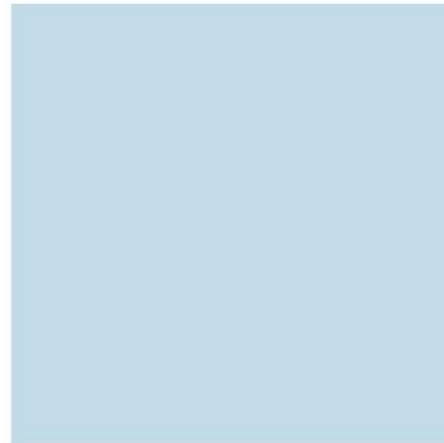
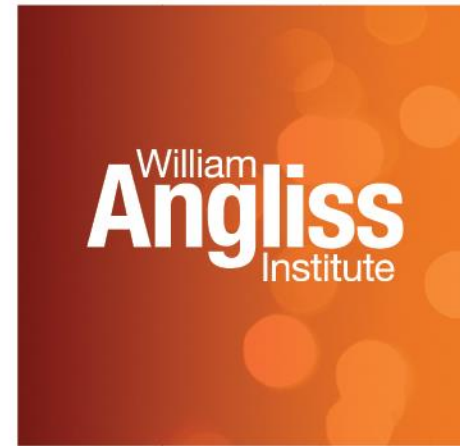


# DEVELOPING CAPABILITY IN RESEARCH & SCHOLARSHIP AT WAI



A/Prof Melanie Williams  
David Gilligan

# Overview

2

- Context and rationale
- The elements of WAI's scaffolded developmental pathway for research & scholarship
- The Framework for Scholarly Practice
- What's different about our approach
- The Book Project
- *Cooking the Books*: conversation & case study

# Why research & scholarship?

3

- Recognised need for higher order thinking & problem solving skills including the ‘capacity to interpret, generate & adapt new knowledge to changing circumstances’ (Allen, Teodoro, & Manley, 2017)
- Long running debate about the need to professionalise the VET teaching workforce & the (in)adequacy of the Certificate IV in Workplace Training & Assessment (Clayton & Guthrie, 2011; Department of Education and Training, 2016; Guthrie, McNaughton, & Gamlin, 2011; Productivity Commission, 2011; Rasmussen, 2016; Tyler & Dymock, 2017)
- WAI aspires to become a University of Specialisation – need to enhance scholarly practice & culture

# Research Support Schemes

4

Scheme	Offer	Eligibility	Deliverable
<b>Staff as HDR Scholars</b>	Tuition waiver for WAI MPhil courses	All staff	HDR program completion
<b>Kick Start</b>	\$3,000	Masters and PhD qualified staff	B ranked or above journal article (12 months)
<b>ECR</b>	\$30,000, 6 month project	PhD qualified staff (within 5 years)	B ranked or above journal article (6 months)
<b>Strategic</b>	\$50,000, 1 year project	PhD qualified staff	A ranked or above journal article (6 months)
<b>Special Studies Leave</b>	6 months time release, \$10,000 funding	Staff PhD qualified or undertaking a PhD, employed at WAI for 3 years	Agreed project outcomes

# Scholarly Practice Program

5

- Focused on the Scholarship of Learning & Teaching and vocational practice as it relates to learning & teaching
- Scholarship is understood as ‘the practice of taking a planned, rigorous and reflective approach to investigating an aspect of practice and using the results to inform and improve learning and teaching’.
- Based on a research-oriented Framework for Scholarly Practice
- Linked to regulatory requirement to maintain currency of vocational/professional and pedagogical skills (HE & VET)

# Framework for Scholarly Practice 1

6

- Based on the sequel to Boyer's seminal work on scholarship: discovery, integration, application/engagement, teaching (Boyer, 1990)
- Six standards for scholarship: clear goals, adequate preparation, appropriate methods, outstanding results, effective communication, reflective critique (Glassick, Huber, & Maeroff, 1997)
- Contextualised to Australian tertiary sector to inform understandings of scholarship in VET and mixed-sector institutions (Everingham, McLean, Mancini, Mitton, & Williams, 2017; Williams, Goulding, & Seddon, 2013)

# Framework for Scholarly Practice 2

7

Features of scholarly work	In your investigation, do you...
Clear goals	<ul style="list-style-type: none"><li>➤ Explain the project clearly and identify important questions in the field?</li><li>➤ Define a clear purpose and achievable objectives for your work?</li></ul>
Adequate preparation	<ul style="list-style-type: none"><li>➤ Locate your work in the context of current and emerging industry/ disciplinary/ pedagogical knowledge/ practice/ research in your field?</li><li>➤ Bring together the resources, information and skills necessary to move the work forward?</li></ul>
Appropriate methods	<ul style="list-style-type: none"><li>➤ Use a systematic and planned approach that is appropriate to the goals?</li><li>➤ Apply the methods selected in a rigorous and ethical manner that is responsive to changing circumstances?</li><li>➤ Maintain records of process and outcomes?</li></ul>
Collaboration	<ul style="list-style-type: none"><li>➤ Engage with a range of stakeholders?</li><li>➤ Draw on specialist expertise and advice?</li><li>➤ Engage in shared reflection?</li></ul>

# Framework for Scholarly Practice 3

8

Features of scholarly work	In your investigation, do you...
Critical analysis and synthesis	<ul style="list-style-type: none"><li>➤ Challenge existing knowledge, assumptions and ideas?</li><li>➤ Bring together your findings to draw conclusions within a theoretical framework?</li><li>➤ Support your claims with evidence and sound argument?</li></ul>
Significant results	<ul style="list-style-type: none"><li>➤ Contribute new knowledge, the new application of knowledge or improved practice in the field?</li><li>➤ Offer students the opportunity for innovative engagement with their future profession?</li><li>➤ Open up additional areas for further exploration?</li></ul>
Making knowledge public	<ul style="list-style-type: none"><li>➤ Open your practice to peer review and stakeholder feedback?</li><li>➤ Communicate your message clearly through teaching, presentation, publication or exhibition?</li></ul>
Reflective critique	<ul style="list-style-type: none"><li>➤ Identify the influences and assumptions that you bring to the work?</li><li>➤ Reflect on both the processes and outcomes?</li><li>➤ Bring a breadth of evidence to the review of your work?</li><li>➤ Use critical evaluation to improve the quality of future work?</li></ul>



# So what's different?

9

## Other approaches

- List *activities* considered to be scholarly (TEQSA, 2017)
- Scholarship is an activity separated out from daily practice
- Describe the *skills & capabilities* needed to carry out scholarly work (Simon & Beddie, 2017)
- Advocate for generic, up-front research training

## WAI Framework

- Describes the *features* that make any activity scholarly
- Scholarship is an *approach* that is embedded in everyday practice
- Describe the qualities of the *work*, not the worker
- Immersion in scholarly practice in a specific context with appropriate supports

# The book project

10

- Eminent Professors negotiated a book contract with Springer
- VE & HE staff wrote about teaching & research practices - not all trained or experienced in research & scholarly writing
- Framework provided scholarly scaffolding, along with other supports
  - Chapter guidelines, mentoring, monthly meetings, training in data analysis, co-authoring, funding for teaching release & transcription services
- Small study to explore:
  - How authors used the framework
  - How it facilitated their learning about scholarship & scholarly practice
  - The role of other supports
- Outcomes published in the book: *The Study of Food, Tourism, Hospitality, and Events – 21st Century Approaches*

# Methodology

11

- Monthly online questions for reflection
- Participation voluntary & fluid over seven month period
- Five authors (3 x VET) agreed to allow use of reflection data – 16 total responses (9 x VET)
- Thematic analysis using grounded theory

# Findings 1

12

- Use of the framework
  - ▣ Structured thinking and plan research and writing
  - ▣ Provided ongoing focus
  - ▣ Prompted reflection

*‘The reflective critique: reflecting on the strength and weakness of the chapter and reviewing the cohesion of its argument.’*

*‘I found using the indicators of scholarly practice provided a foundation to use and reflect upon.’*

*‘I will reflect on this experience as building blocks to a larger project. It has given me thoughts to consider completing a larger piece of academic scholarly work.’*

# Findings 2

13

- Learning about scholarship & academic writing
  - Understanding of what is involved in scholarship
  - Drier, stripped of adjectives and emotive comments
  - Improvement in writing and increase in confidence
  - Self-development opportunity
    - *‘This writing process helps me acknowledge my weaknesses with my writing but provides a wonderful experience allowing me to grow and develop.’*
- Insights into own writing processes

# Findings 3

14

- Other forms of support
  - Book club provided guidance, support, motivation, peer learning
  - Feedback from mentors extremely important –
    - Opening up ideas; assisting with aligning assumptions with evidence base; reframing the work to ‘unstick’ the author; triggering authors’ own critique; clarifying next steps
  - Transcription services assisted with timelines

# Case study: Cooking the books – Insights into the WAI cooking department

15



# Chapter Themes

16

- Brief outline of the department's 75 year history
- How has this history shaped the faculty and delivery today?
- VET system & how it works
- The importance of industry relationships
- The future of culinary education



# Research

17

- **How did I undertake the research?**
  - Autoethnographic reflection
  - Interviews with current students, industry based alumni, faculty & the current head of the foods department
  - Transcribing the interviews
  - The chapter became clear after these interviews were completed

# Common Threads

18

- Importance of real life cooking experience
- The importance of embedding the basics of classical cooking
- Media influence on student expectations. Important to stay fresh and relevant e.g. molecular gastronomy
- Success of the Great Chefs program
- Industry & education understanding each others' strengths

# Conclusion

19

- The challenge is to create learning environments that stimulate and appeal to the next generation of chefs
- Culinary institutions have a responsibility to the craft & should not be solely influenced by industry demands
- Industry involvement in training ensures cooks are exposed to positive role models, current thinking & contemporary techniques
- The **combination** of formal learning & industry experience creates a powerful education experience

# Drawing the threads together...

20

- Model for developing research & scholarship capability for VET practitioners who may not be research trained
- Capabilities developed in a specific context that produces scholarly outputs, yet extends skills towards formal research training & beyond
- Can begin to address the need for professionalisation of the VET workforce

# References

- Allen, R., Teodoro, N. B., & Manley, C. (2017). *Future skills and training: A practical resources to help identify future skills and training*. Retrieved from <https://www.aisc.net.au/sites/aisc/files/documents/Future%20Priority%20Skills%20Resource.pdf>
- Boyer, E. L. (1990). *Scholarship reconsidered: priorities of the professoriate*. San Francisco: Jossey-Bass.
- Clayton, B., & Guthrie, H. (2011). *Scoping study examining the feasibility of an association for VET professionals*. Melbourne: TAFE Development Centre.
- Department of Education and Training. (2016). *Quality of assessment in vocational education and training - discussion paper*. Canberra Retrieved from <https://docs.education.gov.au/node/39446>.
- Everingham, N., McLean, D., Mancini, J., Mitton, A., & Williams, M. (2017). Addressing the challenge of scholarship and industry currency in vocational education: a pilot. *International Journal of Training Research*, 1-15. doi:10.1080/14480220.2017.1403946
- Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship assessed*. San Francisco: Jossey-Bass Publishers.
- Guthrie, H., McNaughton, A., & Gamlin, T. (2011). *Initial training for VET teachers: a portrait within a larger canvas*. Adelaide: NCVER.
- Productivity Commission. (2011). *Vocational education and training workforce - research report*. Canberra: Productivity Commission.
- Rasmussen, C. (2016). *Improving the quality, capability and status of the VET teacher workforce*. Retrieved from <http://www.issinstitute.org.au/wp-content/media/2016/10/Rasmussen-final-LowRes.pdf>
- Simon, L., & Beddie, F. (2017). *VET applied research: driving VET's role in the innovation system*. Adelaide: NCVER.
- Tyler, M., & Dymock, D. (2017). *Continuing professional development for a diverse VET practitioner workforce*. Adelaide: NCVER.
- TEQSA. ( 2017, 4 September, 2017). Guidance note: Scholarship. Retrieved from [http://www.teqsa.gov.au/sites/default/files/GuidanceNote\\_Scholarship2.3.pdf](http://www.teqsa.gov.au/sites/default/files/GuidanceNote_Scholarship2.3.pdf)
- Williams, M., Goulding, F., & Seddon, T. (2013). *Towards a culture of scholarly practice in mixed-sector institutions*. Adelaide: NCVER.

# Contacts & book details

22

A/Prof Melanie Williams  
Associate Dean (Scholarship)  
Higher Education & Quality  
William Angliss Institute  
[melanie.williams@angliss.edu.au](mailto:melanie.williams@angliss.edu.au)

David Gilligan  
Teacher, Professional Cookery  
Centre for Food Trades & Culinary Arts  
William Angliss Institute  
[david.gilligan@angliss.edu.au](mailto:david.gilligan@angliss.edu.au)

***The Study of Food, Tourism, Hospitality, and Events – 21st Century Approaches*** published by Springer, due 2018