The Scholarship of Teaching

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Objectives

- Discuss the scholarship of teaching in the context of nursing in the educational/academic environment.
- Explore the challenges related to the practice of scholarship.
- Discuss ways in which we can successfully meet these challenges.

The Scholarship of Teaching

- **The Aim of the *Scholarship* of Teaching is:**
  - " to make student learning possible" (Ramsden, 1992, p. 5).

- **It is:**
  - motivated by a desire to understand how learners learn effectively and how teaching influences this process;
  - learner centered;
  - creative;
  - systematic in the evaluation process.

The Scholarship of Teaching

- **The aim of *Scholarly* Teaching is:**
  - "to make transparent how we have made learning possible" (Trigwell et. al. 2000, p. 157).

- **It is:**
  - based on wisdom derived from experienced-based knowledge;
  - developed by reflection;
  - reflected in the use of educational principles; throughout the teaching learning process;
  - focused on teacher effectiveness.

The Scholarship of Teaching

Questions to Ponder

- What is a scholar?
- What does a scholar do?
- How does the scholar demonstrate scholarly activity?

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The Context

- Historically, scholars were clergy who taught: they were responsible for educating and uplifting the next generation of thinkers.
- Scholars were responsible to society & for shaping that society.
- As universities evolved so did the role of faculty. In the 1930's service was thus added to their role and over a span of 30 years the components of Integration & Application were further added.

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The Context

- According to Boyer (1990), there are three distinct phases through which scholarship in North American higher education has occurred precipitating the marginalization of teaching and an increased focus on research:
  - These include scholarship with a focus on:
    - the student
    - service
    - research

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- **The Context**

– The *student* was perceived to be the focus of activity.
– Faculty role – educational mentor.
– Faculty were responsible for the intellectual, moral and spiritual development of the student.
– Teaching was viewed as an act of dedication.

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- **The Context**

– The university was responsible not only for shaping the character and quality of the mind, but it also became a direct *service* to society.
– Professors could provide knowledge to improve industry, later referred to as applied research.
– Service was thus integrated into the university mission.

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- **The Context**

– Late nineteenth century.
– Influenced by the return of young scholars returning to North America from studies in European universities in particular Germany.
– Strong *research* orientation.
– Priority was directed to evidence acquired through research and experimentation.

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Boyer's Model of Scholarship

- Emerged from a desire to generate a clearer understanding of the process involved in the actual delivery of undergraduate education.
- Key issues explored included: curriculum, quality of campus life including the variables of the learning environment, the learner-teacher relationship & the social environment, and the impact of these variables on faculty.

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- In light of this evolution then Boyer's model today reflects *4 pillars*: *discovery*, *integration*, *application & teaching* (Boyer, 1990).
- These *4 pillars* are salient to academic nursing, where each supports the values of a profession committed to both social relevance and disciplinary advancement (Kikuchi, 2003).
- The characteristics often identified with that of a scholar include: *commitment*, *innovation*, *creativity*, *courage*, *intuition* and *tenacity* (Pape, 2000).

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- ***Discovery*** - associated with research;
- ***Integration****:* involves making connections across the
- disciplines and placing the specialties in a larger context;
- ***Application****:* extends beyond the application of research, involves a vital interaction and so informs the other; and
- ***Teaching****:* both educates and entices future scholars by communicating the beauty and enlightenment that is at the heart of significant knowledge

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- Boyer and colleagues identified the need to attribute to scholarship a broader meaning so as to define the work of university teachers in ways that would *enrich rather than restrict the quality of undergraduate education* (Healey, 2000).

- Teaching and learning in higher education are inextricably linked. Thus, the scholarship of teaching is as much about learning as it is about teaching (Schulman, 1999).

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- Scholarship is a professional obligation; the advancement of professional nursing practice requires the participation of every nurse in the scholarship of knowing (Riley et al., 2002; Kikuchi, 2003)

- Knowledge development and dissemination are both dynamic and complex (Pape, 2000)

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- Traditionally, scholarship has been defined as knowledge development within the academic institutions (Riley et al., 2002).
- In the academe teaching encompasses philosophical thinking as foundational to curriculum development (Zambroski & Freeman, 2004).

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- Philosophical thinking is taught, role modeled and mentored (Bevis 1989b; Benner, Tanner & Chesla, 1984).
- Kikuchi (2003) suggests that knowledge acquisition & the ability to think philosophically are integral to being responsible in nursing.
- The ability to think philosophically is also integral to thinking critically.

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- ***More Questions to Ponder***

- How do faculty comprehend, perceive, and engage in scholarship?
- As faculty, how can we best harness and maximize our strengths to authentically engage in the process of scholarship?
- What is the impact on learner outcome if we do not pose the question?

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- Glassick et al. (1997). 1997) identifies six areas as being common to all four of Boyer' s forms of scholarship:
  - Clear goals
  - Adequate Preparation
  - *Appropriate Methods*
  - *Significant Results*
  - *Effective Presentation*
  - *Reflective Critique*

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- **Clear Goals:**
  - Does the scholar specifically state the purposes of his or her work!
  - Does the scholar delineate objectives that are realistic and achievable?
  - Does the scholar identify important questions in the field of study?

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- **Adequate Preparation**
  - Does the scholar demonstrate an understanding of existing scholarship in the field?
  - Does the scholar bring the necessary knowledge and skills to her or his work?
  - Does the scholar bring together the resources necessary to move the scholarly endeavour forward?

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- **Appropriate Methods**
  - Does the scholar use practices that are appropriate to the goals delineated?
  - Does the scholar effectively apply those practices?
  - Does the scholar adjust practices in response to changing circumstances?

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- **Significant Results**
  - Does the scholar achieve the goals delineated?
  - Does the scholar' s work contribute significantly to the field?
  - Does the scholar' s work generate potential areas for further exploration?

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- **Effective Presentation**
  - Does the scholar use an appropriate style and effective manner in presenting his or her work?
  - Does the scholar use relevant media for communicating the work to its intended audiences?
  - Does the scholar present her or his message with clarity and integrity?

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- **Reflective Critique**
  - Does the scholar critically evaluate his or her own work?
  - Does the scholar bring an appropriate breadth and depth of evidence to her or his critique?
  - Does the scholar draw on evaluation to improve the quality of future work? (Glassick et al., 1997, p. 36)

The Scholarship of Teaching

- **The scholarship of teaching is about**
  - knowing the literature on teaching;
  - improving teaching by collecting and reading the literature on teaching;
  - improving student learning by investigating the learning of one' s own students and one' s own teaching.

(Trigwell et al. 2000)

The Scholarship of Teaching

- The scholarship of teaching is about:
  - improving one' s own students' learning by knowing and relating the literature on teaching and learning to discipline-specific literature and knowledge.
  - improving student learning within the discipline generally, by collecting and communicating results of one' s own work on teaching and learning within the discipline.

(Trigwell et al. 2000)

The Scholarship of Teaching

- **Our Challenge**

- To create curricula that address the depth & breadth of theory content, and clinical expertise.
- To expand philosophical thinking from generating questions, to seeking answers, to generating knowledge.
- To address today's question: are baccalaureate nurses now the consumers of research or the generators of knowledge?

The Scholarship of Teaching

Our Challenge

Behaviourism emanates from a philosophy of Realism. The student is motivated to learn through positive reinforcement while the teacher provides knowledge in a disciplined, efficient manner. Facts must be mastered.

Behaviorism has been the major influence on curriculum development in nursing education.

The Scholarship of Teaching

Meeting the Challenge

- During the last two decades, the impetus in North America has been a move away from the Behaviorist model.

- The trend instead has been toward a model that would promote democratization of the teaching learning process, empower students, contribute to the development of critical thinking, foster excellence in patient care, and mitigate the perceived theory-practice gap. This trend was referred to as the curriculum revolution.

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- **Meeting the Challenge**

- The principle on which the curriculum revolution was founded involved liberation of the student and faculty from the trappings of the more traditional or conventional approach to education which Friere (1970) described as the “banking concept” of education that transforms students into receiving objects or passive receptacles of knowledge.

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- ***Meeting the Challenge***

- Since the 1980's, considerable progress has been made.
- Witness the emergence of the emancipatory curriculum in the United States and Canada that reflect a marked departure from the traditional approach.
- Such an approach reflects a focus on student centered pedagogies, classroom reform, attention to knowing and connecting within the teaching learning process and innovations in preparing future educators.

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- ***Meeting the Challenge***

- As revealed in a recent research study, however, even in times of such change, pockets of resistance can still prevail.

- When questioned about her experience, one graduate student in the study was observed to state the following, “there’s always hierarchy…and let’s just be clear about it and that it exists” (Myrick & Yonge, 2004, p. 375).

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- ***Meeting the Challenge***

- A preceptor in that same study was quoted as saying (p 375), "*I have to say that I'm still a big believer in hierarchy because we are a hierarchical system. You can have lovely debates at the graduate level, lovely conversations debating ideas about research, theory, about clinical practice but when the end of the term comes, I have to put a grade on our grade sheet. Maybe we can enjoy each other's ideas but I think there is a hierarchy there, and I'm fine about the hierarchy.*"

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- ***Meeting the Challenge***

- While admittedly these excerpts reflect findings that emanate from one particular study, they can nevertheless serve as a reminder to educators to remain vigilant to the potential for resorting to a tendency, even if unintentional, that may oppress rather than liberate.

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- ***Meeting the Challenge***

"One of the hardest things teachers have to learn is that the sincerity of their intentions does not guarantee the purity of their practice."

(Brookfield, 1995, p. 1)

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- ***Meeting the Challenge***

- As educators we must routinely question our own individual reality as teachers, challenge our uniqueness in that role, and candidly explore who we are in that individuality.

- In the process of that reflection the individual teacher is compelled to confront answers that may reveal we are unwitting accomplices in maintaining rather than challenging and changing the status quo.

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- ***Meeting the Challenge***

- Create shared meaning, joint statements of collaborative scholarship; (Storch & Gamroth 2002) reducing the tension between the environments by articulating the understanding of our mutual values & meaning of scholarship.

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Meeting the Challenge

- Opportunity to build a greater sense of community.
- Undertake an exploration of the structures which other disciplines have in place to support scholarship.
- Avoid a state of hegemony/stagnation.

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- ***Meeting the Challenge***

- Those in management need to actively embrace the notion that scholarship is important to this professional discipline.

- Recognize the need for work load adjustment/ realignment of job descriptions.

- Formally identify acceptable evidence of scholarly activity.

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- **Meeting the Challenge**

- Develop mentoring partnerships (increase in part-time faculty, variance in faculty credential mix, increased retirees, loss of scholars is driving the need for strategies for developing research cultures, networking and research teams (Jones & Van Ort, 2001; Jootun & McGhee 2003).

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- ***Meeting the Challenge***

- Rethink a research infrastructure – networking.
- Link to career advancement (non tenured career ladder).
- Support conditions for faculty who are transitioning from college to university curricula (Martin, 2004).

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- ***More Questions to Ponder***

- What patterns have you observed in the nursing education research?
- What would you identify to be the nursing education research agenda?
- Why is this area of research so poorly funded?

‘“We rarely recognize the extent in which our conscious estimates of what is worthwhile and what is not, are due to standards of which we are not conscious at all.”

John Dewy, 1944, p. 18.

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