

Title: **Engagement and empowerment through inclusive scholarship – using action research for teacher development**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Describe how scholarship is integrated within the PG Cert in L&T in HE example given
- Review the effectiveness of the described approach in the light of student feedback and an analysis of students' submissions
- Consider how they might apply, or develop, the approaches employed within their own programmes or other staff development activities and practices

Session Outline

This discussion paper session explores an (HEA and SEDA) accredited PG Certificate in Learning and Teaching in HE that uses an action research project to facilitate participants' engagement with scholarship in all its forms. At the University in question, academic and other teaching-related staff enter teaching and supporting learning roles through a variety of routes including professional practice, traditional research, service, and teaching. Dependent upon their previous roles and experiences the PG Cert programme participants may have a 'restricted' view of scholarship e.g. as only being about discovery and therefore not perhaps something with which they currently engage. An introduction to Boyer's four scholarships, that is, the scholarship of discovery, scholarship of integration, scholarship of application and the scholarship of teaching (Boyer, 1990) supports a broader and more inclusive perspective on scholarship. As academic practitioners, participants are then supported to develop their scholarship practice through an action research project. The external examiner for the scheme has commented that this opportunity and the work it produces are a positive dimension to professional learning and a feature of good practice. A significant proportion of PG Cert participants continue to apply this method to their ongoing professional development with benefits for both theirs and their students' learning experiences.

Session Activities and Approximate Timings

The outline of the workshop is as follows;

25 minute presentation outlining the main features and goals of the PG Cert L&T in HE and the action research project implementation, then a reflective critique of the practice informed by student feedback and an analysis of students' submissions that includes an examination of

the locus of change (Feldman et al, 2001). This is followed by 20 minute discussion, with the following indicative questions to help focus the discussion:

- How does your institution support new (teaching) staff to engage with scholarship in all its forms?
- How does the above scheme compare with your practice(s)?
- Is 'inclusive scholarship' a concern in your staff development practices and how have you addressed it?

References

Boyer, E. (1990). *Scholarship reconsidered: Priorities for the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching

Feldman, A., Rearick, M., Weiss, T. (2001) *Teacher Development and Action Research: Findings from Six Years of Action Research in Schools*. Available [online]
http://www.researchgate.net/publication/251780526_Teacher_Development_and_Action_Research_Findings_from_Six_Years_of_Action_Research_in_Schools

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