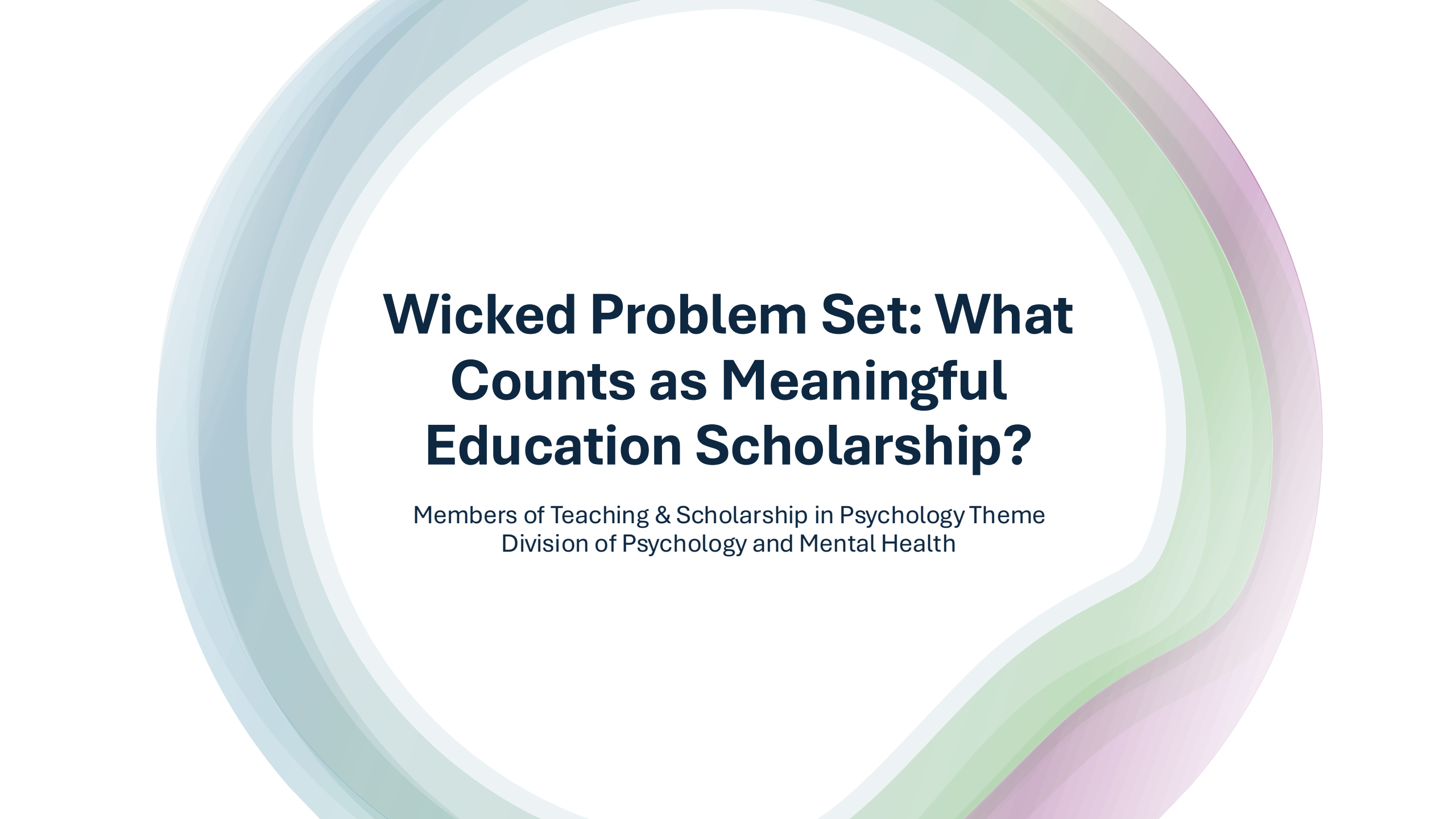
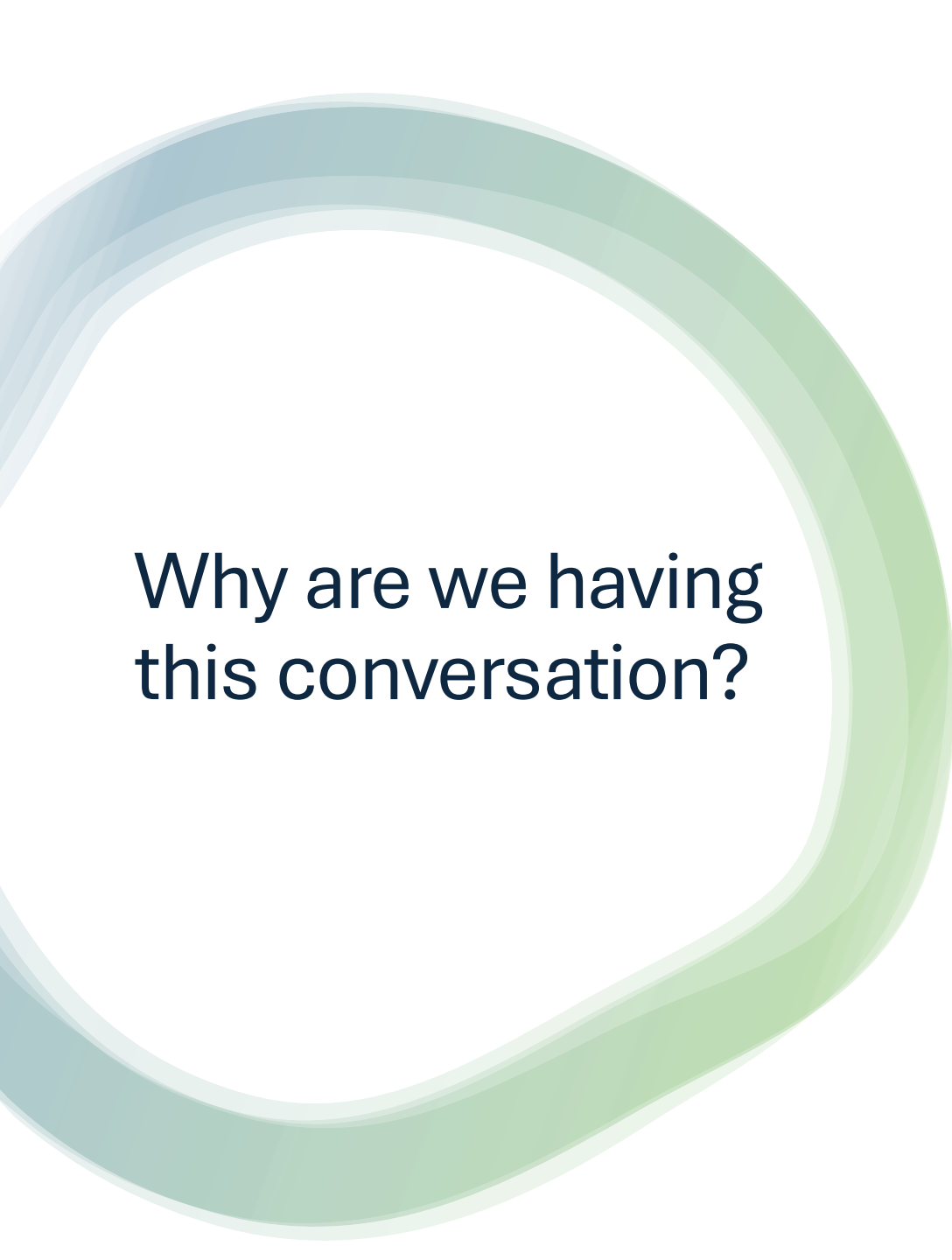




Wicked Problem Set: What Counts as Meaningful Education Scholarship?

Members of Teaching & Scholarship in Psychology Theme
Division of Psychology and Mental Health



Why are we having this conversation?

UoM is signalling that education scholarship is valued.

Much of the conversation has focused on what *counts*.

Today, we'd like to explore some different questions:

- What would make education scholarship *meaningful*?
- Who should it serve?
- Who should engage in it?
- How should it be organised?

As expectations grow, we have an opportunity to shape what education scholarship becomes.

Activity 1: Meaningful to Whom?

Consider your stakeholder's perspective in relation to education scholarship:

- What might they gain?
- What might concern them?
- What role should they play?
- What would need to be true for them to see value in the activity?
- If they could give the University one piece of advice about education scholarship, what would it be?

Stakeholders

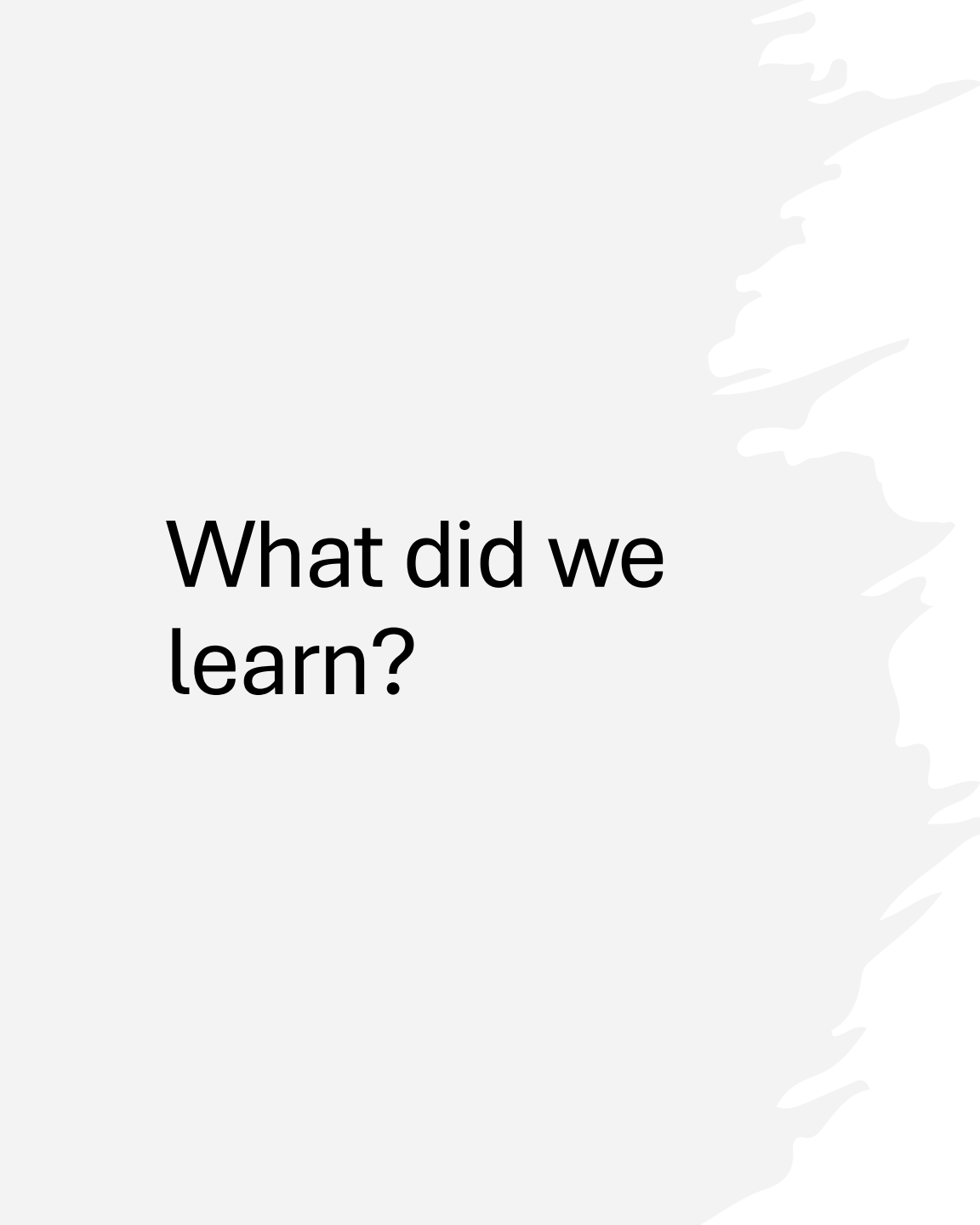
Teaching-focused academic

Research-focused
academic

Student

Institution leads





What did we learn?

Each group to share:

If your stakeholder could give the University one piece of advice about education scholarship, what would it be?

Looking across these stakeholder perspectives:

- Can we identify shared gains?
- Where were there tensions or competing priorities?
- What does this suggest about who should be involved in education scholarship?

Activity 2: Designing a scholarly culture

As academics, we rarely approach research casually. We develop agendas, build on theory, collaborate, and apply intellectual standards.

In your group:

Develop 3–5 principles that should guide how education scholarship is organised.

For each principle, consider:

- Why does it matter?
- What might help make it possible?

In developing principles, you might consider:

How priorities should be identified

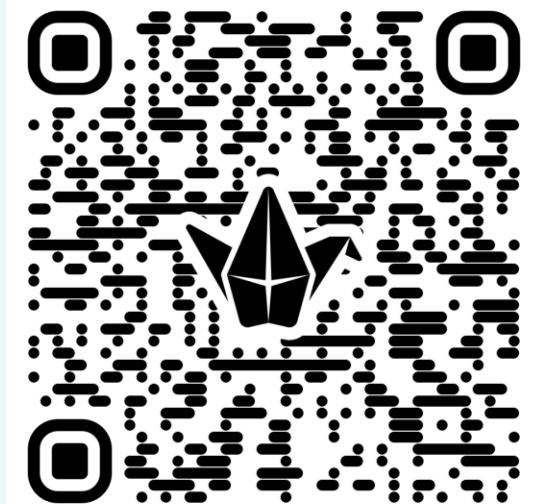
What level agendas should sit at (e.g. individual, faculty, institution)

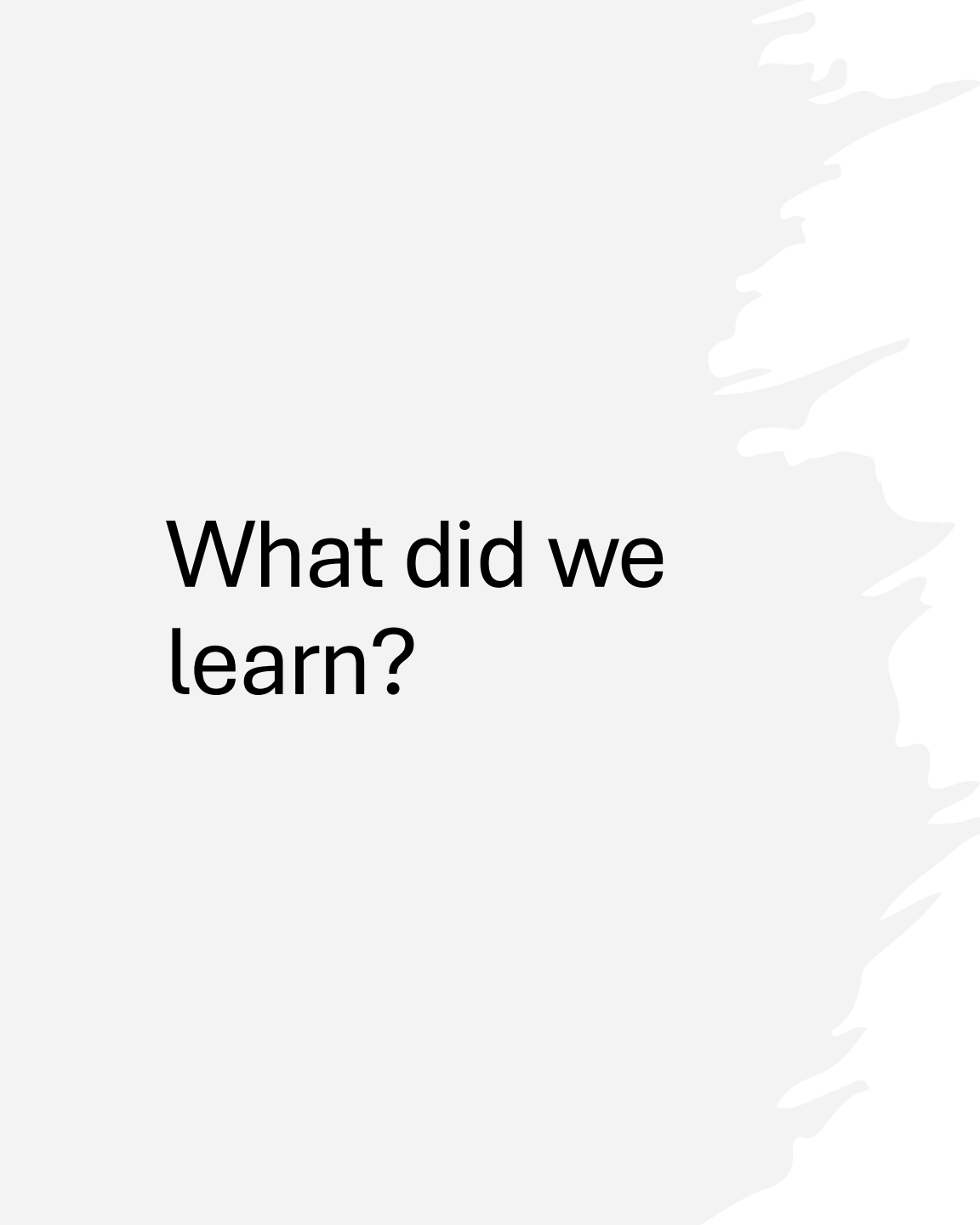
How to ensure scholarship agendas respond to sector and societal needs

How fragmentation can be avoided

How cumulative value can be created

How inclusion and equity can be embedded





What did we learn?

- Which principle feels most important?
- Which enabler would make the biggest difference in your context?
- If you could introduce one change tomorrow to support meaningful education scholarship, what would it be?