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The 'cognitive apprenticeship' model and postgraduate research supervision: mind the gap

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**Higher Education Academy  
Social Sciences Conference**  
23 - 24 May 2013,  
Crowne Plaza Hotel, Liverpool

**Teaching research methods:  
Developing a pedagogical culture in  
the Social Sciences**

**DEADLINE FOR SUBMISSIONS: 17:00 FRIDAY 18 JANUARY 2013**

**Submission form: Poster presentations**

**Overview of format**

Posters should be no smaller than A1 in size but may be up to A0. Portrait or landscape orientation is acceptable. Posters will be displayed throughout the conference for informal browsing, but contributors will be asked to be available for discussion for a 30 minute period during the networking sessions.

**Review:** A completed poster presentation form is required.

**Pre-conference:** Details from of the poster, drawing on information supplied on the submission form, will be published on the HEA Social Sciences blog.

**Post-conference:** A copy of the poster will be published on the HEA Social Sciences blog.

**PLEASE DO NOT CONVERT FORM TO .PDF FOR SUBMISSION**

**Section I: Presenter details**

Click on the shaded boxes below and enter details.

Dr	Ms	Title
Serena	Denise	Given Name
McCluskey	Ross	Family name
Senior Research Fellow	Clinical Specialist Physiotherapist/PhD student	Job title
University of Huddersfield	Leeds Teaching Hospitals NHS Trust/University of Huddersfield	Institution
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01484 471448	0113 392 4523	Telephone
@SBartys	Twitter	Twitter

**Section 2: Conference theme and disciplinary focus of your poster. You will need to 'enable editing' to access the drop-down boxes in this form.**

Pedagogical culture

Education

**Section 3: Details of proposed poster**

**Title**

The 'cognitive apprenticeship' model and postgraduate research supervision: mind the gap.

**Abstract**

The 'cognitive apprenticeship' is an application of social learning theory, whereby the student models the 'master' in order to learn a required set of skills, and is often the dominant approach in postgraduate research supervision practice. The theory proposes that learning which takes place in a 'real world' context is the most effective, but it does not offer any guidance on negotiating the tensions which may arise as a result of the contextual differences between the professional and academic backgrounds of supervisor and student.

Reflecting on the research supervision of a Professional Doctorate student who then transferred to PhD study, this presentation will illustrate the tensions and challenges relating to teaching, learning and applying academic research skills in clinical practice. During the supervision journey, an in-depth understanding of the different cultures and values within these two disciplines has developed and been successfully negotiated in order to manage both the demands of doctoral research and the post-doctoral career aspirations of the student. The results of this observation have implications for the application of pedagogical theory in teaching research methods.

**How will delegates benefit from viewing your poster?**

The poster will be written jointly using a reflective narrative approach from the perspectives of supervisor and student, and will provide useful information about negotiating the required learning outcomes for doctoral research in differing contexts.

**Format**

AI

Portrait

**4. Additional information**

Click here if you need to add details of any additional presenters. You can also use this space if you have any queries.

## **Important Dates**

**4 January 2013**

Deadline for submissions

**Mid February 2013**

Presenters informed of outcome of review process.

**19 April 2013**

Presenters to have completed any amendments to the submission form and submitted all resources listed in the 'pre-conference' section of the guidelines above.

**3 May 2013**

Deadline for all presenters to have booked onto conference.