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Title: Organization Change, Scholarship & Teaching Practice: A Typology (0142)

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Abstract

This paper provides a brief overview of a distinctive Typology of Scholarly Practice developed at a relatively small, research-led UK University. Based upon the research into staff perceptions of the relationship between learning and teaching research and scholarly practice, the paper provides an evidence based, holistic approach to scholarly learning and teaching practice in Contemporary Higher Education. It brings together the different aspects associated with the concept of quality in learning and teaching within a theoretical framework based upon Boyer's (1990) concept of Scholarship. The paper provides useful information for those wishing to develop evidence-based teaching and learning practice in Higher Education. In doing so it addresses one of the most controversial issues in contemporary Higher Education – that of the relationship between learning, teaching and research.

Introduction & Background

Over the past two decades, the quality of teaching within Universities has received much public attention (Barnett, 2005; Biggs, 1996; Prosser & Trigwell, 1999; Ramsden, 1992) with the National Student Survey bringing the Sector to account on an annual basis. In bringing together the different aspects associated with the concept of quality in learning and teaching, a theoretical framework based upon Boyer's (1990) concept of Scholarship is appropriate. Boyer argued that there are four distinctive, but intertwining areas of Scholarship (Discovery, Integration, Application and Teaching), each of which is integral to academic work. The first of these, the Scholarship of Discovery is generally held to be at the 'centre' of academic life, contributing to epistemology through the disciplined *pursuit of knowledge* (p 18). Linked to, and building upon, the Scholarship of Discovery, the Scholarship of Integration considers what research actually means *making connections across disciplines, placing specialities in larger context* (Boyer, 1990, p18); whilst the

Scholarship of Application incorporates the acquisition and application of knowledge. The final area identified by Boyer, the Scholarship of Teaching, represents a dynamic process linking teachers' understanding to students' learning in such a way that acknowledges that *scholars are also learners* (1990, p 24).

Whilst from Boyer's perspective, the relationship between the different areas of Scholarship may be defined as ideologically and pedagogically symbiotic, other literature critiques this argument (Jenkins et al, 1998; Jenkins, 2004) suggesting that although in some instances discipline-specific research is linked to teaching, such a linkage, if it exists, is often weak.

This paper provides a brief overview into a distinctive Typology of Scholarly Practice developed at a relatively small, research-led UK University. Based upon the research into staff perceptions of the relationship between learning and teaching research and practice, the model represents a holistic approach to evidence-based learning and teaching practice in Contemporary Higher Education

The LTR Nexus Project: Methodological Approach

Adopting a philosophical approach based upon a multi-phenomenographic pedagogy (Trigwell et al, 2005), and utilising grounded theory analytical techniques (Strauss & Corbin, 2001), the first stage of the project captured the views of 35 early career academic staff from across the university. Participants were asked to depict (in diagrammatic format) their answers to the following two questions:

1. Describe the relationship between learning and teaching research and teaching practice in your School/ Research Group
2. How do you view the relationship between learning and teaching research and your teaching practice?

Following this ten in-depth interviews were undertaken with academic and managerial staff, and two *early-career* academics.

Evidence-Based Scholarship & Practice: A Typology

Utilising simple and axial coding, two main concepts emerged out of the analysis: Scholarship and Organisational Culture. Building on the study findings, a Typology of Scholarly Activity was developed. The Typology comprises seven distinctive components: Evidence-Based Learning and Teaching Practice: Alignment & Strategic Overview:

Technology & LTR: LTR Networks: LTR Champions: LTR Career Paths: and Governance & LTR. Each of these is now briefly discussed.

1. **Evidence-Based Learning and Teaching Practice:** LTR can be utilised to build capacity through engaging with staff not active in their discipline research. Three distinctive areas of practice were identified in the study: *Discipline-Specific Research & LTR: The application of LTR to teaching: The concept of 'Purpose for Practice' as applied to LTR.*

2. **Alignment & Strategic Overview**: LTR needs to be aligned with other University research, teaching, administration, and management practices and policies.

3. **National and International Linkages & Networking:** This is particularly important when considering the dissemination of scholarly activity and good practice.

4. **Technology, LTR & Teaching Practice:** LTR should be used to make assure the value of learning technologies is carefully researched and critically evaluated.

5. **LTR and other CLIPP Advocates:** The appointment of a LTR 'Champion' in each of the Schools provides a collegiate environment in which scholarship is encouraged.

6. **Learning and Teaching Research Professional Career Path:** The introduction of a clear Learning and Teaching Research Professional career path, for all relevant staff, will promote scholarship across the University.

7. **Governance and LTR:** Governance may divided into two distinctive areas relating to academic workload and leadership.

   - **Workload &** LTR needs to be recognised in the University workload model in such a manner that acknowledges the University's commitment to evidence-based practice and high quality teaching

   - **Recognition:** Professional acknowledgement should be given to individuals whose area of research is LTR – particularly given the impact such research can potentially have on the culture and organisational structure of the institution

Changing Organization Culture Through Scholarship: The Application of the Typology.

The above Typology has brought together the four strands of Boyer's (1990) concept of Scholarship. The typology may in itself be utilised to make *connections across disciplines, placing specialities in larger context* (Boyer, 1990, p 18). The first component of the typology, that of evidence-based practice is inextricably linked to the Scholarship of Discovery and Teaching.

The second and third components of the Typology, Alignment & Strategic Overview, and National and International Links and Networks bring together the two concepts identified in the LTR Nexus Project, that of Scholarship and Organisational Culture. In order to change organisational culture it is essential that LTR be aligned with the University's activities – including teaching and learning, discipline-specific research, and management activities. It is only by changing the organisational culture, and emphasising Scholarship that the University will grow and succeed in future.

The fourth component of the Typology, that of Technology, LTR and Teaching Practice represents a distinctive aspect of Scholarship – particularly when considering the Scholarship of Application. Technology represents a particular method of applying knowledge, one which Boyer could not have conceived would have become quite so central to students' learning experiences.

The final three components of the Typology represented by LTR Champions, LTR Professional Career Path, and Governance & LTR, all relate directly to organisational culture. Attention needs to be paid in each of these areas in order that the organisational culture may become one which promotes the student learning experience, giving equal priority to learning and teaching and research. LTR represents the ideal mechanism by which this may be achieved.

In conclusion this paper provides a brief summary of a Typology of Scholarship developed out of empirical research. In disseminating and attempting to apply the Typology across the University, the researchers have met with varying degrees of success. What has become evident, it that whilst there is much support for Scholarship and Evidence-Based Practice amongst colleagues – there is still some way to go in convincing everyone!

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