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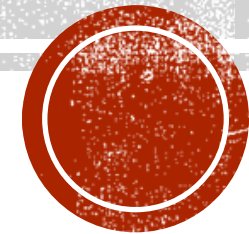
Enterprise
Educators
UK

RESEARCH VS SCHOLARSHIP

EEUK x ISBE (REntEd SIG)

Wednesday 18th March 2026 12:00 – 14:00

Lucy Hatt (Newcastle) & Kelly Smith (Birmingham)



REntEd
research in
enterprise
education



Enterprise
Educators
UK



RESEARCH VS SCHOLARSHIP

- Education-focused colleagues are often told to “do scholarship”
- But what counts as research and what counts as scholarship?
- What’s valued, and how it supports progression can feel unclear and inconsistent across institutions.
- In this session we aim to create a shared language enabling you to develop a practical way to map your work, clarify expectations, and strengthen how you evidence impact and value.



OBJECTIVES

By the end of the session, you will be able to:

- Differentiate “research” and “scholarship” in ways that are useful for your context (and explainable to others)
- Use the Description of Activities Relating to Scholarship in Higher Education (DARSHE) framework (Gann & Hulme, 2025) to locate and describe your scholarship activity with confidence
- Identify how your institution’s systems shape what is recognised and rewarded
- Translate your work into clearer evidence for progression (if that’s your goal)
- Strengthen your professional identity and your ability to advocate for the value you bring





OPENING POLL



[Click to download as image](#)



AGENDA

Time	Activity
12:00	Arrive and introductions, set the scene POLL <ul style="list-style-type: none">• Contract – how your institution differentiates research and scholarship and where you are expected to operate day to day• Progression – what works (and doesn't) in your context; what you may need to do more of to get where you want• Identity – articulating the value of your contribution and improving recognition within and beyond your institution
12:30	Contract
12:50	Progression
13:10	Identity
13:30	Wrap-Up, Q&As, Call to Action POLL
14:00	Close



DEFINITIONS: RESEARCH

“Research is defined as a process of investigation leading to new insights, effectively shared”

REF 2029



DEFINITIONS: SCHOLARSHIP

Scholarship is:

“evidence based systematic practice that positively impacts student outcomes or experience and is disseminated for critical review and, where appropriate adoption by others. Scholarship can include the scholarship of teaching and learning, or discipline based educational or pedagogic research, as well as the development, application and synthesis of disciplinary knowledge to inform teaching (e.g. research-informed teaching).”

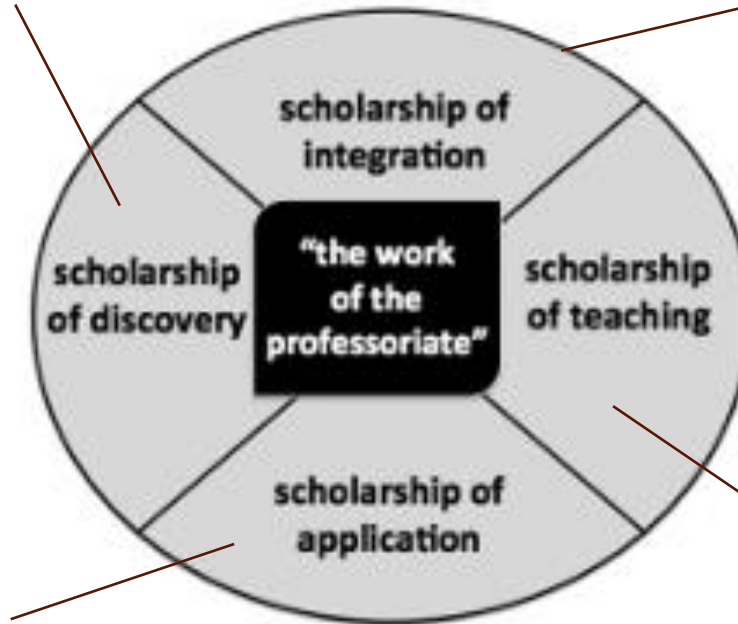
Manchester University



SCHOLARSHIP RECONSIDERED: PRIORITIES OF THE PROFESSORiate: BOYER, 1990

Engaging in research or practitioner inquiry
• Presenting results of research and inquiry in academic or societal fora. This could be seen within training events, peer-reviewed articles or conferences
• Developing guidance/knowledge of pedagogy/andragogy for Higher Education
• Creating infrastructure for future studies
• Sabbaticals for scholarship

Subscribing to an education learned society or professional association
• Working on local, national and international education projects
• Education knowledge exchange activities (external examination. For example)
• Impacting upon education government policy and/or education businesses
• High-impact partnerships for HEI
• Professional roles in organisations or charities external to the University
• Nurturing successful student employability
• Research and publication-writing mentorship/support



Preparing a comprehensive literature review aligned to the education of a specific discipline/field of study
• Writing, or contributing to, a textbook to enable application of discipline knowledge and research into teaching contexts.
• Collaborating interdisciplinarily with colleagues to design and deliver a core/mandatory programme or unit of study.

Attending a conference for HE professional development
• Advancing existing pedagogy/andragogy through sharing research from the classroom
• Developing and testing instructional materials
• Mentoring graduate students
• Designing and implementing a programme-level assessment system

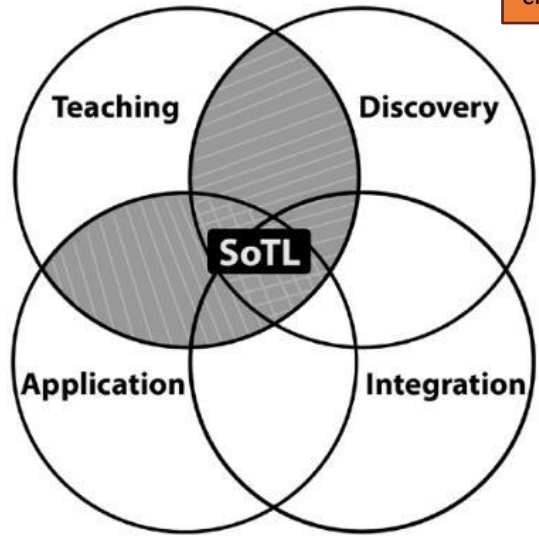
DIMENSIONS OF ACTIVITY RELATED TO TEACHING (DART)

Scholarship of Teaching: the study and improvement of teaching methods and practices.

Scholarship of Discovery: advancing knowledge through original research, investigation, and the creation of new ideas.

Scholarship of Application: the practical application of knowledge to address real-world problems and benefit society.

Scholarship of Integration: the synthesis and connection of knowledge from different disciplines or perspectives to gain a broader understanding of a subject.



SoTL: The Link between the Scholarships of Teaching, Discovery, Application & Integration

Figure 2. Incorporating SoTL into the Boyer Model

Scholarly Teaching

Scholarship & Learning of Teaching & Learning

Practice of Teaching

Sharing about Teaching

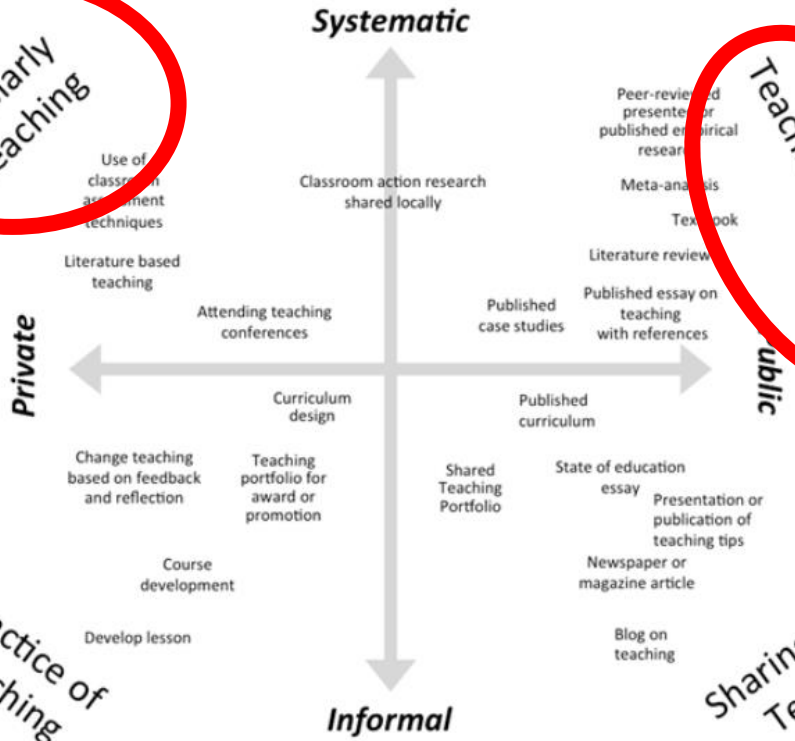
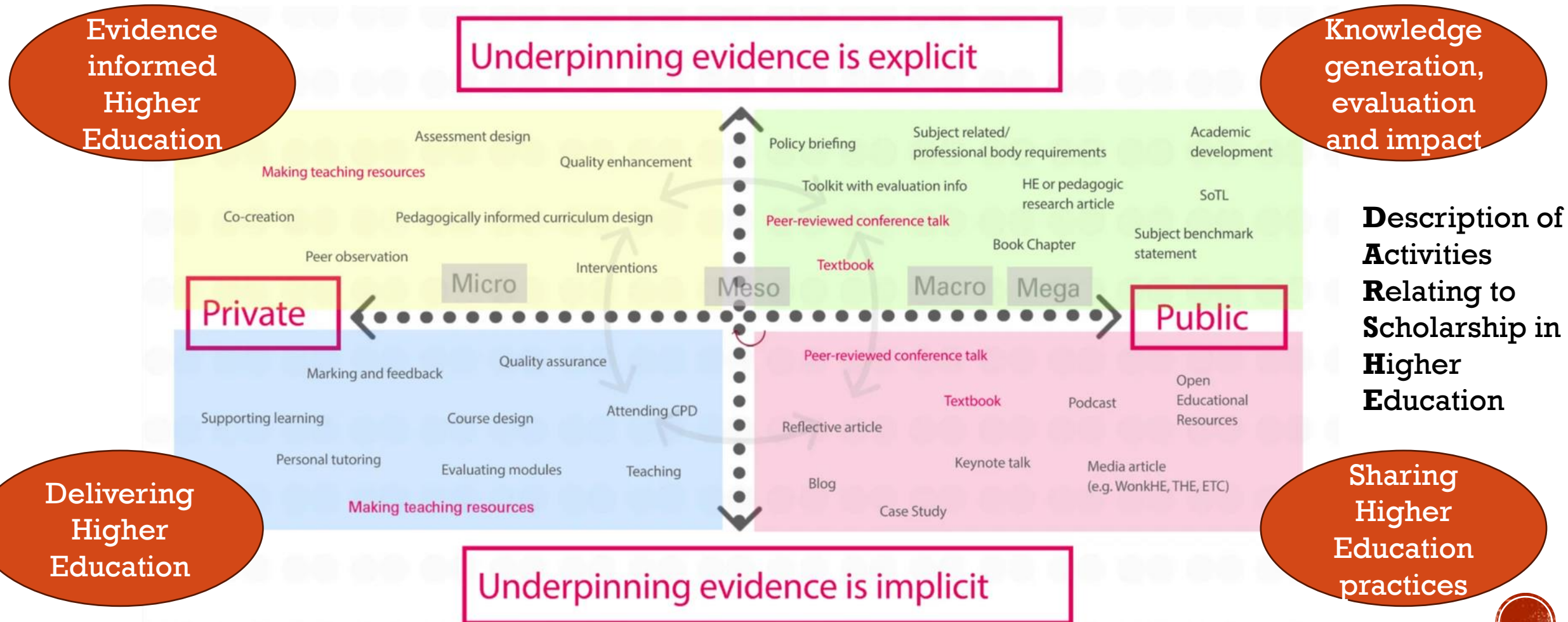


Figure 1. Dimensions of Activities Related to Teaching (DART)

P5 & P8 Kern, B., Mettetal, G., Dixon, M., & Morgan, R. K. (2015). The role of SoTL in the academy: Upon the 25th anniversary of Boyer's Scholarship Reconsidered. *Journal of the Scholarship of Teaching and Learning*, 1-14.
 Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648.

FROM: SCHOLARSHIP REIMAGINED: CREATING THE DARSHE, AN INCLUSIVE AND FLEXIBLE FRAMEWORK FOR DEVELOPING SCHOLARSHIP IN HIGHER EDUCATION

(GANN & HULME, 2025)



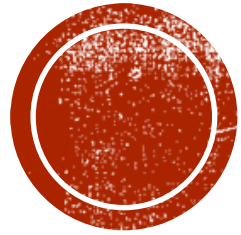
PERSONAL STORIES...

Kelly Smith



Lucy Hatt





CONTRACT

Where are you now?

What are you employed to do on a day-to-day basis?

PROGRESSION

PROFESSOR: PROFESSORS AT XX UNIVERSITY ARE LEADERS WITHIN THE ACADEMIC COMMUNITY. THEY HAVE A LEADING INTERNATIONAL PROFILE IN THEIR DISCIPLINE AND DEMONSTRATE LEADERSHIP BOTH WITHIN THE UNIVERSITY AND EXTERNALLY, WITH RECOGNITION OFTEN EXTENDING BEYOND ACADEMIA INTO RELEVANT POLICY AND PRACTICE COMMUNITIES

Professors – Teaching and Research

The demonstration of international recognition as a leading researcher and scholar in the chosen field

- Publications and citations
- Research students
- Funding
- Management
- Establishment of research facilities
- Interaction with industrial and commercial sectors
- Election to key positions in Societies

Professors – Teaching and Scholarship

The demonstration of national or international eminence in this area, evidenced by national or international recognition by academic or professional bodies and/or impact

- Awards e.g. National Teaching Fellow
- Learning outcomes
- Textbooks and teaching materials
- Curriculum innovation
- Pedagogic research
- Leadership in a professional body
- Creation of teaching/ training facilities/ programmes



APPENDIX B: THE INVENTORY OF SCHOLARSHIP



Institutionalizing a Broader View of Scholarship Through Boyer's Four Domains

JOHN M. BRAXTON, WILLIAM LUCKEY,
AND PATRICIA HELLAND

Braxton, J.M., Luckey, W. and Helland, P., 2002. Institutionalizing a Broader View of Scholarship through Boyer's Four Domains. ASHE-ERIC Higher Education Report. Jossey-Bass Higher and Adult Education Series. Jossey-Bass, 989 Market Street, San Francisco, CA 94103-1741.

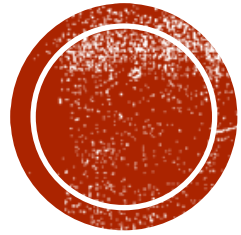
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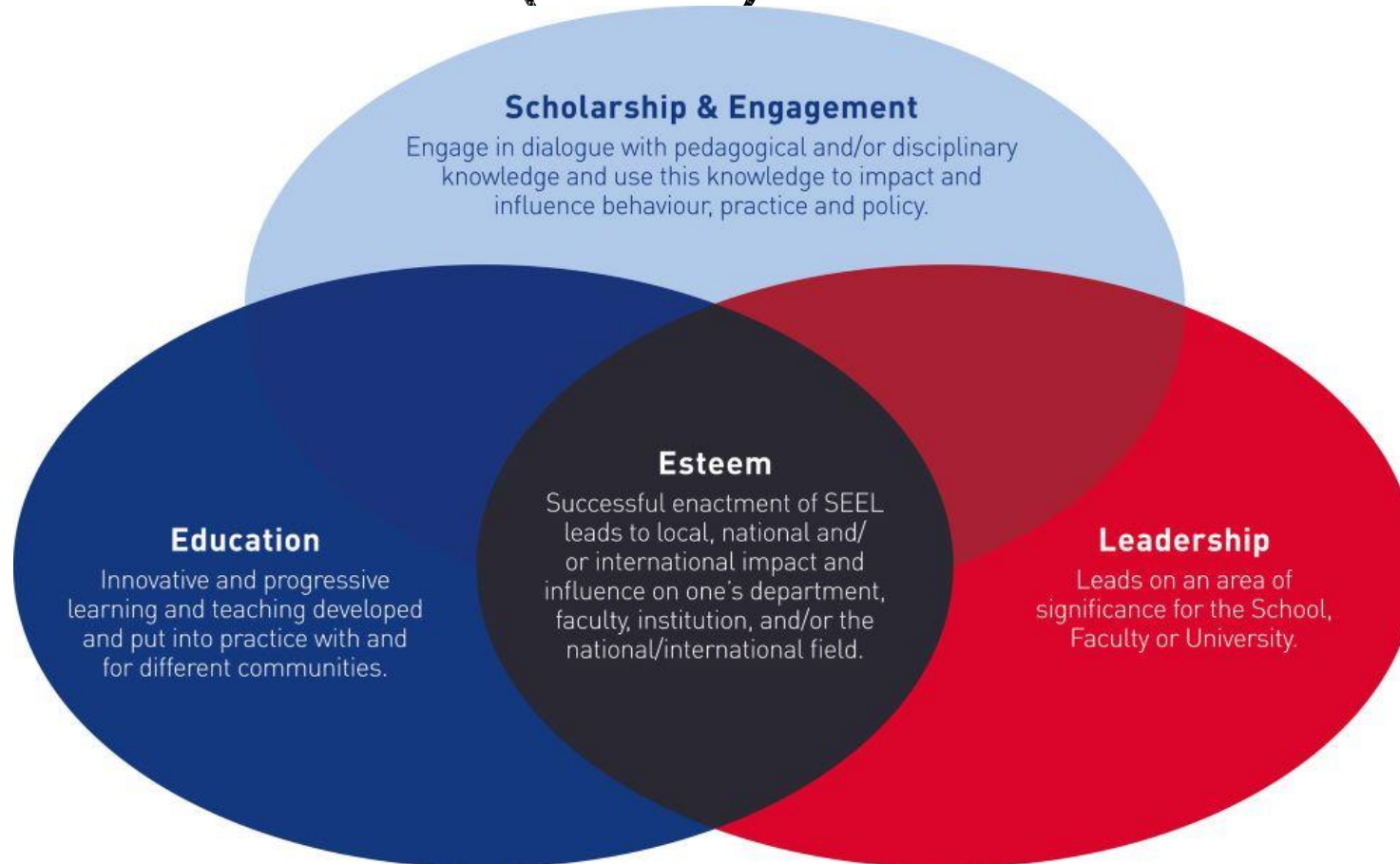


PROGRESSION

Where are you aiming for?

What are the progression criteria?

MANAGEMENT KNOWLEDGE AND EDUCATION (MKE)



Doing academic careers differently

This article is more than
2 years old

COMMENT | 21/02/24

How do we support academic careers that specialise in excellent teaching? For Kate Black, the emphasis should be on consistency and transparency

“The lack of clear criteria for scholarship does offer some **opportunities**. Rather than needing to reach explicit criteria such as a minimum grant income, a minimum number of high-ranking journal publications and so on. education-focused academics typically have the opportunity to **define the criteria for themselves** – allowing them to craft a more authentic self and career. *Being successful necessitates the education-focused academic to establish for themselves who, or what type of educator and educational leader, they want to be. They need to decide what they want to be known for, much as a researcher would, and to ensure that this golden thread imbues their personal narrative.*”



Kate Black

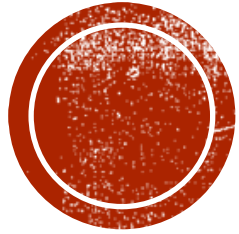
Kate Black is Professor of Management Learning and Education at Newcastle Business School



Tags

ACADEMICS
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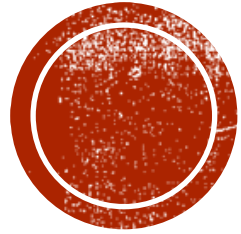




IDENTITY

How do you identify yourself?

Is this congruent with where you are and where you want to be?

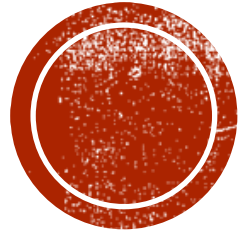


CLOSING POLL



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REFLECTIONS AND NEXT STEPS

Over to you...

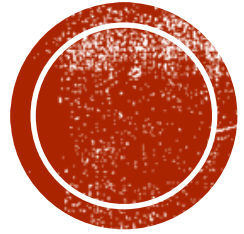
How are you feeling now?

What will be your next steps...

REFERENCES

- Boyer, E. (1990) *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, New Jersey: The Carnegie Foundation for the Advancement of Teaching
- Braxton, J.M., Luckey, W. and Helland, P., 2002. Institutionalizing a Broader View of Scholarship through Boyer's Four Domains. ASHE-ERIC Higher Education Report. Jossey-Bass Higher and Adult Education Series. Jossey-Bass, 989 Market Street, San Francisco, CA 94103-1741.
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ADDITIONAL RESOURCES



How can you
horizon scan
for pedagogic
innovations?

- **Enterprise Educators UK**
<https://www.enterprise.ac.uk/>
- **ISBE/EEUK Special Interest Groups**
<https://www.isbe.org.uk/sigs/rented/>
<https://www.enterprise.ac.uk/special-interest-groups/>
- **Association for Learning Technology**
<https://www.alt.ac.uk/>
- **CABS**
<https://charteredabs.org/>
- **Times Higher Campus**
<https://www.timeshighereducation.com/campus>
- **WONKHE**
<https://wonkhe.com/>

Evidencing your Leadership

- **EEUK Fellowship**
<https://www.enterprise.ac.uk/fellows/>
- **Advance HE Senior and Principal Fellowship**
<https://www.advance-he.ac.uk/fellowship/senior-fellowship>
<https://www.advance-he.ac.uk/fellowship/principal-fellowship>
- **CABS Certified Management & Business Educator**
<https://charteredabs.org/cmbe>
- **CABS Leaders in Learning and Teaching (training)**
<https://charteredabs.org/events/leaders-in-learning-teaching>

Support for
Enterprise and
Entrepreneurship
Education
Scholarship and
Research

- **ISBE/EEUK Special Interest Group**
<https://www.isbe.org.uk/sigs/rented/>
- **Impact Research Group**
<https://impactresearch.group/>



What are Advanced Pedagogies?

Institute of Educational Technology 2024

<https://iet.open.ac.uk/innovating-pedagogy/exploring-new-forms-of-teaching-learning-assessment>

- **Speculative worlds**
Imagining and designing for a more equitable future
- **Pedagogies of peace**
Fostering peacebuilding in schools and society through relationship-centred practices
- **Climate action pedagogy**
Empowering teachers and learners to take meaningful actions towards climate change
- **Learning in conversation with Generative AI**
A dialogic, real-time method of learning
- **Talking AI ethics with young people**
Affording children and young people their rights related to AI and education
- **AI-enhanced multimodal writing**
Extending multimodal authoring and developing critical reflection
- **Intelligent textbooks**
Making reading engaging, 'smart' and comprehensive
- **Assessments through extended reality**
Harnessing immersion to demonstrate and develop skills
- **Immersive language and culture**
Using games to step back in time for authentic learning experiences
- **Exploring scientific models from the inside**
Rich embodied experiences supported by extended reality and AI