

EDITORIAL

The EdD at 20: Lessons learned from professional doctorates

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In the 2016/17 academic year, the Doctor in Education (EdD) programme at UCL Institute of Education celebrated its twentieth anniversary. At the time of the 'EdD at 20' anniversary event, in November 2016, our programme had just over 200 alumni, a current student body of around 250 students, and an average annual intake of 40 to 45 new students. Compared with other EdD programmes nationally, that made the EdD at UCL Institute of Education one of the longest running and most successful professional doctorates. While the international reach of professional doctorates is rather confined to the UK, USA and Australia, our EdD alumni can be found worldwide.

As well as an established tradition in delivering the EdD, UCL Institute of Education has a long history of work in groundbreaking research around professional doctorates. Scott *et al.* (2004), which was developed in part based on the experience of developing our EdD programme, is considered a seminal work in the field of professional doctorate research. The 'EdD at 20' anniversary event celebrated our history both as practitioners and as researchers of professional doctorates, as can be seen in the videos associated with the event (UCL Institute of Education, 2016), including Professor Andrew Brown's speech on the history of the EdD and Professor Martin Oliver's speech on our research history.

This special issue of the *London Review of Education* was inspired by our celebratory year. We wanted to be able to build on this heritage and aimed to take this as an opportunity to advance research on professional doctorates. We hope that this content drives forward research and practice into professional doctorates, particularly over the next 20 years, and more specifically our own.

Thank you to all the contributors for putting forward their work for this special issue. Finally we are indebted to Professor Ingrid Lunt for her piece, which brings together the series of papers presented in this special feature for the *London Review of Education*.

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Notes on the editors

Denise Hawkes is an applied economist with research interests in broadly applied social economics related to education and work. She is a multidisciplinary researcher applying econometric techniques to topics from labour economics, social policy and economic demography. She is the EdD Programme Leader at UCL Institute of Education and researches various aspects of professional doctoral programmes. Her interests in professional doctorates are focused on their economic and social effects in the labour market.

Sridevi Yerrabati is an experienced economic systematic literature reviewer who uses meta-regression techniques to understand key economic relationships. She is a higher education teacher with more than ten years of teaching experience and Fellow at the Higher Education Academy, UK.

Susan Taylor is a senior lecturer at the UCL Institute of Education and predominantly works at the Centre for Doctoral Education. She coordinates the EdD Institution Focused Study workshops and supervises several EdD and PhD students. She was a senior member of the European Centre for Reading Recovery Coordination team for 12 years. Her research interests include adult professional learning, particularly andragogy within blended learning, and curriculum design for developing generative learning.

References

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- UCL Institute of Education (2016) 'EdD at 20'. Online. www.youtube.com/playlist?list=PLwX3wZX22uMxVqsbKknucgABI4-hHR6vb (accessed 5 December 2017).



This is the editorial for a *London Review of Education* special feature: 'The EdD at 20: Lessons learned from professional doctorates', edited by Denise Hawkes, Sridevi Yerrabati and Susan Taylor.

The articles included in the 'EdD at 20' feature are:

- Bamberger, A. (2018) 'Academic degree recognition in a global era: The case of the doctorate of education (EdD) in Israel'. *London Review of Education*, 16 (1), 28–39.
- Burnard, P., Dragovic, T., Ottewell, K. and Lim, W.M. (2018) 'Voicing the professional doctorate and the researching professional's identity: Theorizing the EdD's uniqueness'. *London Review of Education*, 16 (1), 40–55.
- Chua, S.M.J. (2018) 'Being written: Thinking the normative in the EdD'. *London Review of Education*, 16 (1), 56–62.
- Cunningham, B. (2018) 'Pensive professionalism: The role of "required reflection" on a professional doctorate'. *London Review of Education*, 16 (1), 63–74.

- Hawkes, D. and Yerrabati, S. (2018) 'A systematic review of research on professional doctorates'. *London Review of Education*, 16 (1), 10–27.
- Lunt, I. (2018) Introduction to 'The EdD at 20: Lessons learned from professional doctorates'. *London Review of Education*, 16 (1), 4–9.
- Moran, E. and Misra, D. (2018) 'Professional doctorates: A pathway to legitimacy for non-academic HE professionals?' *London Review of Education*, 16 (1), 75–89.
- Robinson, C. (2018) 'The landscape of professional doctorate provision in English higher education institutions: Inconsistencies, tensions and unsustainability'. *London Review of Education*, 16 (1), 90–103.
- Taylor, S. (2018) 'The UCL EdD: An apprenticeship for the future educational professional?' *London Review of Education*, 16 (1), 104–21.