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THE SCHOLARSHIP OF TEACHING IN HIGHER EDUCATION

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ABSTRACT

The present study aims to explain the concepts, elements, views, standpoints, models, and the evaluation criteria about scholarship in the teaching position. This is done with the aim of improving the functions and quality of teaching as well as proving valid criteria for measuring the performance of faculty members in the process of employment and promotion. This study is conducted with an analytic-descriptive approach. The scholarship of teaching is presented by different models that include various elements that related to various dimensions of teaching. Yet there is a need for a comprehensive definition and model for scholarship in teaching. The present study seeks to fill this gap and present valid criteria for evaluating the elements of scholarship.

Keywords: *Scholarship, Scholarship in Teaching, Faculty Members, Higher Education*

INTRODUCTION

Education and teaching are considered as the main functions of universities, while today what is presented as teaching in the universities involves lifeless and spiritless teaching instead of dynamic, critical, and informative teaching. This viewpoint is shared by several students who have to attend these classes and feel that nothing special happens in the process of learning. In some of the cases, the educational centers, regardless of the fact that many courses offered are irrelevant to the majors, replace main education with research in order to improve the excising condition. Therefore, what is currently obvious is the decline of the teaching and education functions in research-centered context of the universities. Although the policies for performance evaluation of the faculty members highlight two functions of research and teaching quality simultaneously and try to link these two dimensions in the educational activities, the results of the studies revealed that in practice the research activities receive higher attention in comparison to the qualitative factors of teaching. In fact, although it is generally claimed that the research and teaching maintain the same value, in the process of recruitment and promotion of the faculty members the research activities are emphasized over the teaching experiences (Maroofi *et al.*, 2007).

One of the contradictions in the functions of the universities involves accepting high numbers of students in the higher education. In this way, the universities hardly manage to achieve the utopia they define for the research functions in academic context and the real education barely occurs. Several factors might involve in creating the context for the domination of research in the academic environments. One of the reasons could be the evaluation and promotion system used for the faculty members (Hadadi and Golmohamadi, 2009).

Disregarding the quality teaching and overemphasizing the research achievements have led to inefficiency of the educational programs of higher education (Pakmehr, 2009). In fact, overemphasizing the quantitative factors would weaken the educational system. In addition, the static and inflexible states of educational process and disregarding the qualitative dimension of teaching and education have collectively led to vulnerability of higher education. The quantitative policies that dominate the outcome of higher education programs mainly focus on the numbers of studies conducted by the faculty members which resulted in several failures in Iran higher education system. This gap could be bridged by improving the infrastructures for educational scholarship (teaching) that include two basic foundations: the policy-making (the presence of experts in medical education in the committees responsible for identification and selection of the main educational role in university and national levels, the presence of university and central audit committees, the presence of effective educational committees for financing

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and providing the facilities for the education, establishing the educational complex such as educational committees of assistant, internship, and apprenticeship program managers that work in collaboration for educational issues) and symbolic actions (paying particular attention to the scholarship of teaching and those active in this field, appreciating the active individuals by holding the acknowledgment meetings and presenting awards, holding the meetings that specifically focus on the educational issues, and creating websites for benefiting from the peer review processes) (Jalili *et al.*, 2009T).

Evaluating the factors involved in underrepresentation of qualitative teaching function Staffan (2002) believes that currently in higher education research receives higher significance and prestige in comparison to education and teaching and higher credits and advantages are defined for research activities. As a result, the faculty members who spend much time for educational activities fall behind others in getting promotion and credits in the scientific fields. Normally, the effectiveness of the faculty members are measured according to the research attempts and published works while the quality of teaching and the feedback they provide to the students for improving the thinking skills are mainly underestimated.

According to an old cliché an expert and researcher professor could act successfully in the field of education. This is proved to be a false impression since in many cases the professors with acceptable achievements in the field of teaching is not necessarily a top researcher as well. On the other hand, it should be mentioned that while there are valid evaluation methods for the research attempts, there is a lack of consensus over the criteria and instruments for assessing teaching quality.

Understating the scholarship of teaching requires expanding the concept of the scholarship of teaching through the interactions between creating the effective learning experiences (content knowledge) and creating learning chances through involving the students in the process of knowledge acquisition, learning, and thinking. In other words, the scholarship of teaching might be considered as a feedback mechanism for clarifying the process of learning and the effects of teacher's knowledge on the students (Dominus and Linder, 2003).

The present study primarily aims to introduce the concept of *scholarship* proposed by Boyer in order to suggest that the higher education functions maintain equivalent value. In the last two decades, the advent of the scholarship of teaching and inclusion of this concept in the first article of faculty members' promotion regulation as a principal element for the academic success and promotion created some changes in the academic setting. This study seeks to raise the awareness and improve the application of scholarship of teaching by explaining the concept, models, and evaluation methods. To this aim, it study employs descriptive-analytic method for clarifying the attitudes and models about scholarship of teaching.

The Scholarship of Teaching: Definition

The scholarship of teaching includes any activity related to the critical study and systematic in one or some majors and the application of findings for the purpose of reviewing by the expert peers and public through publishing the works, giving lectures, or other methods for sharing the findings. The scholarship involves three main characteristics: publicity, testability, and availability, and applicability for other members of academic community (Shulman, 1998).

Boyer (1990) defines scholarship of the teaching as a comprehensive activity. This perspective indicates that the faculty members should take a scientific approach toward teaching by reflecting on the knowledge attained through educational research conducted about their specific context of teaching. This standpoint highlights the interaction between theory and practice and the value of experience-based knowledge. Boyer offered illustrative elaborations on the concept of scholarship of teaching, but his early death left this concept to other consideration and interpretation. After Boyer, Rice (1991) attempted to present a definition for this concept.

The idea of scholarship of teaching maintains the descriptive as well as goal-orientation aspects. The descriptive aspect focus on the major and continuous project of understanding, categorizing, defining, and explaining the scholarship of teaching and what the teachers do in their teaching. These explanations and descriptions maintain the enabling and enriching power as well as creating sub-goals for the main goals. This aspect which tries to identify the definition for university teaching as academic scholarship could be

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considered as an attempt toward enabling through providing a definition. Therefore, a comprehensive definition of scholarship of teaching should include adequate and powerful description and explanation of teaching.

In the goal-orientation aspect, the concept of scholarship of teaching is employed as an instrument for the purpose of offering different services from the results and the goals. Consequently, a comprehensive definition of scholarship of teaching might be considered as an appropriate and acceptable instrument for achieving ideal goals and results (Trigwell and Shale, 2004).

Scholarship of the teaching addresses the nature of quality teaching that requires improved understanding and interaction as well as precise consideration. This shows that the faculty members should principally learn how to adjust a scholarship approach to their teaching and how to collect and present the evidence of their effective teaching which includes: reflection, research, assessment, documentation, and interacting and sharing about teaching (Healey, 2000).

Teaching and learning in the higher education are inextricably linked; hence the scholarship of teaching addresses learning and teaching on the same levels. Although the teaching-learning process is complex, Ramden believes it follows a simple goal: to facilitate the learning process while the scholarship of teaching involves clarifying the possibility of learning. Teaching, in the broadest sense, includes the curriculum goals, the knowledge transfer methods derived from the goals, student assessment, and effective assessment of the education.

The scholarship of the teaching consists of three essential elements: interaction through scholarship cooperation with the colleagues about teaching and learning; reflection on the one's teaching and the students' learning within the framework of a given major; communicating and sharing the practical implications and the theoretical ideas (Healey, 2000).

Rice suggests three features for scholarship of teaching and believes that although the scholarship of teaching maintains specific nature, it is intimately associated with other aspects of scholarship (discovery, integration, and application). The features that Rice mentions include: first, synoptic capacity; which means the capacity to connect the majors in order to create coherence and meaning. Second, pedagogical content knowledge; that is the capacity of presenting a subject in a manner that transcends the boundary between intellectual matter and the teaching process. Third, scientific investigation of how the students perceive what the teachers say or do and the ways students "extract meaning" from what the teacher says or does through the scientific approaches (Ramden cited in Rice, 2005).

Shulman refers to the ability and talent of the society in explaining the teaching and introduces communication as one of the key factors. He explains the differences between the educational experience and the life of scholars, as the active society members, discussion group, evaluation group, interaction groups among the universities for sharing the findings, methods, and achievements. The third factor he mentions is the peer review. In the following, we examine the three views that exist regarding this issue.

The Views about Scholarship in Teaching

The first set of views regarding the scholarship of teaching is related to the traditional sense of scholarship of the teaching as the exploratory research where the faculty members conduct studies and create scientific productions such as papers, conferences, or book about teaching in a given field. The studies done in the field of teaching and learning are considered as one of the most important dimensions in the scholarship of the teaching which includes: knowledge of effective presentation; the ability to link the aspects of a major in a goal-oriented manner; and identifying the methods that enhance the availability and meaningfulness of the materials for the learners. The question that: "whether the scholar who applies these methods could serve as an effective teacher too?" The effectiveness of the teaching could be measured through the products; that is the criterion for evaluating the scholarship.

In the second perspective, the scholarship of teaching is associated with excellence in teaching. The underlying assumption is that excellent teachers, either identified through student ratings or peer reviews, maintain broad knowledge about teaching and learning. Although this may be true about the experience-based implicit knowledge, excellent teachers might not be able to explain what they do by educational terms (Kreber and Cranton, 2000).

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Recently, we have observed the emergence of a third perspective. Scholars manage to take a scholarly approach to teaching through applying educational theory and research to their teaching activities (Menges and Weimer, 1996).

These three perspectives play a significant role in enhancing our understanding of the scholarship of teaching. However, the process of learning about teaching for the faculty might be overlooked in the first and second perspective, which emphasize outcomes or products in the form of tangible publications or teaching evaluations (Kreber, 2000). Although proposing a concept of scholarship of teaching that includes presentation of knowledge about teaching but fails to explain how that knowledge is acquired could be valuable but it hardly helps the faculty to expand their teaching practice. The third perspective implies that the scholarship of teaching includes reflecting on and employing the work of experts who has studied educational issues. Kreber and Cranton (2000) believe that although this is important, in the scholarship of teaching the faculty acquires knowledge regarding teaching by reflection on practice and teaching research in their disciplines. It could be said that the third perspective is less concerned with the demonstration and assessment of scholarship.

Basic Concepts in Scholarship of Teaching

Kreber defines four concepts for the scholarship of teaching. First, teaching is a process guided by the teachers. Second, the scholarship of teaching is considered as excellent teaching. The scholarly process is the teaching method and the communication manners that create the grounds for the third concept. The fourth concept is combining other factors with the triple concept. Nonetheless, it includes a scholarly element such as feedback and communication. The work done by Kreber could be mentioned as an example of the fourth concept; that is referring to a theory for explaining the feedback-based model. Kreber notes that the universities are concerned with the content while transferring the theoretical aspects of teaching, in the promotion process, in the feedback for research-based and experience-based knowledge within education and curriculum fields, and in the methods that could be measured by peer reviews.

There is such a wide range of concepts which employ scholarship and scholarly terms. Scholarly is an adjective for describing a particular kind of activities. Generally speaking, the writers use the adjective scholarly as an implicit term in the literature. Therefore, scholarly teaching is founded on the basis of educational publication. Scholarship is a concept that has no clear and proven definition. In fact, scholarship is an activity and the scholarly activity and the scholarship are variable concepts. Five distinct concepts are identified for scholarship that four are activity-based or involve activity as the central element. Through many experts employ the concept of scholarship to refer to the outcomes and results of the activities. Scholarship is created by scholarly activities and it is shared in traditional manners such as journal publication (Richlin, 2001).

The starting point in explaining the fifth concept of scholarship of teaching is scholarship in clarifying the scholarly procedures and availability for the peer review purposes. These perspectives resemble the manners that Shulman and Richlin use for describing the scholarship. The scholarly procedure is a kind of personal engagement and the results include mental, research, and, practice development with values such as honesty, integrity, enlightenment, uncertainty, intellectual humility. As a result, teaching as a scholarly process aims to facilitate learning. The idea of scholarship of teaching is basically practical. The *Carnegie Foundation* believes that scholarship of teaching is basically one of the dimensions of teaching practice. The teaching is considered as one function, consequence resulted from research, and scholarly function (Trigwell et al., 2000).

Kreber discusses that there are four grounds in scholarship of teaching. According to the first ground, the scholarship of teaching is the product of scholarship in discovery; that is scholarship of teaching could be found in the publications and conferences about teaching. The second ground shows that scholarship of teaching is practiced by the excellent teachers, hence it compares scholarship with excellence. The third ground indicates that scholarship in teaching is related to the expert teacher. The fourth ground is related to the knowledge based on teacher experience. Kreber claims that “the views toward scholarship of teaching raise from the context where this concept is employed. It could be said that when the idea or the

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concept of scholarship of teaching is used for the purpose of improving the quality of teaching and learning in an educational setting, it might differ from the main goal that is concentrating on teaching and the promotion and tenure decisions.

Kreber explains the differences between excellent teaching, teaching experience, and scholarship of teaching. Excellent teaching requires established knowledge in one discipline, understanding how to facilitate the learners' development within and beyond the discipline. Seemingly, the excellent teachers are those who know how to motivate the students, transfer the concepts, and help them to overcome the learning barriers.

The excellent teachers are effective. The expert and professional teachers transcend the personal experiences and thoughts and try to grow according to the educational theories and the prior experiences. The professional teachers are excellent teachers, but excellent teachers are not necessarily expert. They are engaged in scholarship of teaching (Kreber, 2000).

Besides, Shulman explains how an activity could be related to scholarship: "for an activity to be considered as scholarship, it should have three key features. It should be public and open to investigation and critical evaluation and available for the scholarly group members. The scholarship of teaching needs a report from the whole picture of teaching, the outcomes, and the analysis for critical investigation by the professional peers. It should be fruitful for the future practices by the members of the academic community" (Shulman, 1998). In addition, he introduces three forms of knowledge in the field of teaching: subject knowledge, teaching knowledge, and curriculum knowledge. He believes that the curriculum knowledge addresses the organization and outline of a subject for education. Taking a different positions, other expert define the curriculum knowledge as the knowledge of goals, purposes, and logic of an educational program or course.

Hutchings and Shulman explain the differences between teaching, scholarly teaching and scholarship of teaching and discuss that "all academic are committed to good teaching which creates self-qualification in them. The teaching could be called as true scholarly and intellectual activity when teaching involves well-defined methods for the evaluation of the class and collecting the evidence and when teaching is informed with the current ideas in scientific disciplines and the when it attracts the investigation and critique of the peers. But, it still needs other factors to be called scholarship of teaching. These extra elements include: society talents, evaluation and criticism for the purpose of improvement"

Trigwell and his colleagues argue that there are five hierarchical and qualitatively distinct interpretations for scholarship of teaching that their focus change from the teacher to the students' learning. As Trigwell explains, these interpretations are different on four grounds: the information resource that the teacher refers to; the thinking orientation; the balance of various views; and their perception of teaching and learning. This model suggests that engaging in excellent activities in scholarship of teaching necessitates the academic to refer to the literature on teaching and learning in their discipline, focus their minds on the practical aspects of their field, focus the teaching on students and learning, and publicize the results of their innovations in teaching through peer review mechanisms. In this way, those engaged in teaching could engage in scholarship of teaching on different levels Trigwell and his colleagues (2000) add a new dimension (the concept of teaching and learning) to the three dimensions that have been mentioned in other definitions (the connection between ideas and practices, concentrated thinking, awareness, and using the information in teaching-learning). These four concepts include a range of scholarly experiences and activities that address public and focus on teaching and developing the teacher knowledge and teaching. Along the same line, Weston and McAlpine employ the ideas by Schon for proposing an interesting framework for defining developmental and hierarchical understanding of the professional practitioners of teaching. Schon (1987) uses the concept of thinking practice: "the concept of function draw thinking directly for differentiating the thoughtful self-research and intellectual performance and puts the difference between thinking for practice and thinking in practice within the framework of educational discourse as the ckimaxof teaching profession" For Weston and McAlpine the professional development that facilitates teaching through scholarly teaching explains the concept of educational literature production.

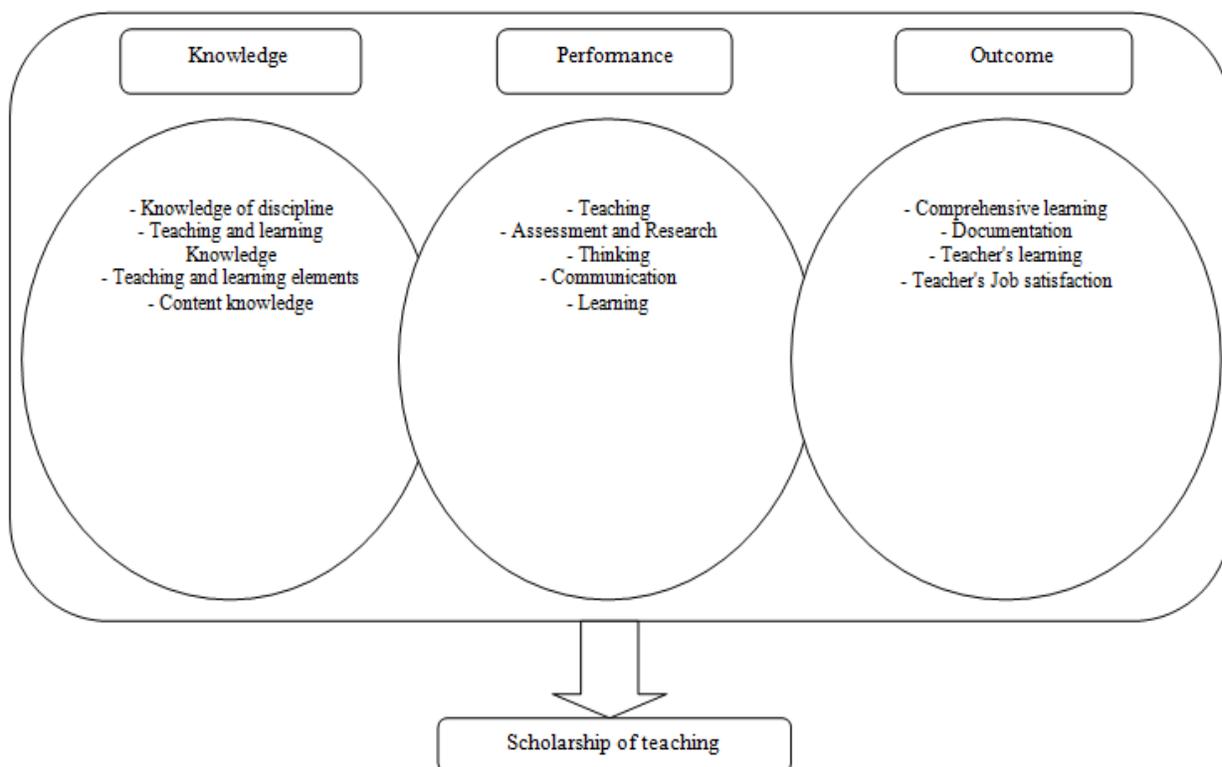
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Without the teaching discourse, teaching skill would hardly occur and university teaching depends on creating common languages and conversations for understanding teaching. But the excellence of the teaching discourse differs from excellence in teaching that enables the students in learning. The scholarship of teaching could lead to a wide vision toward the teaching methods. But it has failed in achieving the basic and fundamental goals. Therefore, Trigwell and Shale suggest a model for scholarship of teaching by the abovementioned concepts. This model and other models of scholarship of teaching are described in details.

Trigwell and Shale Model

The model proposed by Trigwell and Shale include the teaching and the students’ activities. This model is rooted in the experimental studies about the academic approaches. This model, as a function-based that takes the concept of scholarship of the teaching as relevant to the educational resources, prioritizes participation in learning partnership over educational relationship with the learners. In other words, in this model the learners are responsible for creating the knowledge. In this model a set of key elements are identified for the scholarship of the teaching. This model introduces three interconnected teaching elements (knowledge, function, and outcome) and one single scholarship element. Each teaching elements are defined through a set of factors (ineach oval). The combination of these elements and factors explain the system of teaching. When the practices and outcomes of the scholarship approach in this teaching system are shared with the peers, then we could say that the scholarship of teaching has evidently occurred.

The majority of the factors defined in the elements of this model appear in other work of scholarship of teaching. The knowledge element consists of the teachers’ experience of the field, the teaching and the learning knowledge, and the knowledge of educational content. In addition, the diversity in the concept of teaching and learning as one of the aspects of scholarship of teaching appeared in the works of Trigwell and his colleagues (2000). The experience-based and the research-based knowledge are addressed in the works of Kreber and Cranton (2000) and serve as the subject of the discussion by Weston and McAlpine (2001).



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The Kreber and Cranton Model

Kreber and Cranton focused on explaining the evolution and progress of scholarship of teaching which they defined as a process of reflection about the experience-based and research-based knowledge. They employed the concepts of content, process, and premise reflection proposed by Mezirow (1991) for suggesting a model for improving and enriching scholarship of the teaching. They sought to derive three types of learning including instrumental, communicative, and emancipatory and they presented nine forms of learning within scholarship of the teaching by integrating the content, process, premise reflection, and instrumental, communicative, and independent knowledge in the fields of education, teaching, and curriculum. They indicated that how these nine forms of learning in scholarship of teaching involve the reflection of the faculty members on the research-based and experience-based knowledge. This model could be according to the scholarship standards.

The scholarship of the teaching encompasses ongoing learning about teaching and applying the knowledge of teaching. Therefore, the scholarship of teaching could be considered as one of the significant indicators in evaluating the progress made by the faculty members. They used deductive analysis according to Mezirow's theory of transformative learning with the aim of designing a model of the scholarship of teaching that considers faculty as adult learners. The argument they presented is based on two presuppositions. Following the transformative theory, they confirmed that knowledge is produced through three levels of reflection – content, process, and premise. Second, inspired by the work of German sociologist and critical theorist Jurgen Habermas, they mention three kinds of learning: instrumental, communicative, and emancipatory

Kinds of Reflection

Mezirow explains that learning and development are completed through three levels of reflection. Content reflection addresses the description of the problem. Process reflection concentrates on the strategies and procedures of problem solving, the evaluation of the quality of our efforts, and comparing our current experience and our prior learning. In premise reflection, the individuals question the merit and practical implication of their effort.

The levels of reflection introduced by Mezirow could be helpful for two purposes: first, to achieve a system of teaching knowledge that consists of three different domains and second, to show how knowledge is acquired in each domain

Domains of Teaching Knowledge according to the Kinds of Reflection on Teaching

The first step in developing a teaching knowledge system is to find out about the specific aspects of this kind of knowledge. This aim is followed by drawing to the literature, the experience of the teachers, and the work of faculty developers in order to provide a list of the specific components of teaching derived from content, process, and premise reflection.

Content reflection. Content reflection includes the attempts to describe the teaching process. This kind of reflection includes such items as planning courses, applying instructional strategies, and assessing the students. This type of reflection mainly addresses technical knowledge about course design, instructional materials, and teaching methods. This kind of teaching knowledge, which is acquired through the content reflection, is referred to instructional knowledge. The examples Kreber and Cranton (2000) provide for instructional knowledge acquired through content reflection include: the knowledge of developing teaching materials such as overheads; the knowledge of facilitating discussion; the knowledge of a variety of instructional methods; the knowledge of organizing instruction; knowing how to prepare a lecture; the knowledge of writing learning objectives; the knowledge of constructing good tests.

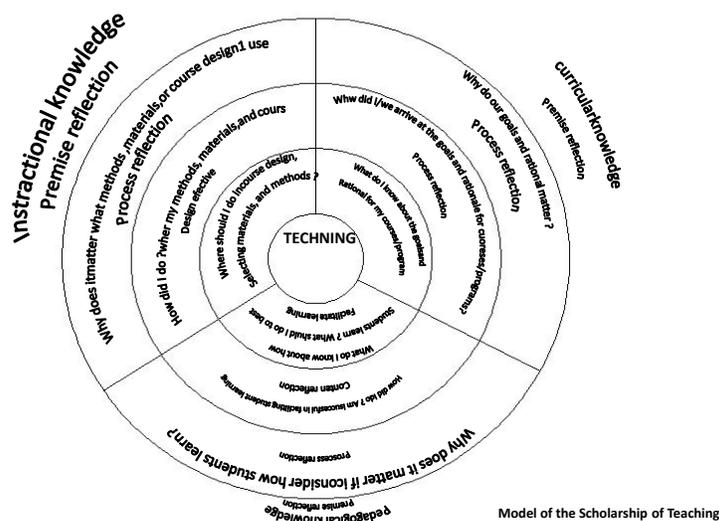
Process reflection: In process reflection the adequacy of the instructional knowledge is challenged by focusing on the strategies or procedures which led to them. In other words, any form of instructional design or teaching strategy is based on an either formal or informal theory of learning. As an example of a formal theory we might mention the assumption that learning is facilitated when new information is linked to prior knowledge. And the teacher's observation that students are more motivated when the instructional strategies are varied is an example of informal theory. This knowledge about learning and facilitating learning is called as pedagogical knowledge (Kreber and Cranton, 1997).

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Pedagogical knowledge involves an understanding of learning style, cognitive style, the cognitive processes involved in learning, as well as group dynamics. Pedagogical knowledge focuses on teaching the content of the discipline, assisting students in solving the learning problems in their specific disciplines, and developing critical thinking. It includes the subject matter knowledge and pedagogical content knowledge. It also involves "diagnostic knowledge" which "includes general knowledge about learners of given age ranges . . . , their ability levels and learning difficulties, as well as knowledge about the particular strengths and weaknesses of the entire class and of individual students" (Weinert, 1990).

Examples of pedagogical knowledge derived from process reflection include: knowledge of motivating the students with different learning styles; using various teaching materials appropriately; managing to give an interesting lecture; facilitating collaboration among students; helping the students to overcome learning barriers; motivating the students to think critically; knowing specific techniques for expanding the learning; providing effective and meaningful feedback; the ability for judging the quality of specific techniques (Kreber and Cranton, 2000).

Premise reflection: In premise reflection we might examine the goals and rationale behind a course or program and try to understand how courses form a program, and we might examine our views toward the purpose of higher education. This is called as curricular knowledge. This kind of knowledge include: judging the quality of the educational goals; explaining how a course fits into the existing program; the role that a course play in students' existing knowledge; articulating the effects of a course on students' learning skills (Kreber and Cranton, 1997).



Kinds of Learning in Kreber and Cranton Model

Kreber and Cranton use the concepts of content, process, and premise reflection in order to label instructional, pedagogical, and curricular knowledge. How do faculty develop these kinds of knowledge? Inspired by Habermas's (1971) theory, Mezirow introduces three forms of learning: instrumental, communicative, and emancipatory. These three forms of learning play a significant role in scholarship. Although Habermas never discusses "learning" in this way, seemingly his work inspired the transformative learning theory. Ewert (1991), in his paper about on Habermas's effects on educational literature, confirms Mezirow for using of Habermas's theory in education, particularly the adults learning. Habermas's (1971) notes that knowledge is rooted in the current historical and existing social structures, and therefore, it is related to the interests, means of social organization, and past, present, and future problems facing society (Ewert, 1991). According to Habermas, the three basic human interests that include nature (technical), social harmony (practical), and individual growth (emancipatory), are originated from the human survival problems. He discusses that "knowledge-constitutive interests can be

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defined exclusively as a function of the objectively constituted problems of the preservation of life that have been solved by the cultural form of existence as such" (Habermas, cited in Ewert, 1991). The three human interests develop and expand through three media: work, interaction, and relations of power. These media create the foundation for development of three related forms of science: the empirical-analytic, the interpretive or hermeneutic, and the critical. The knowledge resulted from these sciences is instrumental, practical (understanding), and emancipatory, respectively.

The first human interest, the technical, is the tendency to control and to manipulate the environment. The domain of learning is instrumental. It "centrally involves determining cause-effect relationships and learning through task-oriented problem solving (Mezirow, 1991). Although Habermas does not reject instrumental rationality, he does not accept the application of this rationality to all forms of knowledge. Due to the reliance of this rationality on empirical evidence for proving the validity of an assertion, it is not suitable for solving many social problems. His main purpose, which could be traced throughout his work, is developing a comprehensive theory of rationality that could address the issues related to the control of the physical and social world as well as questions of values.

Following Habermas, Kreber and Cranton suggest that when the faculty learn about teaching, they face problems that they are not able to solve by instrumental rationality. However, when faculty learn to predict learning events from teaching events, through research and experience they are doing instrumental learning.

The second human interest, the practical, is to understand others, including our social and cultural norms. "Its purpose is communication: learning to understand what others mean and to make ourselves understood as we attempt to share ideas through speech, the written word" (Mezirow, 1991), and the interactions with others. The final goal is arriving at a common understanding or consensus about valid knowledge according to the existing social norms and moral understandings. Kreber and Cranton believe some of the important aspects of learning about teaching would not occur on the basis of subjective understanding and consensus within but it necessitates a critical analysis of certain norms and conditions. They discuss that much of the scholarship of teaching could be categorized in this group – understanding our learners, learning how to interact with learners in our discipline, and learning about teaching through communicating with others

The third human interest, the emancipatory, is to grow and to develop and to free ourselves from the constraints imposed by ourselves and the social forces and institutions, through rational action based on critical reflection. The knowledge produced by this interest, that includes a critique of knowledge as well as a critique of ideology, is emancipatory. The critique of knowledge addresses the limitations of self-knowledge that might be distorted as a result of having internalized social constraints. The critique of ideology seeks to uncover historical roots of domination on thought and action. From this perspective, emancipatory knowledge is generated through thought and action. Mezirow (1991) claims that in emancipatory learning "knowledge is gained through critical self-reflection; . . . the form of inquiry in critical self-reflection is appraisive rather than prescriptive or designative" (Mezirow, 1991).

Therefore, the important aspects of learning about teaching fall into this domain. Often faculty are constrained in their knowledge of teaching by not being aware of alternatives and options or by lack of understanding from the nature of the constraints of the higher education systems within which they work. When faculty critically question and challenge the reasons behind their practices, they engage in emancipatory development.

Habermas (1971) rejects the interpretive sciences because it relies too much on the subjective understanding resulted from the interaction among the people whose perceptions and interpretations might be distorted. Though the interpretive sciences establish the subjective meaningfulness of a social context or reality for the people within in, it does not concern itself with the question as to how this social reality has come about, which itself might be the result of distorted knowledge. Consequently, Habermas does not reject the interpretive sciences as such but argues against subjective meaning as the basis of a social science or theory of rationality, because it itself might be ideologically distorted (Ewert, 1991).

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Cultural Capital Theory in Scholarship of Teaching

Bourdieu is one of the theoreticians who tried to develop the discussion and to show why the concept of scholarship of teaching needs to be reviewed and redefined through introducing the concept of cultural capital.

Cultural capital is defined as a kind of social behavior that could be found among the groups and communities that are founded on the basis of reciprocity and mutuality. In such communities the collective interests and mutual trust leads to interdependence and the members manage to understand the unwritten rules of behavior. Wann (1995) defines cultural capital as a form of social wealth that provides something that the market is not able to offer. From this point of view, cultural capital maintains economic value and it is a means of exchanging ‘knowledge skills and power’ which is not the product of the market (1995; p. 103). Additionally, it is a means of managing unpredictable aspects by considering the spontaneous reactions to the local situations resulted from self-help. This has introduced the scholarship of the teaching as professional value that seeks to enhance the social and economic value of teaching in a society that appreciates the concept of scholarship as proposed by Boyer’s work (Nicholls, 2005).

The recommendation that says scholarship in the teaching could be accepted as a professional value indicates to a heavy burden for the higher education community. Nonetheless, the community does not have a homogenous structure and they might follow different civil and moral orders. Fukuyama suggests that trust, resulted from shared values, has a ‘measurable economic value’. He believes that there are some fundamental social values that the high social capital individuals can follow which help them to form new relationships and operate in cultural groups

The cultural capital defined by Bourdieu mentions two elements: symbolic and material capital. Symbolic capital includes the cultural resources, such as status, significances well another kinds of cultural singularity. And the material capital is mainly related to the wealth inherited. The cultural capital is identified as a set of educational abilities and the differences based on language and reference to the knowledge cultural institutions. Nevertheless, the cultural capital could not be considered as an object which should be acquired. Bourdieu introduces three forms of cultural capital: the embodied state, that includes long-standing mental and physical moods; the objectified state, that involves the cultural products; and the institutional state, which is a kind of objectification that should be separated because it adds completely original dimensions to the cultural capital. Using the term scholarship of the teaching could be considered as a kind of capital that could be valuable to those engaged in teaching because it improves the status of teaching. Symbolic capital is cognitive on the first ground. Therefore, it could be said that the cognitive dimension of symbolic is a cultural features more than a form of consciousness. One of the good examples is the teaching fellowship. These fellowships were given to the academics who showed outstanding performance and innovation in teaching. These academic managed to receive significant financial support for doing studies in the field of teaching and learning. This would enhance the teaching as a symbolic capital in the academic community and indicates to a need for higher education practitioners, particularly the teachers, to have an improved understanding of the concept of scholarship of teaching (Bourdieu, 1998). Bourdieu believes that one of the main characteristics of the university is the power of the academics in this institute for achieving governmental aristocracy through the scholarship of teaching (Bakhtiarizadeh, 2010).

Glassick and his colleagues identified a series of stages that could be used for evaluating the scholarship of teaching: clear goals; adequate preparation; appropriate methods; significant results; effective communication and reflective critique.

1. Clear Goals

The scientific attempts need to follow clear goals in order to be successful. By the same token goals have great importance in teaching. For this reason, the academic are required to present a brief background of the philosophy and behavioral goals they follow in teaching when they are about to get a promotion. The basic and general goals as well as the behavioral goals and the significant issues in the specific field of the academic are taken into account while evaluating and measuring the effectiveness of the scholarship.

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2. Adequate Preparation

The scientific or scholarly work require that the academic prepare themselves professionally. Adequate preparation have been mentioned as one of the major and most important practices in teaching. Preparation includes accurate understanding of the scholarship in the given field, acquiring the essential skills for the work and the essential resources for moving forward.

3. Appropriate Methods

The scholars need to employ appropriate methods that could serve as criteria in different aspects of academic practices. The formal design of the study is known as methodology. Obviously, there are a variety of methods and approaches in teaching. Logically, the curriculum for the educational approaches includes the appropriate methods for achieving the goals, choosing the methods effectively and taking the applicable approach to responding to the changes and balancing the situations.

4. Significant results or the significance of results

The quality of teaching should be judged according to the outcomes rather than the process. These practices that clearly aim to measure the significance of the results of teaching include: achieving the pre-determined goals, improving the mastery in the professional field, and finding new grounds for development.

5. Effective Communication

Effective communication is mentioned as one of the prerequisites for the teaching. Therefore, teaching should grow into a social feature and where opinions are shared. Effective communication is one of the instruments for quality teaching. However, in the scholarship of teaching the communication among the academic is as essential as the communication between the teachers and students. In this sense, the academic could share the innovations in methods and materials through formal publication, conferences, and seminars and other informal ways. The scholarship in any sense is a public practice by nature; hence it should be understandable and comprehensible for the public. It indicates the importance of appropriate presentation and sharing method and effective organization that seeks to transfer the message in clear manner.

6. Reflective Critique

As the final standard, the scholarly work should be followed by reflective critique. In the academic settings, the reflective critique is considered as the criterion for judging the quality of teaching and research.

The reflective critique plays an important role in clarifying the practices. Quality teaching is characterized with the ability to respond to the critique. In fact, the reflective critique, although limited, might be the heart of all scientific and academic work and it involves the self-evaluation of one's work critically, providing acceptable documents for self-critique which improves the future work.

CONCLUSION

The investigation of the concepts, definitions and models proposed for scholarship reveals a lack of consensus over a comprehensive definition for this concept. Each model focus on some dimensions. The Kreber model highlights the excellent teaching in addition to the academic and learner activities. He believes that this kind of scholarship results from the studies and research conducted by the academic; hence it should be based on reasonable knowledge in scientific and professional fields, equip the students with meta-disciplinary attitude, and teach them the solutions to the problems in real life. Shulman explains that scholarship in teaching includes three forms of content, pedagogical, and curricular knowledge with several levels and hierarchies from component to general. On the other hand, Hachings and Shulman hold that the scholarly teaching needs to be evaluated and assessed by the peers. Elaborating on the concepts of scholarship in teaching, Trigwell and his colleagues emphasize the connections between the ideas and the theoretical basics in scientific disciplines on the one hand and the practical dimensions on the other hand. Schontalks about thinking and knowledge production in the process of teaching. The model suggested by Trigwell and Shale underlines three elements (knowledge, function, and outcome) in the scholarship in teaching. Knowledge involves the disciplinary field, the knowledge of

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learning theories; function includes the communicative skills, evaluation and assessment methods for academic performance and the thinking skills; and outcome focuses on the learning methods of the learners, the written knowledge, the teacher's learning, and the level of teacher's job satisfaction.

The model suggested by Trigwell and his colleagues (2000) and Kreber (2002) could serve as a starting point for the future studies. These studies might investigate how the scientific disciplines could maintain definite and established attitudes toward research, scholarship, learning, and teaching and control over the academic community in development grounds, particularly scholarship, teaching methods and learning concepts. While the Kreber and Cranton model basically emphasize the knowledge from learner experience and research, it is inspired by the Meziro's theory. This model addresses three forms of knowledge including instructional (comprehensive information about the content of material), pedagogical knowledge (the necessary instruments and strategies for facilitating learning), curricular knowledge (the knowledge of cognitive and meta-cognitive strategies, the group dynamics, and the developmental stages and characteristics of the students). The three forms of knowledge create the background for the development of content, process, and fundamental thinking within teaching and learning. Following Habermas, Meziro suggests three kinds of learning: instrumental, communicative, and emancipatory. Therefore, the Kreber and Cranton model could be considered as one of the most inclusive model for scholarship in teaching. And the Bourdieu's social capital theory that defines social value for teaching that could be awarded with scholarship, and financial support for publishing books and papers by those in power. Finally, the teaching is valued in higher education when the scholarly job is considered as public. The academic should be able to communicate with the students as a scholar and to balance the disciplinary study, education, and teaching.

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