

## Scholarship of Learning and Teaching Statement



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Related Documents	<i>Staff Development and Performance Review Policy</i> <i>Academic Staff Recruitment Policy</i> <i>Staff Equity, Diversity and Fair Treatment Policy</i> <i>Academic Staff Performance Development and Review Template</i> <i>Community of Scholarship Policy</i>

### Philosophy of Scholarship of Learning and Teaching at AIA

The Australian Institute of Analytics (AIA) aims to foster a community of scholarship at the AIA, of which the scholarship of learning and teaching is a key component.

AIA's philosophy is that learning and teaching should be scholarly informed and led; it should create an engaging, motivating, and intellectually stimulating learning experience, seeking to engage the students and cultivating in them critical and independent thought whilst using creativity in the exploration of ideas and the solution of significant and real problems.

### Rationale

AIA will foster scholarship of learning and teaching because it benefits students, but it also helps mitigate risks to educational practice and quality and standards. Individual teaching staff who do not engage in scholarship related to their teaching pose a risk of:

1. Becoming progressively less up-to-date with developments in the discipline they teach,
2. Reducing their ability to lead students in intellectual inquiry about developing concepts in their field, and
3. Being less equipped to identify and adopt contemporary evidence-based advances in approaches to teaching in their field.

The means that Course and Unit learning outcomes will be ultimately compromised.

### Focus of Scholarship of Learning and Teaching at AIA

AIA actively promotes and protects free intellectual inquiry and expression by students and staff through its plans, policies and procedures where it encourages critical and creative thinking and enhances teaching through understanding and interacting with staff with students.

All AIA academic staff are required to have a good understanding of current scholarship and learning and teaching practices in higher education and will make a commitment to continue with scholarly activity that informs their teaching practices at AIA.

AIA academic staff will engage in scholarly teaching practices as a matter of course. These might include:

- keeping up to date with the latest scholarly developments in your discipline
- integrating these into the curriculum, for example through lectures and assessment tasks
- routinely gathering student feedback (e.g. using official student feedback from AIA other instruments) and using this to guide curriculum review and improvement.

The scholarship of learning and teaching goes beyond scholarly teaching by emphasising the importance of analysing, documenting, sharing, and publishing the results of investigations into student learning. It involves research into practices of teaching, learning and curriculum, and includes:

- asking questions about how students learn and how best to enhance learning through effective teaching
- gathering and interpreting evidence about student learning from a range of sources
- sharing the results of analysis publicly for the purposes of peer review and to share the body of knowledge with colleagues and the academic community. Publishing can be within, or external to AIA (for example conference or journal papers).

As with discipline focused scholarship, the enquiry into, and reflection about, teaching practices should be informed by earlier scholarly work in the same area. It should also be subject to rigorous peer review through such avenues as staff seminars, conference presentations, and peer reviewed journal articles.

## Responsibilities

The Academic Dean and Chief Operating Officer are responsible for maintenance and implementation of this Statement along with the *Community of Scholarship Policy*.

## Legislation and Associated Documents

The Standards in the Higher Education Standards Framework that are primarily concerned with scholarship are, in Part A (Standards for Higher Education):

- 3.1.2 (scholarship informs course design; the content and learning activities of a course of study engage with advanced knowledge and inquiry)
- 3.2.3 (teaching staff maintain knowledge of their field of teaching through continuing scholarship; teaching and assessment principles are contemporary and relevant to the discipline)
- 4.2.2 (scholarship characterises the environment of research training)

and in Part B (Criteria for Higher Education Providers):

- Part B1 (scholarship that informs teaching is an essential characteristic of higher education providers, as is engagement with advanced knowledge and inquiry)

- Part B2 (requirements for seeking self-accrediting authority).

The requirement for providing relevant up-to-date learning resources in Standard 3.3.1 also implies that the selection and use of learning resources is informed by on-going engagement with new developments in disciplines and fields of education, as is the selection of learning outcomes (1.4.2).

### Version history

Version	Approved by	Approval Date	Details
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