

The Now, Where & How of Teaching Scholarship Planning – Part 1

6 August 2021





Flinders
UNIVERSITY

College of Nursing
& Health Sciences

Welcome

Professor Alison Kitson
Vice President & Executive
Dean



Na Marni – Acknowledgement

As is the practice of Flinders University, I begin by acknowledging the Indigenous peoples of this country. In particular I acknowledge the Kurna peoples, the traditional owners of the lands and waters of the region on which Flinders University is located.

Agenda & Housekeeping

Associate Professor Chris Barr
Interim Dean, Education





Agenda

1:30pm	Welcome & Na Marni	Professor Alison Kitson
1:45pm	Agenda & Housekeeping	A/Professor Chris Barr
1:50pm	What is Teaching Scholarship?	Dr Ann Luzeckyj
2:10pm	The Advanced Higher Education Fellowship	Anna Smith
2:30pm	Measures of Impact in Teaching Scholarship	Professor Deborah West
2:50pm	Examples of teaching Scholarship in Action: Our College Scholars	Professor Michelle Miller Fleur Golder Bridget Henderson
3:10pm	Afternoon tea break	
3:30pm	Support & Opportunities for Teaching Scholarship at the College and University Level	A/Professor Chris Barr
4:00pm	Benefits & Opportunities of Education Conference Participation	Susan Rampling Deb Rawlings
4:15pm	Next steps & closing	Professor Michelle Miller

Housekeeping

- MS Teams etiquette
 - Microphones on mute during presentations
 - Cameras turned off
 - Raise virtual hand at question time
- Afternoon tea break – approx. 3:10pm

What is Teaching Scholarship?

Dr Ann Luzeckyj
Senior Academic Developer,
CILT



Scholarship is an essential component

Scholarship means

“In the context of the Higher Education Standards Framework (Threshold Standards) 2015 (HES Framework), ‘scholarship’ means those activities concerned with **gaining new or improved understanding, appreciation and insights into a field of knowledge, and engaging with and keeping up to date with advances in the field.** This includes **advances in ways of teaching and learning in the field and advances in professional practice, as well as advances in disciplinary knowledge through original research.**”

TEQSA, 2018. *Guidance notes: Scholarship* (p. 1)

(<https://www.teqsa.gov.au/latest-news/publications/guidance-note-scholarship>)

Scholarship means

Various frameworks, TEQSA discusses Boyer – which covers:

- **discovery** – building new knowledge through traditional research that contributes to the stock of human knowledge and also to the intellectual climate of a higher education provider
- **integration** – interpreting the use of knowledge across disciplines and connecting research so that it is useful beyond discipline boundaries and can be integrated into a larger body of knowledge
- **application** – using knowledge to aid individuals, society and the professions in solving problems and connecting scholarship with practice
- **teaching** – a **central element of scholarship** involving the development of *well-informed and knowledgeable teachers, leading to teaching that promotes active and critical learning in students* based on advances in a discipline or in knowledge about effective teaching and learning and course design practices in a field.

Scholarship of teaching entails

Evaluating and sharing practice – continuous improvement, achieved through:

Thinking about teaching (Discovery)

- Working with educational theories, especially within the discipline
- Engaging in reflective practices & dialogue

Extending pedagogical research (Integration)

- Experiential teaching
- Action research
- Transformative teaching

Communicating knowledge and understanding with others (Application and Teaching)

- Staff
- Students



Are you doing these things now?

Evaluating and sharing practice and engaging in continuous improvement

How do you:

- **think about your teaching?**
- **extend your pedagogical research?**
- **communicate your knowledge and understanding with others?**

Activity



From:

http://zombiejournalism.com/public_html/wp-content/uploads/2012/04/group-chat.jpg

Ideas for getting started



From: <http://funny.ph/wp-content/uploads/tdomf/1157/cat-sees-her-lion-reflection.jpg>

Read about educational theories, consider how they apply to you

Reflect on your teaching in the context of educational theories and revisit or develop your philosophy of teaching

Discuss theories with colleagues – reading circles, communities of practice, etc

Engage with the L&T blog and other resources available through the learning and teaching pages, consider how the discussed ideas and strategies might apply to you

Engage in a mutual peer review or evaluation of your teaching (either formal or informal), make appropriate changes

Develop further and continue revising your teaching philosophy statement

Examples of using SOTL

Engage in pedagogical research through

- experiential learning
- an action research project
- transformative learning
 - based on your reflections (discussed in the previous slide)
- Incorporation of:
 - Indigenisation of the curriculum
 - innovative ideas
 - strategies to support staff and student well being
 - students as partners in their learning
 - E-learning

into your teaching and discuss/write about the changes

How might you make SOTL work for you?

An international SoTL site and project:

<https://sotlteachingfocusedfaculty.wordpress.com/>

Activity



From:

http://zombiejournalism.com/public_html/wp-content/uploads/2012/04/group-chat.jpg

The Advanced Higher Education Fellowship & teaching awards

Anna Smith
Project Officer, Learning &
Teaching, CLT



Overview

Why Teaching Scholarship?

Advance HE

HEA Fellowship

Teaching Awards

Q&A



Why Teaching Scholarship?

- Institution that values scholarship and critical inquiry
- Research is rightly celebrated and rewarded
- Research involves problem solving, collaboration, analysis, evaluation, results, conclusions, and dissemination
- Teaching is part of the academic endeavour
- Apply principles of research to our teaching
- Develop professionally
- Reignite passion for discipline
- Fellowship and Awards are a vehicle for this



Advance HE

- Formed in the UK in 2018
- Goal to improve teaching and learning, leadership and governance, and equality and diversity within higher education
- Hub of expertise, information, resources and activity
www.advance-he.ac.uk
- Manages the HEA Fellowship Scheme
- Flinders became member institution late 2019



HEA Fellowship: What

- Built around the Professional Standards Framework (PSF)
- Aligns practice with a set of recognised standards
- 4 categories: Associate Fellow, Fellow, Senior Fellow, Principal Fellow
- Professional recognition, accreditation, promotion
- 140,000 Fellows across the world based in over 90 different countries
- Allows for systematic approach to reflection on teaching
- Tell your story
- Evidence-based good teaching
- Measurable mark of quality



HEA Fellowship: PSF

3 Dimensions (what – how – why):

Areas of Activity: what you do in your teaching (5)

Core Knowledge: what you know about teaching and learning (6)

Professional Values: what is important to you in your teaching (4)

4 Descriptors aligned to different career stages:

D1. some teaching and/or learning support responsibilities

D2. more substantive teaching and supporting learning roles

D3. sustained record of effectiveness in relation to teaching and learning

D4. highly experienced academics, able to provide evidence of a sustained and effective record of impact at a strategic level



HEA Fellowship: How

- Advance HE membership includes package of support
- Limited to certain number – EOI process
- No restrictions on who can apply
- Application fees:
 - Associate Fellow £150
 - Fellow £220
 - Senior Fellow £330
 - Principal Fellow £550
- Fellowship Category Tool
- Fellowship Packs including guidance notes and templates
- Address the PSF in Reflective Account of Practice
- Online application through My AdvanceHE
- Not an overnight process!



Teaching Awards

- Recognise and reward teaching excellence and innovation
- Share achievements and discovery
- Tell your story
- Trajectory of recognition:
 - College Teaching Awards
 - Vice-Chancellor's Teaching Awards
 - National Teaching Awards
- CILT support for applications
- Mentoring for applicants
- Professional development and promotion

Measures of Impact in Teaching Scholarship

Professor Deborah West
Interim Deputy Vice-
Chancellor (Students)



1. Scholarly, reflective nature of the work
2. Efficacy of the approach
3. Dissemination, sharing and implementation in other places



Reflective, scholarly approach

- Document your thinking to show progression over time
- Read widely and integrate that with your teaching philosophy
- Incorporate other people's thinking
- Journal/diary

Impact: Evidencing the efficacy

- [CILT webpages](#)
- [AAUT: Good forms of evidence](#)
- Alkema, A. (2011) [*A Tertiary Practitioner's Guide to Collecting Evidence of Learner Benefit*](#). Ako Aotearoa, New Zealand

Impact Management Planning and Evaluation Ladder (IMPEL)

The Impact Management Planning and Evaluation Ladder (IMPEL) model



1. Team members.
2. Immediate Students.
3. Spreading the word.
4. Narrow opportunistic adoption.
5. Narrow systemic adoption.
6. Broad opportunistic adoption.
7. Broad systemic adoption.

IMPEL Table

	Anticipated changes at:¶			
	Project completion¶	Six months post-completion¶	Twelve months post-completion¶	Twenty-four months post-completion¶
1. → Team members¶	¶	¶	¶	¶
2. → Immediate students¶	¶	¶	¶	¶
3. → Spreading the word¶	¶	¶	¶	¶
4. → Narrow opportunistic adoption¶	¶	¶	¶	¶
5. → Narrow systemic adoption¶	¶	¶	¶	¶
6. → Broad opportunistic adoption¶	¶	¶	¶	¶
7. → Broad systemic adoption¶	¶	¶	¶	¶

Examples of teaching Scholarship in Action: Our College Scholars Q&A

Professor Michelle Miller
(Facilitator)
Fleur Golder
Bridget Henderson





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Afternoon tea break

Please return at 3:30pm



Support & Opportunities for Teaching Scholarship at College and University Level

A/Professor Chris Barr
Interim Dean, Education





Guidance Note: *Scholarship*

TEQSA considers that a provider that has implemented a successful culture of scholarship that is an integral part of, and supports, its teaching and learning activities, would be able to demonstrate that its staff are overall:

- actively involved in the development of the latest ideas, debates and issues relating to the subject being taught and using this knowledge to shape teaching practice
- informed by current ideas for teaching the subject/discipline, such as improved pedagogies, learning processes, curricula, academic policies and learning materials
- engaged in evaluating and reflecting on teaching practice and student learning to challenge assumptions and consider alternative and/or different perspectives on teaching practices
- engaged in communication, discussion or debate with other scholars in relevant fields of study
- stimulating students and fostering their learning in a variety of ways, to engage with current ideas in the discipline area, and
- exploring, testing, practising and communicating understanding of what practices are most effective in the context of the discipline (pedagogical content knowledge).

Not considered scholarship

- dated scholarly activity that has since been rendered obsolete or irrelevant to current teaching roles (e.g. content or methods that are no longer employed in the field)
- research in disciplines or fields that are unrelated to either the discipline/field being taught or to new approaches to teaching and learning in that discipline/field
- professional practice where the practice is basic or routine and does not engage with advances in practice, or is unrelated to the discipline/field being taught (e.g. an accountant undertaking preparation of personal tax returns for individuals while teaching corporate finance, mergers and acquisitions, or training in software use)
- involvement in professional/community groups or activities (e.g. attending conferences) whose purpose cannot be related to the content or teaching methods for the discipline/field being taught
- cognate activities at a lower level (e.g. teaching in a related field at a lower level), or
- personal or professional development activities that are not related to the teaching role or constitute lower-level training, e.g. learning an unrelated research technique, taking a course in an unrelated field, or learning to operate new software.

Opportunities

- Dependant on academic level
- Topic, course, college, impact, leadership

Design

Delivery

Implementation

Evaluation

Dissemination

Support structures - College

- Workload allocation
 - For approved scholarship plans
 - Additional WAU for College Scholar recipients
- Mentoring
 - Mentoring program
 - Team based projects
 - Senior academics, academic leads, course coordinators, TPDs
- iEnrol
 - Self paced via FLO
 - Scheduled courses

Support Structures - Ethics

Evaluating the quality and outcomes of learning and teaching activities in the College of Nursing and Health Sciences: A Program Ethics Application

Topic

Improving pathophysiology and pharmacology knowledge in undergraduate nursing students: evaluating a new model of academic support

Curriculum

Evaluating the quality and outcomes of an approach to embedding therapeutic communication skills within occupational therapy curricula

Impact

Examining the Impact of a Graduate Certificate in Positive Behaviour Support on Professional Practice

Leadership

Co-designing a Fundamentals of Care Leadership Program

Support Structures - University

- Advanced HE Fellowship
 - Expression of interest
 - Tailored support from CILT

Rewarding teaching and innovation and excellence at Flinders University

College

- College VP&ED awards

Institutional

- Vice-Chancellor's Awards for Innovation in Teaching
- Vice-Chancellor's Awards for Excellence in Teaching
- Student-led teaching awards

National

- Australian Awards for University Teaching

<https://staff.flinders.edu.au/colleges-and-services/cnhs/documents>



Dissemination support

- Conference support
 - Australian
 - International
- VPED Funding Scheme

Benefits & Opportunities of Education Conference Participation

Susan Rampling
Deb Rawlings



Deb Rawlings

- Palliative Care conferences for the most part
- Education conferences -Grad Cert Educ (Higher Ed)

Deb Rawlings, Kim Devery. Online Communities of Practice in a Postgraduate topic and the provision of unique learning experiences with real world applications. **15th Annual Hawaii International Conference on Education** January 3 to 6, 2017. Honolulu, Hawaii.

Deb Rawlings, Kim Devery. Are we making a difference? What is the impact of an online postgraduate palliative care course on the professional lives of alumni? 15th Annual Hawaii International Conference on Education January 3 to 6, 2017. Honolulu, Hawaii.

Rawlings D, Miller-Lewis L, Tieman J, Parker D, Sanderson C. MOOCs: Principles, pedagogy and partnering **ANZAHPE** 12-14 July, 2017. Adelaide South Australia.

Why attend?

Learning about new advancements

- Keep learning / fresh perspective / new ideas or advancements in teaching
- Research not yet published / PhD recruitment

Nurturing our young

- Learn from and meet the experts
- Influence others – present your work and you may be approached by someone with similar interests just starting out

Why attend?

Networking

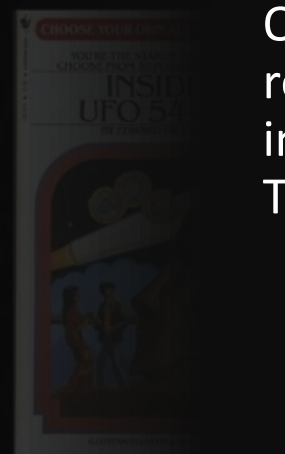
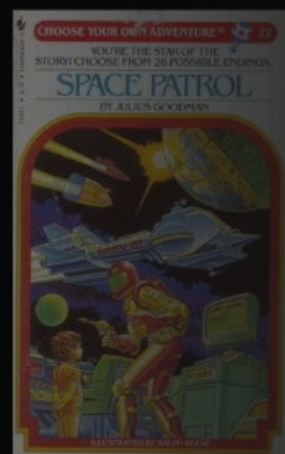
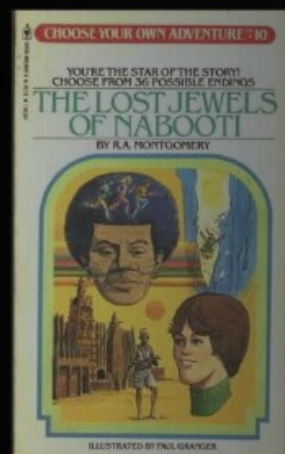
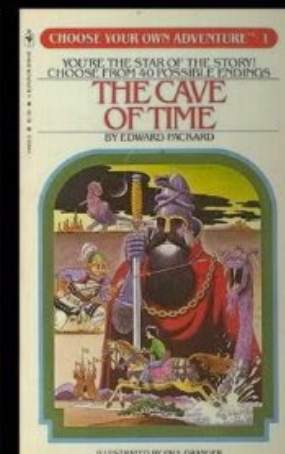
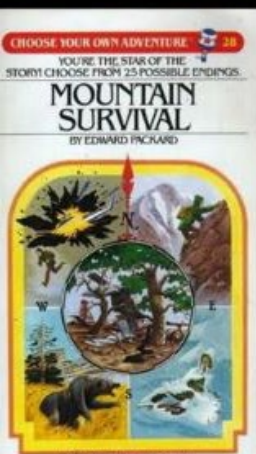
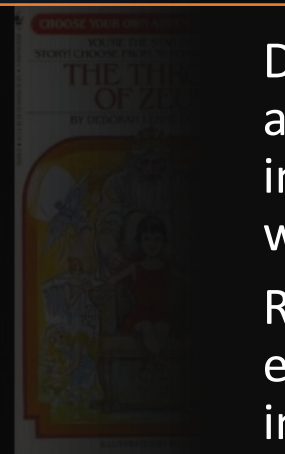
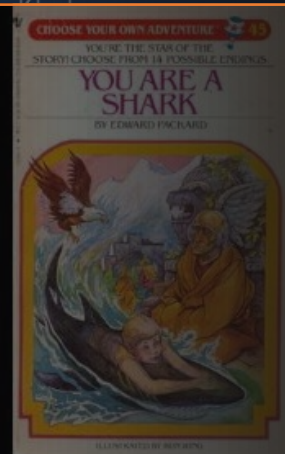
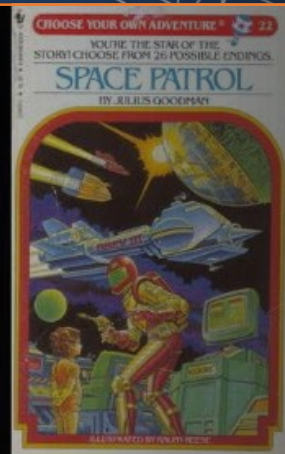
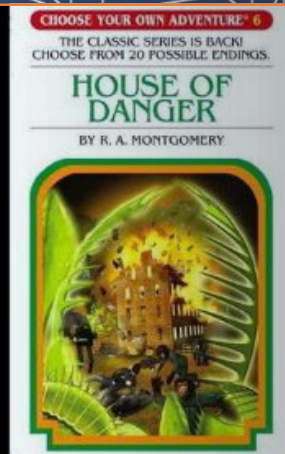
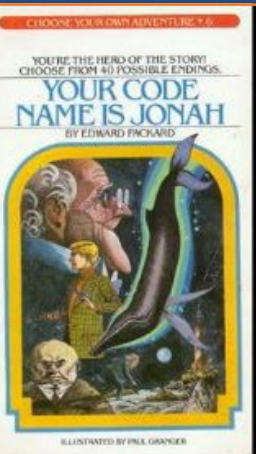
- Conference networking events (professional and social)
- Education networks / Special interest groups / Alumni events (PCA)

Personal gain

- Expand your personal, professional development / make career connections
- Motivation and inspiration
 - A session or speaker might change or influence my teaching / research in teaching
- You're not alone / work in silos
- Improve your presenting /communicating skills
- Good for the cv – engaged and active



Interactive case studies



Demand: Healthcare is typically complex and ambiguous. Clinical reasoning difficult to teach in traditional methods. Activity to align theory with practice.

Response: A risk-free opportunity for experimentation and reflection. Embedded into topic.

Outcome: Qualitative analysis on student responses. Students provided great insights to interprofessional practice and education. These were presented at ANZAHPE 2019.

Educational conferences

- Australian & New Zealand Association for Health Professional Educators (ANZAHPE)
- HEAd Conference on Higher Education Advances
- International Society for the Scholarship of Teaching and Learning (ISSOTL)
- <https://conferencealerts.com/topic-listing?topic=Higher%20Education>



SUSTAINABLE EDUCATION THROUGH SOTL: PRACTICES AND CULTURES

26-29 OCTOBER 2021

VIRTUAL CONFERENCE
HOSTED FROM PERTH

Additional benefits

New knowledge that provides further opportunity:

- Clinical reasoning educational tool can be transferred from medical education to AH, led to an internal grant application here, networking and Collaboration within College

Knowledge beyond Flinders:

- Broader perspectives, discussions with colleagues in similar positions
- Challenge of presenting to a larger audience

Networking opportunities:

- For personal research interests, recruiting students, cross-institutional collaborations

Next Steps & Closing

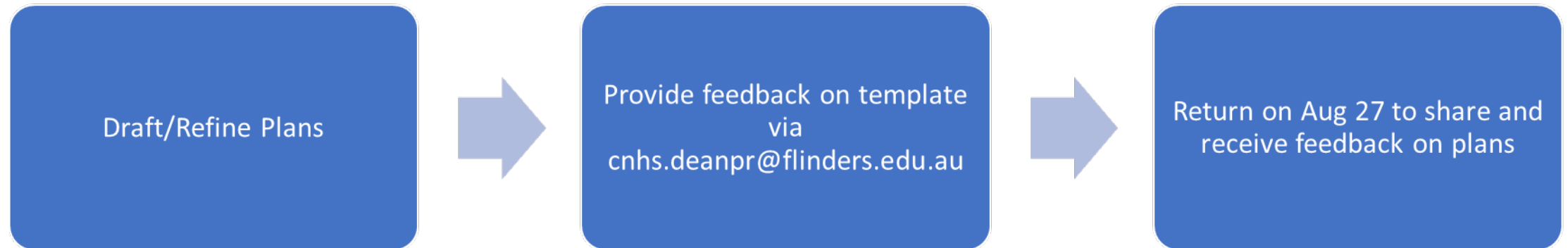
Professor Michelle Miller
Dean, People & Resources



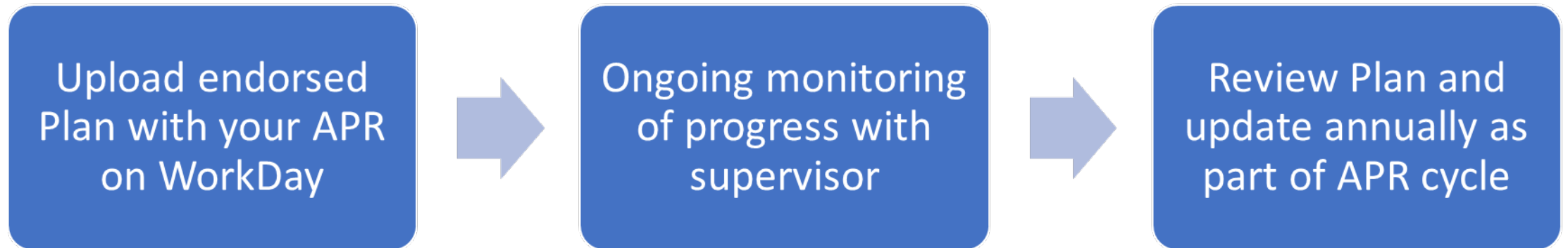
A word cloud centered around the word "Scholarship" in red. Other prominent words include "Fellowship" in orange, "Teaching" in orange, "Discovery" in green, "Impact" in green, "Sharing" in blue, and "Conferences" in green. Smaller words include "Educational", "Awards", "Engage", "Theory", "Mentoring", "Students", "CICT", "Partners", "Pedagogy", "Develop", "Communicating", "Philosophy", "Dissemination", "Implementation", "Application", "Integration", "Transformative", "TEQSA", "Opportunities", "Reflective", "Diaspora", "Learning", and "Dissemination".

Educational
Scholarship
Conferences
Awards
Engage
Theory
Mentoring
Students
CICT
Partners
Pedagogy
Develop
Communicating
Philosophy
Dissemination
Implementation
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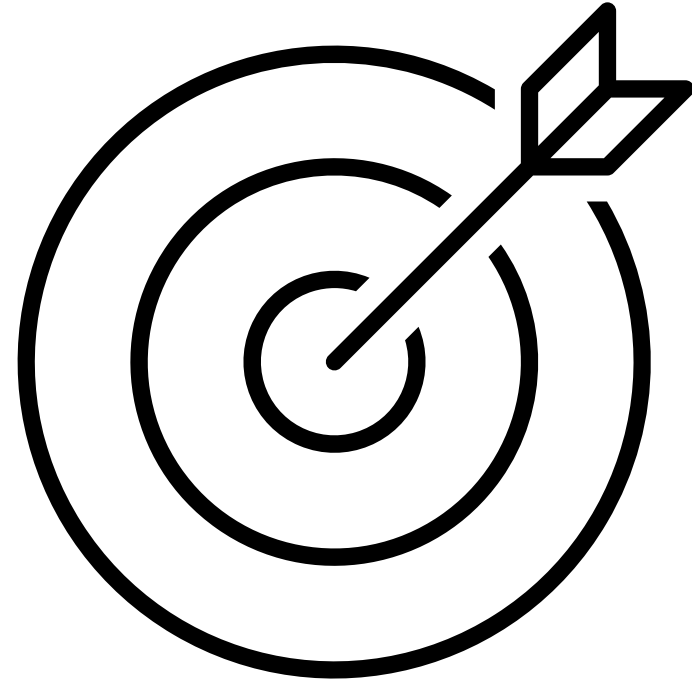
Next steps



Next steps



October





August 27

- Workshop Part 2
 - ❖ Come prepared to receive and provide feedback on plans
 - ❖ Hear from those with established plans

– Launch of Learning and Teaching Academy



Questions?

Thank you

- College Operations Team
- Speakers
- Staff that completed draft plans for circulation
- Participants



The Now, Where & How of Teaching Scholarship Planning – Part 2

27 August 2021



WE ARE ON KAURNA LAND...

We recognise that Flinders University operates on Indigenous peoples' traditional lands and waters, and acknowledge their continued responsibility to care for country at the University's various teaching locations, including the lands and waters of the following peoples: Kurna (main campus at Bedford Park), Arrernte, Boandik, Bungarla, Gunditjmara, Jawoyn, Larrakia, Nauo, Ngarrindjeri, Peramangk, Ramindieri, Wurundjeri, Yolgnu.





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Agenda and Housekeeping

Associate Professor Chris Barr
Dean (Education)



Agenda

- Welcome
- Housekeeping and survey feedback
- Scholarship panel
- Overview of key strategic priorities
- Morning tea
- Small group work: peer feedback on scholarship plans and networking
- Feedback on template
- Next steps
- Close / Lunch

Feedback from Part 1

- 38 attendees
- 13 anonymous responses to feedback survey
 - Session satisfaction ranged from 8-11
 - Overall greater understanding 13/13
 - Recommend to a colleague 12/13
- Positives
 - Insight / awareness / where to start
- Negatives
 - Online delivery / overwhelming information

Scholarship Planning: Panel Discussion

Dr Sarahlouse White
Matt Sutton
Alicia Bell
Clair Kay





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Overview of strategic priorities

Associate Professor Chris Barr
Dean (Education)



Key strategic priorities and aligning of scholarship plans

- Retention projects
- Outreach to schools
- Indigenous health curricula
- Wellbeing initiatives
- Smart assessment
- Assessment for learning
- Interprofessional practice
- Rural and remote health
- Placement
- Health 2 Go
- Industry engagement
- International teaching
- Online teaching
- Peer review of teaching

Morning Tea break

Recommence at 10:45am



Teaching Scholarship Plan Activity

A/Professor Chris Barr
Dean (Education)



Small group work – feedback and networking

Objective:

- To provide an opportunity for critical feedback on draft scholarship plans
- To provide a COVID19 safe networking opportunity

Table Activity

1. Quiet reflection (10 minutes): List key points for your scholarship plan.
2. Speed sharing (35 minutes - 7 minutes per partner):
 - 60 second pitch each
 - 5 minute discussion
 - Repeat for each person at your table
3. Whole group discussion (10 minutes)

Next Steps and Close

A/Professor Chris Barr
Dean (Education)





Template Feedback



cnhs.deanpr@flinders.edu.au

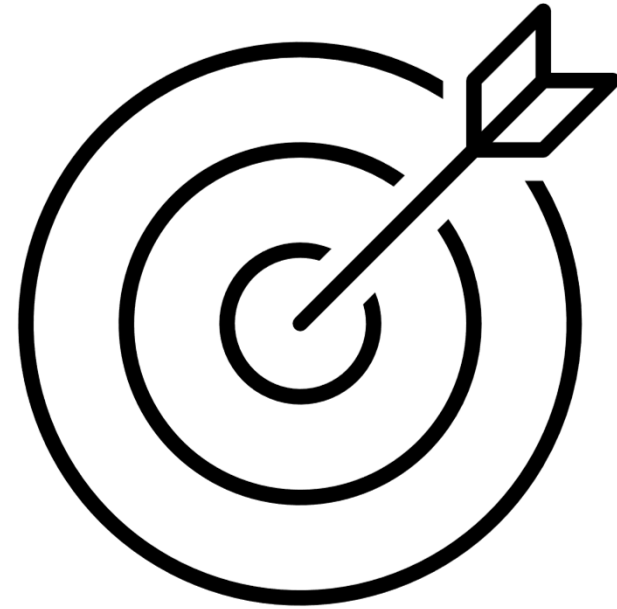
- Q1.** If you could change one thing about the template format, what would it be?

- Q2.** If you could change one thing about the template content, what would it be?

- Q3.** If you could change one thing about the proposed process for finalising your plan, what would it be?

- Q4.** Any other comments?

October



Next steps



Thank you

- College Operations Team
- Speakers
- Staff that completed draft plans for circulation
- Participants

