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Engaging creative arts cultures in the scholarship of teaching

The University College for the Creative Arts is a new institution formed by the merger of two art and design colleges. By appointing a Director of Teaching and Learning, it has signified to both its internal and external constituents the value that it places on teaching and learning; and the role of teaching and learning is now articulated through a teaching learning and assessment strategy integrated into the creative arts culture.

The strategy establishes a framework for implementation of teaching and learning activities that reflect the needs of both the institution and its individuals. This framework ranges from the scholarship of integration to a scholarship of discovery (Morris 2006). Integration is implemented by a process of recognition of individuals' achievement through activities such as teaching excellence awards and teaching fellows; these aim to be inclusive activities that recognize staff enthusiasm for teaching and learning and enhance practice by staff in teaching and learning. But embedding the scholarship of teaching and learning is most effectively implemented by developing research activities: the scholarship of discovery. Funding for both institutional and individual research projects is awarded; the projects reflect both institutional inquiry and individual learning into aspects of teaching and learning that enable the institution to develop as a learning organization.

The presentation concludes that the framework is an opportunity to start small (Asmar 2002), and to develop the SoTL culture incrementally within the creative arts disciplines, with support from the university executive.

References

Asmar, C. (2002) Turning academics into teachers, and teachers into scholars: Approaches to scholarship at a research-intensive Australian university. 4th World Conference of the International Consortium for Educational Development (ICED), Perth WA, 3-6 July.

Morris, C and Fry, H (2006) Enhancing Educational research and development Activity through Small Grant Schemes: A case study, International Journal for Academic Development, Vol 11, No. 1, May 2006, pp43-56