



Faculty Scholarship Reports 2013

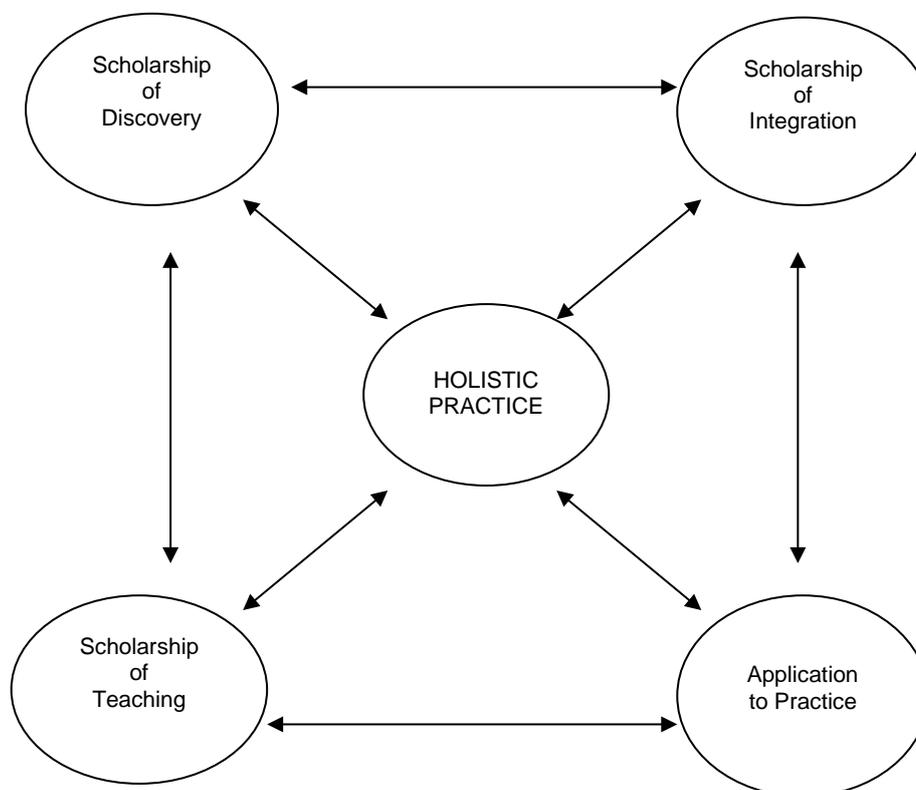
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Faculty of Nursing

1. **How would you define scholarship? If we accept that scholarship informs good teaching, how is this promoted, supported, assessed in your faculties. How would you summarize your faculty's culture of scholarship. [How do you develop and sustain scholarship within each discipline. What evidence do you have in your faculties of this and how is scholarship supported by the faculty].**

The FoNH utilises the notion of scholarship as defined by Boyer (1990). These are the scholarships of teaching, discovery, integration and application. This approach underpins the curricula that are designed to facilitate the development of the individual's autonomy and responsibility, analytical and reflective thinking and professional standards of practice.

The conceptual framework, as illustrated below, was adapted from Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the Professoriate*. California: Jossey-Bass.



Examples of Application within Faculty

Scholarship of Discovery

This concept is about the uncovering, assembling and documenting of new knowledge through the intellectual process of inquiry and research. The scholarship of discovery involves:

- challenging the unknown through inquiry and research,
- pursuing knowledge and understanding,
- thinking critically, researching, analysing and synthesizing,

- visioning and objectively observing,
- reflecting on findings.

Scholarship of Integration

The scholarship of integration is concerned with the merging and synthesis of knowledge across different fields of study, in order to establish meaning for observed findings. The scholarship of integration involves:

- updating and informing oneself about contemporary developments
- establishing links across disciplines,
- putting isolated information into perspective,
- communicating and establishing interpretation,
- critical analysis,
- facilitating the blending of knowledge for the development of understanding,
- development of theory.

Scholarship of Teaching

This aspect of scholarship is about educating, facilitating understanding, and exciting the learner to discover new knowledge. The scholarship of teaching involves:

- relating new knowledge to what is already known,
- bridging the teacher's understanding with the learner's needs,
- planning learning experiences in order to facilitate clarity of presentation,
- providing a logical sequence to learning activities,
- transforming and extending knowledge,
- creativity and self-learning by the teacher.
- Seeking feedback and reviewing own practices

Scholarship of Application to Practice

This concept involves applying knowledge to the 'real world' of practice. The scholarship of application to practice is concerned with:

- applying knowledge and skills developed through discovery, to problem-solving in practice settings,
- establishing rationale and evidence for actions through use of critical judgement,
- introducing change and adaptation to change,
- shaping policy in order to advance improved practice,
- self-evaluation and reflection.

Evidence:

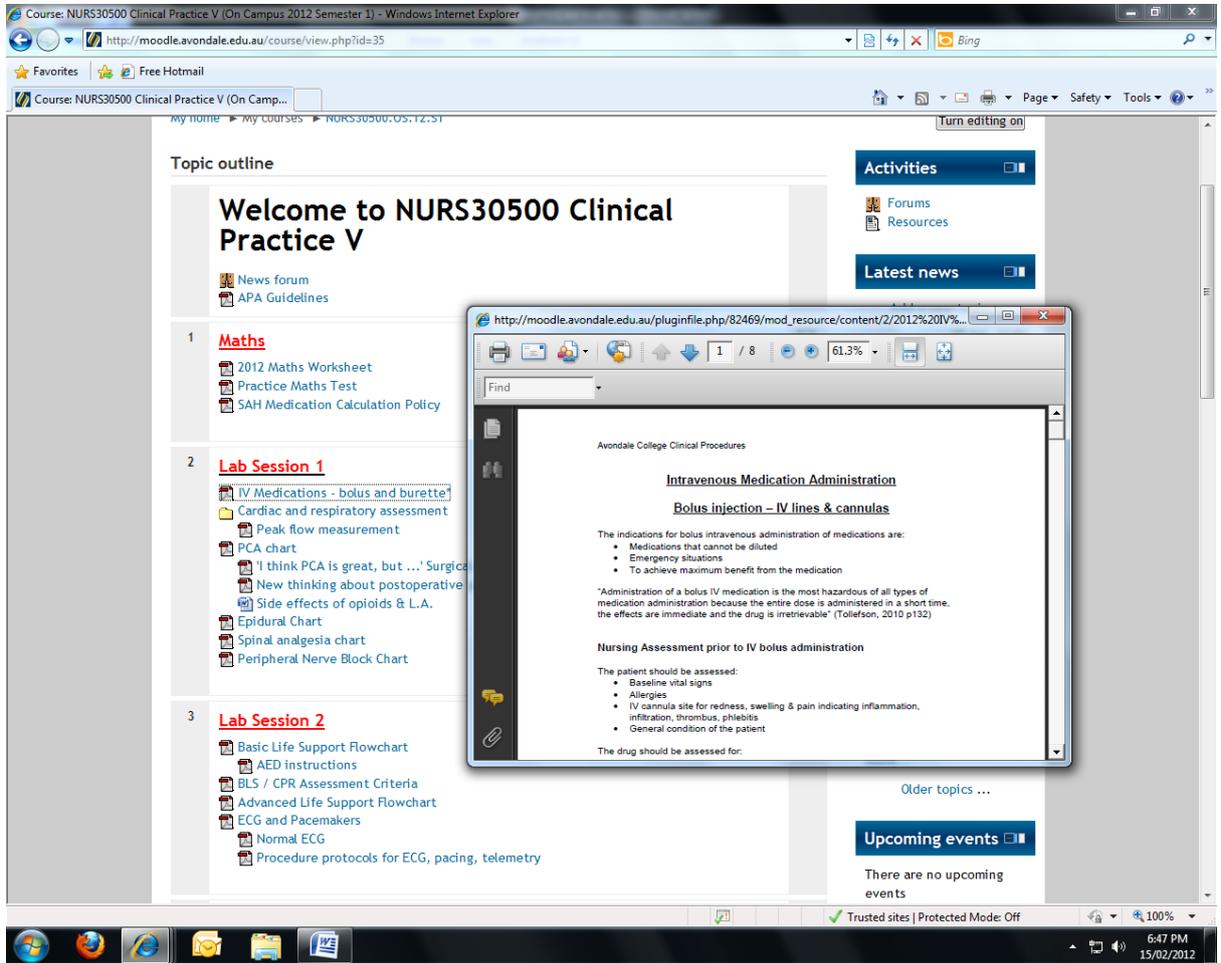
Updated unit outlines, moderation reports validating focus of a unit, student reviews & evaluations, emphasising evidence-based practice in teaching and professional practice.

Specific examples related to course content of utilisation of current research in teaching and learning

Each of the lecturers in the Faculty of Nursing and Health uses current research in their lectures and in course materials. We draw from recent research, the Joanna Briggs Institute, Cochrane database, and NHMRC, to develop course materials and lectures.

For example:
In laboratory Work

Clinical Practice V Intravenous medication Administration; Bolus injection- IV lines and cannulas procedure is based on up to date evidence-based recommendations. (see attached appendix1 for the protocol).



As Extra Reading

The students are also encouraged to utilise current research and evidence-based protocols and they are exposed to these from early in their course. The following is an example of a link to the NHMRC guidelines for infection control on moodle for the subject NURS10100 Foundations of Nursing and Health.

The screenshot displays a Moodle course interface for 'NURS10100 Foundations of Health and Nursing'. The main content area is divided into two sections: '1 PRE READING' and '2 PRINT FOR LABS'. The 'PRE READING' section lists various resources such as 'Manual handling', 'Log rolling protocols', 'Bariatric protocols', 'Risk assessment protocols', 'Getting patient out of bed', 'Occupational Health & Safety', 'No lift instructions', 'How to use slide sheets', 'Sample maths test', 'Lab safety instructions', 'Lab risk assessment', 'Manual handling lab worksheet', 'Dementia protocols', 'Falls risk protocols', 'Sample of Occ health protocols', 'Patient repositioning protocols', and 'NHMRC guidelines for infection control'. The 'PRINT FOR LABS' section includes 'Assignment Writing and Referencing', 'Assignment writing exercises', 'Crossword', 'Medical positions puzzle2', and 'LECTURE'. The right sidebar contains 'Upcoming events' (none), 'Recent activity' (activity since Wednesday, 15 February 2012, 02:05 PM), and 'Course updates' (Deleted File, Added URL: ACSQHC guidelines on abbreviations, Deleted File, Deleted File, Deleted File, Deleted File, Deleted File, Deleted File). The browser window shows the URL 'http://moodle.avondale.edu.au/course/view.php?id=49' and the system tray at the bottom indicates the time is 6:41 PM on 15/02/2012.

In tutorial Work

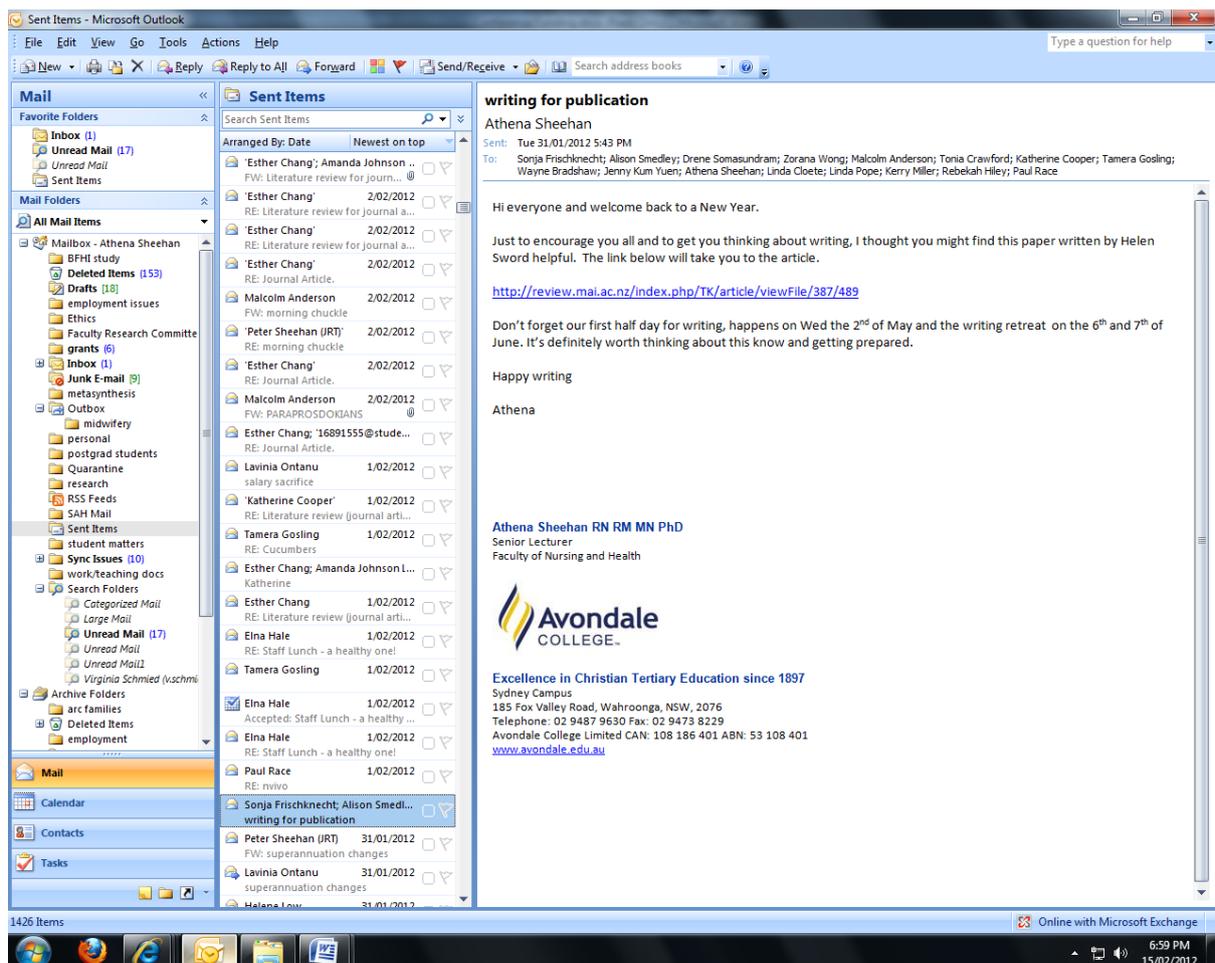
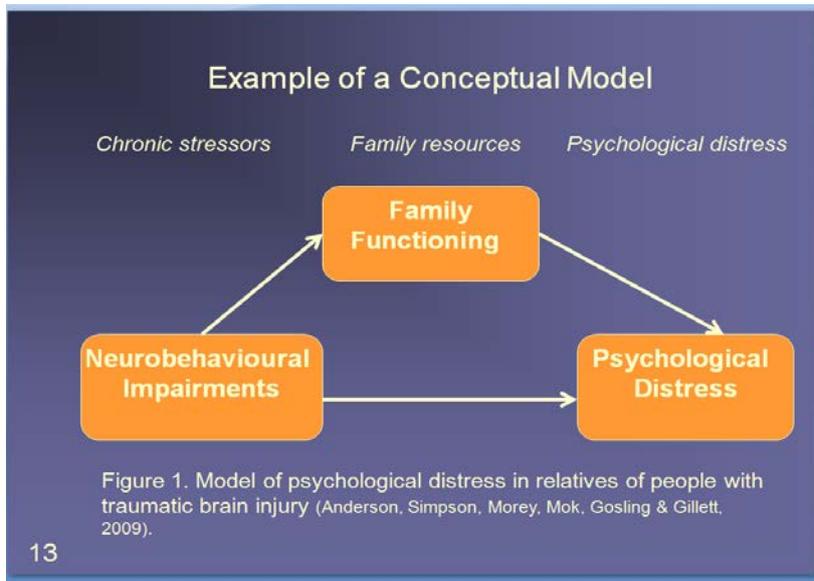
Another example of the use of current research is in the unit Utilising Research NURS 20700 where students are exposed to up to date research in their tutorials and assessment tasks. In the tutorials recent research papers are used as tools to illustrate both research processes and EBP. Care is taken that the research papers, are up to date and relevant to the subjects simultaneously being studied during the semester. This process aims to cultivate an understanding and valuing of research and evidence and its relationship to clinical practice and life-long habits. (see appendix for lesson plan).

Reducing the gap between research and teaching

A number of Academics in the Faculty of Nursing and Health are actively engaged in research. These members of the Faculty are increasingly publishing in their fields (a list of publications is in the CV's) and their work has influenced course development and delivery. The benefits of hearing from real-life researchers, also means the gap between research and teaching is narrowed.

Malcolm Anderson's area of research is focussed around brain injury and he uses his research to inform lectures both in medical/ surgical and research subjects. An example of his research being integrated into teaching is below where he uses an example of a

conceptual model arising from his work to demonstrate the use of these in research (see below for lecture slide).



2. What do you do in each discipline to promote the understanding of scholarship amongst students. What plans, processes and activities does the faculty have to promote and sustain good scholarship amongst staff or students.

The faculty attempts to implement a research-teaching nexus which includes founding teaching in real-world applications; improving teaching by utilising evidence-based teaching; currency of the curriculum by including current and future trends in the discipline; building scholarly communities of academic staff and students both of which are involved in the community of research.

The Faculty approach to creating a culture of inquiry is multi-faceted. The intention of the academic staff is to instil in students an understanding of the importance of evidence underpinning practice, to provide them with the capability of finding and using appropriate evidence and to model that approach in the teaching that occurs and in the conduct of own research. These goals are embedded in the course outcomes and then intentionally structured into the course in unit content, teaching strategies, assessment tasks and clinical aims/learning outcomes.

Students are also encouraged to participate in the various educational activities arranged on the Sydney Campus/Sydney Adventist Hospital/Sydney University Clinical Medical School site. These include the various Journal Club sessions where students who are on a clinical placement at the time are arranged to attend, and also other seminars and presentations.

Students are exposed to a range of professional and scholarly activities throughout their course. In the past year the following activities have been either held on campus, at nearby locations, or at clinical venues and students have been able to participate and are encouraged to do so through promotional material and staff encouragement.

- Christian Nurses Fellowship evenings
- Adventist Health Conference
- RCNA Chapter sessions and student membership invitations
- In-service on clinical placements
- Lecturer- student collaboration for publishing – students identified by lecturers and discussions held to encourage publishing.
- Graduate studies program offered to students
- Australasian Research Institute research activities

Students are not only exposed to a research culture through academic staff modelling and research findings being used in teaching, but also through direct participation in research. In recent time students have participated in the following projects:

- An Australasian Research Institute research project on ageing markers in blood (students were sought because of their younger age group) – see example of flyer following.
- An ALTC/University of Newcastle project for portfolios in work-place integrated learning in nursing
- Strategies for Teaching English for speakers of other languages
- Perceptions of spirituality and nursing

There were also sessions held where Dr Ross Grant from the Australasian Research Institute presented an update of a research project in which students participated and identified some preliminary results.

3. In your discipline, how is your teaching supported by scholarship. Provide evidence.

Research findings from academic staff's own research are utilised in teaching and other faculty activities as per the following table:

Academic Staff Research in 2010/2011 and Application to Teaching/Students

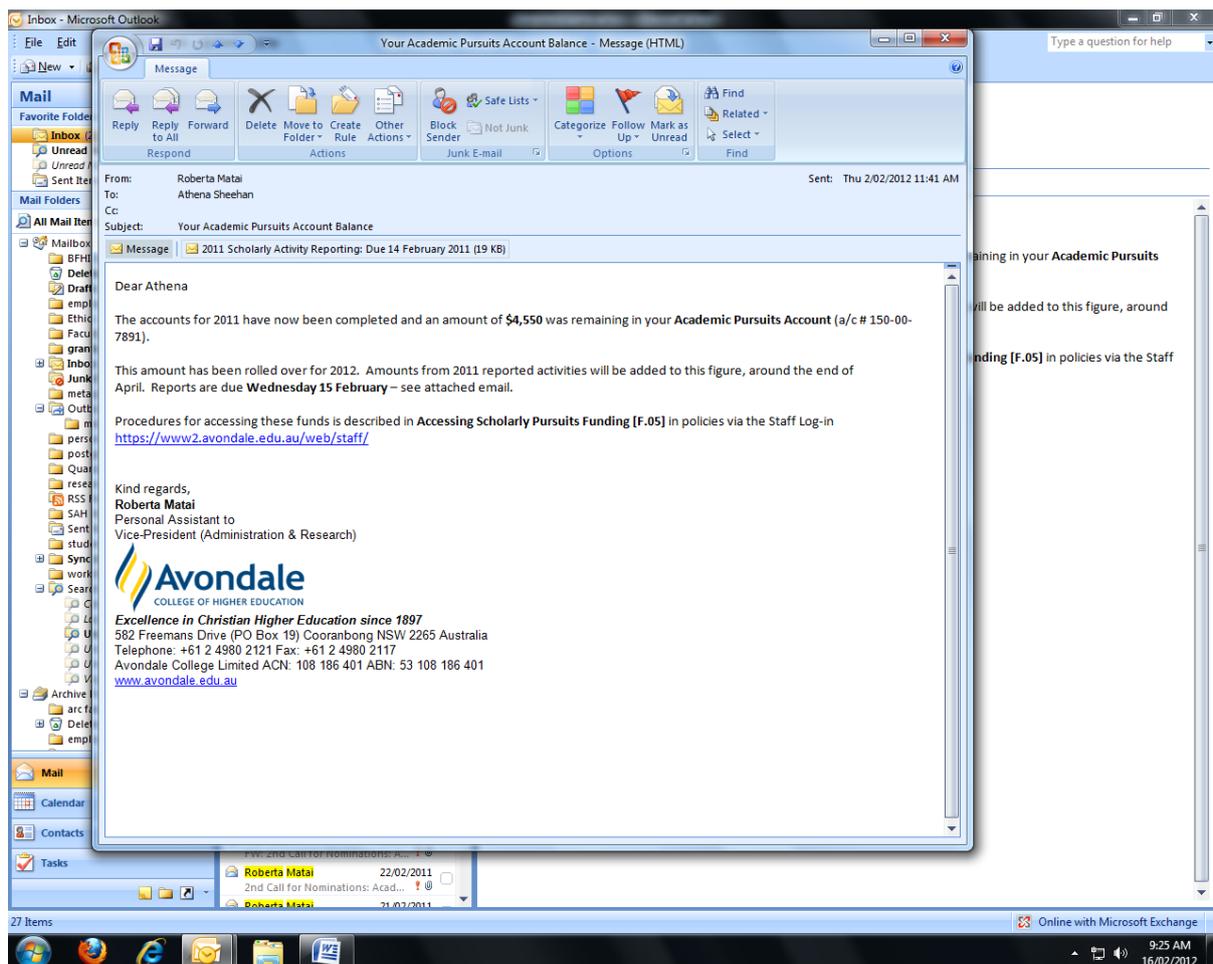
Lecturer	Research Area	Teaching Area/ Application Within Faculty Activities
Dr Malcolm Anderson/Tamera Gosling	Sun protection behaviours Brain injury and family impacts	NURS21100 Medical-Surgical Nursing 1 & NURS22200 Medical-Surgical Nursing 2. (skin and neurological conditions)
Wayne Bradshaw	Obesity and health promotion approaches (ongoing)	NURS25800 Holistic Health Promotion
Katherine Cooper	Perceptions of spirituality in nursing	Evaluation of the impact and application of the mission and course philosophy
Sonja Frischknecht	Student perceptions of service project outcomes.	NURS32300 Nursing in the Wider Community
Dr Alison Smedley	Self-Directed Learning Readiness of students Preceptorship roles and best practice in clinical teaching Clinical learning environments	Unit development Clinical education processes Facilitator support and development
Dr Drene Somasundram	Gender Issues in Spirituality and Religion	CSTD10400 Spiritual Care in Health
Zorana Wong	Stress and eustress of nursing students	Student support
Linda Cloete/Alison Smedley	Evaluation of changes to delivery of scholarly writing workshops and referencing for students	Academic support & assignment writing for all units
Linda Cloete	Evaluation of changes to delivery of maths tutorial sessions for students	Maths competency for medication administration

4. How is research promoted across the faculty and how are research students supported to form part of and participate in a scholarly intellectual community for their discipline. Include clear evidence of the research active status of staff engaged in teaching and supervising research student.

A number of strategies have been implemented to build active engagement in staff for research and scholarly activity.

Staff are allocated a research load, writing retreats are held, research meetings discuss and support projects, seminars at SAH are organised and staff present to a wide audience and also participate as attendees.

Other strategies include: Scholarly pursuits incentives scheme. Every year, staff who engage in scholarly pursuits are allocated funds for completed projects in line with the published department of Innovation, Industry, Science and Research Higher Education Research data Collection (HERDC). The monies are deposited into the scholarly Pursuits Fund (SPF) and staff may use these funds for the purposes for which they are intended. Scholarly pursuits funds may be used for any work related expenses such as professional development, employment of research assistants, travel to academic events; purchase of research equipment such as tape recorders, computers for academic purposes, monitors, research infrastructure, or teaching resources.



Writing retreats

In 2011 we held a two day writing retreat. At the completion of the retreat there were four journal article drafts, two chapters of a thesis completed (one of which was later written up as a journal article)) and another literature review almost completed. As a result five journal articles have been submitted, one has been published, one is in press, and three are currently under review. In addition to this, with the number of comments raised in the evaluations around the value of taking time out to write, the positive effects of giving and receiving peer review, as well as what was learnt about themselves as writers, it could also be argued that the sub-goal of supporting the development of writing skills was also achieved. Feedback from this writing retreat led to the organising of two, two-day writing retreats and two half day writing workshops for 2012. In anticipation of the writing workshops and retreats, a web link was sent to all academic staff in February with tips for academic writing by Helen Sword. In 2013 2 further writing retreats are scheduled.

Individual mentoring and support

Members of the faculty who are research active help mentor early researchers both formally and informally. For example Malcolm Anderson has mentored Tamera Gosling in his research, which has resulted in her being a co-author in one publication. Peer review is encouraged and research papers are read and critiqued amongst the faculty.

Support for Conferences

In addition to the scholarly pursuits fund Avondale College makes available funds to support academics to attend and participate in Academic Conferences and research workshops both in Australia and overseas.

Encouraging Research Collaborations

The faculty encourages and supports collaborative research. For example: Malcolm Anderson has conducted prospective multicentre research projects involving data collection from brain injury centres across NSW. He has built an international multi-disciplinary research group made up of researchers from the Brain Injury Rehabilitation Unit, NSW and the Hong Kong Institute of Education. He is expanding this research internationally, with a project in preparation that will involve a cross-cultural investigation comparing family adaptation to traumatic brain injury in Australia and Hong Kong.

The faculty does not have research students. It is difficult to attract such students given the lack of valuing of this in the employment area in most areas of nursing.

Faculty of Arts & Theology

- 1. How would you define scholarship? If we accept that scholarship informs good teaching, how is this promoted, supported, assessed in your faculties. How would you summarize your faculty's culture of scholarship. [How do you develop and sustain scholarship within each discipline. What evidence do you have in your faculties of this and how is scholarship supported by the faculty].**

Scholarship is the process of staying up to date in one's field. It is accomplished by a combination of reading, professional practice, and research. It involves doing, not just book learning in formal settings.

The faculty culture is healthy, diverse, and active, especially in realms of practice (e.g. Ministry practicums, involvement of Theology staff in preaching & evangelism, professional practice in Communication & That Design studio).

- 2. What do you do in each discipline to promote the understanding of scholarship amongst students. What plans, processes and activities does the faculty have to promote and sustain good scholarship amongst staff or students.**

This faculty is very active in promoting the understanding of scholarship among students. Students engaged in actual practice of the discipline, through work placements, practical tasks and integrated learning. Lecturers also engage in and demonstrate good practice.

Students in certain disciplines document through diary of their processes. Outside experts are constantly engaging, feeding into students. There is a theorisation and practice synergy through external expert voices, culminating in production of their own original artefacts and works as tangible outcomes, such as art exhibitions, poetry books, launches and other event management, graphic design, overseas work placements, and research assignments.

Other examples of scholarship which involves our students include:

- The Manifest Creative Arts Festival
- The silent film screenings
- Evensong
- Homecoming and Graduation concerts
- Gallery visitation
- The Voice
- Connections
- Jacaranda.

- 3. In your discipline, how is your teaching supported by scholarship. Provide evidence.**

Avondale's Higher Education Research Data Collection shows that lecturers in the school have been very active in scholarship and research. In 2010-2012, they have collectively produced:

- 2 books
- 17 articles
- 6 book chapters

- 7 creative works
- 1 completed RHD
- 1 research grant
- 2 awards

Other activities in scholarship, especially in creative practice, have also not been recorded formally. Staff are involved in collaborative projects with other universities.

4. How is research promoted across the faculty and how are research students supported to form part of and participate in a scholarly intellectual community for their discipline. Include clear evidence of the research active status of staff engaged in teaching and supervising research student.

Research is promoted across the faculty through a very active research committee. Among its' accomplishments is:

- the fostering of research hubs around core research areas
- the possibilities of a research masters promoted to able students
- Carole Ferch-Johnson (PhD student) is presenting at RAPP
- the faculty has devised a way to provide internal scholarly & research leave for staff
- the integration of research students into the broader scholarly community is a work in progress

Faculty of Education, Business & Science

Publications

Beamish, Peter; Low, David; and Robinson, Tony (2009) "Increasing Life Effectiveness," *TEACH Journal of Christian Education*: Vol. 3: Iss. 2, Article 9.
Available at: <http://research.avondale.edu.au/teach/vol3/iss2/9>

Christian, Beverly, "Developing a Nexus Between Christian Worldview and the Social Sciences in Pre-Service Teachers" (2009). *Education Papers and Journal Articles*. Paper 40.
http://research.avondale.edu.au/edu_papers/40

Christian, Beverly J., "Using Assessment Tasks to Develop a Greater Sense of Values Literacy in Pre-Service Teachers" (2014). *Education Papers and Journal Articles*. Paper 46.
http://research.avondale.edu.au/edu_papers/46

Christian, Beverly; Kilgour, Peter; and Kilgour, Andrew (2012) "Why Did My Mentor Teacher Only Give Me a Credit?," *TEACH Journal of Christian Education*: Vol. 6: Iss. 2, Article 11.
Available at: <http://research.avondale.edu.au/teach/vol6/iss2/11>

Gosselin, Kevin and Northcote, Maria T., "Cross-Continental Research Collaborations About Online Teaching" (2013). *Education Conference Papers*. Paper 2.
http://research.avondale.edu.au/edu_conferences/2

Hinze, Jason and Fitzsimmons, Phil (2013) "Forms, Foci and Forces: The Need for Overseas Pre-Service Teacher Professional Experiences," *TEACH Journal of Christian Education*: Vol. 7: Iss. 2, Article 8.
Available at: <http://research.avondale.edu.au/teach/vol7/iss2/8>

Kilgour, Andrew; Kilgour, Peter W.; Gerzina, Tania; and Christian, Beverly J., "Assessment of Work-Integrated Learning: Comparison of the Usage of a Grading Rubric by Supervising Radiographers and Teachers" (2014). *Education Papers and Journal Articles*. Paper 51.
http://research.avondale.edu.au/edu_papers/51

Kilgour, Peter W., "Acquisition of Cultural Awareness in Pre-Service Teachers" (2013). *Education Papers and Journal Articles*. Paper 44.
http://research.avondale.edu.au/edu_papers/44

Kilgour, Peter W. and Fitzsimmons, Phil (2013) "Reactions, Reflections and Responsibility: A 'Responsive Evaluation' of an Emerging Blended eLearning Subject," *TEACH Journal of Christian Education*: Vol. 7: Iss. 2, Article 7.
Available at: <http://research.avondale.edu.au/teach/vol7/iss2/7>

Northcote, M., Reynaud, D., & Beamish, P. (2012). Teaching the lecturers: Academic staff learning about online teaching. *US-China Education Review*, 3(4), 384–393.

Northcote, Maria T. and Christian, Beverly J., "Dreams, Hiccups and Realities: What Happens When Lecturers and Students Co-Design an Online Module?" (2013). *Education Conference Papers*. Paper 4.
http://research.avondale.edu.au/edu_conferences/4

Northcote, Maria; Seddon, Jack; and Brown, Philip, "Benchmark Yourself: Self-reflecting About Online Teaching" (2011). *Education Papers and Journal Articles*. Paper 34. http://research.avondale.edu.au/edu_papers/34

Northcote, M., Reynaud, D., & Beamish, P. (2011). *Mixing it up: Informal and formal strategies for teaching, research and professional learning in Moodle*. Paper presented at the Moodle Moot: The Community Canvas. Retrieved from <http://moodlemoot.org.au/mod/page/view.php?id=54>

Reynaud, D., & Northcote, M. (2011). Have passport, will learn: History study tours and student learning and development. In K. Krause, M. Buckridge, C. Grimmer & S. Purbrick-Ilek (Eds.), *Research and development in Higher Education: Higher Education on the edge* (Vol. 34, pp. 253 – 262). Gold Coast, Australia: Higher Education Research and Development Society of Australasia.

In Progress

1. **Title:** The Validation of a COBRA scale (Colour Blind Racial Awareness Scale) for Australia and the acquisition of multicultural awareness in one undergraduate unit
Progress: In progress
Participants: Peter Kilgour
2. **Title:** Overseas Practicum: A mixed method approach
Progress: In progress
Participants: Phil Fitzsimmons & Jason Hinze, Andy Matthes
3. **Title:** Special character/worldview bias: perceptions of final year education students of the special character of Christian Schools
Progress: Data has been collected and literature review begun
Participants: Peter Beamish & Bev Christian
4. **Title:** Case study – Delta Therapy Dogs
Progress: In Progress
Participants: Barbara Fisher and Merle Cozens
5. **Title:** Assessment and values-literacy of pre-service teachers
Progress: In Progress
Participants: Bev Christian & Honours Student
6. **Title:** Threshold concepts and attitudes about mathematics of pre-service teachers
Progress: In Progress
Participants: Maria Northcote
7. **Title:** Improving the self efficacy of pre-service teachers
Progress: In preparation
Participants: Bev Christian