



## Transforming Health Sciences Education

THEME: SUPPORTING DOCTORAL LEARNING

Date: 27 January 2017

Venue: Postgraduate Room 1, Barnard Fuller

Time: 14h00-15h30

RSVP : Ipelegeng Ntshwanti (Ipelegeng.ntshwanti@uct.ac.za Tel: 021 6504980)

VISITING LECTURER: Prof Michael Anthony Samuel, University of KwaZulu-Natal, school of Education

ON BECOMING A RESEARCHER: DOCTORAL COHORT LEARNING

- The Cohort seminar –based model
- Assumptions about doctoral learning;
- Student–supervisors relations

Secondly, the workshop reviews the kinds of doctorates that are potentially possible, opening up questions about the kinds of choices being made in specific contexts and disciplines (doctoral formats). The underpinning educational theoretical conception of doctoral learning as represented by these various models are engaged.

Drawing from the presenter's experiences of setting up doctoral programmes within under-resourced contexts, and in exchange across international partnership institutions, one model of the doctoral cohort seminar-based approach will be presented outlining its targeted goals, its responsiveness to the context of inter-disciplinary knowledge production and the specific nature of the curriculum programme design strategies adopted. The principles underpinning this model and reflections on its achievements and challenges will be presented.

Permutations of doctoral cohort models are presently available customised to serve situated contexts, and their localised resource potential of students, supervisors and finances. The workshop will explore jointly the feasibility (or not) of adapting a doctoral cohort learning seminar-based model for the specific context of the Medical School postgraduate education programme.



Michael Samuel is a Professor in the School of Education, University of KwaZulu-Natal. He holds Doctorate in Education from the University of Durban-Westville which focuses on a Force field model of teacher development. He has served as a curriculum designer of innovative masters and collaborative doctoral cohort programmes locally and internationally. He has also been a member of the Ministerial Committee on Teacher Education assisting the development of national teacher education policy in South Africa. He has served as Dean (Faculty of Education, UKZN). His research interest focuses on teacher professional development, higher education, life history and narrative inquiry. His book, *Life history research: Epistemology, methodology and representation* has inspired several studies of professional development in education and the health sciences. *Continuity, complexity and change: Teacher education in Mauritius*, explores the challenges and possibilities facing a small island in negotiating its presence in global and international discourse of comparative higher education and teacher education. His forthcoming book *Disrupting higher education curriculum: Undoing cognitive damage* explores options for imaginative redirection of higher education curriculum design. He is the recipient of the Turquoise Harmony Institute's National Ubuntu Award for Contribution to Education. [Samuelm@ukzn.ac.za](mailto:Samuelm@ukzn.ac.za)  
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