

seventies eighties nineties noughties next?

To complete a PhD by retrospective practice (in this case the design of technology enhanced learning)

Richard Millwood

Institute for Educational Cybernetics

Inter-Disciplinary Inquiry-Based Learning



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Theoretical/practical issues:

The application of theoretical and conceptual framework to life experience and practice

Key findings and/or expected outcomes:

A discussion suitable for others engaged or anticipating this route to doctoral qualification to bring their experience to the table and tease out the issues that

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Application form

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THE DESIGN OF LEARNER-CENTRED TECHNOLOGY ENHANCED EDUCATION

PhD by Practice

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Application form

I have been developing educational software, support materials, technology and online environments for over 30 years.

In that time I have focussed on learner-centred approaches and researched widely across multiple disciplines to improve the design of education.

I have progressed from an individual enthusiastic and creative teacher to a teacher-educator and leader of innovation in education.

My early work concentrated on improving the design of individual pieces of software for addressing challenging learning in the school curriculum.

An interest in user-interface design led to an approach to analysing learning based on cybernetic principles.

Increasing awareness of the wider context of education has informed a holistic and systemic approach to large-scale action research which has addressed the development of new systems of education.

Application form

I have undertaken supervision as director of studies for three PhD students, and the experience & training to carry out that task has prepared me for my own PhD by practice.

Application form

My claim for PhD by Practice will demonstrate the threads which have emerged in this career, linking projects, artefacts, peer-reviewed publications, team leadership & conceptual development. It will also identify the original contributions and doctoral level activity that has been sustained for much of that time and account for my learning journey and learning outcomes.

Which route?

1. traditional (planned individual study?)
2. professional (taught and applied?)
3. publication (scholarly peer review?)
4. practice
 - a. retrospective (account for journey?)
 - b. prospective (planned work-based journey?)

Assessment Criteria

The Standing Panel and Board, in examining the application, pay particular attention to:

- the accuracy of the title
- the clarity of the aims
- whether the literature review indicates familiarity with current literature
- whether the research methods and proposed work are clearly described
- whether the plan of work clearly reflects the aims
- whether the research is practically feasible in the time
- the expertise and experience of supervisors.

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	MPhil	PhD
Awarded to a candidate who:	having critically investigated and evaluated an approved topic and demonstrated an understanding of research methods appropriate to the chosen field, has presented and defended a thesis by oral examination to the satisfaction of the examiners.	having critically investigated and evaluated an approved topic resulting in an independent and original contribution to knowledge and demonstrated an understanding of research methods appropriate to the chosen field, has presented and defended a thesis by oral examination to the satisfaction of the examiners.
having demonstrated:	i. a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice; ii. a comprehensive understanding of techniques applicable to their own research or advanced scholarship; iii. originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; iv. conceptual understanding that enables the student to: evaluate critically current research and advanced scholarship in the discipline; and to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.	i. the creation and interpretation of new knowledge , through original research or other advanced scholarship, of a quality to satisfy peer review , extend the forefront of the discipline, and merit publication; ii. a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice; iii. the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems; iv. a detailed understanding of applicable techniques for research and advanced academic enquiry.
is able to:	a. deal with complex issues both systematically and creatively , make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences; b. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; c. continue to advance their knowledge and understanding, and to develop new skills to a high level;	a. make informed judgments on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences; b. continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas, or approaches ; c.
and has qualities & transferable skills necessary for employment:	initiative and personal responsibility, decision-making in complex and unpredictable situations; and the independent learning ability required for continuing professional development.	personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.
<small>Regulations and Procedures Governing Programmes of Study by Research leading to the Awards of the University of Bolton Issued by the Quality Assurance and Enhancement Unit, July 2007</small>		

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4.2 Aims

State the aims clearly and precisely. It is often helpful if the aims are numbered. The aims give a more precise indication of the research than the title, and the aims are themselves explained further in section 4.3.

4.3

Proposed plan of work (up to 4,000 words in total)

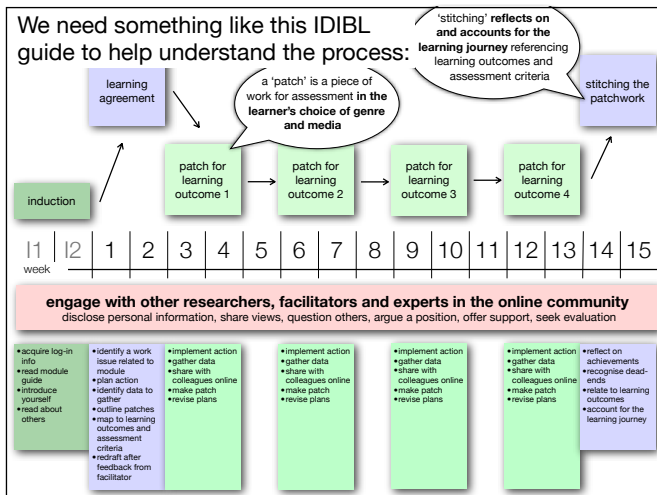
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i) Applicant's work already published and NOT submitted for the award of PhD by Published Work/PhD by Practice

ii) Applicant's work already published and to be submitted for this award of PhD by Published Work/PhD by Practice. Full time applicants should note that there is normally a 12 month limitation, prior to registration, in which the article must have been published in order to be considered.

For full time applicants only

iii) Applicant's work to be submitted for the award of PhD by Published Work/PhD by Practice whose publication is to be secured at a future date.



Questions for me:

1. Is original, innovative practice enough?
2. Do I need to have original analyses / conceptualisations too?
3. How can I benefit from a very wide-ranging set of interests, contexts and levels?
4. How do I deal with a lifetime of collaboration, rather than individual endeavour?