

Miller, Paul K. and Booth, Lisa (2019) Towards a discursive psychology of expertise in radiography education: lecturers' use of "authenticity through autobiography" in classroom sessions. In: United Kingdom Imaging and Oncology Congress (UKIO), 10-12 June 2019, ACC, Liverpool. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/4403/>

*Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.*

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

**provided that**

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
- a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

**You may not**

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing [insight@cumbria.ac.uk](mailto:insight@cumbria.ac.uk).

Towards a discursive psychology of expertise in radiography education: Lecturers' use of "authenticity through autobiography" in classroom sessions

*Paul K. Miller and Lisa Booth*

*University of Cumbria, UK*

## **Abstract**

*Background:* Often drawing upon K. Anders Ericsson's approach (Ericsson, 2007), the contemporary corpus of research into radiography expertise tends to reflect a set of broadly social-cognitive concerns, whereby the knowledge and experience *acquired* by a professional are the focus (Donovan and Litchfield, 2013). The Discursive Psychological (DP) approach, however, provides an alternative model; herein, how expertise is *performed* becomes key (Wiggins, 2017) - DP describes how actors endeavour to make their own expertise persuasively and dynamically relevant in ways tailored to the intended audience.

*Methods:* Using the standard methods of DP (Miller and Richardson, 2017), N=10 classroom sessions were analysed to highlight the nuanced interpersonal ways in which experienced radiography lecturers performed their own expertise.

*Results:* Findings indicate the routine use of a socio-linguistic device termed "authenticity through autobiography" in the discursive sciences (Widdicombe and Wooffitt, 1995). The lecturers, in a variety of (usually) subtle ways, recurrently drew attention to: (1) The quantity and/or quality of their professional service in radiography; (2) the quantity and/or quality of their teaching experience; and (3) the quantity and/or quality of their research outputs and activities. All were raised only in moments whereby the specific topics of discussion - or the actions of the students - could in some way be inferred to contextually challenge the

lecturers' own status as experts. Moreover, the particular autobiographical details raised always directly addressed the specific nature and implications of any challenge.

*Conclusions:* The work presented draws attention to the importance of interpersonal performance in communicating information in radiography, such that it might be recognised by students *as* expert knowledge.

### **Keywords**

authenticity; discursive psychology; expertise; higher education; language; radiography

### **References**

Donovan, T. and Litchfield, D. (2013) 'Looking for Cancer: Expertise Related Differences in Searching and Decision Making', *Applied Cognitive Psychology*, 27(1), pp. 43. doi: doi.org/10.1002/acp.2869.

Ericsson, K.A. (2007) 'An expert-performance perspective of research on medical expertise: the study of clinical performance', *Medical education*, 41(12), pp. 1124-1130. doi: 10.1111/j.1365-2923.2007.02946.x.

Miller, P.K. and Richardson, B.H. (2017) 'Depression, rational identity and the educational imperative: Concordance-finding in tricky diagnostic moments', *Palgrave Communications*, 3:17033. doi: 10.1057/palcomms.2017.33.

Widdicombe, S. and Wooffitt, R. (1995) *The Language of Youth Subcultures: Social Identity in Action*. Hemel Hempstead: Harvester Wheatsheaf.

Wiggins, S. (2017) *Discursive Psychology: Theory, method and applications*. 1st edn.

London: Sage.