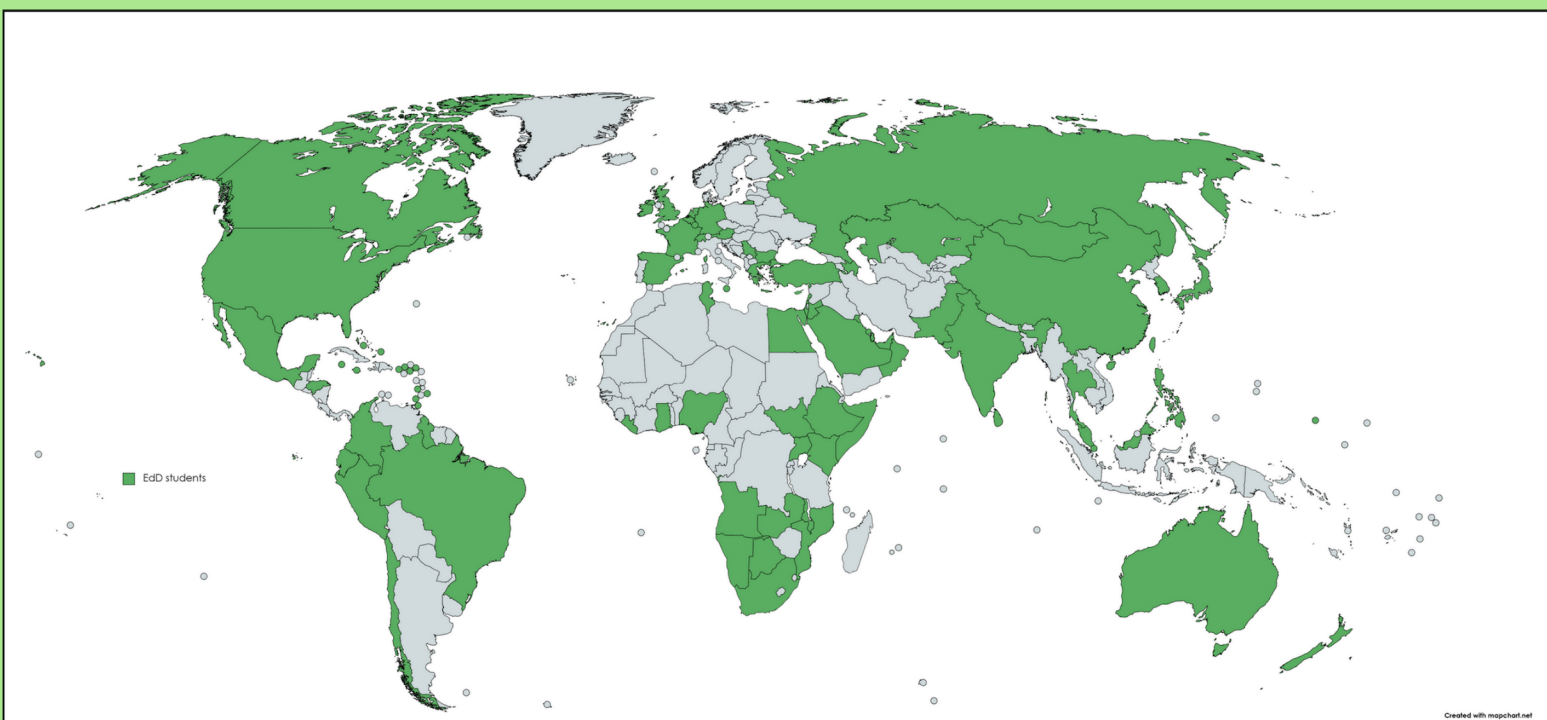


CENTRE FOR HIGHER EDUCATION STUDIES

UNIVERSITY OF LIVERPOOL



The EdD's global reach

Since the EdD's inception over ten years ago, upwards of 200 students have graduated from approximately 30 countries (represented on the map above).

At the time of writing there are 41 students remaining on the EdD programme, 15 of whom have submitted a thesis and are now on the path to graduation.

In this issue we have updates from two recent graduates, Dr Suyun Tang and Dr Mónica Frenzel, as well as a piece from 2023 graduate Dr Lizana Oberholzer, and also a short piece from Dr Ibrahim Garba who will formally graduate later this year.

Where are you now?: Dr Suyun Tang (EdD, 2020)

I am currently on a one year of No Pay Leave for health reasons. Prior to this, I was in the school's middle management team before stepping down to be a teacher.

In the aspect of professional development, the EdD has enabled me to be faster and more progressive in integrating technology with pedagogy. In view that my thesis was in understanding motivation of teachers, I was able to analyse and suggest perspectives for possible changes to the management. The suggestions also encompassed students.

I find myself adapting much faster than many of my colleagues. The regular practices of reflection implemented by the EdD programme helped me greatly in thinking through how things could have been done better rather than deflecting. I believe this became a habit and colleagues found me to be a better and more congenial leader. The push to finish the programme also developed a good level of resilience within me.



CENTRE NEWS

Where are you now?: Dr Dr Mónica Frenzel (EdD, 2023)

Having obtained my EdD has been a most significant achievement for me as it has helped me to understand what research and academic practice really mean. Among other aspects, the skills honed during the EdD process have provided me with the insights that are needed to successfully lead an academic programme on Teaching English as a Foreign Language in Higher Education and contribute to generating scientific knowledge which is relevant to the area.

It has empowered not only me but also the faculty that are part of my team, due to the knowledge and tools that I have been able to share with them. Moreover, I believe that it has been positive to lead by example and show that obtaining an EdD while working is possible and desirable in the academic context. It has allowed me to be part of an international grant review committee and gain insights into joint research initiatives that are at the forefront of educational investigations.

Furthermore, the institution where I work has recognized the reflections and research contributions that my team and I have so far made to enhancing and improving the learning of English, most of which has been brought about as an outcome of the EdD process. Last but not least, holding the EdD has made me realize how much I still need to learn and how much I have learned from other people who have led the way to where I am now.

Education within the School of Histories, Languages, and Cultures

from Prof Alison Fell, Dean of the School

As well as the Centre for Higher Education Studies, the School of Histories, Languages and Cultures hosts five academic Departments: Archaeology, Classics and Egyptology; History; Irish Studies; Languages, Cultures and Film; and Politics. It also hosts the Confucius Institute and several Research Centres including the Centre for the Study of International Slavery. On the face of it this might seem an eclectic grouping. It's certainly a global and multilingual community: we have staff and students from all over the world who use a broad range of methodologies taken from the Social Sciences and Arts and Humanities to study all kinds of topics, from the traces of

ancient civilizations to contemporary politics.

But there are a number of key themes and methods that we have in common. Unlike some of the other Schools and Faculties in the University, people tend to be at the heart of our concerns: how people live or lived in the past, how societies are or were organised, how people communicate and understand their identities, how they use culture and creativity to make sense of the world, and they can tackle social issues and inequalities. People are also, of course, at the heart of Education Studies. Interrogating the different ways in which Higher

Education systems have developed across the world, how they work (or don't work) in their current forms, and how Higher Education institutions can support the production and dissemination of knowledge in a rapidly changing world are questions that concern not only EdD staff and students but many other Arts, Humanities and Social Sciences researchers. As Dean, I'm delighted to hear about the many interesting areas of research being pursued in CHES by talking to the team and reading the newsletter, and by meeting some students in person at the Graduation ceremonies.

CENTRE NEWS

Faculty Update

Dr Martin Gough is Co-Convenor for the **Society for Research into Higher Education (SRHE) Postgraduate Issues Network** which hosts a series of events: <https://srhe.ac.uk/events/>

On 7 September 2023 Dr Martin Gough was a panellist for an SRHE seminar/workshop titled "**Thriving in Part-Time Doctoral Study: Successfully Navigating Research Communities and Supervision**" at the SRHE. The event was centred around a new volume titled "Thriving in Part-Time Doctoral Study: Integrating Work, Life and Research"

(Routledge, 2023) by Jon Rainford (Open University) and Kay Guccione (University of Glasgow), who also led the event, which aimed to help the mainly part-time doctorate delegates to consider how to make the most of supervision and to navigate the doctoral journey successfully. Jon also curates a blogsite: www.thrivingparttime.com

Dr Gough is also a Co-Chair for the Philosophy of Education Society of Great Britain's new Artificial Intelligence Group webinar series: on 26 May, he will be Respondent to Richard Davies (University of

Central Lancashire), discussing "**Artificial Intelligence and Academic Integrity**"; on 25 January he was chairing Ronald Barnett, "What is Meant by 'Meant': Being and Writing in a Chatbot World": www.philosophy-of-education.org

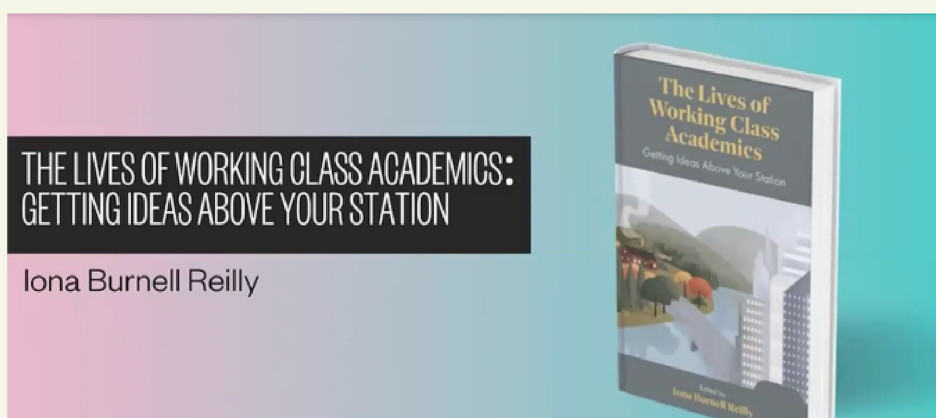
Publications

Mimirinis, M. & Wright, E. (2024) Meaning and structure in Black students' ways of experiencing academic achievement, *Journal of Human Behavior in the Social Environment*, DOI: [10.1080/10911359.2024.2323005](https://doi.org/10.1080/10911359.2024.2323005)

CHES keynote lecture: 'Tales of the unexpected: the lives and experiences of working-class academics'

On 21st March 2024 CHES hosted its inaugural keynote lecture, delivered by CHES supervisor Dr Iona Burnell Reilly.

Dr Burnell Reilly is an interdisciplinary qualitative researcher in the fields of Sociology, Education and Positive Psychology, and is based in the School of Education and Communities at the University of East London. This lecture drew from her research on working class academics using an autoethnographic approach.



Dr Burnell Reilly's lecture will be available to watch on the CHES web pages very soon.

The next lecture will be delivered by EdD alumnus Dr Lizana Oberholzer, details TBC.

STUDENT NEWS

Institute for Educational & Social Equity in association with York St John University Conference

by Tracy Mpofu

I was invited to attend this conference which was held on 31 January 2024. It was the first time I attended such a conference, and whatever expectations I had, were exceeded. I met people, and the topics presented were rich in information and I wished I could have attended all of them. I was able to discuss different issues that impact education and especially those in minority groups. One of the presenters delivered a session on leadership and lack of minorities in leadership roles such as headmasters or deputy headmasters. This had relevance to my own experiences and my thesis topic.

Maybe the highlight was the speech by Sir Grice Principal of



Dr Deborah Outhwaite and Tracy Mpofu

Queen Margaret university. In that session he posited how the university is aiming to attract staff from ethnic minorities because this was still an issue at that university.

He stated they are applying the Rooney Rule. I found this interesting as I have not heard about it, nor it being applied anywhere. He also spoke about the survey they conducted and how students from minority groups did not buy in. This was interesting and I suggested visible actions but also, I asked the question about treating minority students as homogenous group. He frankly stated he had no answer. My supervisor Dr Deb Outhwaite interjected letting him know I was about to submit my thesis and he agreed to read it. It was a positive day, and I would urge anyone to attend in the future.



from Orla Merrigan

Conferences

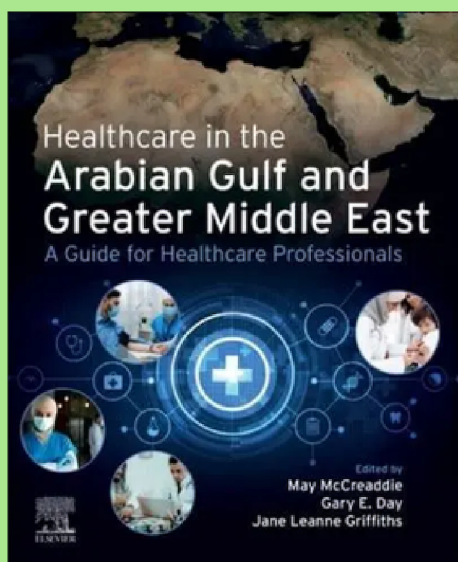
I presented findings of a study titled '**Digital Innovation communication tool within an Irish residential care setting**', at the Royal College of Surgeons Ireland in February 2024.

I presented my research findings titled '**Evaluating barriers to the implementation of Telemedicine Education (TME) in the medical curriculum; Perceptions of**

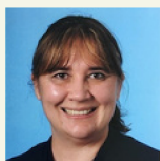
medical educators from Saudi Arabia and Iraq', at the Second Medical Kurdistan Conference, University of Kurdistan, Hewler, February 2024.

Book Chapter

I authored a chapter on respiratory disease in the Middle East, book titled **Healthcare in the Arabian Gulf and Greater Middle East: A guide for healthcare professionals**. 1st Ed. Elsevier Health Europe. February 2024.



GRADUATE NEWS



The Benefits of Joining Academic Networks

by Dr Lizana Oberholzer (EdD, 2023)

During my EdD, I was fortunate to engage with a wide range of learned societies and associations. I was encouraged by my mentor at the university I worked at to join the British Education Research Association (BERA) and later by my supervisor to join the British Educational Leadership, Management and Administration Society (BELMAS). I started to attend the BERA Early Careers Research Special Interest Group (SIG) events, where I was encouraged to discuss my methodology, my literature review, and I became part of a community of supportive colleagues, who urged each other on and supported each other.

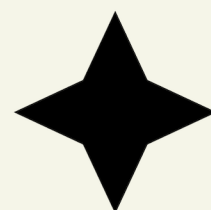
I served as a SIG convenor for four years, which was not only a privilege, but a wonderful opportunity to engage with colleagues within my field. Throughout the pandemic, we were able to share best practice, and engage with colleagues across England, regarding Teacher Education via podcasts as well as webinars, and of course the first conference after lockdown at the University of Liverpool.

In BELMAS I took on the role of Research Interest Group (RIG) convenor, a role I still support, and I am passionate about the work the RIG does. I have also stood as a

BELMAS Trustee Board member, and I am currently serving BELMAS as the chair for the sub-committee focusing on Awards, Bursaries and Grants. Throughout this time, all my involvement in these societies also contributed to my drive to complete my doctorate, and colleagues offered supportive collaborative guidance to enable me to move my work forward, alongside the guidance my supervisor provided.

I also became a member of the International Professional Development Association (IPDA), where I served as Conference lead for three years, Vice Chair, and IPDA England Chair. I am currently Chair of the International Committee (IC) too. These societies were a huge additional support to me during my doctoral studies, and they provided me with mentorship and collaborative learning communities in a safe learning space in which I could develop, grow and flourish. I strongly recommend to anyone who has the opportunity to join an association, or become part of it, grasp it with both hands. You don't just learn about your field – it is an apprenticeship to develop as a researcher, academic, and future postdoctoral researcher, and alongside your supervision support can pave the way for a bright future in the work of research, academia or pracademia. The relationships

you develop through these engagements are life-long friendships, mentorships, and colleagues and they make a true difference on your journey.



ONDAS for Publishing

from Dr Ibrahim Garba (EdD, 2024)

I had the honour of presenting at a seminar last year, where I shared a useful framework for guiding presentations and publishing journeys of university graduates. The framework I utilized is called the ONDAS framework, and it has proven to be of great value to aspiring authors.

The ONDAS framework empowers individuals with valuable insights and tips, providing them with the necessary guidance to navigate the research process successfully. By following this innovative framework, students and researchers can unlock the path to publishing success.