

Student learning and the scholarship of university teaching

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A variety of models of the scholarship of university teaching have been advocated since Boyer first proposed that the scholarship of teaching be considered as one of four forms of scholarship associated with university practices. These models have evolved from theoretical and empirically based analyses, and have as their core value concepts as diverse as reflection, communication, pedagogic content knowledge, scholarly activity and pedagogic research. They tend to take aspects of scholarship rather than of teaching as their starting points, and to give priority to the construction and critical review of the knowledge base for teaching. This article focuses on a model of the scholarship of teaching that specifically includes students and it is argued that representing the scholarship of teaching as a reflective and informed act engaging students and teachers in learning is supportive of the aims central to the project of developing a scholarship of teaching.

Valuing teaching

In *Scholarship reconsidered*, Boyer (1990) unleashed a potentially powerful concept—scholarship of teaching—into the academic community. Boyer's concern was to address the disproportionate status and reward accorded to research in universities, and the consequential disregard for the importance of teaching. His solution to this familiar problem was a novel and enticing one. He proposed a reconceptualization of the activity of the university, arguing that it was best seen as embracing four distinct but interdependent and interrelated forms of scholarship: discovery, integration, application and teaching. Defined in terms of scholarship, he proposed, the activities of research and teaching could be put on a more equal footing. This way of seeing academic work appeared to offer the prospect of proportional and appropriate status for teaching alongside research, and, through greater respect for teaching, increased potential for enhancing the quality of student learning.

Boyer's notion of scholarship of teaching has seemed to afford the prospect of drawing together what might be seen as two academic tribes—those who prioritize research within their career, and those who tend to prioritize teaching (Ramsden,

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1998)—by pulling on one of the common threads that binds all academics together. All higher educators, Boyer implied, share a commitment to knowledge creation: teaching and research alike are equally important aspects of it.

Boyer's initial proposal for a scholarship of teaching left open, however, what exactly a scholarship of teaching might be and how it might be distinguished from the other three scholarships that he identified. Consequently, scholars around the world have proposed a number of conceptions of scholarship of teaching, each attempting to give clarity and substance to the original concept and each seeming to emphasize different elements in scholarship or in teaching. Over recent years, a consensus around what constitutes scholarship of teaching has started to emerge (Kreber, 2001, 2002a).

The idea of scholarship of teaching has both a descriptive and a purposive aspect. In its descriptive aspect, the notion of scholarship of teaching is related to the substantial and continuing project of understanding, categorizing, defining and describing what it is that teachers and teaching are. Descriptions have the potential both to empower and to diminish the objects they define—identifying university teaching as university scholarship was an attempt to empower through definition. A good conception of scholarship of teaching should, therefore, carry at its heart an appropriate and empowering description of teaching.

In its purposive aspect the notion of scholarship of teaching has been identified as a means of serving a variety of ends, ends we discuss in later sections of this article. To the extent that the idea of scholarship of teaching is used purposively, we are obliged to ask whether or how well any specific formulation will serve the ends it is hoped to achieve. A good conception of scholarship of teaching, therefore, will assert a persuasive claim that it is indeed a desirable means to desirable ends.

Although differing conceptions of scholarship of teaching have emerged in the literature, values that are widely shared underlie the various models that have been proposed. We share with others three core aims for the pursuit of scholarship of teaching: that it should be a means through which the status of teaching may be raised; that it should be a means through which teachers may come to teach more knowledgeably; and that it should provide a means through which the quality of teaching may be assessed. For us, however, these are second-order aims. We have an interest in them because we are interested in students' experiences of university learning. Ultimately, it is that experience that a good conception of scholarship of teaching must, in our view, serve to enhance.

Our aim in this article is to propose a conception of the scholarship of teaching that reflects the values embedded in existing conceptions of scholarship and of teaching, that focuses on the activity of teaching, and that accords student learning prominence. We have structured the article around a model of the scholarship of teaching that describes and uses pedagogic resonance, a concept that links teacher knowledge and student learning.

Conceptions of the scholarship of teaching

Kreber (2002a) describes four differing conceptions of scholarship of teaching. The

first is the process by which teachers conduct and publish research on the teaching of their discipline (e.g. Healey, 2000; Richlin, 2001). The second is scholarship of teaching as teaching excellence (Morehead & Shedd, 1996). Scholarly processes in which teachers make use of the literature of teaching and learning to inform their own practice (Menges & Weimer, 1996) constitute a third conception. Conception four combines elements of the other three conceptions, but explicitly includes one or more essential new scholarly elements, such as reflection or communication. An example of this fourth conception is Kreber's own work, which builds on Mezirow's (1991) transformation theory to describe a reflection-based model (Kreber, 1999; Kreber & Cranton, 2000; Weimer, 2001). Kreber (2002a, p. 153) notes that in this conception 'academics who practise the scholarship of teaching engage in content, process and premise reflection on research-based and experience-based knowledge in the areas of instruction, pedagogy and curriculum, in ways that can be peer reviewed'.

That there is such a range of conceptions is due in part to the ways in which the words scholarly and scholarship have been used in the literature. 'Scholarly' is, in one respect, used consistently as an adjective to characterize a particular sort of activity. In general, authors treat the adjective 'scholarly' to imply the use of a scholarly literature, so that scholarly teaching means teaching that draws upon educational publications. Scholarship has proven a more slippery term. In the way it is understood by some, scholarship is an activity. 'Scholarly activity' and 'scholarship' are thus interchangeable notions. For example, in her study of 57 academics' conceptions of the nature of research and scholarship, Brew (1999) identified five different conceptions of scholarship, of which four were either activity oriented or included activity as a core element. However, as used by others, scholarship is a term referring to the outcome of activity. 'Scholarship' is a product created by scholarly activity and expressed in artefacts such as journal publications (Richlin, 2001). To add to the confusion, some writers seem to use the notion of 'scholarship' in both ways: something that is both an activity, and an outcome separate from the activity.

Our starting point in describing a fifth conception of the scholarship of teaching in this article is to define what we mean by these terms. We see scholarship as being about making scholarly processes transparent and publicly available for peer scrutiny. This perspective is similar to the ways in which Shulman (1987) and Richlin (2001) describe scholarship. We use Andresen's (2000) ideas to describe a scholarly process as involving personal, but rigorous, intellectual development, inquiry and action built on values such as honesty, integrity, open-mindedness, scepticism and intellectual humility. We see teaching as a scholarly process aimed at making learning possible (Ramsden, 1992). It, therefore, follows that we see the scholarship of teaching as about making transparent, for public scrutiny, how learning has been made possible (Trigwell *et al.*, 2000).

This way of conceptualizing the notion of a scholarship of teaching, therefore, is activity oriented. We share with the Carnegie Academy for the Scholarship of Teaching and Learning the view that scholarship of teaching is fundamentally an aspect of the activity of teaching. The focus is on teaching as an act, but with an

outcome derived from scholarly inquiry and practice. Shulman describes how an activity can relate to scholarship:

For an activity to be designated as scholarship it should manifest at least three key characteristics: It should be public, susceptible to critical review and evaluation, and accessible for exchange and use by other members of one's scholarly community ... A scholarship of teaching will entail a public account of some or all of the full act of teaching—vision, design, enactment, outcomes, and analysis—in a manner susceptible to critical review by the teacher's professional peers and amenable to productive employment in future work by members of that same community. (Shulman, 1998, pp. 5–6)

Hutchings and Shulman, and many others, differentiate between teaching, scholarly teaching, and scholarship of teaching:

we would propose that all faculty have an obligation to teach well ... Such teaching is a good fully sufficient unto itself. When it entails, as well, certain practices of classroom assessment and evidence gathering, when it is informed not only by the latest ideas in the field but by current ideas about teaching the field, when it invites peer collaboration and review, then that teaching might rightly be called scholarly, or reflective, or informed. But in addition to all of this, yet another good is needed, one called a scholarship of teaching ... having the three additional central features of being public ('community property'), open to critique and evaluation, and in a form that others can build on' (Hutchings & Shulman, 1999, p. 12)

Kreber (2002b) differentiates between teaching excellence, teaching expertise and the scholarship of teaching. Teaching excellence:

requires sound knowledge of one's discipline, as well as a good understanding of how to help students grow within, and perhaps even beyond, the discipline. Also excellent teachers are seen as those who know how to motivate their students, how to convey concepts and how to help students overcome difficulties in their learning. (p. 9)

Excellent teachers are effective teachers. She gives examples of teaching excellence that is derived from active experimentation and reflection on personal experience alone. Expert teachers go beyond their own experience and personal reflections and reflect also on the extent to which educational theory and previously reported educational practice explain and inform their experience. Expert teachers are excellent teachers, but excellent teachers are not necessarily experts. Those engaged in the scholarship of teaching:

are also expert teachers in that they engage in focussed reflection on or self regulated learning about teaching, relying on and building on their declarative knowledge, procedural knowledge and implicit knowledge of teaching and learning and the discipline. However, they go further so as to make their knowledge public. (p. 18)

These and other recent conceptualizations of the scholarship of teaching aim to capture more of the messy, indeterminate, provisional and situated practice of teaching. Some use Schön's (1983, 1987) concept of reflective practice: a notion not without its problems (e.g. Eraut, 1995) but it draws an intuitively attractive distinction between intelligent self-interrogation and intelligent practice. Schön expressed this as a distinction between reflection-on-action and reflection-in-action.

Weston and McAlpine (2001) have used Schön's ideas to propose an interesting framework that attempts to define a developmental or hierarchical understanding of teaching professionalism. This framework posits the production of pedagogic discourse as the apex of teaching professionalism. For Weston and McAlpine, professional development extends from teaching *simpliciter*, through scholarly teaching, to scholarship of teaching in the sense of engagement in the production of pedagogic literature.

Without a *discourse* of teaching it would be almost impossible to enhance teaching expertise. As a university teaching community we need to create languages and conventions for building our understanding of teaching. But excellence in teaching discourse, and excellence in the teaching that enables students to learn, are two different things. If all that the scholarship of teaching achieved was greater sophistication in the ways we talk about teaching, it would have failed in its fundamental aims.

In a model based on an empirical study of academics' approaches, Trigwell *et al.* (2000) added a new dimension (conceptions of teaching and learning) to three dimensions that consistently appear in frameworks of the sort described above (communication of ideas and practice, focused reflection, and an awareness and use of information on teaching/learning). The frameworks described by Kreber, Hutchings and Shulman, Weston and McAlpine, and Trigwell *et al.* are examples of Kreber's fourth conception of the scholarship of teaching. All four include a range of scholarly activities and the expectation that these activities will be made public. And all four have their focus on teaching and developing teacher knowledge.

We have difficulty with the argument that a reflective scholar of teaching who develops teacher knowledge could be a fine reflector and a poor teacher. How would we know which they were? We also have difficulty in accepting that the highest level of knowledge to which the teacher should be encouraged to aspire is not effective reasoning that reveals itself in resonant acts of knowledge work with students, but expanded pedagogic content knowledge that reveals itself in scholarly publication for other teachers. Moreover, we believe that knowledge development in the teaching community is not only a matter of quantitatively increasing what is known about teaching but also a matter of qualitatively enhancing the process of reasoning during teaching. Ryle has proposed that the most meaningful measure of a person's understanding of a concept is what the person is able to do with it (Ryle, 1949). For us, the most meaningful measure of the sophistication of a teacher's understanding of the concept of teaching is what they are able to do when they prepare for and conduct knowledge creation work *with* students. The expert teacher, we propose, is the person who makes most effective use of the concept of teaching. In our view, it is axiomatic that the most effective use of the concept of teaching is that which results in the most powerful student learning.

The current conceptions of scholarship of teaching raise a number of questions for us. Is it necessarily knowledge *about* teaching (knowledge that) and not knowledge *in* teaching (knowledge how, or action knowledge) that the scholarship of teaching should pursue? If it is knowledge *about* teaching we seek, what is the distinction

between the scholarship of teaching and the scholarship of discovery (in the field of teaching)? Is it that the scholarship of teaching cannot satisfy the requirements of 'real' research, being too much located in the specific, the qualitative, and the one-off? If so, from whence does scholarship of teaching derive its validity as scholarship? Conversely, if we are interested in making knowledge *in* teaching the substance of the scholarship of teaching (that is, defining as scholarship the public demonstration of the knowledgeable activity that leads to learning), then our students and their experiences of our teaching constitute a crucial part of the critical scrutiny that such scholarship requires. If the knowledgeable activity of teaching were to be what we take to be the basis of our scholarship, the disciplinary community would include not only other teachers but also our students—not just as objects but as connoisseurs, and even 'legitimate peripheral participants'.

Reflection, reasoning and resonance

We are unaware of any conceptions of the scholarship of teaching that specifically include students, though some do include acts of teaching that include reflection and/or reasoning by the teacher in the act of teaching. We share with Shulman and his colleagues the conviction that 'teaching is, essentially, a learned profession', and that there is a specialized knowledge base for teaching through which we might 'distinguish the understanding of the content specialist from that of the pedagogue' (Shulman, 1987, pp. 8, 9). For Shulman, it is pedagogic content knowledge that plays this role:

We expect a math major to understand mathematics or a history specialist to comprehend history. But the key to distinguishing the knowledge base of teaching lies at the intersection of content and pedagogy, in the capacity of a teacher to transform the content knowledge he or she possesses into forms that are pedagogically powerful and yet adaptive to the variations in ability and background presented by the students. (Shulman, 1987, p. 15)

Pedagogic content knowledge has come to occupy a foundational position within the literature on scholarship of teaching, distinguishing the knowledge base of the scholar from the knowledge base of the scholarly teacher (Rice, 1992; Paulsen, 2001). The notion of pedagogic content knowledge was derived from valuable studies of teacher knowledge in action, and it has consequently supplied a thought-provoking means of conceptualizing the teacher knowledge base. But to focus on pedagogic content knowledge alone is to privilege one aspect of teachers' 'knowledge work' and potentially to overlook important questions of how knowledge is used in action with students and which elements of that knowledge lead to learning.

Presenting teaching as an extended activity that embraces preparation, instruction, and evaluation, Shulman distinguished between pedagogical knowledge, pedagogical reasoning, and pedagogical action:

As we have come to view teaching ... it begins with an act of reason, continues with a process of reasoning, culminates in performances of imparting, eliciting, involving or enticing, and is then thought about some more until the process can begin again ...

Sound reasoning requires both a process of thinking about what they are doing and an adequate base of facts, principles and experiences from which to reason. Teachers must learn to use their knowledge base to provide the grounds for choices and actions. (Shulman, 1987, p. 13)

Pedagogic reasoning is thus the bridge that links teacher knowledge with teacher action. In Shulman's 1987 article, students and their concerns, interests, needs, preconceptions and misconceptions were most obviously present in his discussion of pedagogic reasoning. For example, in introducing the transformative aspect Shulman (1987, p. 16) wrote that to 'reason one's way through an act of teaching is to think one's way from the subject matter as understood by the teacher into the minds and motivations of learners'.

If the notion of scholarship of teaching has emerged as a response to concern for the quality of professional action (as it very clearly has), and if we wish it to be an effective means of addressing that concern (as we clearly do), then the question of what links knowledge and learning is the one that we need to address. For whatever it is that links knowledge with learning will address the issue that matters most: that of the students' experience.

In the model that is described in the next section, we have developed Shulman's concepts of pedagogic reasoning and pedagogic action using Marton and Booth's (1997) ideas of awareness to describe what we have called pedagogic resonance: the bridge between teacher knowledge and student learning.

A model that includes teaching practice, and practice that includes students

We propose here a practice-oriented model that favours a notion of scholarship as activity; is concerned with the articulation of pedagogic resonance; assumes a learning partnership, rather than an instructional relationship, with learners; and privileges the work of knowledge creation with students.

In Figure 1 we set out what we see to be the key components of fully realized scholarship of teaching practice.

Our model includes three interrelated components—Knowledge, Practice and Outcome—of teaching and a separate component of scholarship. Each of the teaching components is more fully described by a set of elements (in each of the three overlapping ovals). Together these elements and components describe a teaching system (within the large rectangular box). The scholarship of teaching is seen to be enacted when the actions and outcomes of a scholarly approach in this teaching system are made public for peer scrutiny.

Most of the elements described in the components of the model have appeared as elements in other models of scholarship of teaching. Within the *knowledge* component, teachers' prior experience of discipline knowledge, knowledge of teaching and learning, and of the context constitute pedagogic content knowledge (Shulman, 1987). Variation in conceptions of teaching and learning also appear as a dimension of the scholarship of teaching in Trigwell *et al.*'s (2000) framework. The experience-

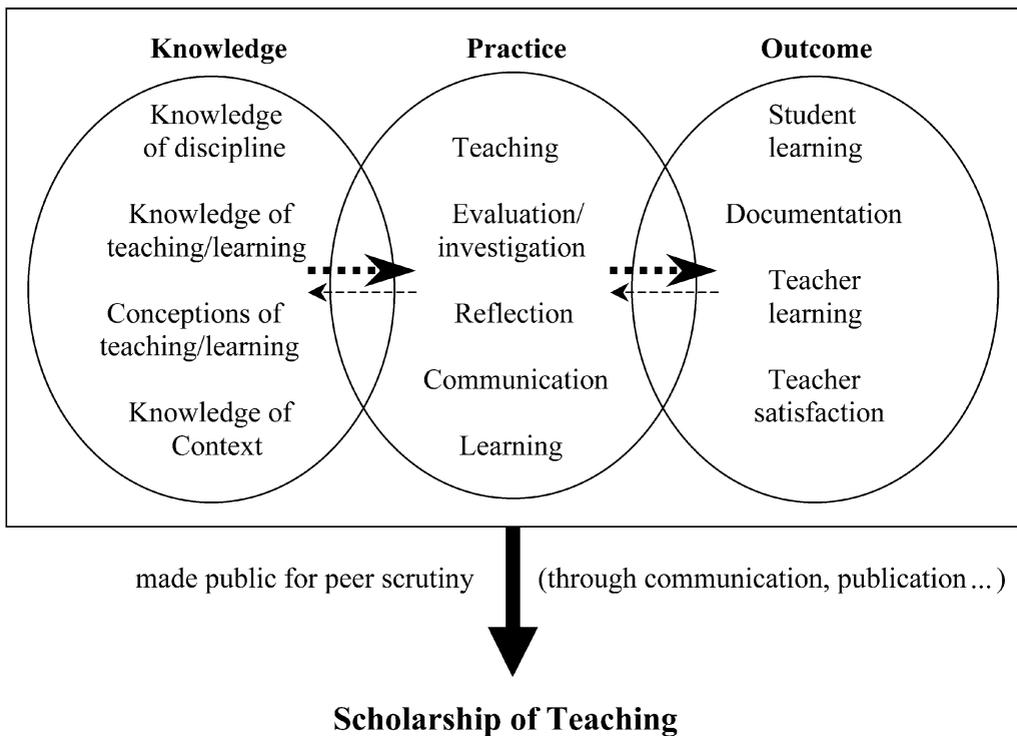


Figure 1. Components of a model of scholarship of teaching

based and research-based knowledge is what is reflected on in Kreber and Cranton's (2000) model, and is the subject of the discourse of Weston and McAlpine's (2001) framework.

The *practice* component includes the scholarly acts that appear in most conception four models—reflection, communication and evaluation/investigation (Kreber & Cranton, 2000; Trigwell *et al.*, 2000; Weston & McAlpine, 2001). It also includes two other elements—collaborative engagement in learning together, through the act of teaching—that few other models or conceptions include. The act of teaching at the core of this model (and in the centre oval of Figure 1) is the act of academic engagement in deliberate, collaborative meaning-making with students. Communication of aspects of the act of teaching, of reflection and of the experience and knowledge base from which it derives constitute parts of the process of making transparent how learning has been made possible. That communication may occur in discussion sessions locally, and more widely at national and international conferences.

The *outcomes* component includes the results of teachers' and students' collaborative efforts, including both students' and teachers' learning, the documentation that constitutes artefacts of the teaching act, such as course outlines, evaluation results, investigation results, etc., and teacher satisfaction. All contribute to what might be made available for public peer scrutiny.

The three levels of teaching described by Kreber (2002b)—excellent teaching, expert teaching and scholarship of teaching—are also represented in the model (Figure 1). Excellent teaching will include the upper elements in each of the three components. Excellent teachers will have an advanced knowledge of their discipline, and knowledge of teaching–learning process, though this may not include educational theory. They will be engaged in reflective teaching practice and are effective in supporting student learning. Expert teachers adopt a scholarly approach and practice that includes all or most of the content of the teaching system (in the large rectangular box). The expert teacher will be informed through scholarly activity using the literature, their own reflective investigations of teaching and through communication with students and their peers. They will also be excellent teachers. Teachers engaged in the scholarship of teaching are expert teachers who (as shown at the bottom of Figure 1) make public the way in which they have made learning possible. It is this last phrase (how learning has been made possible) that differentiates this conception of the scholarship of teaching from the fourth conception described by Kreber. It is not just teachers’ knowledge that is made public, it is also the practice, or more specifically the pedagogic resonance, that has made learning possible that is made public.

In developing this model we have drawn on the relational model of the experience of teaching described by Prosser and Trigwell (1999, p. 24). Both models make use of the concepts of awareness (Marton & Booth, 1997) and temporality (Marton *et al.*, 1995). The basic idea is that a teacher working in this teaching system will, at any time, be aware of a great many things. Some things will be in the background of their awareness. Others (ideally those related to teaching) will be more to the fore of their awareness. From the perspective of this model we consider that some or all of the elements in all three components will be simultaneously present in the teacher’s awareness. The relations between these components of awareness are not sequential or causal, but are conceived of as simultaneously consecutive. As teachers are teaching they will be aware of their context, of aspects of their pedagogic content knowledge, what they are learning, what students are learning, their satisfaction with the experience and so on.

In any ‘real-time’ teaching situation, approaches, concerns, concepts, subject matters, emotions, and personal objectives that arrive from moment to moment in the fore of the teacher’s awareness will be a function of the teacher’s perceptions of the environment in which they are working, their understanding of the subject, their knowledge of teaching and their knowledge of context. During the act of teaching, students’ reciprocal relationships with the teacher make this situation more dynamic and fluid. The cognitive responses and emotional reactions of students to teachers, teachers to students, and students to students during collaborative meaning-making evoke aspects of awareness in all parties. They render the outcome a consequence of what each party brings to the encounter, and what each evokes in the awareness of the other.

Issues at the fore of a teacher’s awareness in any direct teaching moment will be only a subset (but for students, a crucial subset) of the teacher’s scholarly knowledge. What will be at the fore of their awareness are those aspects evoked from their full

awareness by their experience and perception of that particular situation. It is the *quality* of awareness that is evoked in collaborative meaning-making with students that defines the *quality* of a teacher's response to the teaching situation. It is this evoked awareness—the dynamic, reciprocal, fluid engagement with students—and related action that we must seek to capture if we are to truly represent student-focused teaching in an analysis of the scholarship of teaching. This evoked or relational awareness/action is what we call pedagogic resonance.

Pedagogic resonance is the bridge between teaching knowledge and the student learning that results from that knowledge. It is pedagogic resonance that is constituted in the individual acts of teaching, and it is the effect of pedagogic resonance that is experienced by students. As a concept it is similar to reflection-in-action (Schön, 1987) in being a function of the interaction with students.

Pedagogic content knowledge is one important source of a teacher's capacity to teach. An experienced teacher's pedagogic content knowledge will encompass a very wide repertoire of possibilities, and include knowledge of what does not work as well as knowledge of what does. Pedagogic content knowledge enables teachers to take risks, to adapt approaches that appear not to be working, and to adopt different approaches when class dynamics are different. But in situated teaching action it is student-centred pedagogic resonance, evoked from pedagogic content knowledge and student needs in that situation, that prompts beneficial teacher action. It is the pedagogic resonance that students experience as a contribution to their learning.

Pedagogic resonance associated with the organization of teaching (the how of teaching) is illustrated by Peter Petocz in his response to students who arrive after the start of his lecture (McKenzie *et al.*, 1991). At the point at which they arrive, Petocz is informally orally quizzing students in the lecture theatre on their understanding of key aspects of the previous lecture. He stops and asks both late students a question as they walk in, and both give the preferred answer. His response—'That's very good. You can come late again next week'—may appear flippant and even trivial, but it reflects a focus on what the students are learning rather than on what he is doing in his teaching, and is an adaptation to that situation (evoked pedagogic content knowledge) as he sees it at the time. The students respond to this approach. Pedagogic resonance associated with content (the what of teaching) is illustrated by Jane Stein-Parbury in her use of need-to-know and nice-to-know content (McKenzie *et al.*, 1991). Depending on the context she finds herself in (which she describes as differing from year to year) she adapts pedagogic content knowledge (built from a knowledge of the content and the generic needs of her students) to the needs of that particular group of students. For students in one year, she may decide, after interaction with them, that their learning may best be built around the need-to-know content only. For another group who embark on a different learning trajectory, nice-to-know content may also be invoked. Student learning in this context reflects the pedagogic resonance.

If the aim of the scholarship of teaching is to enhance practice in ways that make a difference to the quality of student learning, we must include in our conception of it an adequate approach to the cultivation and exercise of pedagogic resonance. This entails bringing teachers and students into a form of omnipresent relationship with

one another in the way that we have elaborated above, and either or both parties being able to articulate the practices associated with learning, not just teaching.

If one of the overriding purposes of the scholarship of teaching is to make more visible—so that it may become the subject of public discourse and assessment—what teachers do to make learning possible, then we need to be able to include more pedagogic resonance in the equation. Further inquiry is needed to address questions such as:

- What factors influence the evocation of one approach to teaching over another?
- What aspects of a teacher's pedagogic content knowledge are evoked as pedagogic resonance in particular teaching situations?
- What can or should become visible, and what can or should be assessed, when learning is conceived of as a collaboration between teacher and learner?
- In a reciprocal relationship, how do both parties' thoughts and actions define the situation?

We are under no illusions as to the difficulty of addressing these questions, but research already undertaken suggests one way of starting. Weston and McAlpine (2002) have carried out an analysis of videotaped university teaching sessions. Following the sessions, the teacher, and separately, some students have been invited to reflect upon their experience of the teaching session while watching the tape. Weston and McAlpine have analysed what they call the parallel transcripts (of the reflections of the teacher and the students) to see at what points there is synergy in reflection. This process of joint reflection on the action is tapping into the manifestation of the teacher's pedagogic resonance, as it is experienced by students. It offers some insight into the process of intentional, collaborative meaning-making by capturing the moments when particular students experience that which was intended by the teacher.

In developing this conception we are aiming to overcome our concern that in its descriptive aspect, a scholarship of teaching that is overly focused upon the production of pedagogic content knowledge will fail to produce a rich, reliable and valid understanding (at either community or individual teacher level) of the reality of teachers' knowledge work. Moreover, if one of the purposes of scholarship of teaching is to enhance day-to-day student learning, a focus on teachers' pedagogic resonance is vital.

Conclusion

Higher education has long embraced, in rhetoric if not always in deed, variations on the 'student scholarly autonomy' orientation. The cynic might say of the past, perhaps, that student scholarly autonomy was constituted most critically in the university academic's sublime lack of concern for students' learning experience. Increasing emphasis upon a learner-centred vision of university teaching, however (emanating in the UK not least from regulatory bodies), now demands that student

scholarly autonomy be the outcome of well-planned educational experiences that help all students to develop as independent thinkers (see, for example, Ramsden, 1992; Mentkowski & Associates, 1998; Prosser & Trigwell, 1999; Biggs, 1999). The movement towards the creation of more learner-centred universities is taking place concurrently with the project of defining and promoting scholarship of teaching, so it is particularly striking how absent students are from some representations of scholarship of teaching and the less clearly spelled out notion of a scholarship of teaching community. Students do not appear as partners in learning. They do not appear as neophyte scholars in the community. They do not appear as critics or connoisseurs of teaching. When they do appear it is as objects of concern, objects of analysis, or presumptively passive consumers.

If a conception of scholarship of teaching is to serve our aspirations for higher learning, it must surely embrace at its core a vision of university teaching consistent with our ideals. In its descriptive aspect surely a good conception of scholarship of teaching would accord proper priority to the idea that teaching is an activity that emerges in collaboration *with* students as partners in learning. In its purposive aspect, surely a good conception of scholarship of teaching would honour and publicly acknowledge the scholarly energy that is creating situations in which students learn, rather than a scholarly energy which creates situations in which teachers instruct.

We are supportive of the general aim of enhancing the pedagogic knowledge of the university teaching community, and share the belief, with other advocates of a scholarship of teaching, that university teachers should be more extensively engaged in the production and dissemination of knowledge about teaching. However, we have argued against a conception of scholarship of teaching that places too great an emphasis on the production of pedagogic knowledge. It potentially displaces teaching practice, and pedagogic resonance, from the apex of a conception of scholarship of teaching to its margins. In our model, we have publication of research on teaching as a component in making scholarly teaching activity public, but as there are many other ways of making public how learning has been made possible, we believe it not to be essential and that the scholarship of teaching could be happening without it.

We proposed at the beginning of this article that the concept of scholarship of teaching has both a descriptive and a purposive element. Any conception of a scholarship of teaching must supply apt description of teaching as scholarship. It must also supply a means of satisfying the aims for which a scholarship of teaching is sought: to enable practice to be developed, honoured, administered and funded in a manner consistent with its social and educational importance. Our model of a practice-based scholarship of teaching is an attempt to better describe teaching practice, taking full account of the importance of pedagogic resonance as well as pedagogic content knowledge. It is also an attempt to formulate a conception of teaching as scholarship that will help to ensure that what is developed, honoured, administered and funded, and is consistent with its importance, is teaching practice rather than pedagogic research.

A concept of scholarship of teaching will be powerful only if, at its heart, it reflects what it is that is valued in teaching and what it is that is worth defending. In this article

we have placed the spotlight back on what we see as the key central value—student-focused teaching practice. In proposing a practice-based concept of scholarship of teaching we have attempted to articulate the values that we think do, ultimately, bind the scholarly community. We also think that these are the values that *should* bind the scholarly community.

Acknowledgements

We acknowledge the comments from two anonymous reviewers, Cedric Linder, participants at the Bristol Staff and Education Development Association conference and staff of the Education Department of Lund University in the development of the ideas in this article.

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