

# Understanding the 21<sup>st</sup> Century Practitioner-Scholar-Steward Identity and Its Development for Persistence

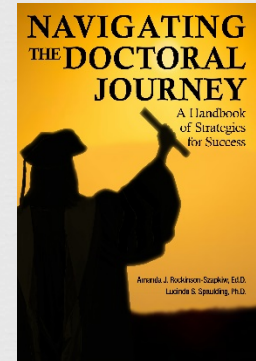


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# About Us



- ☞ Our Education
  - ☞ An EdD and PhD
- ☞ Our Experience & Current Positions
  - ☞ 5+ years of teaching in doctoral education
  - ☞ Associate Professors, School of Education
- ☞ Our Research
  - ☞ Have authored and co-authored more than three dozen peer-reviewed journal articles and presented and co-presented over 50 professional presentations nationally and internationally, focusing on distance education, special education, and doctoral persistence.
  - ☞ Our primary research focus has been doctoral persistence with a focus on online education, females, and poverty.
  - ☞ Our current focus is female identity development through the doctoral journey and early career that gives rise to persistence.
- ☞ Our Book
  - ☞ *Navigating the Doctoral Journey: A Handbook of Strategies for Success*



# Overview



1

A Conceptual  
Framework

Traditional Models  
of Doctoral  
Education

2

3

The Practitioner-  
Scholar-Steward  
Model

Implications

4



# A Conceptual Framework

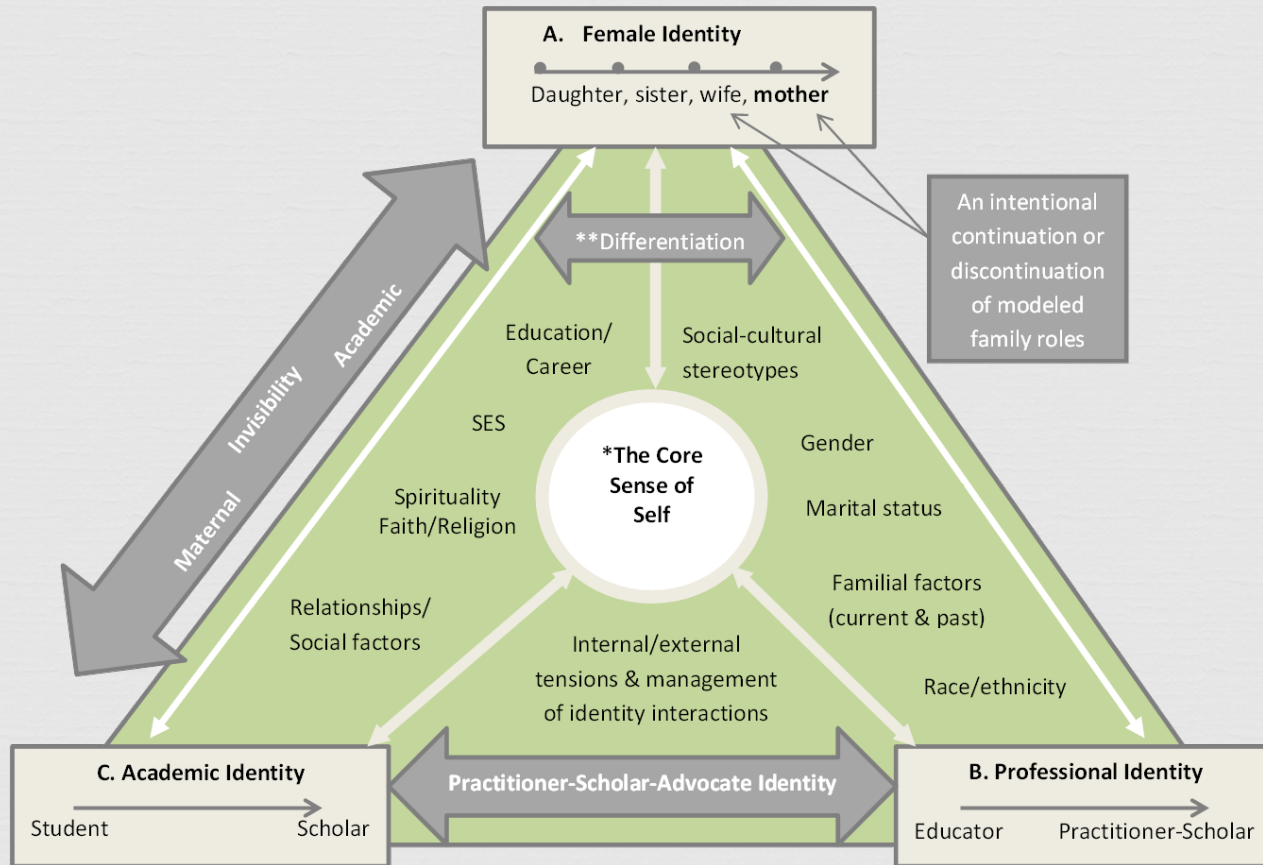


# Conceptual Framework



∞ Identity is complex and dynamic.

# Female Doctoral Student Multiple Identity Model

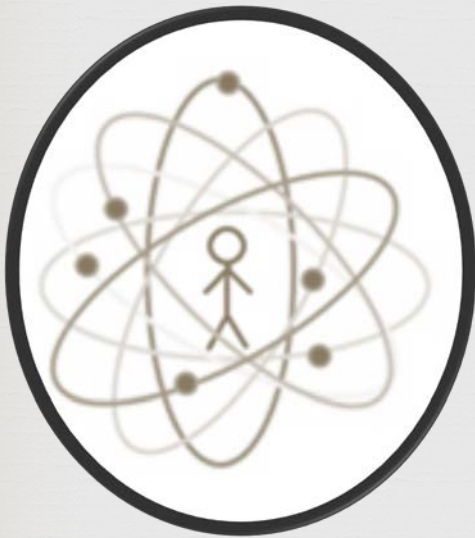


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# Conceptual Framework



- ☞ Drawing from the **Model of Multiple Dimensions of Identity** (Jones & McEwen, 2000)
  - ☞ Every individual has a core sense of self
  - ☞ Multiple identity dimensions are continually intersecting and influencing one another.
  - ☞ Surrounding the core and identity dimensions is the context in which a person experiences her life, such as family, sociocultural conditions, current experiences, and early socialization (Gee et al., 1996; Jones & McEwen, 2000).
  - ☞ The salience of each identity dimension to the core is fluid and depends on **contextual influences and experiences**.





# Conceptual Framework



- Professional and academic identities are both individual and social, influenced by the core sense of self, expertise, communities, and **institutions** (Kogan 2000; Ibarra et al. 2005; Sweitzer ,2009).





# Conceptual Framework



- ⌘ Through the **socialization process**, doctoral students acquire information necessary to aid in their transition into academia and in their development of professional and academic identities (Weidman et al., 2000). There are various types and stages of socialization that occur within the academic institution (Austin & McDaniels, 2006; Gardner, 2007; Golde, 1998; Tierney & Rhoads, 1991).
- ⌘ **Socialization** is “the process by which persons acquire the knowledge, skills, and dispositions that make them more or less effective members of their society” (Weidman et al., 2001, p. 4).

# Conceptual Framework



Both organizational socialization and anticipatory socialization are essential to the transition and development of professional and academic identities, with **anticipatory socialization** occurring during the doctoral process.

## Anticipatory Socialization

- “[a]s young scholars work with professors, they observe and internalize the norms of behaviour for research as well as supporting mechanisms such as peer review and academic freedom” (Sweitzer 2009, p. 4).
- Learn what it means to be a member of the academic institution



## Organizational Socialization

- “ritualized process that involves the transmission of culture” (Tierney & Rhoads, 1993, p. 21)
- Occurs as an early career faculty as the faculty faces the challenges of what it means to be a member of the profession and academic community (Sweitzer 2009)
- Reaffirm what the faculty learned during anticipatory socialization or modifies it (Sweitzer 2009 ; Tierney & Rhoads 1993).

# Conceptual Framework



∞ There is a close connection between agency and identity (Nasir & Saxe, 2003).



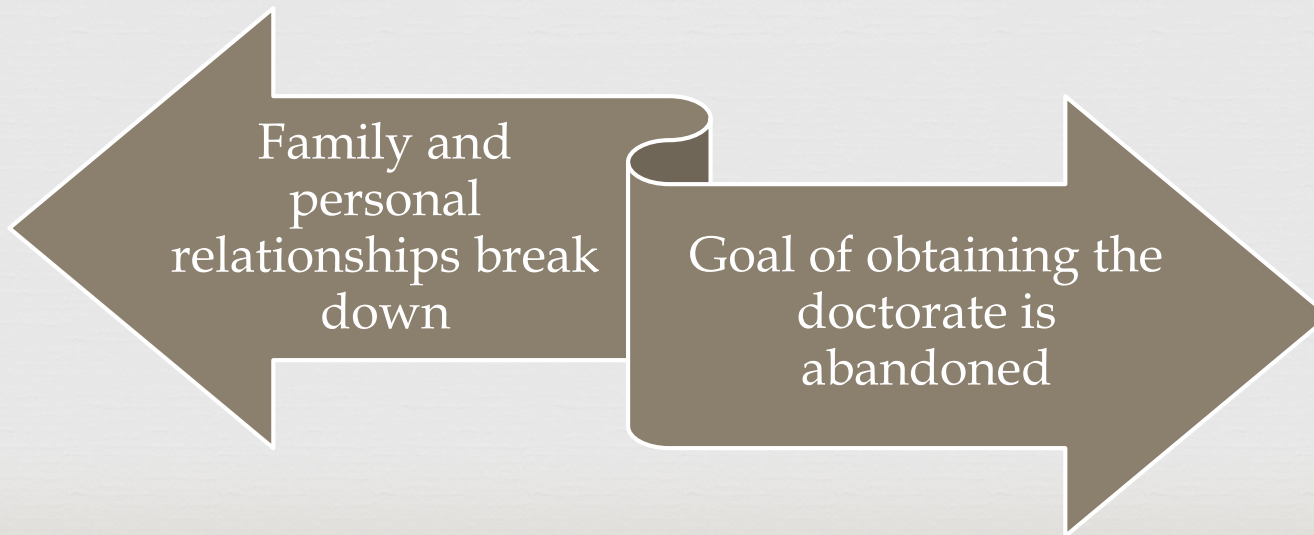
∞ The manner in which doctoral students manage and negotiate the internal identity tensions and external forces are ultimately influential in their choice to persist (Rockinson-Szapkiw, Spaulding, & Lunde, in process).



# Conceptual Framework



- ∞ The lack of negotiation of these tensions and failure to successfully intersect the dimensions of identity being developed during the doctoral program with the core and with other identity dimensions results in break down (Nasir & Saxe, 2003).



# Conceptual Framework



- œ Consistent with well-known attrition theories.
- œ Tinto (1993) developed a theory of integration for explaining student persistence, positing that graduate persistence is
  - œ “shaped by the personal and intellectual interactions that occur within and between students and faculty and the various communities that make academic and social systems of the institution” (p. 231).

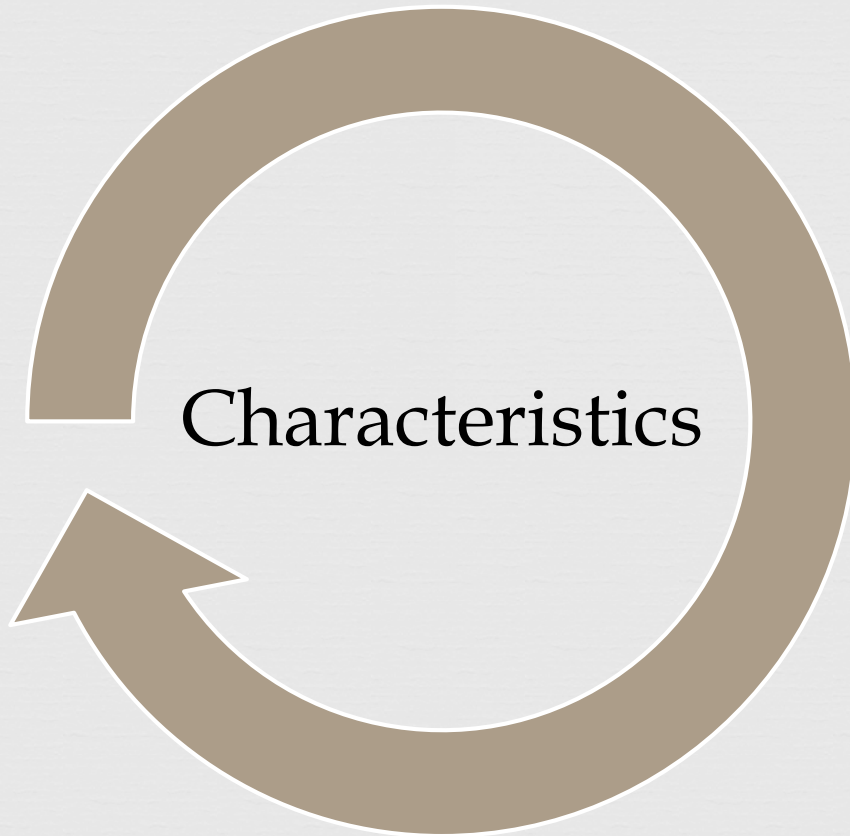
# Traditional Models of Doctoral Education





# The First-Generation Doctoral Degree

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- Emphasis on research skills
- Assists students in developing identities as research scientists
- Mentors are faculty who are primarily academics
- Admissions criteria are based on students' aptitude in qualitative and quantitative logic and writing
- Courses focus on research and theory
- Dissertation research focuses on the creation of new knowledge
- Students develop as Research-Scientists

# The First-Generation Doctoral Degree

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## The Problem

The statement about educational research that Hargreaves (1989), who was a professor of education at the University of Cambridge, made almost twenty years ago still holds true, “The 50 – 60 million we spend annually on educational research is poor value for money in terms of improving the quality of education in school. In fundamental respects the teaching profession has, I believe, been inadequately served” (p. 3). Hargreaves (1989) went on to explain that the writings of educational researchers, “in their countless academic journals ... are not to be found in a school staff room” (p. 3).

Research has increasingly called educators to develop skills, knowledge, and dispositions in order to consume professional knowledge produced by academic scholars (Edwards & Brunton, 1993) and to engage in the process of reflective inquiry (e.g. identifying research-based approaches to classroom problems) for the purpose of improving their teaching and learning practices.

# Online and Second-Generation Doctoral Programs



## Online

- ☞ Enable candidates to maintain their place of residence and stay in their professions

## Second-Generation

- ☞ Focus on the intersection of the university and the workplace setting
- ☞ Highlight reflective thinking about practice, research in the workplace and require dissertation research, usually conducted in an educational setting, where theory is applied to practice



# Online and Second- Generation Doctoral Programs

∞ The advent of online programs with second generation program characteristics provide students with a unique opportunity to develop identities as practitioners and scholars.



# The Practitioner- Scholar Doctoral Degree



- Individuals “should be trained as thoroughly as possible for that they are to do- whether this be research or practice- and not what others wish that they do” (McConnell, 1984, p.366)
- Mentors are faculty who are concerned with practice and whose tenure or promotion is often determined by teaching excellence and licensure.
- Admissions criteria emphasizes training and practice
- Course work places a heavy emphasis on practice; however, formal research training through a series of methods and analysis courses occurs
- Dissertation research focuses on practice.
- Assists students in developing identities as practitioner- scholars, where practice is the primary identity

# The Practitioner- Scholar Doctoral Degree

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## The Problem

Practitioner research is not often shared or set forth in propositional form. Sometimes their situation-bound designs are not generalizable.

Scholarship is not embraced; thus, the work is never made public in a peer reviewed venue that that others may draw from or build on .



# The Practitioner- Scholar-Steward Model



# Practitioner-Scholar-Steward Model

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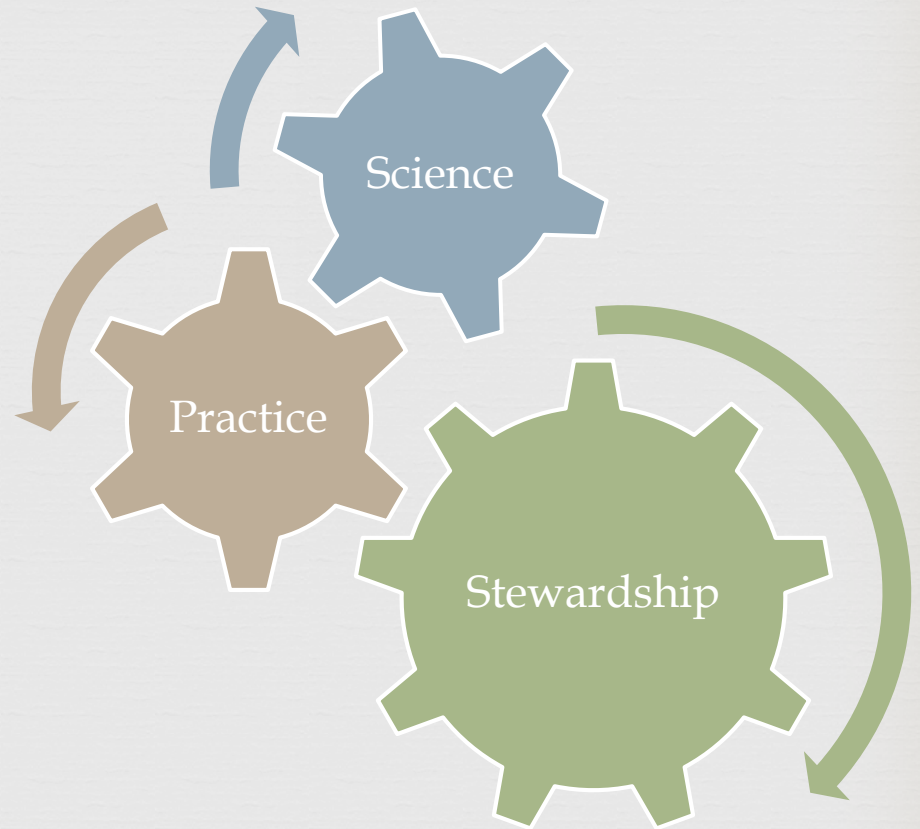


- œ The professional doctorate in education prepares educators for:
  - œ the **application** of appropriate and specific practices,
  - œ the **generation** of new knowledge,
  - œ and for the **stewardship** of the profession.

# Practitioner-Scholar- Steward Model



Unlike the traditional academic discourse in universities, **collaboration** rather than game like competitiveness and power relationships is the norm (Gross, 2001). Theory is not valued over practice, nor is practice seen to be determined by theory. Knowledge creation is motivated by "rightness... rather than reward" (Gross, 2001, p.227) -- by passion, conviction, and compassion.



# Scholar



As members of the academic community, scholars are marked by the following characteristics,

*The first characteristic of the academic context which an outsider will notice is its specialized language. A second is the high value placed on theories rooted in traditional disciplines or established fields of academic study. A third is the obligation to place one's ideas in close relationship to those of other writers by profuse citation. A fourth is the authority structure whereby the epistemological authority upheld by institutional norms and practices is reinforced by the positional authority of assessment*

- Eraut, 1994, p. 30

- ❧ Develop in-depth knowledge about their discipline and competence in discipline specific methods of scholarly inquiry.
- ❧ Construct cognitive maps of major theories, key theorists, and landmark studies.
- ❧ Autonomous learners into self-directed learners and scholars, their copious quoting of others work is left behind for engaging with intellectuals in the field with their own voice; contributions to the knowledge of the discipline are made via creation and interpretation.
- ❧ Conceptualize, design, and implement research in order to generate new understanding



# Practitioner-Scholar- Steward Model

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- ⌘ However, faculty do not solely emphasize students' intellectual development.
  - ⌘ They recognize the limits of the academic context and how the philosophical and social conditioning of research can limit its value (Bentz & Shapiro, 1998; Habermas, 1972), especially when results of research fail to be expressed in language that is understandable to those who can use it.
  - ⌘ Students are not only encouraged to be researchers but *stewards* of knowledge, concerned with the rigorous knowledge creation with its relevance with constant reflection on how it can be made user friendly in order to make a difference in the real world.
  - ⌘ Faculty mentor students to become both *practitioners* and *scholars*.

# Practitioner



- œ Developing as competent, reflective practitioners with in-depth discipline knowledge and specializations.
- œ Think about not only application of knowledge, but also its generation to improve competent practice.
- œ The goal: “. . . to facilitate theoretically grounded research that generates actionable findings” (Nelson, London, & Strobel, 2015, p. 17).

# Practitioner -Scholar



As scholar-practitioners, students develop “an appreciation of the norms, appropriate behaviour and values embodied in both” (Sorensen, 2004, p.160) and engage in all four levels of what Boyer (1990, 1997) termed, “new scholarship” rather than just traditional scholarship of scientists and scholars that Boyer explains as scholarship of discovery.

# Steward



Make a Difference

Enrich

Empower

As Benard of Clairvaux (as cited in Lichtmann, 2005, p.10) suggested,

*For there are some who desire to know only for the sake of knowing; and this is disgraceful curiosity. And there are some who desire to know, that they may become known themselves; and this is disgraceful vanity....And there are also some who desire to know in order to sell their knowledge, as for money, or for degrees; and this is disgraceful commercialism. But there are also some who desire to know in order to edify; and this is love.*



# Implications for Doctoral Education



# Implications for Admissions

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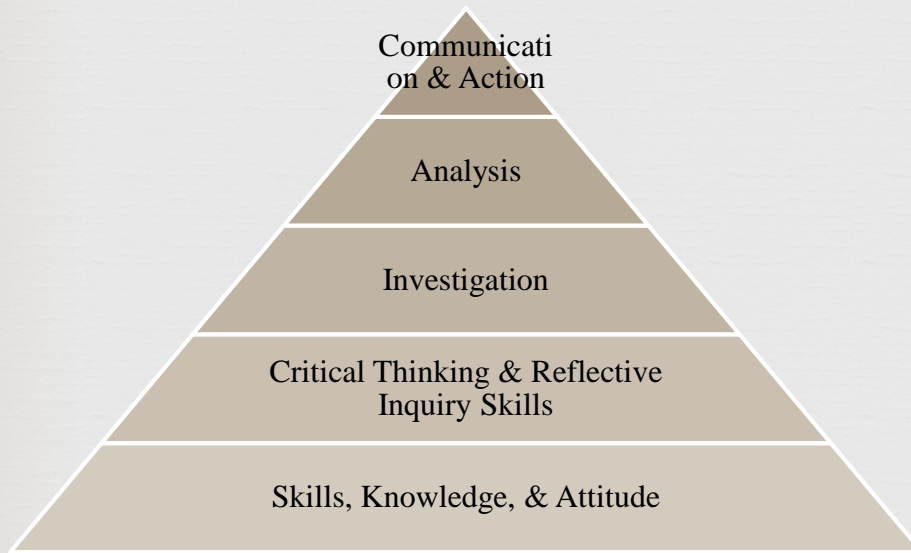
- ⌘ Require evidence (e.g., GRE scores) for entrance to ensure strong quantitative and qualitative reasoning as well as writing skills.
- ⌘ Test for a basic understanding of educational theory and established practice so that course work can focus more in-depth on practitioner training and on areas of specializations.
- ⌘ Non-cognitive measures may be examined as measures that predict success.

# Implications for Programs

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- ❧ Create disintegration between science and practice resources and locations by developing research training facilities on campus (e.g., research K-12 schools, tutoring centers), with resources to sustain such facilities.
- ❧ Create tenure/promotion system that enables core faculty to integrate research, teaching, and practice in a way that allows students to observe and interact with faculty functioning across areas.

# Implications for Curriculum



Faculty imitated	Faculty/ Student Collaborated	Student imitated
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Figure. Research, Analysis, and Scholarship Skills, Knowledge and Attitudes



Formal and informal instruction aimed at assisting students in developing the skills, knowledge, and attitudes needed for research and analysis activities for the purpose of science and practice. This should include formal course work and individual and collaborative research via participation in a faculty guided research team or research community. Formal course work should train students in quantitative, qualitative, action, and program evaluation research methods and analysis as well as critical thinking for critical review of literature. Critical reviews and presentations of best practices and empirically validated instructional strategies should be conducted and results used to inform practice or develop further strategies that can be examined and results shared.

Research and practice training and engagement in scholarly activities should be integrated and expected for duration of entire doctoral program and ranging from faculty to student initiated based on student's stage in the program.



# Implications for Mentorship



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- ✧ Faculty must be able to model integration of science, practice, and stewardship to socialize students to what it means to be a Practitioner-Scholar-Steward.

Q & A

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# References



☞ Available upon request.

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