

Scholarship in HE

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Scholarship in HE

After this webinar, you should be able to:

- **differentiate** scholarly from professional activities
- **plan** future scholarly activities
- **contribute** to a culture of scholarship

Scholarship in HE

Part 1: Overview of scholarship

Part 2: Categories of scholarship

Part 3: Examples of scholarship



Part 1: Overview

1. What is scholarship?
2. What is the value of scholarship?

What is scholarship?

Scholarship investigates knowledge

What is scholarship?

Scholarship investigates knowledge and/or practice



Late 20th Century: Schön (1983), Kolb (1984), Boyer (1990) and others.

What is scholarship?

Objective/scientific scholar
... observes from a distance

Scholarship investigates knowledge and/or practice

Scholar/reflective practitioner
... observes as a participant

What is scholarship?

Scholarship is:

- an **investigation**
- that presents **significant results**
- for **peer-review**

Shannon, A.G. (2018). Research activities in the teaching intensive university: Scholarship reconsidered & repositioned. *International Journal of Research in Education Methodology*, 9(1), 1454-1662. <https://doi.org/10.24297/ijrem.v9i1.7396>

What is scholarship?

Scholarship is:

- an **investigation**

*systematic,
evidence-based*

- that presents **significant results**

*contribute/advance
knowledge/practice*

- for **peer-review**

*scrutinised by experts in the field,
before dissemination to 'the public'*

(Shannon, 2018)

Why is scholarship important?

- **Maintains currency** in the field
- **Contributes** to the field
- **Advances** to the field

Why is scholarship important?

Who is asking?

- **Peers**
- **Publishers**
- **Employers**
- **Regulators**

Part 1: Summary

Scholarship:

- systematic, evidence-based
- significant results, peer-reviewed

Scholars is important:

- maintain currency, contribute to the field
- advance knowledge/practice

Who values scholarship?

- Peers, publishers, employers, regulators

Part 1: Q&A

- What scholarly activities do you undertake?
- How does your organisation value, nurture and reward scholarship?

Part 2: Categories

What activities **qualify as scholarship**?

- Boyer's (1990): scholarship beyond traditional research

Boyer, E. L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*.
Carnegie Foundation for the Advancement of Teaching.

What activities qualify as scholarship?

<p>DISCOVERY New knowledge through traditional research</p> <p style="text-align: right;">research</p>	<p>APPLICATION Address problems in society and professions</p> <p style="text-align: right;">practice</p>
<p>INTEGRATION Interpret the use of knowledge across disciplines</p> <p style="text-align: right;">synthesis</p>	<p>TEACHING Study learning & teaching models and practices to achieve optimal learning</p> <p style="text-align: right;">learning & teaching</p>

Boyer's (1990) Scholarship Reconsidered - categories of scholarship

Discovery

New knowledge/practice
(traditional research)

Examples

- peer-reviewed publishing
- conferences presentations
- creative media/performance;
- creating learning infrastructures

*Evaluated by a
peer-review process*

Integration

cross-disciplinary
knowledge/practice

Examples

*Common material –
different perspectives*

- multidisciplinary textbook
- core subject of a broad discipline
- communicate to non-specialists

Advance 'public' discourse?

Own review + 'client' evaluation

Application

professional
knowledge/practice

Examples

- consultant for industry/government;
- leader of professional organisation;
- a significant speech
- mentor students/staff;
- technical reports, presentations, pamphlet, surveys,
- building prototypes, developing a methodology or protocol
- further study

Benefit to 'client' + your own understanding of the field

self-assessment;

Teaching

knowledge/practice of learning and teaching

Examples

peer assessment

- research in the classroom itself;
- instructional materials; teaching methods;
- mentoring postgraduate students; training teachers;
- course-wide assessment system
- contributing documentation for accreditation or quality systems

student assessment

Part 2: Summary

Scholarship contributes to knowledge/practice

Boyer's framework (categories of scholarship):

- Discovery
- Integration
- Application
- Teaching

Part 2: Q&A

Can you share how you incorporate **evidence-based investigation** in your academic and/or professional practice?

Can you share some examples of how your institution **values, nurtures or rewards** scholarship?



Part 3: Examples

Examples of scholarship beyond traditional research

Scholarship: example 1

Conference attendance

- **Is it a scholarly activity?**

- i.e. an investigation with significant results reviewed by peers?

Scholarship: example 1

Conference attendance report

1. **Clear goals** – Why this conference? Why the chosen sessions?
2. **Adequate preparation** – Familiarity with theme and presenters?
3. **Appropriate methods** – How will you critically evaluate presentations?
4. **Significant results** – How will it change things for you/your institution?
5. **Effective presentation** – report or presentation? To who?
6. **Reflective critique** – process for ‘peer-review’ of report?
7. **Amenable to scrutiny** – opportunity for critical feedback?
8. **Publicly available** – how will your report be published and promoted?

Example 2: Academic equivalence statement

Systematic, evidence-based investigation?

Significant results?

Peer reviewed?

1. Clear goals?
2. Adequate preparation?
3. Appropriate methods?
4. Significant results?
5. Effective presentation?
6. Reflective critique?
7. Amenable to scrutiny?
8. Publicly available?

[US visa application which required professional experience to be 'the equivalent' of a Masters degree]

Example 3: science fiction novelist

Systematic, evidence-based investigation?

Significant results?

Peer reviewed?

1. Clear goals?
2. Adequate preparation?
3. Appropriate methods?
4. Significant results?
5. Effective presentation?
6. Reflective critique?
7. Amenable to scrutiny?
8. Publicly available?

[sophisticated science - particle physics and Einstein's theory of relativity etc - in an engaging narrative]

Scholarship: example 4

<https://youtu.be/LEivqxKKqt4>



Dr Abelardo Pardo outlines a learning & teaching project that utilises learning analytics.

- Is this scholarship?

Criteria: Clear goals? Adequate preparation? Appropriate methods? Significant results? Effective presentation? Reflective critique? Amenable to scrutiny? Publicly available?

[01:06] University of Sydney
<https://youtu.be/LEivqxKKqt4>

Part 3: Q&A

Any questions?