

Speaking notes

40 minutes

Time	Slide	Purpose	Main points
10.25	21	Introduction	<p>Acknowledgement of country In the spirit of reconciliation, I respectfully acknowledge the lutruwita nations. I also recognise the Aboriginal history and culture of the land and acknowledge and pay respect to the Traditional Owners and to Elders past, present and emerging of the land on which all University of Tasmania campuses stand. I acknowledge all countries participating in this conference and also acknowledge their Elders and Ancestors and their legacy to us.</p> <p>Introduce self (Senior Editor (DTP portfolio of JUTLP) and Editor (ASRHE)). My primary research interest is how to embed scholarship into the design and delivery and evaluation of curriculum – to benefit students' learning.</p>
10.25	22	Overview of 3Ds	<p>Impactful research is designed: it takes planning from a number of perspectives and then testing the plan for feasibility, ethics compliance and warrant (or worthiness). done: sustained and purposeful effort over a significant period. Benefits of research expand with collaborative, cross-disciplinary, cross-institutional, international effort. disseminated: Spreading the word can occur at any point during the research and it's good to develop a range of strategies (e.g., presentation to interested colleagues, research week for institution, research gate/academia, LinkedIn)</p> <p>PUBLICATION TIP: Issues for translating research into publication(s): need to consider and plan for publication, include the overall process of the research and milestones toward publication, positioning in an appropriate journal, the trade-offs between how soon and what to publish (conceptual, research-in-progress, what counts as 'complete' research – sufficient to warrant sharing.</p>
10.28	23	DESIGNING	
	24	Research plan	<p>Systematic and logical presentation that articulates the answers to the what, why, how, where, when questions) Lifecycle of a research project (sets it out) Dimensions of a research plan (essential elements) Determine and articulate: problem scope and scale, frame for the problem and research, theor(ies), data you will collect and how you will analyse (methods) and interpret (theories or models) the data. PUBLICATION TIP: Link and leverage Your research plan is like a first draft of a research paper. It contains the elements of an ethics application and the elements of a research presentation or publication</p>

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	25	Evaluate prospectively	<p>Prospective evaluation:</p> <ul style="list-style-type: none"> - is it feasible? (Do you have sufficient resources) - Is it ethical? - Is it worth doing? (the 'so what?') - Who will be interested (know your audience)? - <i>Expected</i> Outputs and outcomes (what is the difference?) - <i>Expected</i> Impact <p>PUBLICATION TIP: this element informs your design (iterate) and the Discussion section of your publication</p>
	26	Ethics approval	<p>A research plan needs to include ethical considerations (substantiated by ethics approval) and also a dissemination strategy.</p> <p>The ethics application can be viewed as the research plan articulated using the NSS ethics lens (they should be completely aligned)</p> <p>PUBLICATION TIP: you MUST have ethics approval and include the information in your peer reviewed research publications.</p>
	27	DOING	<p>Research plan to reality</p> <p>Question to ponder: What does scholarship mean in the context of teaching HE curriculum?</p> <p>Thoughts ...</p> <ul style="list-style-type: none"> - Scholarship can be focused on design or delivery of teaching. - Consider what TEQSA and your institution are looking for as evidence of scholarship - Consider whether the study is potentially useful (specific) - A project should address a gap in research
	28	Follow the plan; update with adjustments	<p>A plan is not a promise</p> <ul style="list-style-type: none"> - Example of COVID-19 <p>Regular discussions with colleagues</p> <ul style="list-style-type: none"> - evaluate progress and adjust plan <p>Reports and publications</p> <ul style="list-style-type: none"> - Planned and opportunistic (e.g., CTS report) <p>Applications for awards and promotions</p> <ul style="list-style-type: none"> - Team and individual
	29	Ethics implications	<p>National Statement and Institution codes of practice (ethical conduct of research)</p> <p>Institution policy and procedures</p> <ul style="list-style-type: none"> - Know and follow <p>Academic integrity</p> <ul style="list-style-type: none"> - Upfront and transparent practices <p>Team organization and management</p> <ul style="list-style-type: none"> - Allocation of tasks

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			<ul style="list-style-type: none"> - Authorship Reports to Research Ethics Committee <ul style="list-style-type: none"> - Progress - Amendments - Breaches
	30	Collaboration opportunities	Community of practice (= education research version of a lab team) Building capacity for scholarship of teaching and learning (SOTL) Peer support and peer review Network growing (conferences, SIGs, cross-institutional grants) PUBLICATION TIP: collaborative research can increase scope, scale, generalisability/transferability --> publishability
	31	Example research project	<p>Scholarship practice - ongoing not ad hoc or opportunistic</p> <p>Scholarship focus - Curriculum design and delivery to achieve student success.</p> <p>How? - Whole of course, whole of team, routine, scheduled and relevant evaluation from multiple perspectives.</p> <p>A whole of course whole of team design for research includes considerations of how embed scholarship into the routine practices of curriculum design, delivery, improvement and quality assurance. How to work as a research team (hard enough to be a teaching team), what to focus on, and what evidence is feasible and credible.</p> <p>One example of organising scholarship to incorporate such routine iterative evaluation is the CER framework.</p> <p>CER framework - whole of course, whole of teaching team and all students invited to be research participants (teaching team also ‘participant researchers’)</p> <p>ACDS website</p> <p>Resources available – example documents and templates: ethics application and supplementary documents; research management protocol; research project plan ...</p> <p>Model for Curriculum design, embracing whole-of-program evaluation: Could be presented quickly.</p> <p>(https://www.acds.edu.au/teaching-learning/cer-stem/; https://www.acds.edu.au/teaching-learning/cer-stem/the-framework/)</p>
	32	DISSEMINATING	
	33	Dissemination is ...	Dissemination plan is an integral part of research plan (and included in ethics application) Where you codify knowledge for others to apply, adapt, build on ... <ul style="list-style-type: none"> - Report selected findings and observed outcomes of research - Interpret and discuss warrant for acceptance and implications for application and future research

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			<p>Outputs and outcomes of the research are candidates for dissemination // dissemination is an output of the research // impact is an outcome of dissemination //</p>
	34	Dissemination opportunities	<p>Scope and scale of dissemination includes</p> <ul style="list-style-type: none"> - Formal and informal modes of communication - Traditional and non-traditional formats - Public communication at various stages of the research (e.g., Proposal, interim findings, final conclusions, future directions) <p>Types include</p> <ul style="list-style-type: none"> - FORMAL (peer reviewed): books and chapters, journal articles, The Conversation - FORMAL (invited expert): ABC list of expertise, Op Ed (AFR), - INFORMAL- journal club, writing group, COP, SIG, - PRACTITIONER: non-traditional outputs such as online resources and open educational resources (OERs) - DIGITAL SOCIAL: LinkedIn, Twitter, ResearchGate, Academia, WSU personal webpage, blog - IN-PERSON SOCIAL: conference presentation, symposium, verbal report (e.g., T&L meeting)
	35	Measuring impact	<p>IMPEL ladder (locating the scope and scale of impact in terms of an ever widening sphere of influence and systemic adoption of change).</p> <p>Hierarchy of impact</p> <ul style="list-style-type: none"> • Level 1: Changes for project team members • Level 2: Changes by project team members leading to changes for students who are directly influenced • Level 3: Changes in student learning/experience (this is the most important impact for SOLT) • Level 4: Contributions to knowledge in the field: growth or spread of disseminated ideas; serendipitous adoption/adaptation by people beyond the project’s intended reach • 5 and 6 – codified, mainstream, disappears into assumptions and ‘the way we do things here’ <p>Types of research impact</p> <ul style="list-style-type: none"> - Evaluation of teaching: poor across tertiary education. This should be routine and use multiple lenses. - Research based on practical issues is more useful, and should have a clear aim and impact - Alignment with institution strategic priorities - Alignment with national priorities - Addressing pressing problems <p>Measuring impact</p> <p>Metrics (e.g., Google Scholar h-index, I-index; ResearchGate influence;)</p>

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			<p>Publication venue (e.g., Q1 journal, Academic publisher (book))</p> <p>Thought: <i>It is important that a university does not undervalue lower-level research by focusing solely on Tier 1 journals or high-profile conferences, as all studies are important if conducted well. Moreover, alternative formats for presentation of research should be noticed.</i></p>
	36	Publication Tips	<ul style="list-style-type: none"> - Plan your research to include dissemination – include target journals and conferences. - Proactively invite national and international collaboration - Develop and hone your research narrative via informal modes of dissemination - Ensure your manuscript complies with Journal/ conference: <ul style="list-style-type: none"> o Aims and Scope o Manuscript preparation requirements o Criteria for acceptance (TIP – become a journal reviewer!)
	37	Questions and contact me	<p>Three Australian journals suitable for publishing scholarship of teaching</p> <p>HERD - Higher Education Research and Development</p> <ul style="list-style-type: none"> - Q1 - Traditional and non-traditional submissions - High rejection rate(see Aims and Scope) - Review process <p>JUTLP- Journal of University Teaching and Learning Practice (I am a Senior Editor)</p> <ul style="list-style-type: none"> - Q3 --> aiming for Q2 - Traditional submissions - Review process (desktop screen with feedback, double blind peer review) <p>ASRHE - Advancing Scholarship and Research in Higher Education (I am an Editor)</p> <ul style="list-style-type: none"> - New – no ranking - Four categories of submissions (Research Complete; Research-in-progress; Non-traditional; Research Perspectives (See handout) - Review process (editors screen + feedback, group review + feedback, open issue (publish when ready))