

EDPR 6011: The academic profession: Challenges & changes in higher education - Semester 1

Coordinator: Dr Angela Brew

WELCOME

Welcome to the The Academic Profession: Challenges and changes in higher education unit of study (EDPR6011).

The Masters in Education (Higher Education) was established by the Faculty of Education and Social Work and the Institute for Teaching and Learning in 2002 to extend the study of higher education and provide opportunities for candidates to explore issues raised in the Graduate Certificate in Higher Education in more depth. This Unit of Study is designed to meet the needs of these students, most of whom are academic staff of the University. It is one of four specialist units comprising the Master's level units.

UNIT AIM

This unit of study aims to introduce course members to some of the major changes occurring in higher education, and the specific ways in which this is changing the academic profession. Principal examples include the pluralization and fracturing of knowledge(s); the increasing internationalisation and globalisation of higher education; the changes from elite to mass higher education; demographic dimensions of the professoriate; changes in teaching and learning in higher education, including the impact of virtual pedagogy; the increasing commodification of higher education, knowledge and the professoriate; and the simultaneous increase in regulation and de-regulation of higher education and the profession.

The unit of study focuses on why the academic profession and higher education generally, has assumed the form it occupies today, and what directions it is likely to take in the future, as it faces new challenges. The intention is to build on themes developed in other units in the higher education program to develop an in-depth theoretical understanding of the context in which the themes operate. So, for example, this course looks, not at particular issues in teaching and learning, curriculum design, or assessment in higher education, but at changes to the profession more generally, the directions of teaching and learning, how this relates to issues in research and the overall context in which this is placed.

LEARNING OUTCOMES

Learning outcomes are negotiated with each participant. However, at the completion of this unit of study course members will have achieved a substantial number of the following outcomes. They will:

1. Have developed their awareness of the higher education context in which they are working
2. Have critically evaluated issues which have an influence on higher education practice
3. Made decisions concerning teaching and research directions on the basis

- of an informed knowledge of the literature on these issues
4. Participated in debates which surround and suffuse higher education.
 5. Know how to advance international perspectives in higher education practice
 6. Have planned teaching and research activities on the basis of coherent epistemological positions
 7. Be capable of applying findings from research literature on teaching and research in curriculum planning
 8. Have critically evaluated the relationship between teaching and research
 9. Be able to enumerate different conceptions of research
 10. Have traced the development of disciplinary and interdisciplinary knowledge and applied that to the analysis of issues of power and influence in research funding.
 11. Have an appreciation of the future role of research and scholarship in the university of the future
 12. Have evaluated higher education practice in their department and faculty in relation to changes and trends in higher education and its relationship to society
 13. Have an appreciation of what universities are for and the issues which are likely to affect their future development
 14. Understand the implications of changing conceptions of scholarship for the ways in which academic work is rewarded
 15. Know how to practice scholarship in teaching
 16. Be capable of enumerating issues affecting postgraduate pedagogy
 17. Have illustrated the ways in which the academic profession is changing in the light of their own experience and the literature

LEARNING COMMITMENTS

The pedagogical impetus for the unit is collaborative, research-based learning. This means that there is an emphasis on shared inquiry, and relating theory to practice. The unit takes place over one semester of study. Work follows a series of stages:

Stage 1: Each course member first identifies topics and issues of particular relevance to them through the introductory reading and other sources.

Stage 2: They then develop and negotiate a learning contract. This details the issues to be studied and how the course member will study them as well as the assessment artifacts they will produce. The learning contract is intended as a working document which is likely to change as the course develops.

Stage 3: Implementation of the learning contract. In implementing the learning contract, course members are likely to need to make revisions to it which are discussed and negotiated with the tutors.

Stage 4: Submission of completed work

LEARNING SITUATIONS

There are three modules each consisting of a number of course topics. The three modules are:

- *Changes and challenges in higher education.*
- *Relationships between research, teaching and scholarship*
- *Changing ideas of knowledge and implications for teaching*

Each module contains a set of learning outcomes, a number of topics and a reference list. Click on the topic for more details.

Course members, having identified issues and questions of relevance to them through the introductory readings, explore at least two topic areas. One of the areas is studied in depth. The other one is studied in broad outline. Topics can be chosen from different modules if desired.

Learning contract

At the beginning of semester, course members are advised to do some preliminary reading and to familiarise themselves with the topics and learning outcomes of the modules in preparation for the development of an individual learning contract. The learning contract and its later revision are required pieces of work.

In developing the learning contract, following Anderson et al (1996), the course member will:

1. Establish a relevant learning need
2. Explore and set out their aims for the unit
3. Refine the learning need into specific objectives
4. Determine what is to be produced and when
5. Determine the criteria for assessment
6. Review the learning contract
7. Carry out the contract
8. Self assess and submit the completed work

Further details are given in the extract from Anderson, Boud and Sampson (1996).

Support for learning

Course members are encouraged to keep a learning log or journal to track their learning during the semester. This may include a record of their reading and reflections. A major focus of the unit of study is that participants relate the concepts to their academic practice. Guidance from the tutors on issues to be considered, and space for actions and activities are also usefully included in the learning log.

Face to face sessions take place one-to-one or in small groups with one of the course tutors. These are opportunities to discuss issues and raise any concerns.

PREPARATION

Course members must have completed the Graduate Certificate in Education (Higher Education) or equivalent prior to the commencement of this unit.

TIMETABLE

The timetable is negotiated as part of the learning contract. However, it is anticipated that course members will meet one or both of the tutors on a regular basis throughout the semester. The dates and times will be organised to suit both parties.

ASSESSMENT

Satisfactory completion of the unit is based on the production of the following pieces of work:

Negotiated learning contract	Required
Context essay	25% (approx. 1,500 words)
Revised negotiated learning contract	Required
Major Essay	50% (approx. 2,500 words)
Report of actions and reflections and Self-assessment schedule	25 % (approx. 1,500 words)

Each task contributes equally to the assessment outcome and each task must be completed satisfactorily to pass the unit.

The context essay and the major essay may both be on topics in the same module, but they must be on different topics within one module or from two different modules.

The major essay must focus on one topic which is being covered in depth. For the other topics a record of actions and reflections and the context essay will suffice. The learning log or journal is necessary in order to complete the report on actions and reflections and the self-assessment schedule.

The learning contract will detail the precise specification of all assessment items which may be varied to suit circumstances. For example, instead of the report on actions and reflections, a unit of study outline devised by the course member may be presented to demonstrate that action has been taken with respect to one of the essay topics.

Criteria

The indicative criteria for judging that the work is of an acceptable standard are:

- The work represents standards of good academic writing
- The work is of publishable standard, on the road to being a conference paper. It may not necessarily represent original work but may integrate existing research and/or theory.
- The work demonstrates that the course has been taken seriously
- The work demonstrates a knowledge of the literature of the course.

Further criteria and/or variations of these criteria will be negotiated as part of the learning contract.

Standards to be used in assessing the work

The following descriptors are based on Biggs' SOLO taxonomy (1999). They are a revised version of descriptors used in the MEd program at Hong Kong Polytechnic and are used in all ITL units of study.

For all assignments at least 'credit' must be achieved for a pass. 'Unsatisfactory' and 'Very Unsatisfactory' will be judged 'not yet satisfactory'. If, after resubmission, an assessed task is still judged 'Unsatisfactory' or 'Very Unsatisfactory' it will be assessed as 'unsatisfactory.' The best pieces of assessed work will be at the 'distinction and 'Merit levels and this will be reflected in the marks.

Distinction	As for the standard for merit. Also, the work shows a high degree of originality. There is evidence that views of teaching and learning in professional, vocational and/or higher education and their application in practice have been internalized and made personal. Good evidence of reflection on own teaching practice, and suggestions of possible ways of improvement. Ability to generalise the subject content to areas not covered in formal class sessions.
Merit	The work shows a good appreciation of the general purpose of the assignment topic, good coverage with relevant and accurate support. Demonstrates a clear view of how the various aspects of the topic integrate to meet the purpose. Good evidence of application of assignment content to practice.
CREDIT	The work is relevant, accurate and covers several aspects of the assignment topic. Demonstration of understanding in relation to a reasonable amount of the content. Some, but limited evidence of an overall integrative view of the topic and limited application or integration.
Fail/unsatisfactory	The information in the various aspects of the work is relevant and accurate, but is isolated and insufficient and only covers a limited aspect of the topic.
Fail/ Very Unsatisfactory	The information is irrelevant, inaccurate or misjudged. Excessive absence from sessions or failure to submit in the agreed time frame.

UNIT EVALUATION

All units of study in the Diploma and Masters courses are continually evaluated in order to ensure that feedback from participants is incorporated within subsequent planning for future years. For example, in response to feedback from past graduates, we have reduced the number of topics studied in the unit and the extent of coverage of the modules; revised the unit outline to clarify the role of the learning contract in both the stages of the unit and the assessment; and introduced further flexibility in the way the report on actions and reflections is

presented.

REFERENCES

The unit relies on a number of books and periodicals many of which are either available on line or are held in campus libraries or the Institute for Teaching and Learning resources room. See detailed information on the modules for lists of references.

References for preliminary reading

- Anderson, G., Boud, D., & Sampson, J. (1996). *Learning Contracts: a practical guide*. London: Kogan Page. Chapters 1-3.
- Martin, E. (1999). *Changing Academic Work: Developing the Learning University*. Buckingham: The Open University Press and the Society for Research in Higher Education. Chapters 1, 2, 9 & 10.

STAFF CONTACT

This unit of study is facilitated by [Angela Brew](#), (9351 4820) and Tony Welch (9351 3175)

The Course Coordinator for the **Higher Education** Graduate Diploma and Masters is Angela Brew. For inquiries about the generic and all other designated Masters in Education programs contact the Graduate Division of the Faculty of Education and Social Work where the contact person is [Maryke Sutton](#). Her telephone number is 9351 4605 and she is located in Room 604 in the Education Building A35..

At the ITL we utilise a 'team teaching' approach so please note that the first point of contact for the course is the ITL's general office (93513725) itl@itl.usyd.edu.au who will forward your enquiry to the relevant member of staff if they cannot deal with it at once.

Please note, too, that if you have enquiries about your enrolment or fees, these issues are handled through the Faculty of Education and Social Work's Graduate Division.

Changes and challenges in higher education

Learning outcomes for this module

At the completion of this module course members will have developed their awareness of the changing higher education context in which they are working, and how it affects pedagogy, curriculum and the academic profession by:

- developing their awareness of the changing higher education context in which they are working, and how it affects the academic profession;
- critically evaluating issues which have an influence on higher education practice;
- evaluating higher education practice in their department and faculty in relation to changing patterns of academic work, and support for higher education in society;
- participating in debates which surround and suffuse higher education, and the academic profession, such as changes to knowledge; the development of the entrepreneurial academic, changed teaching and learning; mass v elite higher education, the internationalisation and globalisation of higher education, and the demographics of the profession.
- understanding the ways in which the academic profession, and more broadly higher education, has changed, and continues to change, in the light of their own experience and the literature by
- being familiar with strategies for management and leadership in higher education, including the parallel de-regulations and re-regulations of higher education and the profession, and 'steering at a distance';
- developing an appreciation of the purposes of universities, and the issues which are likely to affect their future development as academic workers.
- being familiar with the internationalisation and globalisation of higher education, and the differences between the two.

Topics in this module

The future of higher education: What is higher education for? Issues in management, control, and leadership in higher education; the fracturing of the profession; increasing competition in teaching and research; the future of higher education.

The Academic, and Society: The changing nature of the academic profession, and higher education; issues of accountability, managerialism, and funding; resistance to change; changing nature of the student population; relationship of the university to society; internationalisation and globalisation.

The changing academic profession: professionalisation of teaching, and changing nature of staff development for academics; changing age profile; gender and higher education; pressure to do more with less, attract more funds; the rise of the performance indicator in higher education, and the implications, the increasing regulation, and de-regulation, of academic work, in the context of 'steering at a distance'.

Reading and research

The University in Society:

Altbach, P., (Ed.) (1992) *International Higher Education. An Encyclopaedia*. New York, Garland,

Altbach, P., and McGill Peterson, P., (Eds)(1999) *Higher Education in the 21st Century. Global Challenge and National Response*. Institute of International Education, and Boston College Center for International Higher Education.

Angelasto, M., and Adamson, R., (1998) *Higher Education in Post Mao China*. Hong Kong, Hong Kong University Press

Barnett R. (1994). *The Limits of Competence: Knowledge, Higher Education and Society*. Buckingham: The Open University Press and Society for Research in Higher Education.

Bartels, D., and Petersen, H-G., [Eds.] (1999) *Higher Education Reform in Germany and Australia*. Berlin, Berliner Debatte Wissenschaftsverlag

Becher, T. (1994). The significance of disciplinary differences. *Studies in Higher Education*, 19(2), 151-161.

Commonwealth of Australia. (2002). *Striving for quality: learning, teaching and scholarship*. Canberra, ACT: Australian Government Publishing Service

Kerr, C., (1990) Higher Education Cannot Escape History, *New Directions for Higher Education*, 70, pp. 5-17

Kerr, C., (1992) *The Uses of the University* University of California Press.

Key texts

Mok, K-H., (1997) 'Privatisation or Marketisation. Educational Development in Post Mao China', *International Review of Education*.

Newman, J., (1931) *The Idea of a University*. Cambridge, Cambridge University Press

Nowotny, H., Scott, P., & Gibbons, M. (2001). *Re-thinking Science: Knowledge and the Public in an Age of Uncertainty*. Cambridge: Polity Press.

Pritchard, R., (1999) *Reconstructing Education. East German Schools and Universities after Unification*. New York, Berghahn Books

Rashdall, H., (1911). *The Mediaeval Universities*.

Readings, W., (1996) *The University in Ruins*. Harvard University Press

Scott, P. (1995). *The meanings of mass higher education*. Buckingham: Society for Research into Higher Education and the Open University Press.

Trowler, P.R. (1998). *Academics responding to change: new higher education frameworks and academic cultures*. Buckingham: Society for Research into Higher Education and the Open University Press.

West, R. (1998). *Learning for Life: a Review of Higher Education Financing and*

Policy. Canberra, Australian Government Publishing Service.
Williams, G. J., & Willson, S. J. (1997). What Are Universities For? St. Catharine's/Glaxo Wellcome Conference, Windsor, England, United Kingdom, November Conference Report No. 61 .

The future of higher education

Key Texts

- Barnett, R. (1997). *Higher education: a critical business*. Buckingham: Open University Press and Society for Research in Higher Education.
- Barnett, R. (2000). *Realizing the University: in an age of super-complexity*. Buckingham, UK: Society for Research into Higher Education and the Open University Press.
- Barnett, R. (2003). *Beyond all reason*. Buckingham, UK: Society for Research into Higher Education and the Open University Press.
- Clark, B., (1998) *Creating Entrepreneurial Universities. Organisational Pathway of Transformation*. London, Pergamon
- Currie, J., and Newsom., J., (Eds) *Universities and Globalisation*. London, Sage.
- Maclean, I., et al (1990) *The Political Responsibility of Intellectuals*. Cambridge, Cambridge University Press.
- OECD, *Information Technologies and the Future of post-secondary Education*. Paris OECD
- Readings, Bill, (1997) *The University in Ruins*. Harvard, Harvard University Press
- Said, E., (1994) *Representations of the Intellectual*. London, Vintage
- Scott, P., [Ed.] (1999) *The Globalization of Higher Education*. Buckingham: Society for Research into Higher Education and the Open University Press.
- Slaughter, S., (1985) 'The Political Economy of Retrenchment: the American Public Research Universities', *Review of Higher Education*, 8, 4.
- Slaughter, S., and Leslie, (1998) *Academic Capitalism*.
- Welch, A., (1997) 'All Change? The Professoriate in Uncertain Times', *Higher Education*, 34, 3.
- Welch, A., (1998) 'The End of Certainty? The Academic Profession and the Challenge of Change', *Comparative Education Review*, 42,1.

Recommended Reading

- Becher, Tony. (1995). The internalities of higher education. *European Journal of Education*. 30, 4, 395-406
- Becher, T. P. & Kogan, M. (1992). *Process and structure in higher education*, 2nd ed., London: Routledge.
- Scott P. (1984). *The crisis of the university*. London: Croom Helm.

Internationalisation and Globalisation of Higher Education

Key Texts

- Currie, J., and Newsom, J., (Eds) (1998) *Globalisation and Higher Education*. London Sage
- Currie, J., (1998) *Globalization and the Professoriate' Comparative Education Review*, 42, 1, pp. 15-29

- Fallon, G., and Berman Brown, R., 'What About the Workers? Academic Staff Opinions about Working with non-UK Postgraduate Students in Higher Education', *Journal of Further and Higher Education*, 23, 1, pp. 41-52
- Rizvi, F. (2000) International Education and the Production of Global Imagination, in N. Burbules & C. Torres (Eds) *Globalization and Education: Critical Perspectives*. New York, Routledge.
- Scott, P., [Ed.] (1999) *The Globalization of Higher Education*. Buckingham: Society for Research into Higher Education and the Open University Press.
- Shinn, C., Welch, A., and Bagnall, N., (1999) Culture of Competition? Comparing International Student Policy in Australia and the USA, *Journal of Further and Higher Education*, 23, 1, pp. 81-100
- Welch, A., (1998) 'The End of Certainty? The Academic Profession and the Challenge of Change' *Comparative Education Review* 42, 1, pp. 1-14
- Welch, A., (1997) The Peripatetic Professor. The Internationalisation of the Academic Profession, *Higher Education*, 34, 3, pp.
- Welch, A., and Denman, B., (1999), 'Internationalisation of Higher Education: Retrospect and Prospect', *Change*
- Yang, R., and Welch, A., (2000) 'Internationalising Chinese Universities. A Case Study of Guang Zhou', *World Studies in Education*, 1, 2, (In Press).

The academic profession

Key texts

- Altbach, P., (1996) *The International Academic Profession. Portraits from Fourteen Countries*. Princeton, Carnegie Foundation for the Advancement of Teaching.
- Bazeley P, Kemp L, Stevens K, Asmar C, Grbich C, Marsh H, & Bhathal R. (1996). *Waiting in the wings: a study of early career academic researchers in Australia*. (Commissioned report No 50). Canberra: Australian Government Publishing Service. (ERIC Document Reproduction Service No. ISBN 0 644 47248 0)
- Becher, T. (1994). The significance of disciplinary differences. *Studies in Higher Education*, 19(2), 151-161.
- Boyer, E. L., & And Others. (1994). *The Academic Profession: An International Perspective. A Special Report*.
- Brew, A. (1995). *Directions in Staff Development*. Society for higher education and the Open University Press [selected chapters]
- Equity in Higher Education*.(1999) DETYA, Higher Education Division, Occasional Paper Series 99-A
- Gerlese S Akerlind, G. S., & Kayrooz, C. (2003). Understanding Academic Freedom: The views of social scientists. *Higher Education Research and Development* , 22(3), 327-344.
- Miller, H., (1995) *The Management of Change in Higher Education*. Buckingham, Open University Press
- Russell, C. (1993). *Academic Freedom*. London: Routledge.
- Slaughter, S., (1985) 'The Political Economy of Retrenchment: the American Public Research Universities', *Review of Higher Education*, 8, 4.
- Webb G. (1996). Theories of staff development: development and understanding. *International Journal of Academic Development*, 1, 1, 63-69.

Welch, A., (1998) 'Education and the Cult of Efficiency. Comparative Reflections on the Reality and the Rhetoric' *Comparative Education*, 34,2.

Relationships between research, teaching and scholarship

Learning outcomes for this module

At the completion of this module course members will understand the variety and forms of research and scholarship and their relationship to the practice of the scholarship of teaching by:

- being able to enumerate different conceptions of research;
- critically evaluating the relationship between teaching and research;
- being capable of applying findings from research literature on teaching and research in curriculum planning;
- critically evaluating the relationship between teaching and research;
- being able to enumerate different conceptions of research;
- tracing the historical development of disciplinary and interdisciplinary knowledge, and applied contemporary perspectives to the analysis of issues of power and influence in research funding;
- having an appreciation of the future role of research and scholarship in the university of the future;
- understanding the implications of changing conceptions of scholarship for the ways in which academic work is rewarded ;
- knowing how to practice scholarship in teaching;

Topics in this module

Research and scholarship: Historical development of research, scholarship and research higher degrees; funding mechanisms for different kinds of inquiry, and the implications of sponsored research; research as contested space; competing conceptions of research , and the increasing challenge to both positivism and the traditional nature of academic disciplines; disciplines and power; the future of research. Scholarship, academic progression and reward; critiques and re-definitions of ideas of scholarship; different conceptions of scholarship within disciplines and professional areas; the evaluation of scholarly work

Relationship between teaching and research: Different views of the relationship; relation to learning and scholarship and the implications for university teaching. The rise of the teaching-only academic, and the proletarianisation of academic labour.

Reading and research

The nature of research

Key texts

Becher, T & Trowler (2001). *Academic Tribes and Territories: Intellectual enquiry and the cultures of disciplines*, 2nd edn. Buckingham, Society for

- Research into Higher Education and the Open University Press.
- Brew, A. (2001). Conceptions of Research: A phenomenographic study. *Studies in Higher Education*, 26(2), 271-285.
- Brew, A. (2001). *The Nature of Research: Inquiry in Academic Contexts*. London: RoutledgeFalmer.

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- Becher T. (1990). Historians on history. *Studies in Higher Education*,
- Becher T. (1990). Physicists on Physics. *Studies in Higher Education*, 25(1), 3-19.
- Bourke, P. (1997). *Evaluating University Research: The British Research Assessment Exercise and Australian Practice*. (Report No. Commissioned Report No 56). Canberra: Australian Government Publishing Service.
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- Klein J T. (1996). *Crossing Boundaries: Knowledge, Disciplinarity and Interdisciplinarity*. Charlottesville, Vg: The University Press of Virginia.
- Mourad, R. P., & , J. (1997). Postmodern Interdisciplinarity. *Review of Higher Education*, 20, 2, 113-40.
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- Whiston, T. G., & Geiger, R. L. (Eds). (1992). *Research and Higher Education: The United Kingdom and the United States*. Buckingham: The Society for Research into Higher Education and Open University Press.

Scholarship and the nature of scholarly work

Key Texts

- Andresen, L. W. (2000). A Useable, Trans-disciplinary Conception of Scholarship. *Higher Education Research & Development*. V19 N2 P137-53 Jul 2000.
- Boyer, E. (1990). *Scholarship Reconsidered: Priorities for the Professoriate*. Princeton, NJ, Carnegie foundation for the Advancement of Teaching, University of Princeton.
- Paulsen, M. B., & Feldman, K. A. (1995). Toward a reconceptualization of scholarship: a human action system with functional imperatives. *Journal of Higher Education*. 66, 6, 615-40.
- Sundre, D. L. (1992). The specification of the content domain of faculty scholarship. *Research in Higher Education*. 33, 3, 297-315.
- Schon, D. A. (1995). The new scholarship requires a new epistemology. *Change*. 27, 6, 26-34

Recommended Reading

- Barnes, M. W., & et, a. I. (1986). Correlates of scholarly recognition in the field of higher education. *Review of Higher Education*. 9, 2, 159-75.
- Boyer, E. L. (1996). The Scholarship of Engagement. *Journal of Public Service & Outreach*, 1, 1, 11-20.
- Brew, A. (1999). The Value of Scholarship. Paper presented at the Annual Conference of the Higher Education Research and Development Society of Australasia.
- Davis, W. E., Chandler, T. J., & L. (1998). Beyond Boyer's "Scholarship Reconsidered.". *Journal of Higher Education*, 69,1, 23-64.
- Diamond, R. M. E. & Adam, B. E.(1995). *The Disciplines Speak: Rewarding the Scholarly, Professional, and Creative Work of Faculty*. Forum on Faculty Roles & Rewards .Washington, Dc, American Association for Higher Education
- Dill, D. D. (1986). Research as a scholarly activity: context and culture. *New Directions for Institutional Research*. No. 50 (Measuring Faculty Research Performance) 13, 2, 7-23.???
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- Hutchings, P. (2000). Approaching the scholarship of teaching and learning. In P. Hutchings (Ed), *Opening lines: approaches to the scholarship of teaching and learning* (pp. 1-10). Menlo Park, CA: Carnegie Foundation for the Advancement of Teaching.
- Hutchings, P., & Shulman, L. (1999). The scholarship of teaching: new elaborations, new developments. *Change*, 31(5), 10-15.
- Hutchings, P., Babb, M., & Bjork, C. (2002). An Annotated Bibliography of the Scholarship of Teaching and Learning in Higher Education. Menlo Park, CA: The Carnegie Foundation for the Advancement of Teaching.
- Kreber, C. (2001). Conceptualizing the Scholarship of Teaching and Identifying Unresolved Issues: The Framework for This Volume. *New Directions for Teaching & Learning*. N86 P1-18 Sum 2001.
- Kreber, C., & Cranton, P. A. (2000). Exploring the Scholarship of Teaching. *Journal of Higher Education*, 71(4), 476-95.
- Palmer, I. Sabelberg. (1986).The emergence of clinical scholarship as a professional imperative. *Journal of Professional Nursing*. 2, 5, 318-25.
- Podgorecki, A.(1997). *Higher Faculties: A Cross-National Study of University Culture*. Westport, CT, Praeger Publishers.
- Rice R E. (1992). Towards a broader conception of Scholarship: The American Context. T. G. Whiston, & Geiger R L (Eds), *Research and Higher education: The United Kingdom and the United States*, 117-129. Buckingham: SRHE and The Open University Press.
- Richlin Laurie. (1993). Openness to a broader view of scholarship. *New Directions for Teaching & Learning*. , 54, 103-08.

- Richlin Laurie. (1993). To hear all voices: a broader view of faculty scholarship. *New Directions for Teaching & Learning*, 54, 39-46.
- Richlin, L. (2001). Scholarly Teaching and the Scholarship of Teaching. *New Directions for Teaching & Learning*. N86 P57-68.
Notes: Theme issue titled "Scholarship Revisited: Perspectives on the Scholarship of Teaching," edited by Carolin Kreber
- Ruscio, K. P. (1987). The distinctive scholarship of the selective liberal arts college. *Journal of Higher Education*, 58, 2, 205-22.
- Scott, D. K., & Awbrey, S. M. (1993). Transforming scholarship. *Change*. 25, 4, 38-43.
- Smith, R. (2001). Expertise and the Scholarship of Teaching. *New Directions for Teaching & Learning*. N86 P69-78 Sum 2001.

The relationship between teaching and research

Key texts

- Brew A & Boud D. (1995). Teaching and research: establishing the vital link with learning. *Higher Education*, 29, 261-273.
- Brew, A. (1999). Research and Teaching: changing relationships in a changing context. *Studies in Higher Education*, 24, 3, 291-301.
- Feldman, K. A. (1987). Research productivity and scholarly accomplishment of college teachers as related to their instructional effectiveness: a review and exploration. *Research in Higher Education*, 26, 3, 227-298.
- Hattie, J (1996). The relationship between research and teaching: a meta-analysis. *Review of Educational Research* 66, 4, 507-42.

Recommended reading

- Andre, R. E. & Frost, P. J. (Eds.) (1997). *Researchers Hooked on Teaching. Noted Scholars Discuss the Synergies of Teaching and Research.* Foundations for Organizational Science Series. Thousand Oaks, Ca, Sage.
- Brew, A. (2003). Research and the academic developer: a new agenda. *International Journal for Academic Development*, 7(2), 112-122..
- Brew, A. (2003). Teaching and research: new relationships and their implications for inquiry-based teaching and learning in higher education. *Higher Education Research and Development*, 22(1), 3-18.
- Elton, L. (1992). Research, Teaching and Scholarship in an expanding higher education system. *Higher Education Quarterly*, 46, 3, 252-267.
- Elton, L. (1986). Research and teaching: symbiosis or conflict? *Higher Education.*, 15, 3-4, 299-304.
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Changing ideas of knowledge and implications for teaching

Learning outcomes for this module

At the completion of this module course members will be able to plan teaching and research activities and priorities, on the basis of a knowledge of coherent epistemological positions by:

- tracing the historical development of disciplinary and interdisciplinary knowledge, and applied contemporary perspectives to the analysis of issues of power and influence in research funding;
- having made decisions concerning teaching and research directions on the basis of an informed knowledge of the literature on these issues;
- having planned teaching and research activities on the basis of coherent epistemological positions;
- being capable of enumerating issues affecting postgraduate pedagogy, including virtual pedagogy;

Topics in this module

Changes to knowledge: Changing epistemologies and their effects on teaching and research; the challenge of post-modernism; crises in knowledge, the rise of multidisciplinary modes of teaching and research (for example, multiculturalism, feminism, cultural studies, gender studies, queer theory, postcolonialism).

Changing curricula: Influence of information technologies, the rise of virtual teachers and learners and the 'global information society'; changes in student population, and changing curriculum patterns in higher education.

Postgraduate pedagogy: The changing nature of postgraduate pedagogy; the nature and variety of supervision; flexibility in styles of postgraduate education and supervisory relationships; doctoral research as a vehicle for changing patterns of knowledge and knowing.

Reading and research

The nature of knowledge:

Key texts

Barnett R & Griffin A (Eds). (1997). *The end of knowledge in higher education*. London: Cassell. [Some chapters to be specified]

Bloom, A., (1987) *The Closing of the American Mind. How Higher Education has failed Democracy and Impoverished the Souls of Today's Students*. New York, Simon and Schuster.

Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S., Scott, P., & Trow, M. (1994). *The new production of Knowledge: The dynamics of science and research in contemporary societies*. London: Sage.

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Recommended Reading

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Postgraduate pedagogy

Key Texts

- Cullen, D. J., Pearson, M., Saha, L. J. & Spear, R. H. (1994). *Establishing Effective PhD Supervision*. Canberra, Australian Government Publishing Service.
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Recommended reading

- Bartlett, A. Ed. M. G. E. (2001). *Postgraduate Research Supervision: Transforming (R)Elations. Eruptions: New Feminism across the Disciplines*. New York, P. Lang.
- Brew, A. (1998). Moving beyond paradigm boundaries. In Higgs, J. & Cant, R. (Eds.) *Writing Qualitative Research*. Sydney, Hampden Press.
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- Delamont, S., Atkinson P. & Parry O. (1997). *Supervising the PhD: a Guide to Success*. Milton Keynes, Open University Press.

- Elton, L. & Pope, M. (1992) Research Supervision - The Value of Collegiality, 69-85.
- Especially chapters:
- Grant, B. (2000). Pedagogical issues in research education. In 'Quality in Postgraduate Research : Making Ends Meet : Proceedings of the 2000 Quality in Postgraduate Research Conference, Adelaide, April 23- 24' Edited by M Kiley and G Mullins, Pages 31-34. Adelaide : University of Adelaide. Advisory Centre for University Education 2000.
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Zuber-Skerritt, O. (Ed.) (1992a). *Starting Research - Supervision and Training*. Brisbane, Tertiary Education Institute, University of Queensland.

Changing curricula

Key Texts:

Bloom, H., (1987) *The Closing of the American Mind*. New York, Simon and Schuster

Cope, W., and Kalantzis, M., (1993), 'Contradictions in the Canon', Luke, A., and Gilbert, P., *Literacy in Contexts*. Sydney, Allen and Unwin

De Souza, D., (1991) *Illiberal Education. The Politics of Race and Sex on Campus*. NY, The Free Press,

Dodge, S., 'Few Colleges have had Political Correctness Controversy, Study Finds', *Chronicle of Higher Education*, 34, 47, 1991

Recommended Reading:

Lave, J., & Wenger, E. (1993). *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.

Norris, C., (199) *The Truth About Postmodernism*. Oxford, Blackwell

O'Neill, (199) *The Poverty of Postmodernism*. London, Routledge

Scott, P. (1991). *The postmodern challenge*. Stoke-on-Trent : Trentham Books.

Wenger, E. (1998). *Communities of Practice: Learning, meaning and identity*. Cambridge: Cambridge University Press.

Course Log

Title of module

Additional Learning outcomes

Questions and issues to be explored

(You may like to discuss the topic of the module with your colleagues to generate the list of questions and issues.)

Plan of inquiry

Actions and reflections

Date	Action and/or Reflections