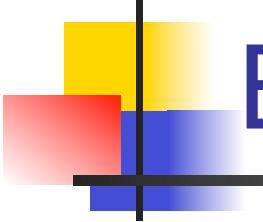


Continuing Education and Professional Development

Bringing Scholarly Foundations
into Practice

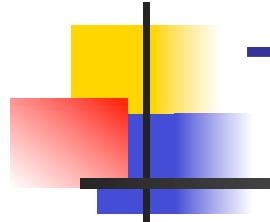
Gary Poole

University of British Columbia



Don't All Professions Use Evidence?

- Not necessarily ...
- Why not?
 - The size and complexity of the research
 - The access to that research
 - The effectiveness of continuing education programs required to help practitioners translate research evidence into practice
 - Trust in the research



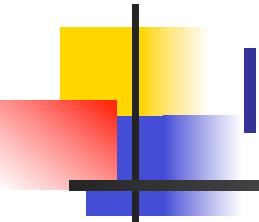
Trust in the Research

- “... establishing a cumulative tradition in which improvements can be introduced without the danger of faddish discard of old wisdom in favour of inferior novelties” (*Campbell & Stanley, 1966*)
- “weak” versus “strong” problem-solving routines



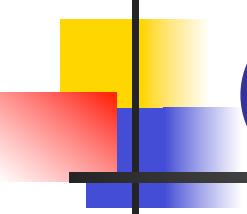
Some Barriers

- Institutional
- Disciplinary
- Individual



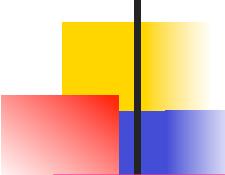
Institutional

- Lack of understanding regarding the potential benefits of SoTL for the institution
- Tenure and Promotion language and practice
- Student culture



Discipline (within one's own)

- Signature pedagogies and “the way things are done here”
- Disciplinary cultures of tenure and promotion independent of institutional language



Disciplinary (SoTL as external to one's discipline)

“multiple understandings”

- Differing paradigms of research

“problematize”

- Linguistic barriers (Green, 2009)
 - Specialized vocabulary
 - Passive construction

“... non-functional ritualistic imitations
of distantly perceived and uncomprehended models”

- Derivatives
- Poor editorial standards

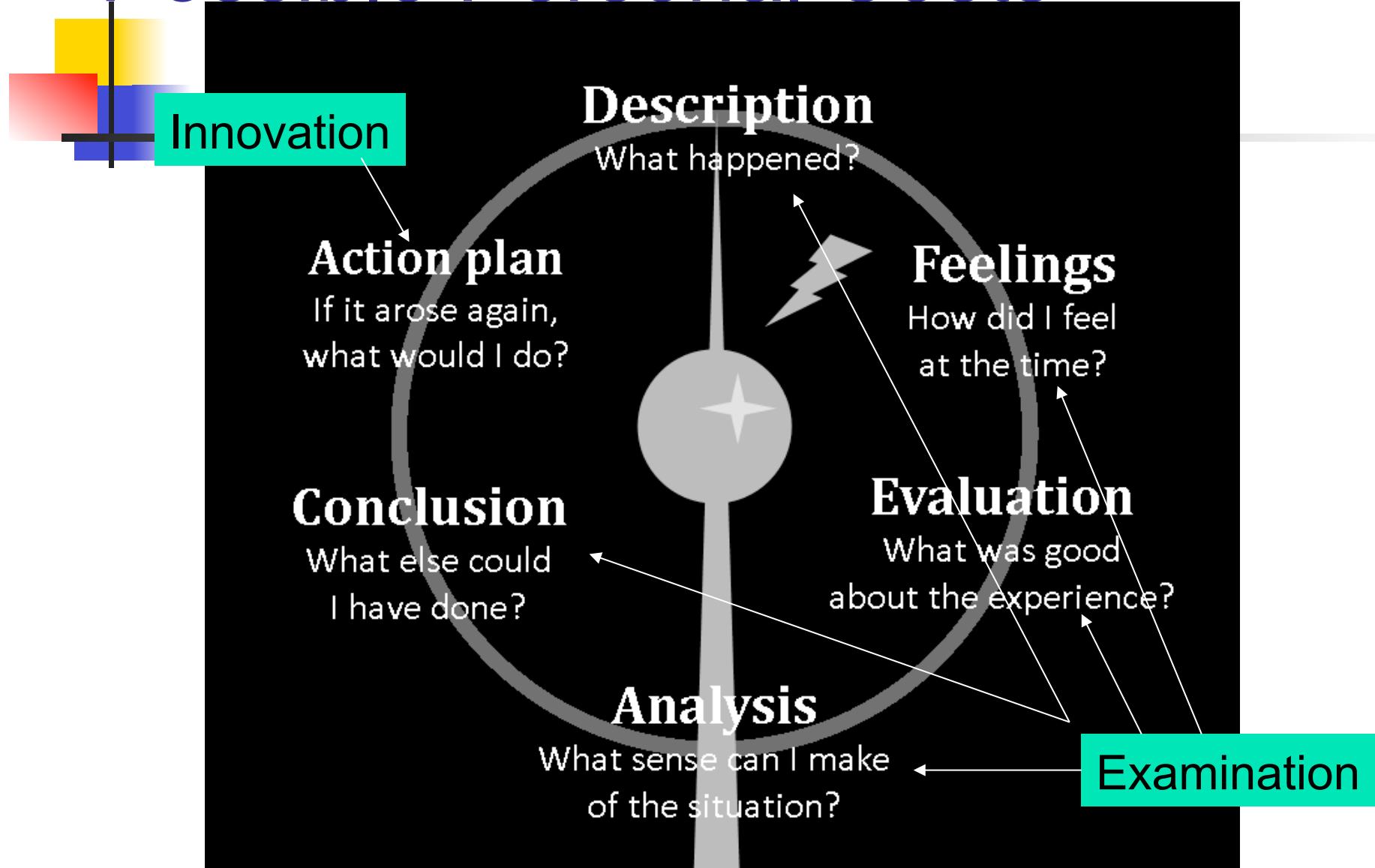
“agentic”



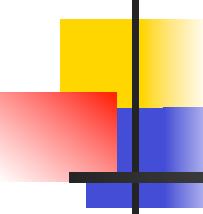
Individual

- Research background
- Resources
 - Time
- Possible personal costs

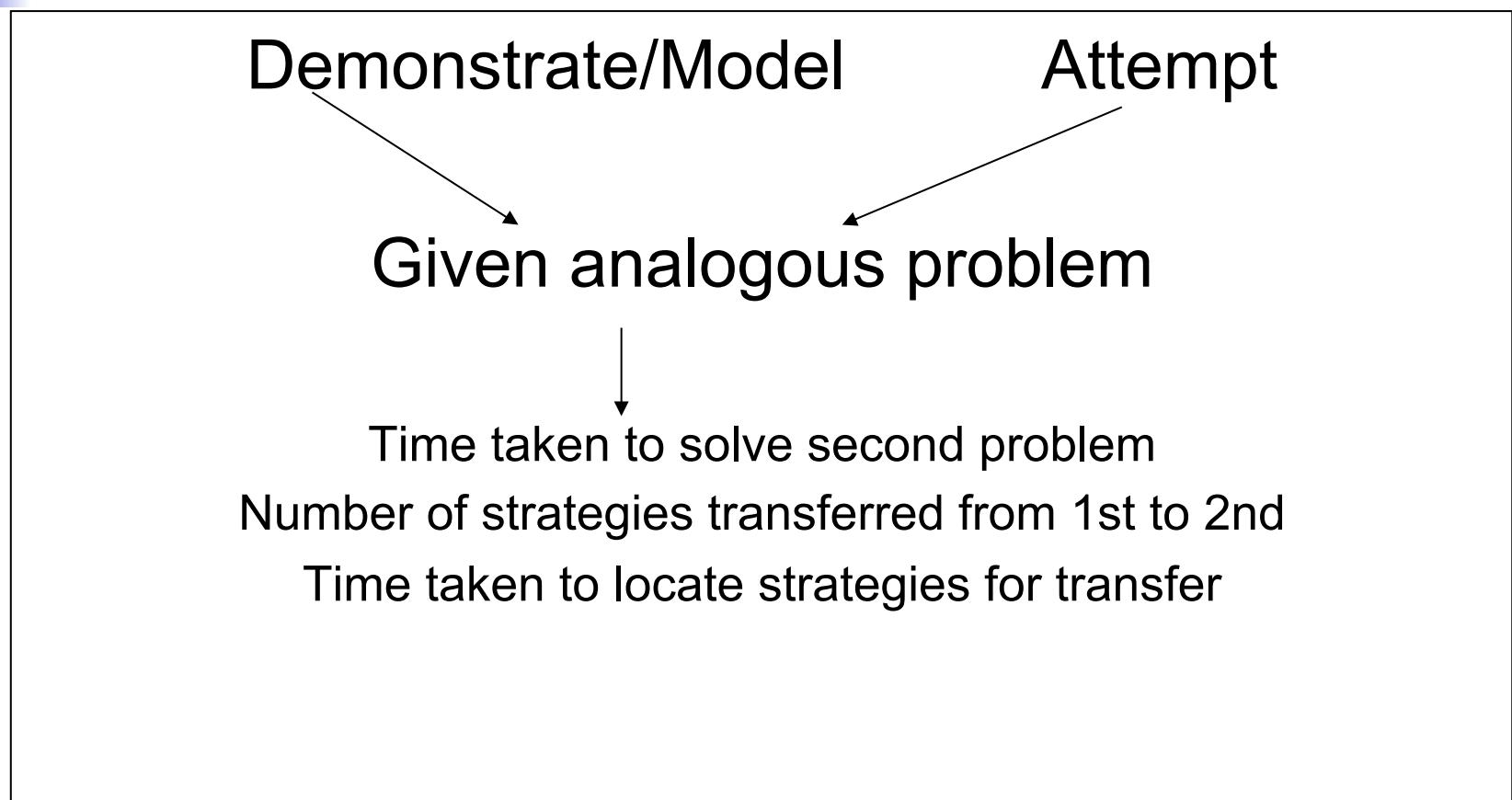
Possible Personal Costs



Gibbs, 1988



The mysterious case of Spontaneous Analogical Transfer

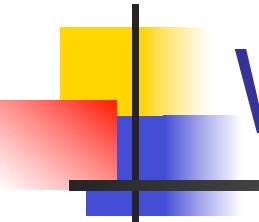




The Benefits

- Improved self-understanding through reflection
- Enhanced efficacy
- Better appreciation of the role of inquiry in the teaching process
- More openness to learning
- Increased collaboration
- Expressions of academic leadership

Hamilton, 2007



Ways Forward

- Addressing the “one size fits all” myth
 - Replace it with a “goodness of fit” approach
- Distinguishing among sources of “evidence”
 - Research-based
 - Theoretically plausible
 - Apocryphal
- Increasing the number of vehicles for dissemination and using the ones that currently exist
- Improving our ability to bring students into the processes of examination and innovation