

1. Record Nr.	UNINA9910463813503321
Titolo	Investing in our education : leading, learning, researching and the doctorate // edited by Alison Taysum, Stephen Rayner
Pubbl/distr/stampa	West Yorkshire, England : , : Emerald, , 2014 ©2014
ISBN	1-78441-131-0
Edizione	[First edition.]
Descrizione fisica	1 online resource (279 p.)
Collana	International Perspectives on Higher Education Research, , 1479-3628 ; ; Volume 13
Disciplina	378.0072
Soggetti	Education, Higher - Research Doctor of philosophy degree Educational leadership Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Investing in Our Education: Leading, Learning, Researching and the Doctorate; Copyright page; Contents; List of Contributors; Introduction: Investing in Our Education? Leading, Learning, Researching and the Doctorate; Educational Leadership, Management and Administration and International Doctoral Study; Aims, Purposes and Impact of the Doctorate as a Public Good; Structure of the Book; References; Academic and Professional Knowledge in the Professional Doctorate; Academic and Professional Knowledge; The Professionalization and Bureaucratization of the Doctorate Sites of Knowledge-Production Concluding Thoughts; References; Doctoral Study in Challenging Times: Entrenching Banality or Revitalising Prospects for 'Wicked' Intellectual Work. The Case of Educational Administration; Introduction; Wicked and Banal; Nesting EA; EA and University Education; The Academe; Doctoral Education; 'An Easy Doctorate?'; Educational Administration (EA); Leadership for Learning and Social Justice; Methodology and Method; Interview Overload; Summary; Revitalising Scholarship; References; Leadership: Skilled Manager or Virtuous Professional?; Introduction: A Bit of History

Theory behind the ChangesUnseen Consequences; An Educational Practice; Ethics; Conclusion; References; New Directions for the Doctoral Thesis; Introduction; Conception; Supervision; Upgrade and Examination; Some Technical and Design Issues; Storage and Dissemination; How Do These Changes Affect Knowledge Production and Use?; The End of Transcription?; New Communities of Knowledge; Public Engagement; Implications for Policy, Educational Leadership, Management; Conclusion; Notes; References

Western Doctoral Programmes as Public Service, Cultural Diplomacy or Intellectual Imperialism? Expatriate Educational Leadership Teaching in the United Arab EmiratesIntroduction; Contextualising the Discussion in the UAE; Construction of the Three Metaphors as Ideal Types; Metaphors Applied to Levels of Educational Experience; The Personal Level: Existential, Phenomenological and Hermeneutic; The Pedagogical Level: Hermeneutic, Interactional, Legitimizing, Reproductive; The Political Level: Entente, Rapprochement or Global Monopolism?; Conclusion; Acknowledgements; References

Can We Impact Leadership Practice through Teaching Democracy and Social Justice?Purpose; Methodology and Participants; The Educational Context; Student Outcomes; Examining the Survey Data; Delving Deeper; Achieving Deeper Understanding; Acquiring Language and New Paradigms; Feeling Confused and Overwhelmed; Preparing for Action; Taking Action; Discussion: Increasing the Potential Impact of Graduate Programs; Going Beyond; Notes; References; The Education Doctorate (Ed.D.) and Educational Leader Dispositions and Values in England and the United States; Introduction; Signature Pedagogies

The Impact of Inquiring into Values Systems through Doctoral Signature Pedagogies

Sommario/riassunto

This book is an edited collection of chapters from academic leaders and doctoral researchers in the field that records a coherent journey through the purposes, pedagogies and impact of doctoral study as a key contributing force in managing education for the public good.
