

# Being a scholarly teacher: how do we evidence excellence in teaching?

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Defining Scholarship: Challenges and Perspectives

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# Metrics for teaching: The TEF

“There is no commonly agreed definition of what constitutes good teaching in higher education [...] In the absence of any agreed definition of teaching quality, the Government is proposing to use measures, or **metrics as proxies for teaching quality**. Therefore the challenge is to identify those metrics which most **reliably** and **accurately measure teaching quality**” (BIS, 2015).

**Proxy**/'prɒksi/

*Noun*

1. The authority **to represent someone else**, especially in voting
  - A person authorized to act on behalf of another
  - A document authorizing a person to vote on another's behalf
2. A figure that can be used **to represent the value** of something in a calculation

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# Metrics for learning: Learning analytics



“Every time a student interacts with their university – be that logging into their virtual learning environment or submitting assignments online – **they leave behind a digital footprint.** Learning analytics is the process of using this data to improve learning and teaching”  
(Sclater *et al.*, 2016)

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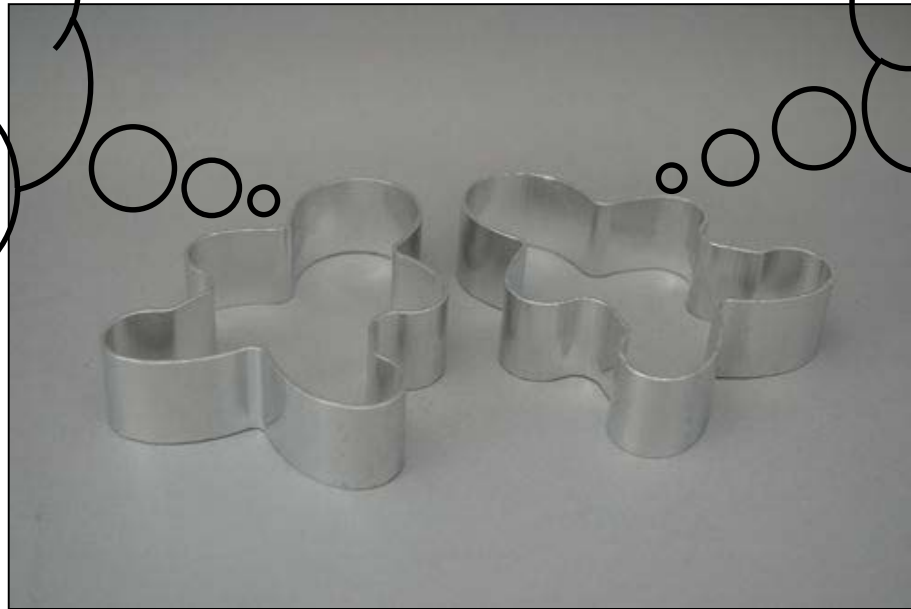


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# Refocus on who teachers are

Being a  
scholarly  
teacher



Being a  
scholar of  
teaching

Image: [https://commons.wikimedia.org/wiki/File:Mini\\_cookie\\_cutter.jpg](https://commons.wikimedia.org/wiki/File:Mini_cookie_cutter.jpg)

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# Teaching for holistic student learning

“As the policy discourse in higher education has shifted to one of economics and consumerism, we risk losing a language for conversation about holistic student development. One of the first challenges is **to reintroduce a discourse that includes character, ethics, values, virtues, meaning-making, feeling and spirituality**, as well as problem-solving and critical thinking [...] As we adopt the language of bureaucracy, we need to be wary of its **de-personalisation.**”(Quinlan, 2011)

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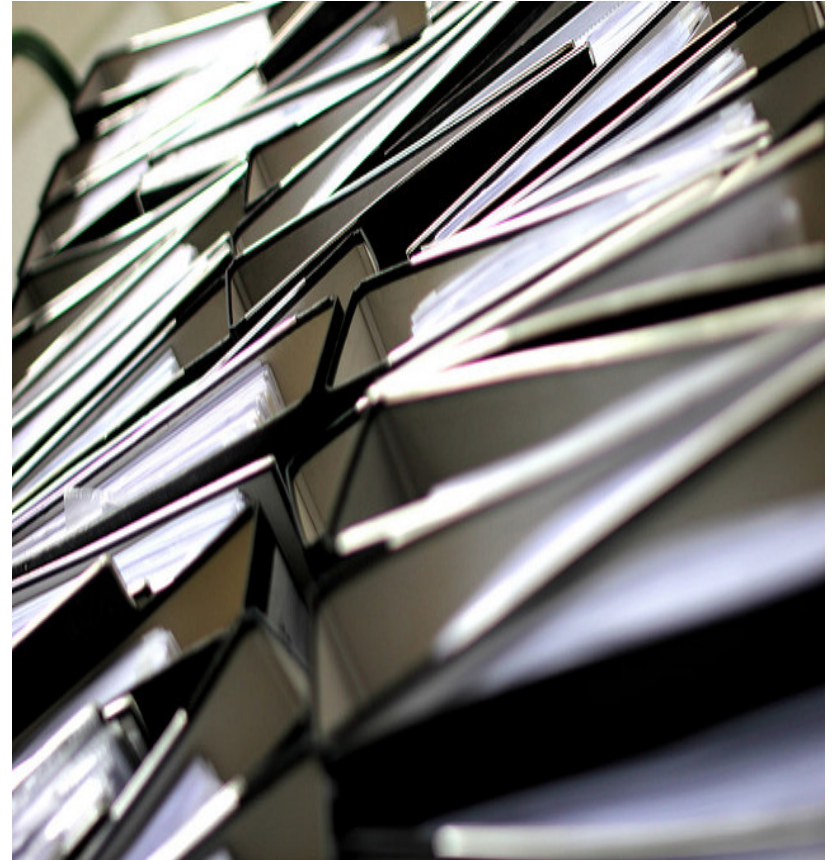


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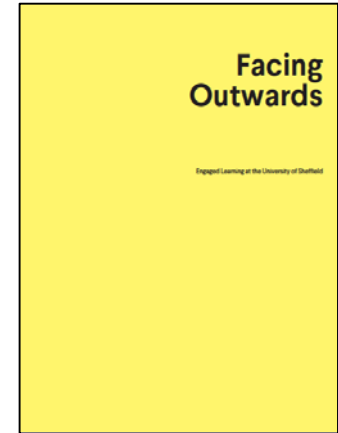
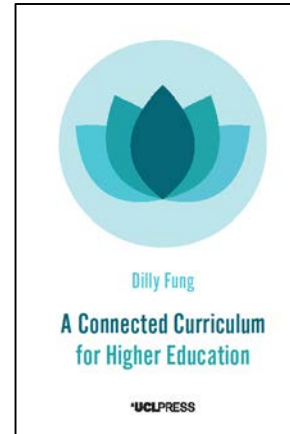


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# Research and teaching connections

“Being an academic [...] means **being an expert** in complex learning not just in what is to be learnt”  
(Blackmore, 2016)



“rather than telling students what we know, **we should show** students how we learn” (DiCarlo, 2009)



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# What is a scholarly teacher?

“One is a **scholarly teacher** if critically-reflective practice, evidence-based teaching, and theory-guided teaching are intentionally, systematically, and strategically **integrated into one’s identity and behaviours as a teacher.**”(Potter and Kustra, 2011:12)

“The **excellent teacher** appears to be someone who is ‘**dedicated**’ and ‘**committed**’, able to establish motivational learning **relationships**, has expertise in their subject discipline and is skilled in pedagogic approaches that encourage learner independence and critical thought” (Wood and Su, 2017: 462)

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# Being a scholarly teacher

**“Teaching is a performative act.** And it is that part of our work that offers the space for change, invention, spontaneous shifts, that can serve as a catalyst drawing out the unique elements in the classroom. To embrace the performative aspect of teaching **we are compelled to engage ‘audiences’, to consider issues of reciprocity”** (hooks, 1994).

“scholarship means engaging in original research. But the work of the scholar also means **stepping back** from one’s investigation, **looking** for connections, **building** bridges between theory and practice, and **communicating** one’s knowledge effectively to students” (Boyer, 1990)

“scholarship is recognised in the UKPSF as an area of activity [A5] and as a professional value [V3] – an **output and a disposition”** (Fanghanel et al., 2016)

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# Dimensions of critical being

“learning becomes understood as the development of **embodied ways of knowing**, or in other words, ways-of-being [...] learning is not confined to the heads of individuals but involves **integrating ways of knowing, acting and being** within a broad range of practices.”

(Dall’Alba & Barnacle, 2007; Barnett, 1997)



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# “Bodies [...] are pedagogical”



“the body ‘at the front of the room’ with power, influence, and knowledge – resonates throughout social discourse as the ‘normal’ expectation of the role of an instructor [...] it becomes crucial to question the ways in which this **positionality** of the ‘instructor as powerful’ in relation to the ‘students as powerless’ can be disrupted” (Kannen, 2012)

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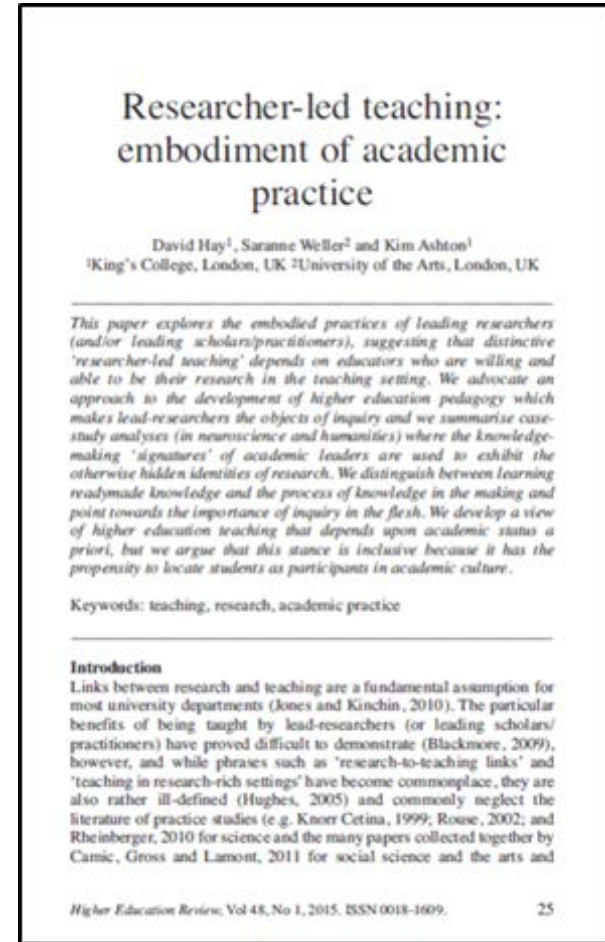
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# What we teach

“educators who are willing and able **to be their research** in the teaching setting”

“rather than seeing the researcher/ teacher as the person charged to tell the story of their discipline and field (where talk recounts a process which happens elsewhere), these people are more **fundamentally *the form the story takes***; deserving of direct exhibit in the lecture theatre” (Hay, Weller and Ashton, 2015)

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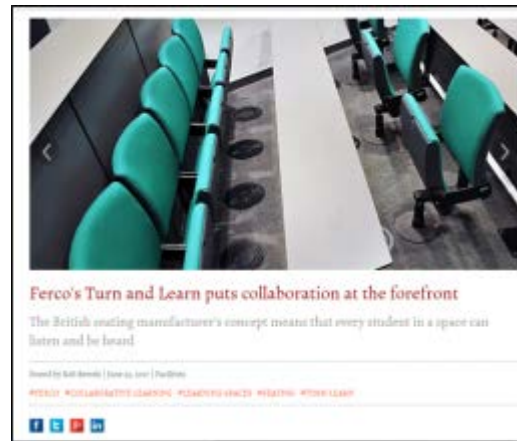
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# Where we teach it

**“Building a new pedagogy”**  
(UCISA, 2016)



<https://campusdevelopments.leeds.ac.uk/news/reimagining-traditional-tiered-lecture-theatres/>



<http://universitybusiness.co.uk/Article/fercos-turn-and-learn-puts-collaboration-at-the-forefront-1498213157>

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# How we teach it









	Figure 1a: Setting up an activity	Figure 1b: Drawing out responses	Figure 1c: Using responses	Figure 1d: demonstrating relevant and moving on
Screenshot				
Proxemics Sketch				
Drawing guide	The artefact seems to be the focus of attention. Draw this and contact points first. Hashed lines represent eye gaze direction.	Body stillness is noticeable here. Start at head and include noticeable artefacts: pen in both hands, and flipchart.	Body complexity key here. Top and bottom of body working across different anatomical planes. Also strong artefact presence. Draw spine line first, then point of contact with major artefact.	Teacher has just picked up another artefact (clicker). Moves away from flipchart. Symmetry and use of hands and eyes key. Draw from head down a

Figure 1. Making visible teacher proxemics and eye gaze. The series of four video recording screen shots are transformed into proxemics sketches.

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# Making disciplinary concepts real (1)



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# Making disciplinary concepts real (1)

“think of the texts they teach as **layered in complex and interconnected ways**. The lecturers perceive the text as not only embedded in the social and cultural context of its production but also a multidimensional palimpsest in which the text, their own reading and that of others are overwritten by subsequent acts of rereading” (Weller, 2010)



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# Making disciplinary concepts real (2)



“legal teaching already relies on the unspoken symbolism of specific ideas, such as justice, fairness, obedience, rules [...] However, these are normally approached through texts not objects” (Morgan, 2017)



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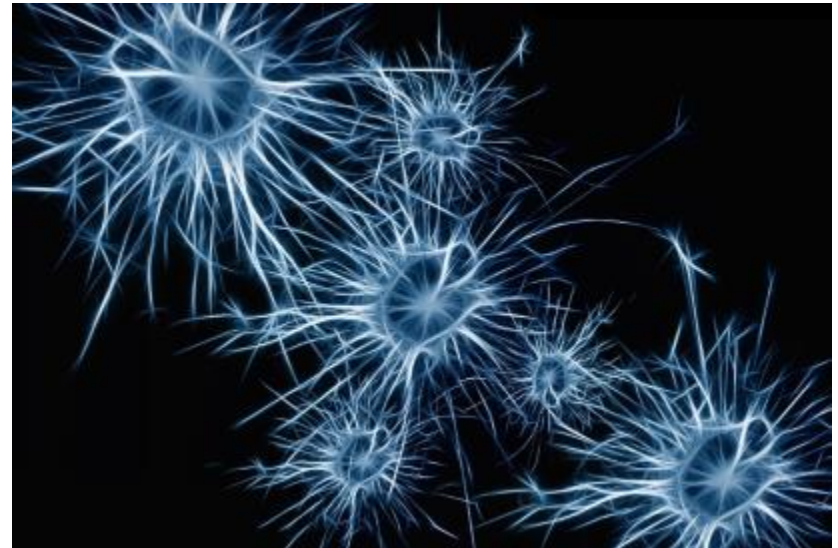
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# Making disciplinary concepts real (3)

“the ability **to embody [a neuron’s perspective]** during brain development—to imagine the behavior of a cell from a cell’s perspective—would seem a central imaginative step that characterizes experienced research neuroscientists” (Hay et al., 2013)



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# Reflecting on your practice

Think about a recent teaching session (f2f or virtual):

- How would you describe your body or presence in the learning space?
- How do you show what it means to be a nurse, historian, engineer, biologist, architect, creative or dentist etc.?
- How are disciplinary objects or artefacts used in teaching and learning?
- What do your answers tell you about your approaches to learning and teaching in your discipline and how you might carry out an enquiry into your practice?

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# A “disciplined enquiry”?

“expect that academics will study, assimilate and adopt a ‘socio-scientific’ approach when they undertake educational enquiry. For those of you from almost any subject area other than education [...] it is highly probable that this will confront you with unfamiliar paradigms, language, research approaches and methods and understanding of ‘validity’”  
(Cleaver *et al.*, 2014).



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# Methodological “window-shopping”

“one way to fashion such a scholarship is to embrace the idea of window shopping: **to try on (and try out) various methodological masks and guises; to dress in other disciplines’ and inter-disciplines’ clothes**, with the intent of identifying a style appropriate to a given interdisciplinary context. This is not to suggest we can be cavalier or unsystematic in appropriating methods and methodologies, but rather that we should be open to and playful when first undertaking a scholarship of interdisciplinary teaching” (Tremonte, 2011).



Image: Flickr Jason Eppink

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# Modalities of enquiry & audiencing

“**what counts as educational enquiry**, how we create knowledge about learning and teaching and how we communicate it to others in meaningful ways” (Weller, 2016)

“**lacunae in dominant research forms** [...] especially around human experience and perception” (Trowler, 2013)

“evoke emotional and aesthetic **responses in their audience** as well as cognitive ones” (Trowler, 2013)

“**audiencing** [is] the process by which a visual image has its meanings renegotiated, or even rejected, by particular audiences watching in specific circumstances” (Rose, 2016)

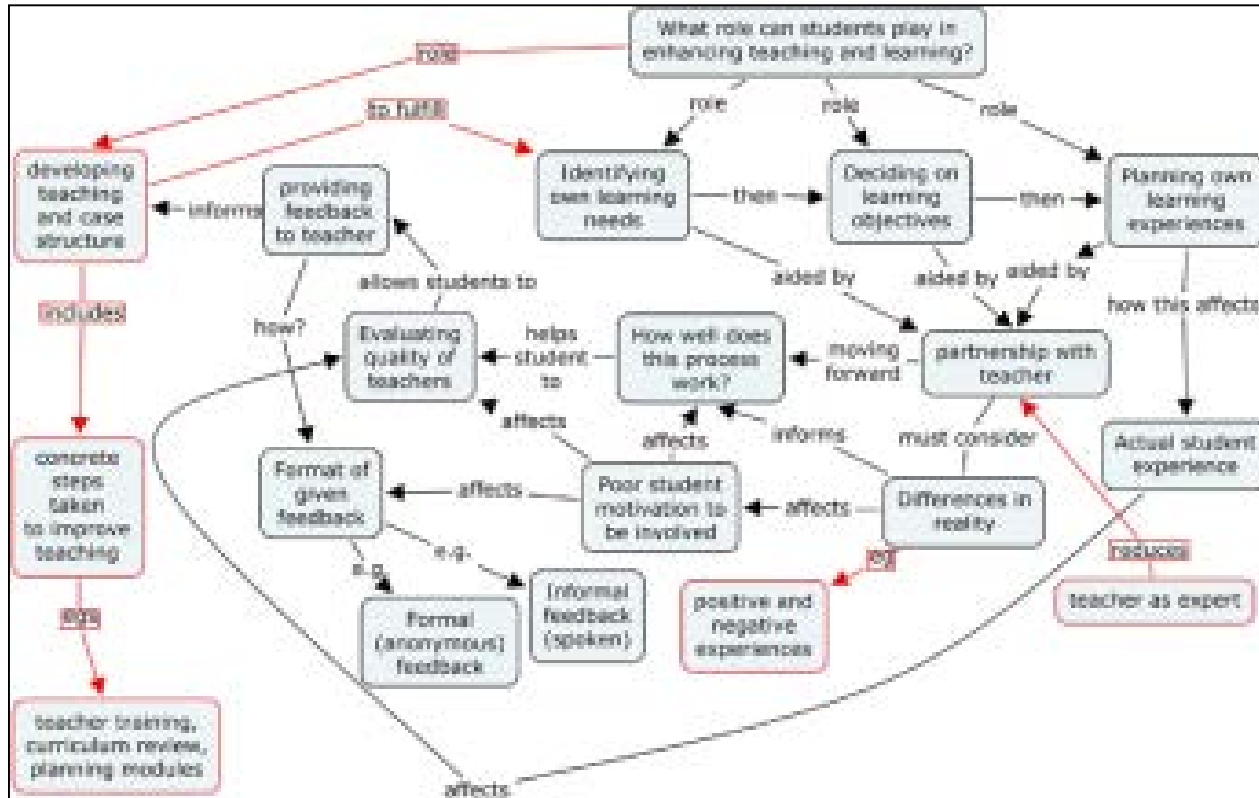
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Storytelling, collage, photographs,  
concept maps, film, cartoon, modelling



Gourlay (2009); Roberts (2014); Bogumil *et al.*  
(2015); Weller and Kandiko Howson (2013)

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# Journal outputs are not the only way

“Because SoTL inquiry **typically is iterative and highly contextual**, the most appropriate ways to go public should capture and reflect the evolving nature of this form of research. In many cases, that is not possible in a traditional scholarly journal [...] however, good practice in SoTL requires that both the process and the products of inquiry are public so that colleagues can critique and use the work” (Felten, 2013).



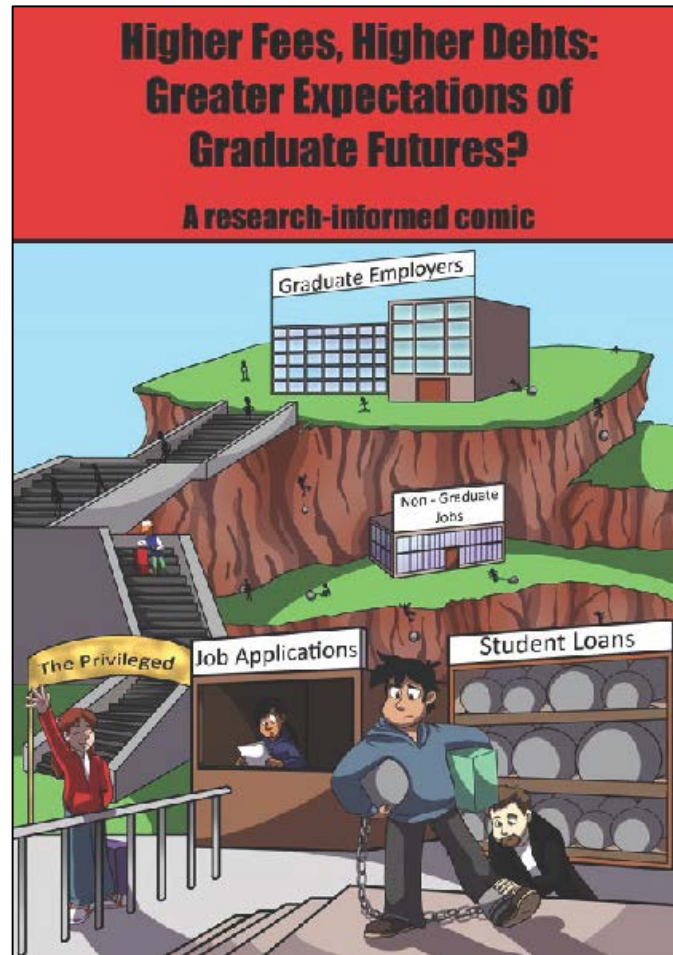
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# Example 1: A research-informed comic



Vigurs et al. (2016)  
(<https://www.srhe.ac.uk/downloads/vigurs-katy-003.pdf>)

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# Example 2: UAL Practices of Enquiry Exhibition



Images:  
<https://sparkjournal.arts.ac.uk/index.php/spark/article/view/64/58>

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# Being scholarly about teaching

- Metrics are proxies for teaching quality that “de-personalise” the educational experience
- Teaching and research are embodied and value-based and we should evidence this in our claims for academic excellence
- Scholarly investigation into disciplinary teaching and learning can adopt a range of modes of enquiry
- And in going public with enquiries we can exploit the potential for “audiencing” as a way to make meaning about complex interactions

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# THANK YOU!

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