

Addressing the challenge of  
scholarship and industry currency in  
vocational education: A pilot.

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# Scholarship and Industry Currency

Maintaining industry currency is essential to how a VE teacher designs curriculum and ensures relevant, valid and authentic assessment.

# Scholarship and Industry Currency

This paper & presentation explores a pilot project where VE teachers trialled a scholarship framework by undertaking a small ethnographic inquiry into what is occurring in their respective industries.

# Scholarship and Industry Currency

The framework defined a method for engaging with industry and connected to VE teacher capability development.

The scholarship framework draws on research undertaken by Williams, Goulding, and Seddon (2013).

# Scholarship and Industry Currency

Current industry skills are the knowledge, skills and experience required by VET trainers and assessors and those who provide training and assessment under supervision to ensure that their **training and assessment is based on current industry practices** and meets the needs of industry (Standards for Registered Training Organisations (RTOs) 2015 2015, p. 7).

# Scholarship and Industry Currency

Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having:

a. **knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship** or research or advances in practice (Higher Education Standards Framework (Threshold Standards) 2015 2015, p. 8)

# Scholarship and Industry Currency

Currency and teaching capability, need not be mutually exclusive.

With an appropriate considered design solution an inquiry into current industry practice can be crafted as a scholarship of teaching and learning.

# Scholarship and Industry Currency

The indicators are:

- clear goals
- adequate preparation
- appropriate methods
- significant results
- collaboration
- critical analysis and synthesis making
- knowledge public
- reflective critique.



# Scholarship and Industry Currency

## Case Study 1



# The Project

Mechanics of Practice

5 practices

Documented through a series of short  
films



# Contextualised as industry currency

"When approaching industry the response was very positive...Therefore to contextualise a project that can be of benefit to the future of the industry was seen as important, and was seen as something the industry needed to contribute to."



# Contextualised as Scholarship

"The enquiry was shaped and supported by the framework...It allowed for the project to be contextualised as scholarship, and was presented as a step by step template which developed and shaped the body of work."





# The shift in critical thinking

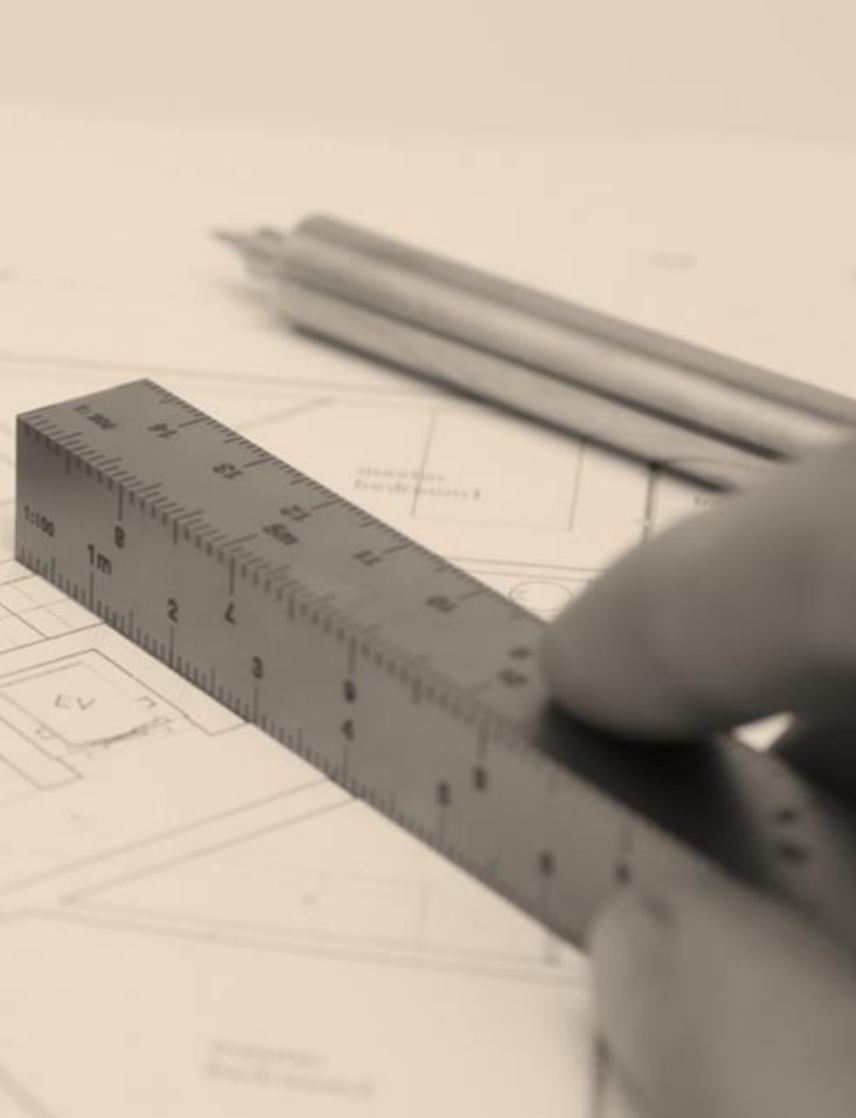
"the shift in critical thinking and the need for an independent approach to learning, for both teachers and students at Associate Degree level, is significant in comparison to the Diploma and Certificate IV level of study."

# how scholarship could look in the VE landscape

"The project has been invaluable as an idea of how scholarship could look in the VE landscape...In order to maintain and develop a currency of scholarship in line with industry practice, a space for research is vital."

# Scholarship and Industry Currency

## Case Study 2



**Design industry**



**Teaching Design**

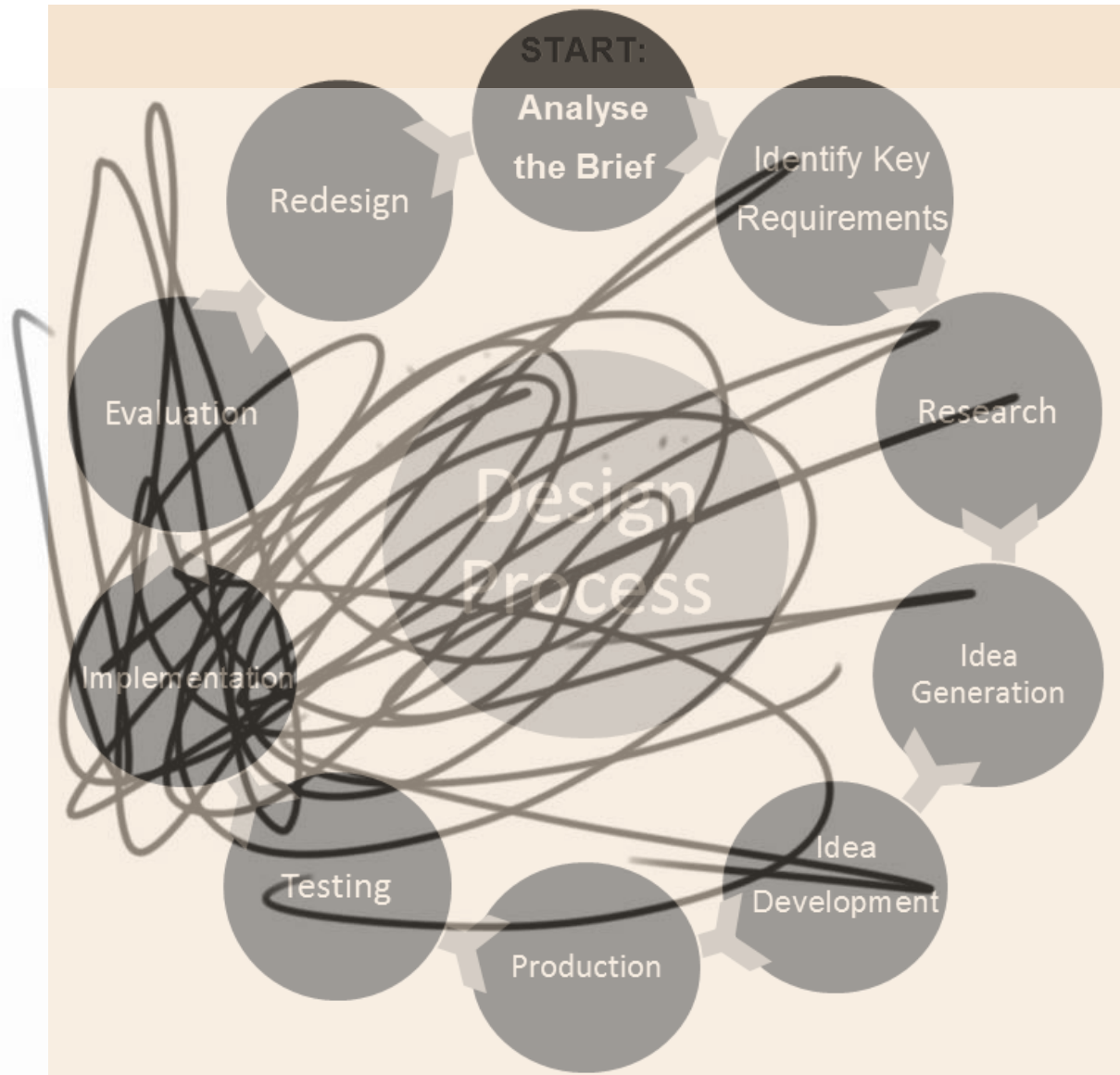
"Ideation." William and Mary. Accessed April 11, 2017. <http://www.wm.edu/research/ideation/professions/pondering-ambiguity567.php>.

"Architect's Scale." CW&T. Accessed April 11, 2017. <https://shop.cwandt.com/products/pen-type-a-architect-scale>.





**In many of our studio classes we teach design process**



**Many students were struggling with their design process**

## Framework for quality scholarly practice

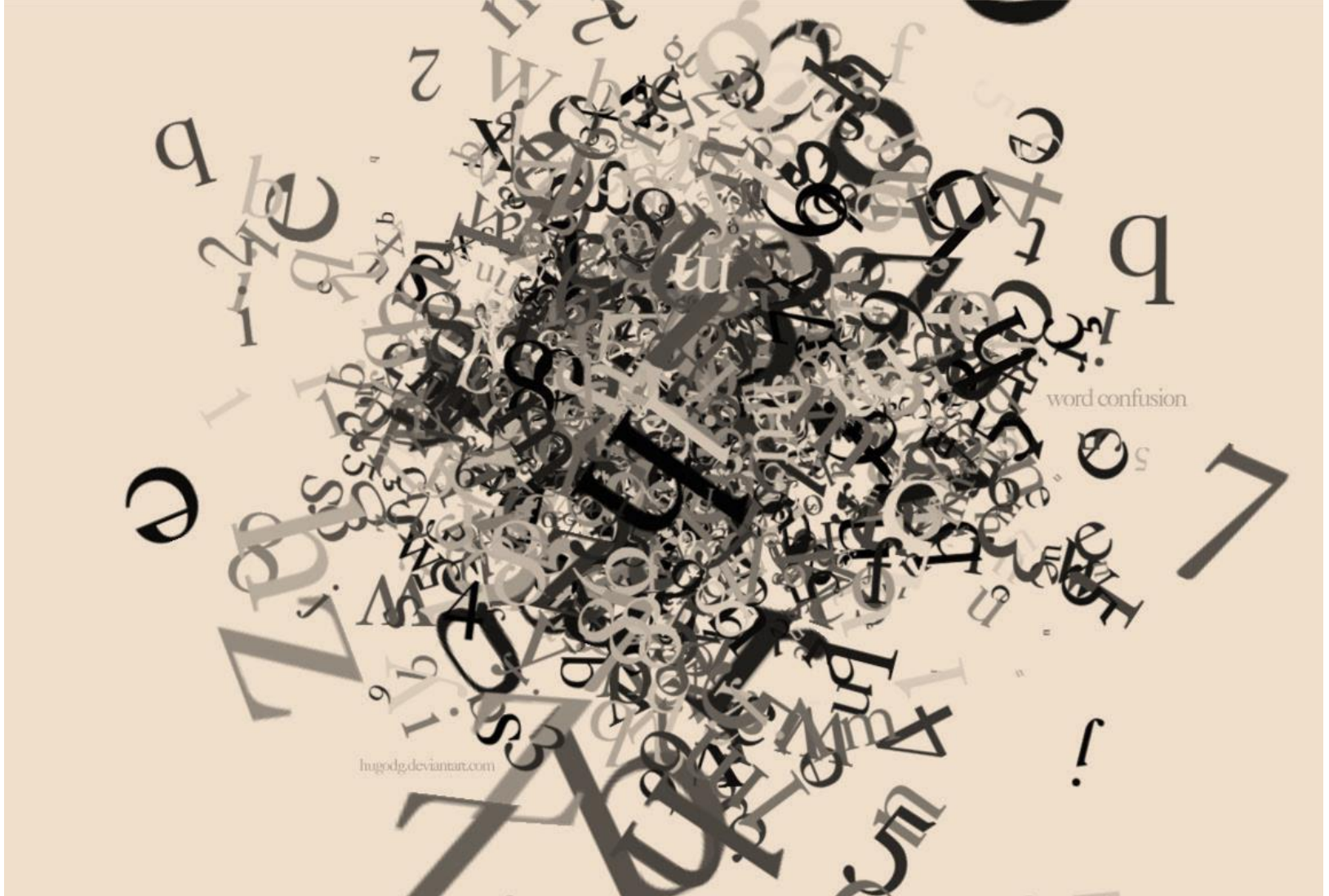
| Indicator            | Prompt questions   | Your plan   |
|----------------------|--|---|
| Clear goals          | <ul style="list-style-type: none"><li>❖ What area of your vocational competence do you feel needs improvement and why?</li><li>❖ What key questions do you seek to answer and why are they important?</li><li>❖ What outcomes do you aim to achieve and why are they important?</li></ul>  | <ul style="list-style-type: none"><li>❖</li></ul> |
| Adequate preparation | <ul style="list-style-type: none"><li>❖ What is already known about the topic?</li><li>❖ Do you need to complete your investigation successfully?</li><li>❖ In what enterprise(s) and/or community setting(s) will your investigation take place?</li><li>❖ What is the scope and timeframe?</li><li>❖ What consultation and approvals are required?</li></ul> | <ul style="list-style-type: none"><li>❖</li></ul> |
| Appropriate methods  | <ul style="list-style-type: none"><li>❖ What methods are appropriate for your investigation?</li></ul>   | <ul style="list-style-type: none"><li>❖</li></ul> |

Goals

Preparation

Methods

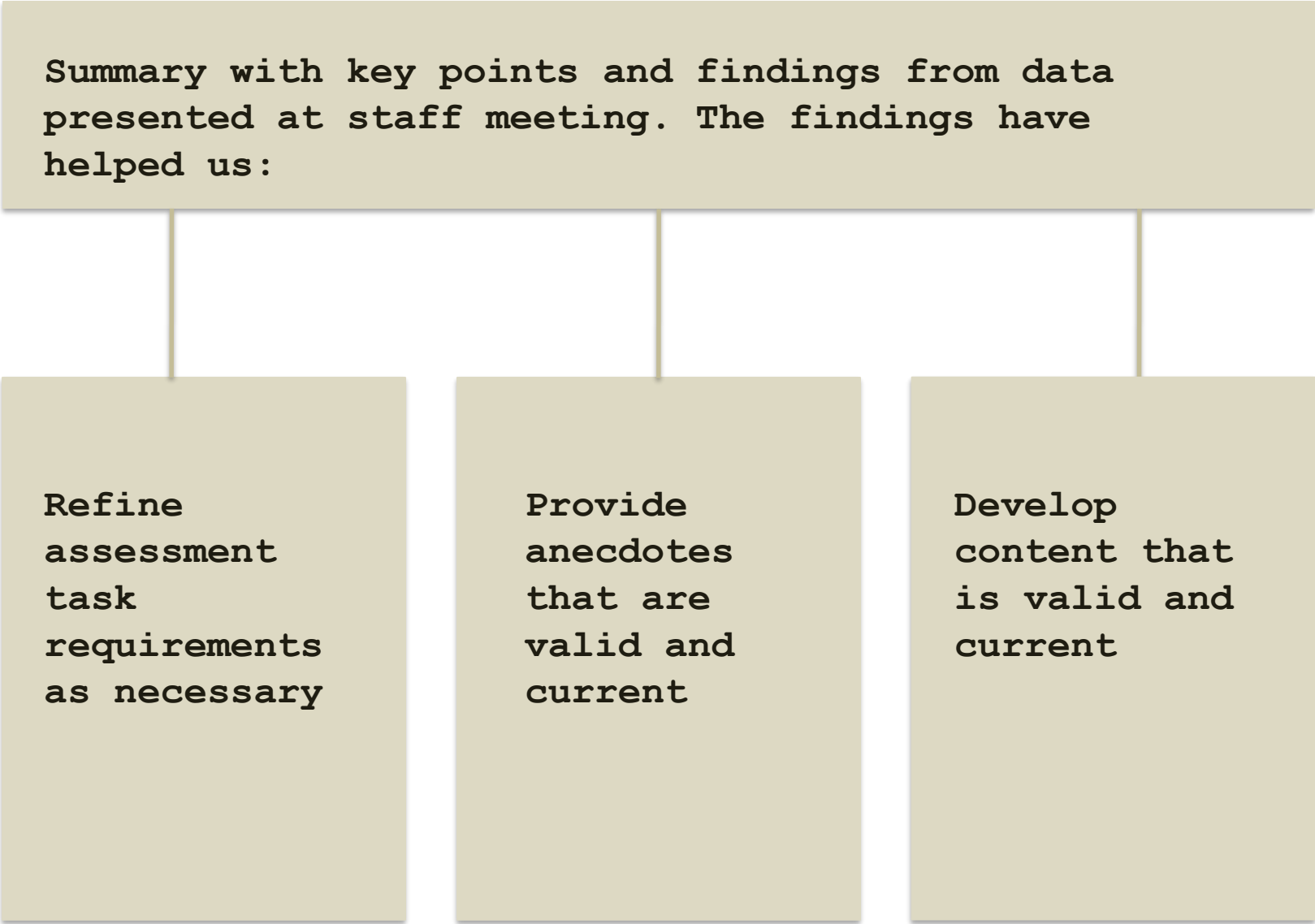
"The Framework for quality scholarly practice" template provided a scaffolded approach to research in this area



**Main challenge: too much data.**

**I tried various systems to manage the transcribed data.**

Summary with key points and findings from data presented at staff meeting. The findings have helped us:



```
graph TD; A[Summary with key points and findings from data presented at staff meeting. The findings have helped us:] --- B[Refine assessment task requirements as necessary]; A --- C[Provide anecdotes that are valid and current]; A --- D[Develop content that is valid and current];
```

Refine  
assessment  
task  
requirements  
as necessary

Provide  
anecdotes  
that are  
valid and  
current

Develop  
content that  
is valid and  
current

# Scholarship and Industry Currency

## Findings

The framework provided an excellent guide and clear goals for the success of the project

Support from the institute was also essential for its success.

Peer support and ongoing communications ensured the project maintained momentum

# Scholarship and Industry Currency

## Findings

A reliance on ad-hoc methods for maintaining currency and ensuring that vocational education teachers can keep their curriculum up to date is unlikely. A structured model coupled with investment and mentoring produces real results where new knowledge gained can be applied directly into the work of curriculum development and team based teaching.