its strength. For, according to Coleman (1988, 1990), social capital resembles other types of capital in that it facilitates productive action: it generates obligations, expectations,

trustworthiness, information channels, norms and sanctions, all of which contribute to a person's or group's capacities to engage in social action.

What we have seen in the examples put forward throughout the current study is the explicit acknowledgement that by building on both the concepts of reciprocity and trust there are significant advantages to both individuals and institutions. This occurs at the mezzo level, such as universities, as well as at the macro level such as nations. The then President of Finland, Martti Ahtisaari, said in his traditional New Year's address on Jan 1st 2000:

A society is not just the sum of the individuals that comprise it; its strengths and development depend also on the social capital that consists of people's mutual trust and their ability to cooperate (Engstrom, 2001:3).

Social capital may be defined as 'consisting of social networks, the reciprocities that arise from them, and the value for these for achieving mutual goals' (Field, 2005:3). Social capital theory assumes that people acquire at birth and accumulate through their lives unequal shares of capital that 'incrementally alter and determine their life chances' (Hagan and McCarthy 1997:221) and that social capital is not invested evenly by educational institutions. Field (2005:4) stated that 'generally the literature in schooling and social capital suggests that strong networks and educational achievement are mutually reinforcing'. Within this study it was shown that there was a considerable investment of social capital in several students which motivated them to continue from Postgraduate certificates and diplomas, via a Master's degree, to studies for a professional doctorate. The degree of social capital invested in the relationship between the students and the university by the university staff was rewarded by a loyalty to this institution over many years. Benefits to the institution were provided in the tangible form of achieving students and the funding gains generated from their enrolments and success. Benefits also accrued by the intangible gains of word-of-mouth praise and recommendation for the institution both through the Technical and Further Education system in which several students were employed and in the wider world.

Conversely the paucity of social capital invested in some of the students by heads of department, program managers and lecturers caused the university to lose several

extremely able students. Anecdotal evidence suggests that they are now enrolled in other degrees in other institutions.

Three decades ago Australian higher education was heavily dependent on annual Commonwealth Government Grants. In 1974 the Whitlam government abolished tuition fees for all higher education students and took full responsibility for funding universities and colleges of advanced education. From the mid 1980s, however, with rapidly increasing student enrolments, the Hawke Labor government initiated moves to place much more responsibility on universities themselves to generate substantial proportions of their own income and to adopt a more business-style management. Universities were permitted and encouraged to recruit full-fee international students. Student contributions to the costs of their education were then reintroduced through the Higher Education Contribution Scheme, whilst provision was made for the recruitment of full-fee domestic postgraduate students (Harman, 2005).

In 2005 the Australian Government provided over \$550 million to universities to support research training through the Research Training Scheme (RTS). RTS funding was distributed to universities based on their research performance compared with other universities (Evans, Evans and Marsh: nd:7). The components of this formula were 50% for Higher Degree by Research (HDR) completions, 40% for research income and 10% for publications. This effectively provided fee-free places for domestic students for up to four years of a doctoral program. ‘Almost all domestic Higher Degree by Research (HDR) students do not pay tuition fees’ (Evans, Evans and Marsh, nd:3). However, subsequent adjustments to the RTS scheme meant that universities received about 80% of the payment for training most domestic research students only after the students graduated (Evans, Evans and Marsh, nd:11).

Evans, Evans and Marsh (n.d.) pointed out that the RTS significantly increased the profile of graduate research in Australia. For the first time there was direct federal funding to universities for research training. This change ensured universities nominated their area of research strength, concentrated research training places in these areas, developed the typical skills of their research students and improved their completion times and completion rates. However, Brennan, Kenway, Thompson and Zipin (2002) argued that such changes to funding doctoral students had particular

implications for professional doctorates. As the RTS was a payment to universities on completion mode, this made part-time students much less attractive to institutions than those who could work full time on their studies.

There is a fundamental distinction between doctorates by research and doctorates by coursework and this difference affects both funding and status. However, attracting government funding was not an issue for the EdD program at this university as it was a fee-paying course. Status was not an issue either; it was the title of doctor that was being strived for by the majority of members of the cohort, not the provision of vocational opportunities within the university system.

If the EdD is to remain as a research degree within this university then why not fund it in the same way as a PhD degree, allowing for learning in a part-time mode? If it remains unfunded under the RTS scheme then why not institute a coursework only program as requested by this cohort of students? Was our call for a coursework only doctorate ignored because of the government funding benefits to the university generated by on-time completion by the members of the cohort? If so, then this attitude is likely to be counter productive for maintaining future student numbers within the program. If the degrees provided are found to be wanting or are not presented in the form in which the students wish to undertake their studies then I suggest that in the future, as has already been indicated by the reduced number of candidates in the second local cohort, full-fee paying students will look for professional development opportunities elsewhere and numbers in professional doctorates will continue to decline.

Understanding the motivational characteristics of students has important implications for program planners. It provides an opportunity to make meaningful decisions which can help to satisfy participants. If students are strongly motivated to participate in professional development in order to enhance a particular skill then it follows that it would be expeditious for institutions to endeavor to provide an environment to accommodate this. Market economy forces require that an institution meet its students' needs (Brennan, Kenway, Thompson and Zipin, 2002).

The workplace as a site of new knowledge

The findings raised four issues: the value of professional knowledge and the generation of professional knowledge, the imposition of professional development, the level of support from employers for those undertaking self-directed professional development, and the relevance of academic research to the workplace. Wildy and Holland (2002) claimed that the academic research community has always had a privileged status with regard to the production of knowledge and the criteria which define and legitimates its knowledge base. Doctoral education in the form of the traditional PhD is the epitome of this form of knowledge. However, the application of professional knowledge is also instrumental in defining its character and development and professional knowledge is primarily a product of experiences gained in the workplace. The workplace can thus be viewed as another site of new knowledge formation though the knowledge generated through programmatic workplace experience is qualitatively different from that which derives from research within the academic context.

Lee, Green and Brennan (2000) argued that universities, in their roles as the formal accreditors of knowledge and higher learning, have faced extensive criticism for their consistent privileging of disciplinary and formal modes of knowledge production over the more situated knowledges and practices of knowledge production within workplaces. They pointed out that supervisors and examiners still tend to have PhDs and that assessment is individual; group projects or projects which produce course materials such as DVDs are remarkable. Their data demonstrated that there were struggles between the university, the industry and the EdD researcher over what counts as useful and worthwhile knowledge. This was considered to be a result of the 'continued use of the theory/practice binary rather than moves to de- and re-construct sites, modes and practices of knowledge production' (Brennan, Kenway, Thompson and Zipin, 2002:77)

Until recently knowledge formation by practitioners in the field has traditionally been undervalued, due to difficulties in the nature of practical knowledge itself and also because of its resistance to customary methods of description, categorisation and communication (Wildy and Holland 2002). Practical knowledge derived from the

workplace in contrast to discipline-based knowledge is idiosyncratic and action oriented which makes it difficult to codify in theoretical terms. However, Lee, Green and Brennan (2000) suggested that the university was being displaced by the workplace in some ways as the primary place of production of the world's knowledge. Brennan et al (2002:63) agreed, 'there is an enhanced awareness that sophisticated knowledge production occurs in workplaces outside of as well as inside universities'. Thus universities in Australia and elsewhere are becoming more directly involved in research training for industry and the professions partly through professional doctorates.

Although the literature (Brennan et al, 2002; Wildy and Holland, 2002; Lee, Green and Brennan, 2000) refers to the triumvirate of university, workplace and government, end-of-career students see their contribution not to a workplace but to the profession in general and to themselves personally. Evans and Kamler (2005) suggested that the future of intellectual work is likely to draw on people and places with new creative and cosmopolitan interests and values such as mid-career professionals undergoing doctoral training. In contrast to Evans and Kamler, (2005) I propose that this cohort was a phalanx which signalled a future population of students who will place demands upon the universities to provide the type of doctoral degree that they wish to study; one that will most probably not include a workplace as a source for knowledge generation (as has the majority of this cohort) and which will be focused upon benefiting the profession in general. Others have already identified this view of a more demanding older group of students. 'Older students are beginning to demand socialisation and career development that acknowledges their diverse needs' (Brennan et al, 2002:70) and 'there is no doubt that the soft and timorous voice of the self-effacing aged is growing stronger and will increasingly be heard' Throssell (2001:2).

Thus the new wave of students requires that universities take note of issues of quality, accountability and responsiveness to students' personal and career needs, (Pearson, 1999:276) and 'ensure students engage with practicing researchers and are in conversation with a community of peers/experts/others' (Pearson, 1999:282). Interaction in a doctoral group among people from different sites and workplaces may make significant contribution to understanding what is a professional location in the current fluid workplace environment.

However, within the workplace environment, professional development is sometimes imposed in an authoritarian manner as a policy driven , top down, mandatory activity. The participants have reported such activities often have little relevance to their current professional practice. Such activities are not well received or are considered to have little use in their day-to-day practice, that is, it had not been effective.

As Kerka (1994) suggested professional development is the most effective if it is self-initiated and not mandatorily imposed. She argued that mandatorily imposed professional development violates the principles of adult learning such as voluntary participation and self-direction and disregards individual learning styles, although she admitted that well designed programs could influence practice. This view was supported by Socket (1993) who argues that the content is considered to be more applicable if it is negotiated with the participants in order to be relevant to the practice.

Indeed this theme is common throughout the literature:

one belief underlying this development in educational practice is that real problems in the 'here and now' offer more scope for significant learning than imaginary problems or edited descriptions of the 'there and then' (Bourner, O'Hara and France, 2000:233.).

And the knowledge which is **presumed to be relevant** (my emphasis) by the presenters to the development of professional workers 'can undermine worthwhile local and context sensitive knowledge'. (McWilliam, 2002: 289). As Peer and McClendon (2002) suggested, relating concepts and principles to real situations contributes to learning new material. Thus, mandatory professional development that is not linked to current professional practice is considered to be of little use to employees apart from the bonding experiences they undergo as they criticise the program and the presenters and enjoy the hospitality of the institution.

The current study also alerted us to the changes within employment and within educational institutions whereby for some employees a doctorate was no longer a matter of choice; there was a mandatory requirement of obtaining a doctorate for several members of the cohort in order for them to retain their current employment.

However, for other members of the cohort there was little or no support and some within the TAFE sector found that colleagues, and particularly managers, were derogatory in their attitude to the members self-directed professional development activities. With a closer relationship between higher education and the economy it is not surprising that Lee, Green and Brennan (2000) suggested there is a growing requirement for graduates to have high-level professional, communication and interpersonal skills as well as relevant technical skills.

Wildy and Holland (2002) argued that it would appear that doctoral programs undertaken by mid-career professionals had the potential to gain support from employers on the basis that they would add value to the workplace. 'The timely provision of high level research skills can be applied directly to concrete issues requiring resolution in professional settings' (Wildy and Holland 2002:738). However, such an argument assumed that there was funding and/or the desire to resolve issues or the wish to recognise the expertise of employees. The data showed that this was not the case in the workplace of several members of the cohort in the current study. Lee, Green and Brennan (2000:133) pointed out that in a knowledge economy employees with higher qualifications were a potential source of benefit. By undervaluing several members of the cohort, employers—particularly the Technical and Further Education sector—are denying a valuable resource.

One of the outcomes of the introduction of professional doctorates has been training in research. However, within the literature there are increasing expressions of concern about 'the limited contribution of research about professional practice to the practice of professional practitioners' (Bourner, O'Hara and France, 2000:226). They argued that education research makes too little contribution to the professional practice of teachers. An important suggestion was that findings need to be presented in an accessible form, that is in plain language, so that a wide variety of practitioners can translate the implications of each study and evaluate its use for their own context.

The findings from the current study have shown aspects of the professional development experiences of the members of the cohort to be similar. These include the relevance in the workplace from the practitioner's perspective, their perceived contribution to the workplace and the profession and the lack of value placed on

postgraduate qualifications and higher qualifications by employers. This disinterest by employers is reflected by the lack of financial support for all but one of the members of the cohort, and none was given time to attend courses. In several cases if managers were aware of the students' current studies derogatory comments were made and there was no pay increment upon completion. It will be of interest to see in the future whether the relevant TAFE departments choose to publish the full list of qualifications of their employees to add prestige to their institutions as has been my experience of the private educational institutions in which I have been employed.

The practice of negating the self-directed learning of employees is not exclusive to the current cohort. Wildy and Holland (2002) were disappointed to realise that there was 'expected to be little personal benefit from the doctoral experience within the workplace in the form of promotion of remuneration or esteem' (Wildy and Holland, 2002:743). As with the current members of the cohort Wildy and Holland found the workplaces would not be informed or there was no reward structure in place. There is of course the personal benefit of being more confident in the knowledge gained as well as the credibility this knowledge has the potential to bring. There is also the great personal satisfaction and, primarily for all of the cohort, the prestige attained within their family and the community in which they live.

Disinterest by their employers was reflected in the the research topics chosen by the members of the cohort. The majority of topics were chosen because of a personal interest in the topic rather than for their relevance to the workplace, with only six of the seventeen potential projects being situated within the current workplace of the student. With four students choosing not to progress to the thesis stage of the program at all, the remainder of the topics were chosen from an area of interest to the student, remembering that with end-of-career professionals there is no workplace. That is not to say that the studies not situated within a specific workplace do not have value to the profession as a whole, rather there will be substantive, technical, and typical, as well as personal contributions.

For doctoral research to contribute to upgrading the status of professional practice an important factor is whether or not employers are engaged in the process and have some chance of setting the agenda on educational research. Wildy and Holland

(2002) argued that if the workplace was not engaged in the process there is less chance that the overall research capability of the respective profession will be strengthened:

There will be no multiplier effect due to the lack of legitimization of the value of doctoral study and the absence of supportive professional networks—two characteristics which are critical to the sustained creation of new knowledge (Wildy and Holland, 2002:744).

Since the dismantling of government departments which had the capacity to provide adequate research and development, and as this research and development has not yet been taken up by other groups, there has been a knowledge vacuum just at the time when it was most needed. Indeed ‘the paradox of living in the information age and the knowledge economy is the paucity of good information and well-researched options for professional practice’ (Brennan, Kenway, Thompson and Zipin, 2002:67).

Workplaces are dynamic; tasks, goals, interactions and participants are likely to be constantly changing. Rather than being a once off source of knowing, participation needs to be enduring in order to learn richly as well as remain engaged with the changing requirements of practice. (Billett, n.d: 11)

In this context, by researching their workplaces, the professional doctorate could provide practitioners with well-researched information to meet the changing requirements of practice. The professional doctorate could also be a useful instrument in filling the knowledge vacuum in government departments.

The contribution of government towards the future

The Hawke-Keating governments were persuaded to promote professional doctorates as part of an award restructuring agenda: a ‘true’ profession was seen to have its own codified and cumulatively acquired body of knowledge within established disciplines of academic standing on which a career pathway with separately enumerated steps could be based. However, ‘the production of professional knowledge is tenuous since there is no recognised national professional body of teachers, at this time no national portability of qualifications or national registration’ (Brennan, Kenway, Thompson and Zipin, 2002:76).

High level professionals at the peak of their career are often attracted to upgrading their qualifications and making a practical contribution to knowledge. The advantage to the knowledge economy as a whole is to have a wide range of knowledge producers, especially ones who do not end up in academia because of the scarcity of those who are suited to this type of work. Thus the sector is able to have the best of both worlds, well-trained professionals accustomed to professional give and take; able to offer high quality advice on proposals, research and development; and yet be able to write in an accessible form, that is in plain language. The professional doctorates should be able:

to deliver cutting edge work on cutting edge problems, relevant to practitioners and policy makers alike. In addition, the government has more chance of keeping those high fliers if their professional development needs are well met (Brennan, Kenway, Thompson and Zipin, 2002:74).

Many national governments have declared it is the quality of their education and training systems which will continue to shape the international division of labour and national prosperity, 'the quality of a nation's education and training system is seen to hold the key to future economic prosperity' (Brown and Lauder, 2004:47). There is a need to raise the quality and productivity of human capital in order to win a competitive advantage in the global economy. Knowledge, learning, information and technical competence are the new raw materials of international commerce. However, along with the acceptance by governments of the concept of lifelong learning there has to be a recognition that lifelong learners are just that, learners who continue to learn throughout their lives not just until retirement or until they have reached a pre-determined level of qualification or a particular level of employment.

Throssell (2001), quoted ABS statistics and claimed it is clear that governments are becoming concerned with the financial implications of an increasingly aging population. The projected age of the population aged over 65 in the year 2021 was predicted to be over 4.2 million (Throssell 2001:2). It is the quality of life enjoyed by people during those years that has strong repercussions both for the individual and for the government as controller of the welfare state. Throssell suggested a way of regarding people that is not related to chronological age could be beneficial both

economically and socially and is likely to have implications both for the individual and for society itself.

One salient aspect of this phenomenon is the growing social force of older people. At its most basic it has force by its increasing numbers but also through other areas such as accumulated wealth and the expectation of the demographic of continuing to play a meaningful and influential role in society. Contrary to the 'you can't teach an old dog new tricks' adage often suggested in common usage, cultural perceptions related to aging are changing, stereotypes are being broken down (Throssell, 2001). He suggested that the impetus towards lifelong learning in recent times has been in response to societal challenges and that all members of the learning society will be engaging in learning of some kind from birth through all years to death (Throssell, 2001). As well, there is a percentage of aging individuals in our society who are refusing to be bound by cultural influence and stereotypes, and less bound by age related restrictions. The contention is that agelessness in a person enables them to choose to respond to educational opportunities throughout their lives and that learning is how we adapt to change.

By what professional development pathways did such a diverse socio-cultural group of people come together?

The professional development pathways of the members of the cohort were many, varied and individually complex. There were seventeen separate stories with the only similarity being that not one of the members of the cohort traversed an uninterrupted route of undergraduate degree, Masters degree to a doctoral degree. Secondary schooling was successfully completed by some members of the cohort, unsuccessfully by others. Some members of the cohort undertook apprenticeships, others began formal studies, undertaking diplomas or undergraduate degrees, and the remainder took up employment and part-time studies. These studies tended to have a vocational element with accompanying formal academic qualifications but there was an almost equal amount of personal development and general intellectual interest, once again in either formal or informal education with further opportunities developing from these interests.

Changes in employment throughout their careers brought new opportunities for additional study. Gradually formal studies built on past successes and became more focused. Certificates, then diplomas, undergraduate degrees then Masters degrees were completed, often with other certificates and diplomas interspersed or studied concurrently. Finally, the members of the cohort moved into doctoral study either to a PhD then to the EdD or directly to the EdD. At this point they may or may not have still been employed.

What am I doing here?

I now realise I undertook this degree because I have a love of learning that I find to be addictive. This is partly explained by the pleasurable physiological or psychological effects that have been described as being experienced by the members of the cohort:

the sense of being inspired and uplifted because of conversations with people of a similar professional interests;
the exhilaration of finding the 'perfect' reference, or when text appears to jump off the page in support of current ideas;
the excitement of 'Eureka' moments when many parts come together as a whole;
the flooding release of tension when a paper or project has been completed to the best of the student's ability;
the feelings of disbelief and almost overwhelming pride when papers are returned with a better than hoped for result.

The positive feeling associated with these moments are considered by the members of the cohort to far outweigh the feelings of impostership (Brookfields, 2002) the self-doubt and low self-concept in relation to their studies, and the marginality (Reay, 2001), isolation and loneliness that results from the time consumed by formal study. As well, I have come to realise that I undertook this particular project as an attempt to redress a past fail, of which, even in the final stages of this project, as with several of the other members of the cohort, I am still reluctant to speak.

Recommendations for further study

It is recommended that a study which evaluates the EdD, after all members of the first local cohort have completed or withdrawn from the course, be carried out. Further to supporting anecdotal evidence gathered recently from casual conversations, a minor study to investigate the transferability of the theory to the second cohort of Doctor of Education students at this university is suggested. A further study is also suggested to test the theory against other professional doctorates in education in other universities in order to determine if this phenomenon is specific to students who enrol in this university or is more widely spread. A third study might investigate the role of social capital invested in their students by members of the School of Education at this university. This investment encourages students with particular negative events in their academic background to attempt successively higher level studies over a long period of time from one course to the next. A comparison could be made to the success in retaining students in institutions that are perceived by this cohort as investing less social capital in their students.

Reflection and the way forward

Once again it is spring, again there are daffodils along the roadsides and there are birds nesting outside my window. However, of late the cohort has met less frequently, there are no study group meetings planned for the future, our contact is via sporadic emails and the very occasional phone call. The students' tasks for this degree have been completed or nearly so, their thoughts and arguments established and ordered. There is less need for the support and comradeship of the group. The topics of conversations have evolved and changed from the present to the future, from 'what am I supposed to be doing?' to 'what am I going to do next?'

I have learned far more about my fellow members of the cohort than I anticipated through their generosity in sharing their professional and often personal lives with me. I have also learned much about myself through several epiphanies; a sudden realisation as to why I sometimes feel compelled to carry out certain actions, or when feelings almost overwhelmed me as thoughts percolated unbidden to the surface of my conscious brain. I am now more accepting of myself and of the people around

me. I know that every one has a story to tell and they enjoy telling it if encouraged to do so. What is fascinating for me is discovering the similarities and differences that exist within all of us, and that all I have to do in order to enjoy this fascinating pass-time is to listen.

Glaser and Strauss (1967) advised not rushing a project but to give it time and I have; far longer than I intended when I began the process. But as it progressed I became loathe to relinquish the identity I drew around me as I would a comfortable garment—the identity of a research student. However, I know that the time has now come to complete the process. The project is done and it is time for me to move on, time for another journey to commence. I trust the next phase of my life will be as challenging and as fulfilling as this one has been. I look forward once again, to having the opportunity of meeting more remarkable people with whom to share the experience of the next stage in my lifelong learning journey.

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Doctor of Education (EdD)

(by Coursework and
Research Thesis)

Faculty of
Human Development
School of Education



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The Course...

The School of Education, Victoria University, is introducing the Doctor of Education (EdD) by coursework and research thesis in April 2001 (subject to demand). The EdD is a professional doctorate. It provides experienced professionals with an opportunity to combine high level course work studies with research into an aspect of professional practice relevant to their workplace. The course is 3 years full-time, 6 years part-time.

Year 1 is course work. It involves the study of six subjects:

- Policy Context of Professional Development
- Education, Training and the Economy
- Advanced Studies in Education and Training
- Investigating Professional Practice 1
- The Practice of Professional Development
- Investigating Professional Practice 2

Assessment

Each subject is 39 hours and is assessed by a 5000 word assignment or equivalent. On-line support with assignments is envisaged.

Course Rationale

This course is designed for experienced professionals in, or aiming to hold, leadership positions in education and training. It is of interest to professionals responsible for teacher development in schools, university staff, industry trainers, TAFE professional developers, human resource personnel, nurse educators and others. The course is also relevant to any professional with an interest in education and training.

The course focuses on the education and training context nationally and internationally, and on how professionals in a variety of roles in different settings respond to the opportunities and challenges associated with policy formulation, development, implementation and evaluation to enhance service delivery.



Research Thesis

Years 2 and 3 are for study toward a research thesis of 50,000 words. The focus of the thesis should be on a professional development issue related to workplace practice.

Minimum Entry Requirements

Applicants should hold a Masters degree or equivalent plus a minimum of 3 years of professional experience. International students must meet Victoria University English Language requirements.

Aims of the Course

The course aims to provide experienced professionals in education and training with opportunities to:

- extend understandings about research and theory, as it relates to practice, to expert levels of scholarship; and
- enhance performance in roles in education and training to standards expected of leaders in the field.

Fees

HECS fees will be charged, and a fee for Student Services.

Mode of Delivery

Part-time or full-time depending upon demand.

Recognition of Prior Learning (RPL)

RPL may be available for some subjects in Year 1.

Analysis

A

- 1 I hated school, I absolutely hated high school and
- POSC-
CHDR 2 I was very poor at high school I used to get nearly all my marks were D's
being a fail the only subjects I was good at was physical education cookery and
horticulture and that's because I came off a farm.
- FOODS 3 So I left school at 15 and a half to start an apprenticeship in cooking um from
there I wanted to go into senior positions virtually y straight away I guess I didn't like
LEAD the idea of not someone telling me what to do all day but I felt I had leadership skills
so I started using them at pretty young age .
- STAT 4 The age of 18 I was senior chef , executive chef. By the time I was 21 I was
holding assistant catering managers positions and then catering manager's position in
large hospital which is quite unusual at such a young age
- ADD 5 and I wanted to push my management side a long a bit further so at the age of
20 I undertook a degree in hotel motel management while I was still working full
time. I completed that and
- 6 then moved from the country to Melb when I was 25 and I undertook a degree
at the AIM at Monash in management
- Hang on AIM?
- INT N 7 Australian Institute of Management at Monash in management and when I
completed that I probably only had about a year off and
- 8 then I started at VUT I enrolled in the graduate certificate in education and
training finished that and then I was encouraged to do the grad dip and so I did that
and they said well while don't you do a Masters
- 9 I was encouraged to keep going because I received quite good marks all along
the way and I found that this was my um it was very confidence building for them
- 10 because when I was at school as I said I used to get such poor marks so that
reflected in low self esteem around study and those sorts of things
- 11 and the teachers lectures at VUT were very supportive and ah Jan Gay who I
would say was probably my inspiration to go past even the graduate certificate, I don't
think I would be here today of it wasn't for her. She brought a lot out in me and she
allowed me to see what I had to offer which was fantastic.
- 12 So yep did the masters and completed that I think about three years ago .
- 13 I've also, in the last four years I've been doing a masters of science in the
States by correspondence and I finished that last years so I have a masters of science
business administration as well.

Soce 29 so in terms of resources design and constructing and so on so that people can judge if they are any good. So I spend a silly amount of my time involved as a or giving um professional development workshops in the community education sector for nothing um which is perhaps why they want me although I like to think that sometimes the content of the ideas that I'm trying to present would also interest them

STATS? 30 and I've done some significant national level conference presentations and one of the themes in those conference presentations is that my area of work has privileged me in being able to pursue investigation into things I'd like to investigate anyway and it has been my privilege that I've been able to encompass that or subsume that within the actual teaching content.

31 So there's this very happy relationship between what I want to teach about and what, even if I weren't a teacher, I'd be wanting to investigate. So I intend to continue that even now and feed that back to the field and see how it goes

So do you think you'll take paid employment again in the future, I mean do you see the whole thing becoming so large that you'll

32 No only on a casual basis um given

CONFIDENTIAL DISCUSSION ABOUT IMMEDIATE FUTURE PLANS

33 I try to marry wall display and wall education type productivities with increasingly, not just with the local folkloric history stuff, which is fine a good starting point, but with things of greater substance.

34 An example I would use is the development of teaching learning activity, which is generated and organized initially through wall display and is involved in literacy and public health issues. That has implications for other countries like East Timor if it's any good if it's not that's fine, that's fine, I'll go and do the garden.

CONTINUES THE CONFIDENTIAL DISCUSSION OF IMMEDIATE FUTURE PLANS

So while your working through the doctorate this is a very useful source of information and resources

35 the doctorate will always meant to inform the thing itself which I believe it has done brilliantly um but if something has to go it wouldn't be the thing it would be the formal study

oh alright, so you would consciously make that choice

36 Oh my wife might make it for me given the costs and the fees or the costs of time, I'm being slightly flippant there. She is terrific and supportive and um yeah

DISCUSSION ABOUT FEES

DISCUSSION ABOUT FUTURE PLANS

BH SH
SOCC

77 well my elder sister Mary she was a telephonist but she sort of had to go to work because there were eight younger ones but she still did her leaving cert then she became a telephonist then my one brothers a carpenter another's an electrician another's an engineer and then my sister is a teacher another is a secretary and then the youngest ones a telephonist and the youngest brother Gerard he was on the farm he wanted to do computers but because my father is getting on in age he stayed home to look after the farm but he knows more about computers than I do

60
78
2

78 I don't know whether you would say it was hard work or what but it's like a work ethic, we always working are you like that too

yeah and its interesting because the people I've talked to so far have all been the same.

do you consider that you suffered from any academic failure in those middle years sort of either at the end of school when you did your leaving certificate or when you were at uni?

CHDR

79 isn't that interesting that you've brought that up. You can read me can you?

no no that's what i'm saying we are all

we all suffer from that too

so what was yours

80 but mine was in the middle of university

that happened to me to but I didn't want to tell you isn't that

so in uni, middle uni

81 when I was sort of doing my traveling and I thought I am looking at the wrong angle in life I've been focused on getting good results and because my leaving cert was so good and everybody expected me to do and I went downhill and it took me five years in between then to do my degree because I did some teaching in between and that was when I worked at the bank as well

isn't that interesting

yes it is its fascinating

SOCC

82 and as well as that I went more towards people than the study I branched out and thought I got to help this person I got to help that one so I used give my notes to all students that needed them and

LSES

83 I even helped one girl pass her geography but I used to go help everybody else so I think that was a change in me as a person so that probably looking back on it I think it was a good experience cause it made me a better person

29 Yes, a wide area of problems, nothing to do with HIV aids.

So it's this gestalt thing? Now I understand

LINK

30 So what did I do then sort of completely changed career and I, after my masters, I went in to work in prisons in correctional services and I did some PD with them, umh, you know how to manage hostility and aggression and I did a week long PD course in, I think in about 1999 with correctional services working with inmates.

31 I worked with Community Services for a couple of year's part time. At the same time I was working paid work. At the same time, from about 1999 onwards cause I kind of left nursing and I went into, I was part time in Community Services, part time as team leader at crisis line.

Alright yep.

WMV

32 And I did quite a few one off PD sessions with them just in managing difficult callers, managing suicidal callers, managing callers with relationship issues, so they were just, you know, they were mandatory but they were of interest to me.

33 So then I went off after all of that I went off to Woomera and worked up there, for that was in 2000, and up there I did a bit of PD around working, just short a half day here, a half day there. Umh, working with people across different cultures and I also did a PD in mandatory reporting in relation to child abuse.

Right, okay.

LEAD

34 Then I came back to Melbourne and got the job here and didn't do a lot of PD when I first started here but then started the Doctor of Ed which is sort of a bit on hold at the moment. I'm probably joining the next cohort.

Oh right.

COSEM?

35 Just to complete a subject and my PD I suppose has been for the last couple of years, has been the Doctor of Ed plus little bits of PD here at the uni, you know, we had a psychologist come in here the year before last and just did some PD with us around working with groups. I've just done a week-long leadership development program at Ballarat, umh, I've done IT PD here.

I wondered about that

36 I'm about to do Excel PD, I'm about to do finance PD. What other PD do I have to do? And what I do as part of, I go back oh about once a month on average and work a shift as a nurse at the Royal Melbourne to remain up to date with changes and that's kind of my PD in a nutshell really.

Yeah, what a fascinating life.

Ohh

No, really people stay in the one job for thirty years in the one school and you've done all this interesting stuff.

37 Yeah I don't know what I will do next.

When you say you don't know what you will do next, after you finish your doctorate so you, will you go on and do some more? I mean it appears to me that you, every year that you have a target as far as learning something.

Mmmh

Hmmh, yeah.

So you consider you will keep on going, do you have anything sort of at the back of your mind?

38 Look, yeah, the one piece of PD, well its personal development for year/s and years and years I've been doing night classes at various places in Indonesian language, and then traveling to Indonesia every year, and so I have wondered whether the doctorate is for me and what my motivation for doing the doctorate is.

CS
LSES

39 I've sort of, I guess, I have thought about like, I want to complete it but I don't want it to become arduous. Like I've thought, and the last year was arduous and I lost interest, and I've thought yeah, I like to do a BA and I made enquiries recently about a degree in Indonesian language studies.

IMPR

40 I suppose as I get older I want to study that which is more personally useful as opposed to professionally useful.

SELF

41 Look I think that I will finish the doctorate but I will take longer than everybody else. I'm sort of in contact with Marg fairly regularly about when I can start again with the new cohort to complete the subject component.

VECT

42 Umh, for the future I, um, you know I was teaching here for nearly 3 years and I'm not teaching anymore. I'm unit management now and I, umh, don't actually want to go back to teaching. Umh, I'm kind of done with that. I do teach, umh, essentially at the Centre for Grief Education.

LEAD

SOC

43 I really enjoy that because it is experiential teaching, it is not didactic, it's not lecture style as is the case here so I'll continue to teach in some forums but I don't want to teach nursing anymore umh I'm interested in management now.

doctorate
useful for
this
USE

44 I suppose my overarching goal is to become self reliant in terms of income and develop my private practice umh to the degree that I don't need to work full time

45 So your question was PD for the future PD will to complete the doctor of education over time I have had thoughts about turning it into a PHD study and therefore having a little more scope for researching something that is of a little more interest to me personally umh

PHD

Appendix Symbols and descriptions of symbols

Symbol	Description
ADDL	The member of the cohort does additional PD for interest
ADV	Received advice, not always useful, re PD pathway
ASPL	The member of the cohort have aspirations to lecture
BEN T	The member of the cohort does PD to benefit the profession
BLSH	The member of the cohort is the academic white sheep of the family
CC	The member of the cohort considered that they were seen as a clever child by the society around them
CHDR	As a youth the member of the cohort experienced a change of academic aspiration due to the failure to complete secondary school, a fail at university or factors such as WAR
COMP	The member of the cohort has done ICT PD
CP	There are critical periods in life, at seven year intervals
CWMV	Course work mode is preferred to thesis mode
DC	The member of the cohort either initiated or learned discipline as a child which enabled high achievement at an activity
ESL	The member of the cohort has undertaken formal PD in or taught English as a Second Language
FAM	Family influence on career and initial PD
FOODS	The member of the cohort have studied or worked in the food or the hospitality industry
FST	Further study after EdD
GEOG	The geographical suitability of universities
GOV B'D	Mandatory PD government based
GOVPOL	Influence of government policy on PD
IMPR	Recommendations for improving practice
INTN	Formal PD interrupted by family responsibilities etc
LAW	The member of the cohort is interested in Law studies, past or future
LEAD	The member of the cohort exhibits pronounced leadership qualities
LECT	Influence of the lecturers at this university
LINK	PD linked to current work is preferred
LLG	Love of learning
LLR	Life long learner
LONG	More than 6 years in one educational institution or employment
LSES	The member of the cohort has a low self esteem
MOTH	Mother valued education even though she may not have been educated past a basic level herself
MOXIE	The member of the cohort exhibits the qualities of moxie
OPRD	Opportunities taken up were considered to be random or by design
OS	The member of the cohort has worked or studied overseas
PAPER	The member of the cohort feels he/she is a victim of the paper chase
PHD	Why EdD in preference to PhD?
POSC	The member of the cohort considered that they were a poor student at school
QUALS	The member of the cohort doesn't reveal their full academic qualifications at their workplace

READ	The member of the cohort loves to read
RECW	Coursework inspires professional reading
RISE	There is a desire to rise above their social/academic background
RISK	The member of the cohort consider themselves to be risk takers
SEINPD	The member of the cohort has initiated their own PD
SELF	The member of the cohort is self aware, self reflective and self analyses
SELFEMPJ	The member of the cohort was self employed at some time in their career
SLIDE	Academic pathways
SOC	The member of the cohort has a social conscience, cf LEAD and BENT
SOCEC	The member of the cohort will be the first doctorate in the family
SOCIS	The member of the cohort feel socially isolated due to formal PD
STATUS	The member of the cohort are status conscious
TIME	Time taken off work to complete formal PD
USE	Use of this degree
-VE	The member of the cohort considers that they are, or have been told that they are, too well educated for their current situation
WAR	Immigration due to war or family circumstance
NMPD	The member of the cohort considers mandatory PD not linked to current work to be unhelpful
NTRA	Additional units taken, or additional work done, to formal requirements
NVT	Dissatisfaction with this university



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School of Education
Brenda Cherednichenko
Head
School of Education

14th February, 2006

Dear Laurel,

I would like to express my gratitude and appreciation for the time and commitment you have shown in supporting and participating in our recent review of the Doctor of Education and Master of Education programs of the School of Education.

This is very important work and the discussions with which you have so professionally engaged and the advice offered has given us a wonderful opportunity to take on new ideas and directions with post-graduate study in the School of Education.

The reports will now be forwarded to Faculty Board of Studies and the University Education Research Board for information and further discussion.

With thanks

A large black rectangular box redacting the signature of Associate Professor Brenda Cherednichenko.

Associate Professor Brenda Cherednichenko
Head, School of Education

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Program For 2006 September

ID	Title	Date	Time	Location	Seat Available	Max Seat	
361	Supervisors ONLY 2 day w-end DTT Friday 1st & Sat 2nd Sept	Fri 1/09/2006	4:00 PM To 9:30 PM	This program has been postponed to be rescheduled. , Footscray Park	4	0	Full
383	Writing a Literature Review	Mon 4/09/2006	10:00 AM To 12:00 PM	OPR office 14 Geelong Rd, Footscray, Footscray Park	0	18	Full
388	Examinations of Theses	Wed 6/09/2006	10:00 AM To 12:00 PM	OPR Office 14 Geelong Rd, Footscray, Footscray Park	0	18	Full
362	Developing the postgraduate research student attributes- Supervisors Only	Mon 18/09/2006	2:00 PM To 4:00 PM	14 geelong rd, OPR office, Footscray Park	13	18	Staff Only
390	Helpful Hints for INTERNATIONAL scholarship holders	Tue 19/09/2006	10:30 AM To 12:00 PM	OPR 14 Geelong Rd, Footscray, Footscray Park	15	18	Add
392	Helpful Hints for LOCAL scholarship holders	Wed 20/09/2006	10:30 AM To 12:00 PM	OPR 14 Geelong Rd, Footscray, Footscray Park	13	18	Add
363	What does a research student study look like- Supervisors Only	Mon 25/09/2006	2:00 PM To 4:00 PM	14 geelong rd, OPR office, Footscray Park	16	18	Staff Only
349	Supervising Postgraduate Research: HEG 1703 - Supervisors Only	Tue 26/09/2006	10:30 AM To 12:00 PM	20 Geelong Rd, Boardroom, Footscray Park	9	15	Staff Only
356	Supervising Postgraduate Research: HEG 1703 - Supervisors Only	Tue 26/09/2006	1:00 PM To 2:30 PM	20 Geelong Rd, Boardroom, Footscray Park	12	15	Staff Only
350	Supervising Postgraduate Research: HEG 1703 - Supervisors Only	Thu 28/09/2006	10:30 AM To 12:00 PM	20 Geelong Rd, Boardroom, Footscray Park	12	15	Staff Only

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Supervising Postgraduate 355 Research: HEG 1703 - Supervisors Only	Thu 28/09/2006	1:00 PM To 2:30 PM	20 Geelong Rd, Boardroom, Footscray Park	12	15	Staff Only
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October						
ID	Title	Date	Time	Location	Seat Available	Max Seat
364	Developing Communities of Practice for research students- Supervisors Only	Mon 2/10/2006	2:00 PM To 4:00 PM	14 geelong rd, OPR office, Footscray Park	15	18
391	Helpful Hints for INTERNATIONAL scholarship holders	Tue 3/10/2006	10:30 AM To 12:00 PM	OPR 14 Geelong Rd, Footscray, Footscray Park	18	18
351	Supervising Postgraduate Research: HEG 1703 - Supervisors Only	Tue 3/10/2006	10:30 AM To 12:00 PM	20 Geelong Rd, Boardroom, Footscray Park	12	15
357	Supervising Postgraduate Research: HEG 1703 - Supervisors Only	Tue 3/10/2006	1:00 PM To 2:30 PM	20 Geelong Rd, Boardroom, Footscray Park	11	15
393	Helpful Hints for LOCAL scholarship holders	Thu 5/10/2006	10:30 AM To 12:00 PM	OPR 14 Geelong Rd, Footscray, Footscray Park	16	18
358	Supervising Postgraduate Research: HEG 1703 - Supervisors Only	Thu 5/10/2006	1:00 PM To 2:30 PM	20 Geelong Rd, Boardroom, Footscray Park	12	15
354	Supervising Postgraduate Research: HEG 1703 - Supervisors Only	Thu 5/10/2006	10:30 AM To 12:00 PM	20 Geelong Rd, Boardroom, Footscray Park	12	15
365	The production of a Thesis- Supervisors Only	Mon 9/10/2006	2:00 PM To 4:00 PM	14 geelong rd, OPR office, Footscray Park	11	18
366	What examiners look for? Supervisors Only	Mon 16/10/2006	2:00 PM To 4:00 PM	14 geelong rd, OPR office, Footscray Park	7	18

November						
ID	Title	Date	Time	Location	Seat Available	Max Seat
368	The web as a research assistant Supervisors only	Wed 1/11/2006	10:00 AM To 4:00 PM	Venue to be advised, Footscray Park	13	18
352	Supervising Postgraduate Research: HEG 1703 - Supervisors Only	Tue 14/11/2006	10:30 AM To 12:00 PM	20 Geelong Rd, Boardroom, Footscray Park	11	15
359	Supervising Postgraduate Research: HEG 1703 - Supervisors Only	Tue 14/11/2006	1:00 PM To 2:30 PM	20 Geelong Rd, Boardroom, Footscray Park	12	15
360	Supervising Postgraduate Research: HEG 1703 - Supervisors Only	Thu 16/11/2006	1:00 PM To 2:30 PM	20 Geelong Rd, Boardroom, Footscray Park	11	15
353	Supervising Postgraduate Research: HEG 1703 - Supervisors Only	Thu 16/11/2006	10:30 AM To 12:00 PM	20 Geelong Rd, Boardroom, Footscray Park	12	15