# Article information:

Full article: Exploring the development of students’ identities as educational leaders and educational researchers in a professional practice doctoral program
<https://www.tandfonline.com/doi/full/10.1080/03075079.2020.1836484>

# Article summary:

1. The article explores how students in an EdD program develop identities as educational leaders and researching professionals (RPs).

2. The researcher investigates how possible selves theory can account for the development of these identities, including connections between future views of self and current identity.

3. Previous research on identity development, including ethnic and professional identity, has set the stage for this focused study.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "Exploring the development of students’ identities as educational leaders and educational researchers in a professional practice doctoral program" presents an interesting study on how students in an EdD program develop their identities as educational leaders and researching professionals. The article is well-structured, with clear objectives and a thorough literature review that contextualizes the research.

However, there are some potential biases in the article that need to be addressed. Firstly, the use of "researching professionals" instead of "educational researchers" may indicate a bias towards practical research rather than theoretical research. This bias is further reinforced by the focus on preparing students with researching skills appropriate to conduct research in their practice settings that were relevant to their on-going efforts.

Secondly, while the article acknowledges earlier work on identity development, it does not explore counterarguments or alternative perspectives. For example, while Erikson's theory of identity development is mentioned briefly, there is no discussion of criticisms or limitations of this theory.

Thirdly, the article makes unsupported claims about how possible selves theory might account for the development of identities as educational leaders and researching professionals. While this theory is relevant to identity development, it is not clear how it specifically applies to these particular identities.

Finally, there are missing points of consideration in the article. For example, there is no discussion of potential risks associated with developing strong identities as educational leaders or researching professionals. Additionally, there is no exploration of how these identities might interact with other aspects of students' lives or how they might change over time.

Overall, while the article presents an interesting study on identity development in an EdD program, there are potential biases and missing points of consideration that need to be addressed for a more balanced analysis.

# Topics for further research:

* Risks associated with developing strong identities as educational leaders or researching professionals
* Criticisms and limitations of Erikson's theory of identity development
* Alternative perspectives on identity development in professional practice doctoral programs
* Interactions between identities as educational leaders or researching professionals and other aspects of students' lives
* Long-term changes in identities as educational leaders or researching professionals
* Possible selves theory and its specific application to identities as educational leaders and researching professionals.

# Report location:

<https://www.fullpicture.app/item/45751913f3fc7c8902761df1baf6c70a>