

Title: **Being a scholarly academic developer**

Presenter: **David Baume, Celia Popovic**
DB: None, CP: York University, Toronto

Session Learning Outcomes

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

1. Analyse the current role(s) of scholarship in their development thinking and practice
2. Identify additional particular ways in which they intend to be scholarly in their practice, for example topics to study, investigations to plan, or research questions to ask
3. Plan approaches to encouraging scholarly practice in their institution and with academic colleagues

Session Outline

This session is designed mainly for those who are relatively new, both to academic development and to thinking about their development role from the perspective of being scholarly. In particular it is for those who would like guidance in getting started with using and contributing to AD literature, and in supporting colleagues to do the same. We will take a scholarly approach to the topic by drawing on relevant literature. However the thrust of the session will be practical suggestions and engagement of participants through discussion.

Baume and Popovic (2015) identify three (overlapping) ways of being scholarly:

Being reflective, critical and analytic

Using ideas from the literature

Contributing to the literature

Ashwin and Trigwell (2004), coming at this from another angle, describe three levels of what they call investigation of practice, with different intentions and audiences:

1. Investigation to inform oneself, generating what they call personal knowledge – previously probably in a notebook, now perhaps as a blog

Investigation to inform a group within a shared context, generating local knowledge, perhaps shared as a working note for colleagues

Investigation to inform a wider audience, generating publishable research

Staying with research, Sutherland and Grant (2016) identify three types of research, here inverted to show the relations to Ashwin and Trigwell above:

1. Scholarly case studies of the author's/s' own practice.
2. Evaluation studies of the author's/s' own practice.
3. Original research, undertaken in order to contribute to knowledge and understanding:

Brew (2002) suggests five research topic areas that academic developers should pursue:

1. Research into policies, practices, strategies of higher education in general
- Basic research into student learning

Institutional research and evaluation

Action research as an integral part of professional practice (particularly working with academic staff on action research investigating their own practice but also action research on academic developers' own practice)

Research into methodologies for educational research. (pp. 117-118)

How and why teachers and institutions teach – their teaching and learning regimes (Trowler and Cooper, 2002) – and what factors lead to improvements in teaching and learning regimes also merit investigation or research, among many other topics.

Within this rich set of frameworks, participants will critique and plan ways to enhance their own scholarly practice (or practical scholarship) within academic development, and begin to devise ways to help institutions and teaching colleagues do the same to their own practice.

Session Activities and Approximate Timings

There will be very little input beyond introductions and hand-outs (including this!) on research and on being scholarly. Within the frameworks provided, emphasis will be placed on identifying good topics to be scholarly about, and on ways of being scholarly that will enrich the development work of participants. The goal, again, is to help participants to enhance their own scholarly practice and that of those with whom they work, not to treat scholarship as something separate from practice.

Approximate timings:

00 to 10 Introductions of Baume and Popovic, context of APAD, overview of the session including intentions and activities.

10 to 20 Analysing the current role(s) of scholarship in your development thinking and practice, using one or more of the models above (or another model of your choice)

20 to 35 Identifying further ways to be scholarly in and around your practice

35 to 45 Planning approaches to encouraging scholarly practice in your institution

References

Ashwin, P. and Trigwell, K. (2004) 'Investigating staff and educational development', in Baume, D. and Kahn, P. (eds.) *Enhancing Staff and Educational Development*. London: RoutledgeFalmer, pp. 117–131

Baume, D. and Popovic, C. (eds.) (2016) *Advancing Practice in Academic Development*. London: RoutledgeFalmer In preparation

Baume, D. and Popovic, C. (2016) 'Introduction - some issues in academic development', in *Advancing Practice in Academic Development* (op cit).

Brew, A. (2003). The future of research and scholarship in academic development. pp. 165-181 in H. Eggins and R. Macdonald, eds, *The scholarship of academic development*. Buckingham: SRHE and Open University Press.

Sutherland, K. and Grant, B. (2016) 'Researching Academic Development', in *Advancing Practice in Academic Development* (op cit).

Trowler, P. and Cooper, A. (2002) 'Teaching and Learning Regimes: Implicit theories and recurrent practices in the enhancement of teaching and learning through educational development programmes', *Higher Education Research & Development*, 21(3), pp. 221–240